

Book: *Slovakia*

Chapter One: The Landscape

Subject area(s): Social Studies

Amount of time needed: Two 40-minute periods or one 90-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Recognize and recreate the political boundaries and physical features of the nation of Slovakia.

Materials needed:

- ✓ Play-Doh, clay, or salt dough (3:1:1 ratio of flour, salt, & water)
- ✓ Cardboard
- ✓ Markers
- ✓ Toothpicks
- ✓ Paper
- ✓ Tape

Activities:

- 1) The teacher will briefly review the information in the text concerning the major aspects of Slovakia's landscape.
- 2) Students will break into groups of two or three and create topographic maps of Slovakia. The maps should include labeled line drawings of bordering countries. Slovakia should be three dimensional, showing and labeling the mountain and lowlands. The maps should include the information from the Quick Facts on page 12, either using flags made of toothpicks, paper, and tape or by writing it somewhere on the maps' surface.

Assessment:

- ✓ Do the maps show and label Slovakia's mountains and lowlands?
- ✓ Do the maps show the countries that border Slovakia?
- ✓ Is the information from the Quick Facts included in the project?

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Chapter Two: Slovakia's History and Government

Subject area(s): Social Studies

Amount of time needed: One or two 40-minute periods

Objectives: By the end of this lesson, students will be able to:

- 1) Order major events in the history of Slovakia.
- 2) Briefly describe major events in Slovakia history.

Materials needed:

- ✓ Paper or poster board
- ✓ Tape
- ✓ Markers

Activities:

- 1) The teacher will divide the students into groups of three or four and ask the students to create a time line of the major events in the history of Slovakia. Ideally, each group should create a large time line and have a wall space to display the time line. If that is not possible, the groups can create smaller time lines on pieces of poster board. The time lines should include the major events in the history of Slovakia with dates in appropriate order and a brief explanation of each event, either using text or a combination of pictures and text if time permits.

Assessment:

- ✓ Do the time lines include the major events in the history of Slovakia with dates in appropriate order?
- ✓ Are the events adequately described, using either text or text and pictures?

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Chapter Three: The Economy

Subject area(s): Social Studies, Art

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Construct a poster describing the economy of Slovakia.
- 2) Name major industries, agricultural products, import and export commodities, and energy sources of Slovakia.

Materials needed:

- ✓ Poster board or large pieces of paper
- ✓ Markers
- ✓ Old magazines or computers with Internet access
- ✓ Scissors
- ✓ Glue

Activities:

- 1) The teacher will divide students into groups of three or four and ask each group to create a poster describing the economy of Slovakia. The students should include both text and pictures, which should be hand drawn, clipped from old magazines, or taken from the Internet, to create an informational and attractive poster. The posters should show which industries and agricultural products are important to the economy of Slovakia, which products Slovakia exports to and imports from other nations, and what sources of energy Slovakia uses.

Assessment:

- ✓ Does the poster adequately explain the economy of Slovakia, including both text and pictures to show the major industries, agricultural products, import and export commodities, and energy sources of Slovakia?
- ✓ Is the poster attractive and neat?

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Chapter Four: Slovakia's People and Culture

Subject area(s): Social Studies, English Language Arts

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify characteristics of the language, religion, food, education system, sports, and festivals in Slovakia.
- 2) Write journal entries about life in Slovakia.
- 3) Describe what a "name day" celebration is.

Materials needed:

- ✓ Writing paper
- ✓ Pens, pencils

Activities:

- 1) The teacher will review the information in the text concerning the major aspects of Slovakia's people and culture.
- 2) The teacher will use this starter: "You are an exchange student to Slovakia. Write a series of entries in your journal that describe what life is like for you in Slovakia. Include information about language, religion, food and meals, education, sports, and festivals. Make sure you include information about "name day" celebrations. Add fictitious details to make the entries seem believable."

Assessment:

- ✓ Do the entries contain information about language, religion, education, sports, food, and festivals?
- ✓ Is the "name day" celebration explained?
- ✓ Do the letters contain other fictional information to promote a realistic "feel"?

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Chapter Five: The Cities

Subject area(s): Social Studies

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) List the four major cities of Slovakia.
- 2) Identify one distinguishing fact about each city.
- 3) Develop a travel brochure about two of the cities.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil
- ✓ Computers, printers

Activities:

- 1) The teacher should have the students read chapter 5.
- 2) The teacher will review the information with the students, asking students to name the cities and identify important information about each.
- 3) Working with a partner, the students will develop a travel brochure that contains pictures and information about two of the cities. The students should use artwork or computer pictures to illustrate it. The brochures should be designed to invite people to visit these cities.

Assessment:

- ✓ Did the brochures contain information about the cities?
- ✓ Did the brochures contain pictures and text presented in an attractive format?

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Chapter Six: Formation of the European Union

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the important features of the EU, including the Three Pillars.
- 2) List the 25 members of the EU.
- 3) Define the term autonomous.

Materials needed:

- ✓ Copies of attached worksheet
- ✓ Pens

Activities:

- 1) The teacher will review the information contained in chapter 6 with the class.
- 2) The teacher will ask the students to complete the attached worksheet, using the information in the text.

Assessment:

- ✓ Are all areas of the worksheet filled in correctly?

Using the information in Chapter 6,
fill in the information in
the space given.

The European Union

Name the 25 Member Nations:

Pillar One

Pillar Two

Pillar Three

What is the EU? Include the term **autonomous** and its definition in your explanation.

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Chapter Seven: Slovakia in the European Union

Subject area(s): Social Studies, English Language Arts

Amount of time needed: Two 40-minute periods

Objectives: At the end of this lesson, students will be able to:

- 1) Identify the pros and cons of Slovakia's participation in the European Union.
- 2) Explain future challenges for Slovakia.

Materials needed:

- ✓ Paper
- ✓ Pens
- ✓ Timer

Activities:

- 1) Using the book, the students will use the information there to make a chart of the pros and cons for Slovakia's membership in the EU
- 2) The students will choose partners. Half of the pairs will be designated to defend the participation in the EU; the other half will present the case against the EU. Pairs will work together to develop a presentation.
- 3) The teacher will explain what a debate is and present the format: point, counterpoint, rebuttal with time limits.
- 4) On the second day, the students will present their debates. The class will use a rubric to assess performance. The rubric will contain clarity of arguments, grasp of information, supporting facts, and public-speaking skills.

Assessment:

- ✓ Have students correctly listed the pros and cons of EU membership?
- ✓ Has each pair of students met the rubric requirements for their debate?