Dear Educator:

The overall theme of this unit is using maps to understand borders and their impacts in Europe. The materials will guide you and your students to use maps to think about how borders intersect physical and human geographical features, and how those intersections can lead to cooperation and/or conflict. During the unit, several case studies will be studied in depth, so students can develop skills in map analysis and applying that analysis to specific situations. Other parts of the materials will invite you and your students to explore similar cases in Europe and in your own community, which could be taken from the materials that you currently use or from a set of possibilities included in the curriculum. The unit is not intended to cover an entire course in European physical and human geography. Instead, the goal is to help students see maps as tools for understanding our world, using European examples and case studies.

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Lesson 1: Political Borders

GRADE LEVEL
6–8

OVERVIEW
This lesson prompts students to think about regions and borders by determining where they would place borders in an artificial continent, based on a set of physical and cultural features of the area.

This is lesson 1 in a series of 10 lessons in a unit on Europe.

CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS
Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

TIME
Opening 15 minutes Activity 1.1 20 minutes Closing 20 minutes
GUIDING QUESTION
Why are the borders of countries located in certain places?

KEY VOCABULARY
Border: An imaginary line separating one political division, such as a country, state, province or county, from another
Country: A recognized territory whose government is the highest legal authority over the land and the people living within its boundaries
Region: An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas

CONNECTIONS TO THE CURRICULUM and STANDARDS
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

Connections to the Curriculum
• Geography

Connections to National Standards

Opening

TIME
15 minutes

Conduct a short discussion with the class about the words “border” and “region.” What do those words mean to students? Why do people define regions or countries in any given area? How are borders defined?

Explain to students that in their activity today, they will work in a small group to set borders and define regions in an area of land.

Activity 1.1: Drawing Political Borders

Students are given a set of maps that show physical and cultural features of a fictitious area. Students are asked to draw country borders in the area, based on how they think the land should be divided. This activity is intended as a discussion starter to bring out student ideas about how regions are defined, and how land and resources should be divided among countries. There are no right or wrong answers for this activity.

TIME
20 minutes

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
• Activity 1.1 Handout: Drawing Political Borders

INSTRUCTIONAL STRATEGY
Small-group work with class discussion
OBJECTIVES
Students will:
Consider how physical and cultural features could be used to define country borders
Discuss their ideas about which features are most important in establishing good borders

DIRECTIONS
Divide the class into groups of approximately four students each.
Hand out the student worksheet: Activity 1.1 Handout: Drawing Political Borders.
Instruct students to use the information in three of the maps—Religions, Mountains and Rivers, and Languages—to determine where they would place borders in the Outline map. The group should come to a decision together and should take notes about why they drew the borders where they did. Give students about 10 minutes to draw their borders.
As the teacher walks around and observes student groups working, ask questions to better understand what students are thinking, such as:

a. Do you think physical features such as rivers are more important than cultural ones, such as language, in setting borders? Why or why not?
b. What would happen if you split this physical feature between two countries? Would people in the countries be able to share the land and/or resources or would they constantly fight over its use?
c. What would happen if a country has a mix of different cultural features (language, religion, etc.)? Will this impact how the people can live and work together in that country?
5. Ask groups to share their borders with the class along with their reasons. The teacher or a class recorder should make a list of the reasons on the board or chart paper.

Note: A transparency of the handout could be cut in quarters, and the maps placed on top of one another to show students the interplay of physical and cultural features.

ADAPTATIONS
Students could also do the activity individually and share their ideas with the class. They could come up with names for the countries that they create.

Closing / Culminating Activity

TIME
20 minutes

MATERIALS REQUIRED
• List of reasons for placing borders, from the class activity

INSTRUCTIONAL STRATEGY
Whole-class discussion

OBJECTIVES
Students will:
Explain and compare their border selections based on physical and cultural features
Discuss other factors that could impact where borders are established

DIRECTIONS
As a class, discuss the reasons borders were placed in different areas. Ask students to comment about whether they agree or disagree with the reasons other students gave. Remember, there are no right or wrong answers; students should discuss their ideas and impressions.
Ask students to brainstorm what other things might shape country borders (besides the physical and cultural features they looked at in this lesson). Students might list things such as wars
Tell students that they will complete a unit of lessons about borders in Europe, and that their ideas about where borders should be placed will be important for their study of Europe. Keep the list of reasons for the class to refer to in later lessons, to see if their ideas have changed.

**SUGGESTED STUDENT ASSESSMENT**
None.

**EXTENDING THE LESSON**
Ask students to think about borders in their community or state. How were the borders defined? Do they follow a physical feature in the landscape? Do they follow cultural differences between people on either side of the border?

**Name:** **Date:**
Activity 1.1 Handout

**Drawing Political Borders**
Use the blank outline map to draw political borders on this landmass. Take into account religions, physical features (mountains and rivers) and languages.
Mountains and Rivers Map Languages Map
Curriculum Feedback Page

Please fill this out as you teach the lesson, or as soon as you finish. National Geographic will use your feedback to improve the materials for next year.

Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

Student Ideas and Questions:

Lesson 2: What Do You Know About Europe?

GRADE LEVEL
6–8

OVERVIEW
This lesson gathers students’ ideas about the land and peoples of Europe. By the end of the lesson the class will have created lists of things they know about Europe and questions they have about the land and peoples of Europe. Throughout the unit, they will return to these lists to add new information and answer questions.

This is lesson 2 in a series of 10 lessons in a unit on Europe.

CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS
Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context.

TIME
Opening 15 minutes Activity 2.1 40 minutes Closing 20 minutes

GUIDING QUESTION
Where is Europe? Describe the people and land in Europe.

KEY VOCABULARY
Climate: Long-term trends in weather elements and atmospheric conditions
Culture: The entire way of life of a group of people who share similar beliefs and customs
Europe: The sixth largest continent, containing just seven percent of the Earth’s land
Connections to the Curriculum

• Geography

Connections to National Standards

Opening

TIME
15 minutes

Ask students to individually write down five ideas that they have about Europe. These can be about the people who live in Europe, the cultures, languages, the land, climate, or any other ideas they have about the continent.

Gather these lists together, either by asking students to share, or by having students write their ideas on sticky notes and posting them in front of the room.

Tell students that they will return to these ideas later in the unit, as they learn more about Europe. The teacher can review these thoughts to get an idea about what students know and want to learn about Europe, to help shape the lessons that follow.

Activity 2.1: Where is Europe?

In this activity students are given a blank map of Europe and are asked to draw as much as they can of Europe—its borders, physical and human geography, and anything else that comes to mind. Students will look at these maps again later in the unit to see how their ideas have changed. This is intended as an activity to learn about students’ ideas about Europe, not to teach new content.

TIME
40 minutes

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
• Activity 2.1 Map: Europe Without Borders

INSTRUCTIONAL STRATEGY
Individual work with class discussion

OBJECTIVES
Students will:
Explore their own ideas about Europe
Develop a list of questions about Europe
DIRECTIONS

1. Hand out the map of Europe Without Borders (2.1). Ask students to begin to work alone, but tell them that they will share their ideas in a small group later.

2. Instruct students to look at the borderless map and draw as much as they can from the list below. Encourage students to think about and take notes about why they drew things where they did. Students should draw:
   a. The border between Europe and Asia
   b. Borders of countries in Europe and the country names
   c. Rivers, mountains, and other physical features
   d. Areas where different languages are spoken and where particular religions are found
   e. Historical country borders in Europe and how those have changed

3. As the teacher walks around and watches individuals working, ask questions to better understand what students are thinking, such as:
   a. Why do you think that country/physical/cultural feature is in that location? How did you learn about that?
   b. How certain are you about your drawing?
   c. What questions do you have about Europe?

4. Ask individuals to share their maps in small groups and to discuss their ideas and questions.

5. Ask students to save their maps to use in later lessons (or collect the maps to return to students later).

6. Hold a class discussion about how difficult it was to draw features of Europe. What were students confident about? What did they have trouble with?

7. Begin a list of questions that students have about Europe. Encourage students to add to this list throughout the unit so that they can find the answers before the unit is finished.

ADAPTATIONS

If your students already have some background on Europe, you might put students into groups of four and ask each student in the group to draw a different map based on only one of the following: political borders, cultural groups, physical geography, and historical change. Then each individual student can share his or her map with their small group, giving others in the group a chance to comment or add to that map. The group can then make a list of questions that they have about Europe, and a list of things that they already know about Europe. The maps and lists should be saved to be referred to later in the unit.

Closing / Culminating Activity

TIME
20 minutes

MATERIALS REQUIRED
Slide show of photographs of Europe

INSTRUCTIONAL STRATEGY
Whole-class presentation and discussion
OBJECTIVES
Students will:

View pictures of Europe to determine if the pictures match their own ideas about Europe
Search for geographic clues within images to learn more about the subjects shown there

DIRECTIONS
As a whole class, view each picture from the slide show. As students look at the picture, discuss:
Does this picture look like Europe to you? Why or why not?
Where do you think this is located? What clues in the picture helped you determine the location?
What else can you see in this picture? What is happening? How can you tell?

SUGGESTED STUDENT ASSESSMENT
None.

EXTENDING THE LESSON
Students can search for other pictures of Europe, either online or in magazines or other media. They can sort pictures into groups: those that match students’ current understanding of Europe and those that do not match. Students could write descriptions and analysis of each picture to support their grouping.

For an expanded version of this activity, see “Practice: Observing Physical and Cultural Landscapes,” which was distributed at the 2008 Summer Geography Institute.

Curriculum Feedback Page
Please fill this out as you teach the lesson, or as soon as you finish. National Geographic will use your feedback to improve the materials for next year.

Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

Student Ideas and Questions:

Lesson 3: Physical Geography of Europe

GRADE LEVEL

6–8

OVERVIEW
In this lesson, students are introduced to the physical geography of Europe and delineate major drainage basins in Europe.

This is lesson 3 in a series of 10 lessons in a unit on Europe.

**CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS**
Standard 8: The characteristics and spatial distribution of ecosystems on Earth’s surface.

**GUIDING QUESTION**
How important are physical features (such as mountains, rivers, and vegetation) in determining and maintaining country borders?

**KEY VOCABULARY**
- Biome: A community classified according to the plant and animal life within it
- Drainage basin: An area drained by a river and its tributaries
- Mountain: A landform rising 1,000 feet (300 meters) or higher above the surrounding area
- Physical geography: Focuses on understanding the processes and patterns in the natural environment
- River: A large natural stream of flowing water
- Vegetation: Plant life divided into four broad categories: forest, grassland, tundra, and xerophytic (desert) vegetation

**CONNECTIONS TO THE CURRICULUM and STANDARDS**
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

**Connections to the Curriculum**
- Geography

**Connections to National Standards**
- Geography

**Opening**

**TIME**
20 minutes

**Discussion:**
Ask students to think back to lesson 1 (Political Borders), in which they made up borders based on the information given on several maps. Which of the features of those maps were physical features? (Make a list on the board.) Students might understand this distinction, or they might need some clarification about the difference between physical and cultural features. Point out that in the next three lessons, the class will focus on physical features, and that cultural/human features will be addressed later.
Elicit student ideas: Think about some of the specific physical features on our list. How would these be important for defining countries? Do students think country borders should line up with physical features? Why or why not? (If students are having trouble discussing on their own, ask them about
travel, communication, growing food, and other things that people in every region would need to do.) Gather student ideas about why physical features are important.

**Activity 3.1: Mountains, Rivers, and Vegetation of Europe**

Students read a brief description of major physical features in Europe, find those on a map, and compare them to country borders.

**TIME**
30 minutes

**MATERIALS REQUIRED**
Student Handouts and Blackline Masters:
Activity 3.1a Handout: Mountains, Rivers, and Vegetation of Europe
Activity 3.1b Map: Physical Map of Europe
Activity 3.1c Map: Natural Vegetation of Europe
Activity 3.1d Map: Country Borders in Europe
Overhead transparency of Activity 3.1b Map: Physical Map of Europe
Overhead transparency of Activity 3.1c Map: Natural Vegetation of Europe
Overhead transparency of Activity 3.1d Map: Country Borders in Europe
Markers
Overhead projector

**INSTRUCTIONAL STRATEGY**
Small-group work, reading, and map analysis task

**OBJECTIVES**
Students will:
Learn the locations of major rivers, mountain ranges, and vegetation of Europe
Explore how these physical features line up with country borders

**DIRECTIONS**
Divide the class into small groups and give them copies of the reading (3.1a Mountains, Rivers, and Vegetation of Europe) and maps (3.1b Physical Map of Europe, 3.1c Natural Vegetation of Europe, 3.1d Country Borders in Europe) for this activity.
Students should read the passage in Mountains, Rivers, and Vegetation of Europe, and locate each feature described on either the Vegetation Map (3.1c) or Physical Features Map (3.1b).
Students then compare the Physical Map of Europe (3.1b) to the map Country Borders in Europe (3.1d), and answer the questions at the end of the reading passage.
After students complete the tasks, have groups share their answers with the class. Use the teacher transparencies to show the class how borders and physical features line up (or don’t).

**ADAPTATIONS**
None.

**Activity 3.2: Drainage Basins in Europe**

In this activity, students will trace drainage basins in Europe, using a map of rivers and elevation as their guide. Students begin to think about how countries can cooperate in sharing water resources.

**TIME**
40 minutes
MATERIALS REQUIRED
Student Handouts and Blackline Masters:
Activity 3.2a Handout: Drainage Basins and How Rivers Flow
Activity 3.2b Map: Major Drainage Basins in Europe

(Note: Map 3.2b for teacher reference only)
Activity 3.1b Map: Physical Map of Europe
Activity 3.1d Map: Country Borders in Europe

INSTRUCTIONAL STRATEGY
Small-group work

OBJECTIVES
Students will:
- Delineate major drainage basins in Europe
- Explore how countries within a drainage basin are connected by trade, transportation, and water use

DIRECTIONS
1. Divide the class into small groups and assign each group a river to explore from the list on the handout (3.2a: Drainage Basins and How Rivers Flow).

2. Depending on your students’ comfort level, the teacher might choose to demonstrate the process of delineating a drainage basin on one river, then ask groups to complete their own.

3. Questions and ideas as you are helping students:
   a. Students might have difficulty with the rivers in northern Europe that flow “up” the map.
   b. Students might mistakenly believe that south is downhill.

4. Elicit student ideas about why rivers are important, and how countries that share a drainage basin might need to cooperate.

5. When all groups are finished, student groups should come to the front to draw their basin on the map, and answer questions.

ADAPTATIONS
The class could work together to do each river. If students have trouble delineating the basins, you can use the completed drainage basin map (3.2b: Major Drainage Basins in Europe), and only require students to answer the questions.

Closing / Culminating Activity

TIME
20 minutes in class, plus an assessment that can be completed as a homework assignment

INSTRUCTIONAL STRATEGY
In-class discussion, with a student essay-writing assessment

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
Activity Handout: Closing Activity
Completed Handout 3.2a: Drainage Basins and How Rivers Flow
Activity 3.1c Map: Natural Vegetation of Europe

OBJECTIVES
Students will:
• Consider how country borders can intersect physical features in different ways and discuss how this can lead to cooperation or conflict

DIRECTIONS
Conduct a closing discussion. Remind students that they looked at four different physical features in this lesson: rivers themselves, mountains, vegetation, and drainage basins. All of these cross country borders in different ways across Europe. Which (if any) would make sense to use as a border between countries? Why?

Things for students to consider:
Mountains and some rivers used to form natural barriers between people because they were difficult to cross. Is that the case anymore?
• Because of how water moves through drainage basins, countries within that basin will be affected by each other’s water use, pollution, and use of the river. How can countries best cooperate to use rivers and drainage basins in a way that benefits everyone? Why might this be difficult? Different types of natural vegetation offer different resources to the people who live there. What benefits might there be to having a variety of different vegetation types in the same country? What problems might this cause?

SUGGESTED STUDENT ASSESSMENT
Students should write a brief essay to answer the questions in the handout: Closing Activity.

EXTENDING THE LESSON
Students can use the maps that they drew of drainage basins as a basis to do research on some of these areas to see how people have handled sharing the water resources in the area. Which countries have been able to work together to share natural resources? Which have encountered conflict because of the intersection between their borders and physical features? Why do you think some groups can cooperate while others cannot?

Mountains, Rivers, and Vegetation of Europe

Read the following passage, then answer the questions that follow.

The geography of Europe and the lives of the people who live there have been shaped by the interactions of land and water. To the north, south, and west of the nearly 4,000,000-square-mile (10,359,952-square-kilometer) continent, finger-like peninsulas reach into the Arctic and Atlantic Oceans and the Baltic and Mediterranean Seas. Only the eastern edge is landlocked—firmly attached to its bigger neighbor, Asia, along Russia and Kazakhstan’s low Ural Mountain range.
From north to south and east to west, mountains, rivers, and seacoasts dominate the landscape, leaving Europe as the only continent with no large deserts. The Scandinavian Peninsula and islands of Great Britain are partially covered with eroded mountains laced with fjords and lakes carved out by ancient glaciers. The northern edge of Europe lies in the frozen, treeless tundra biome, but more than 80 percent of the continent was once covered by forests. Thousands of years of clearing the land for farming and building towns and cities has left only a few large forest areas remaining in Scandinavia, Germany, France, Spain, and Russia.

Warm, wet air from the Atlantic Ocean allowed agriculture to thrive in chilly northern Europe, especially on the North European Plain, which stretches all the way from France and southern England to Russia in areas that were formerly deciduous and mixed deciduous-coniferous forest. Plenty of rain, good soil, and rivers such as the Elbe, Rhine, and Seine that could be used to transport crops made this fertile strip of land some of the most valuable—and fought over—territory in Europe. Part of this plain is actually below sea level, but the people of the Netherlands built an empire by reclaiming the land for crops and pasture.

Farther south, the peaks of the Pyrenees and Alps form a dividing line between northern and southern Europe. These mountains stop the flow of moist air, so that Spain, Portugal, Italy, and other countries bordering the Mediterranean are in the chaparral biome, with a much hotter, drier climate. Here olive and fruit trees thrive. Farmers raise grain, vegetables, and fruits in the Po River valley, where Italy’s longest river flows out of the Alps and into the Adriatic Sea.

In central and eastern Europe, grassy lowlands and river basins with rich, black soil are interrupted by scattered mountain ranges, including the Carpathians and Caucasus. Trade flourishes along the Danube River, which connects central Europe to Asia via the Black Sea.

Although mountains may divide Europe—its rivers do the opposite. The great rivers thread their way down from mountaintops, past historic cities and towns. They water crops and provide transportation and hydroelectric power along the way, until they reach their final destinations in the surrounding seas and oceans, where Europeans then reach out to connect to the rest of the world.

Instructions:

1. Go back through the reading and underline each physical feature of Europe that is described. Find each of these features on your map of Europe and label it.

2. Compare the political map of Europe (3.1d) to the Physical Features (3.1b) and Vegetation (3.1c) maps, and answer the following questions:
a. Find the Alps. What countries and country borders intersect this major mountain range? Note which borders seem to be defined by the edges of the mountains, and which borders cut across the mountains.

b. Compare mountainous areas to the natural vegetation types found in the same areas. What vegetation is commonly found in the mountains? What vegetation is more commonly found in flat, low-lying areas?

c. Find Finland, and describe the natural vegetation found there. Based on how far away Finland is from the Northern European Plain (where agriculture flourishes in Europe), how difficult would it be for Finland to grow or import food for its people?

3. From question number 2, on the previous page, choose one of the situations— a, b, or c—and write about what you think it would be like to have a country border cross through a physical border in that way. What would it mean for transportation in your country? What would it mean for trade with other countries? Do you think the countries on either side of the feature would cooperate, or would there be conflict about using that physical feature? Why?

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**Drainage Basins and How Rivers Flow**

A drainage basin is the area of land that is drained by a river and the smaller rivers and streams that flow into it. Shaped something like a bowl, a drainage basin usually has mountains or highlands at its edges where the rivers originate and lowlands in the middle so that water flows downward toward the mouth of the river. In Europe, there are several large drainage basins, each flowing into a sea or ocean, linking the people and products of the drainage basin to the wider world. Cities located at important points in a drainage basin become large and powerful when trade takes off. For example, the Volga River flows south over 2,300 miles (3,701 km.) into the Caspian Sea. Many of western Russia’s largest cities, including Moscow, Kazan, and Astrakhan, are located on the Volga or its tributaries, and here people from Asia and Europe have been connected through trade for centuries.
Directions:

Select one of the following rivers: Rhine, Oder, Dnieper, Danube, Volga, or Pechora.

On the Physical Features of Europe map (3.1b):

1. Trace the length of the river, identifying where the river begins (likely in the mountains) to where it ends (in an ocean or sea).

2. Look around the river to find mountains that surround it, and trace the area defined by the mountains. Any water that falls as rain into this area will flow downhill and drain into the river. Shade in the area you traced—this is the drainage basin for the river.

3. Compare the drainage basin you shaded to the Political Map of Europe (3.1d), and list the countries that are included in the drainage basin.

4. What countries outside the drainage basin might be linked to Europe through trade at this port?

Closing Activity

Directions:
Look again at the river you chose for the activity “Drainage Basins and How Rivers Flow” (3.2a). Write a paragraph in which you imagine the role of this river in Europe’s history. What countries did it connect? Based on how the river flows through and between these countries, do you think the river was a source of cooperation or conflict? Why? Based on the vegetation map (3.1c), what kind of land surrounded the river in the past? Based on the reading, how has that land changed as more people settled in Europe?

**Curriculum Feedback Page**

Please fill this out as you teach the lesson, or as soon as you finish. National Geographic will use your feedback to improve the materials for next year.

Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

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**Student Ideas and Questions:**

**Lesson 4: Conflict on the Danube**

**GRADE LEVEL**

6–8

**OVERVIEW**

This lesson covers a case study of how physical features can interact with country borders to cause conflict. In this case, two countries agreed to work together to build a series of dams on the Danube River, but problems kept the project from being completed, and the conflict continues 40 years later.

This is lesson 4 in a series of 10 lessons in a unit on Europe.

**CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS**

Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

**TIME**

Opening 15 minutes Activity 4.1 40 minutes Closing 30 minutes

**GUIDING QUESTION**

When two countries share ownership of a river, who gets to decide how to care for the river?

**KEY VOCABULARY**
Conflict: Incompatibility of one idea, desire, event, or activity with another
Dams: Structures built across a river to control the flow of water
Environment: The sum of the conditions that surround and influence an organism
Flood: The rising and overflowing of a body of water onto land that is not normally covered with water

CONNECTIONS TO THE CURRICULUM and STANDARDS
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

Connections to the Curriculum
• Geography

Connections to National Standards

Opening
TIME
15 minutes
Ask students to think about lesson 3 (Physical Geography of Europe) and the physical features they observed in Europe. Why might rivers be important physical features? Do students think a river would make a good country border? Why or why not?

Activity 4.1: Rivers and the Gabcikovo-Nagymaros Project
Students read about a project to dam the Danube River for hydroelectric power and flood control. The reading will outline the conflicts that surround the project, and students will explore the ideas by writing summaries of the conflict, to be presented to the class.

TIME
40 minutes

MATERIALS REQUIRED
Student Handouts and Blackline Masters:

• Activity 4.1a Handout: Rivers and the Gabcikovo-Nagymaros Project

Activity 4.1b Map: The Danube River Including the Gabcikovo Dam

INSTRUCTIONAL STRATEGY
Small-group work

OBJECTIVES
Students will:
Learn about a particular case study of a dam that impacts several countries along the Danube River. Explore environmental, political, and other issues that surround the building and maintenance of dams on shared rivers.

**DIRECTIONS**

1. Pass out the handout Rivers and the Gabcikovo-Nagymaros Project (4.1a). (Pronunciation: gob-CHET-ko-vo NAHJ-mo-ra) Students should read the passage independently, taking note of new vocabulary words and/or any questions they have based on the reading.

2. Students should refer to the map The Danube River Including the Gabcikovo Dam (4.1b) to identify the locations and borders mentioned in the reading. For locations not shown on map 4.1b, see the Danube map distributed at the SGI, from the United Nations Environment Programme. This map can also be found online at www.grid.unep.ch/activities/global_change/Danube.php.

3. Divide the class into groups of approximately four students. Assign each group to complete the first two questions, and only one of questions 3–5. The groups should summarize the main points from the reading and be prepared to present their ideas to the class.

4. Ask questions to check for student understanding:
   a. Where is the Danube River in relation to the country borders in the area? Based on the borders, who should control the river? Why?
   b. Why would countries downstream from the dam care about the project? Countries upstream? Should they be allowed to help make decisions about the dams?

5. Have groups present their ideas to the class.

**ADAPTATIONS**
Students could do additional research on the dam and its impacts before they present their answers to the rest of the class. Students could create a positive/negative effects chart on the aspect of the dam that they research.

**Closing / Culminating Activity**

**TIME**
30 minutes

**MATERIALS REQUIRED**
Student Handouts and Blackline Masters:

- Activity 4.1b Map: The Danube River Including the Gabcikovo Dam
- Overhead transparency of 4.1b Map: The Danube River Including the Gabcikovo Dam

**INSTRUCTIONAL STRATEGY**
Small-group or whole-group discussion
OBJECTIVES
Students will:
• Explore how country borders can add complexity to decisions surrounding dams and other uses of natural resources

DIRECTIONS
1. Ask students to look at the map The Danube River Including the Gabčíkovo Dam (4.1b), and the location of the disputed dams. Students should discuss in their small groups: Where might a dam be placed that would cause less conflict between countries? (If students have trouble selecting their own locations, you can suggest the project could be moved south of Budapest, in the center of Hungary. This would place the project in one country only. Would that solve the issues that people have with the dam? That other countries have with the dam?)
2. Ask students to address the following issues in their response, noting why their location would cause less conflict in terms of:
   a. Environmental concerns, including flooding
   b. Shifting borders due to shifting the course of the river
   c. Trade and financial concerns about who can collect money from use of the river

Put the overhead of the Danube map in front of the class and ask each group to identify their proposed location, and why they chose it. Each group should then ask questions of at least one other group, asking them to address problems with or advantages of the location in terms of the environment, borders, finances, or other impacts of the dam.

SUGGESTED STUDENT ASSESSMENT
Students can be assessed either on their site selection and reasoning, or on the questions that they ask of their classmates.

EXTENDING THE LESSON
Students can research the use of rivers in their own region or state. What dams or other modifications have been built on the local rivers? What impacts did this have on the river? On the community? Was the action controversial? Why or why not?

Rivers and the Gabčíkovo-Nagymaros Project

Rivers provide for a multitude of human needs: fresh water for drinking, hydroelectricity to power factories and homes, irrigation for crops, transportation for freight and people, and habitats for plants and animals. And rivers often mark borders between countries, which can lead to power struggles between neighbors who want to control the river for economic, environmental, or political reasons.
A good place to examine the complications and conflicts that occur when countries share a river is along the Danube, where it forms part of the border between Slovakia and Hungary. Starting in the mountains of Germany, the Danube flows 1,770 miles (2,736 km.) and empties out into the Black Sea on the coasts of Romania and Ukraine. The Danube River Basin is the second largest in Europe, after the Volga. Including all its tributaries, the river system covers more than 300,000 square miles (776,966 square km.) and links parts of 19 countries. Its size alone makes the Danube vital to the ecology and economy of central Europe, and historically, it was an important boundary marking the edge of the Roman Empire. Cities that were founded as Roman fortresses along the river have become modern capitals, including Vienna, Budapest, and Belgrade.

The area along the border between Slovakia and Hungary is a large floodplain. Floodplains are ecosystems full of biological diversity, where frequent flooding washes nutrient-rich silt over the land, feeding forests and cropland. Fish and migratory birds are usually abundant in these wetlands, which serve as natural filters, cleaning pollution from upstream out of the water.

Part of the floodplain between Hungary and Slovakia is called Szigetkoz. It’s home to small farms, forests, and about 5,000 species of plants and animals. Underneath the area is a large freshwater reservoir, which needs the filtration of the wetlands above it to keep it clean. In the late 1970s, Hungary and what was then the country of Czechoslovakia (which in 1993 split into the Czech Republic and Slovakia) agreed to build a system of dams and canals in the Szigetkoz area. This would come to be known as the Gabcikovo-Nagymaros Project, named for the towns at each end. The decision to build this project led to a major international conflict that is still not resolved.

The Gabcikovo-Nagymaros Project

In the twentieth century, many countries were searching for ways to modernize and bring electricity, industry, and a higher standard of living to their people. One of the ways they tried to improve people’s lives was by harnessing rivers with large dams, which could produce hydroelectric power, provide jobs, and help stop damaging floods. These kinds of projects are still built today, but much more cautiously because it was discovered that along with electricity, jobs, and flood control came lots of environmental and political problems.

The Gabcikovo-Nagymaros Project, agreed to in 1977, was abandoned by the
Hungarian government in the early 1980s because of worries about its environmental impact and financial problems. The Czechoslovaks finished their side of the project, completing the Cunovo dam (also referred to as the Gabčíkovo dam) in 1992, right before the country split in two, and the Slovaks took control of the area. The dam pushed more than 80 percent of the flow of the Danube out of its main riverbed and into a canal on the Slovakian side of the river. This led to a huge drop in the Danube’s water flow below the dam. The dam and canal system created several problems that upset the Hungarians:

Fish populations declined as much as 80 percent because of the lower water levels. Not only is this a problem for people who make a living fishing, but it also threatens entire populations of endangered sturgeon, which can no longer migrate upstream to spawn. With the elimination of some of the wetlands, other animals and plants, including rare birds, have lost their natural habitat. Pesticides, fertilizers, and industrial pollution are concentrated and trapped behind the dam, creating hazardous situations for the people who live upstream. The level of the freshwater reservoir underneath the Szigetköz area dropped and became contaminated with the trapped pollution. Farmers on the Hungarian side lost access to water for irrigating their crops because the river sank to such low levels.

Hungarians were also upset that because the Slovaks had built and controlled the dam and canal, they received all the money from ships that used the canal and all the electricity the hydroelectric plant produced. Hungarians who were living in Slovakia complained they were being squeezed into a small bit of land between the canal and the old riverbed. And the Hungarian government said that, in effect, a new border was being created between the two countries that gave Slovakia more control over the river and its resources.

But Slovakia believed it had acted according to the original agreement between the two countries, and that the Hungarians’ problems stemmed from the fact that they had not followed through in building the rest of the project. They pointed out that during massive flooding along the Danube in 2002, the Szigetköz region escaped disaster because of the flood control provided by the dam and canal.

Both parties decided to ask international organizations—including the International Court of Justice—to step in to help resolve their problems. But after years of meetings, the countries are still in conflict.

QUESTIONS:

River. Which countries are upstream of the project? Which countries are downstream?

Locate the area of the Gabčíkovo-Nagymaros Project on the map of the Danube
In building the Cunovo dam and diversion canal, more than 80 percent of the water from the Danube River was moved out of its original course. How would this affect the people living along the original course of the river?

In your group, select one of the questions below. You will present your point of view to the International Court of Justice, to attempt to solve the conflict.

3. Put yourself in the shoes of the Hungarian and Czechoslovakian negotiators who agreed on the Gabčíkovo-Nagymaros Project in 1977. Write a press release explaining why this project will help improve life in your countries, and why it is an example of international cooperation that other countries should follow. Explain the physical geography and the economic and political situation of the area as part of your press release.

4. You are representatives of Germany, Bulgaria, and Romania—three other countries along the Danube River. What are your concerns about this project? Are you in favor of it or opposed? Can it help your countries economically in any way? Does it do any harm? What practical solutions can you suggest?

5. Put yourself in the role of an international environmental organization. You want to represent the rights of nature—the plants and animals living in and around the Danube. If you don’t take human concerns into account, how does the way you look at the problem change? What will you suggest as the best resolution?

Curriculum Feedback Page

Please fill this out as you teach the lesson, or as soon as you finish. National Geographic will use your feedback to improve the materials for next year.

Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

Student Ideas and Questions:

Lesson 5: Other Examples of Physical Geography and Borders

GRADE LEVEL
6–8
OVERVIEW
This lesson suggests four additional examples of physical geography and borders that can be researched by students. Working in groups or alone, students can explore how mountains, oceans, and islands create physical barriers that affect the country borders in Europe.
This is lesson 5 in a series of 10 lessons in a unit on Europe.

CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS
Standard 14: How human actions modify the physical environment. Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

GUIDING QUESTION
What are some generalizations that can be made about physical features and their impact on country borders?

KEY VOCABULARY
Barrier: Anything that restrains or obstructs progress, access, etc.
Island: Body of land that is smaller than a continent and completely surrounded by water
Ocean: Vast body of salt water that covers nearly three-fourths of the Earth’s surface
Peninsula: A piece of land jutting out into a body of water
Strait: A narrow passage of water that connects two larger bodies of water

CONNECTIONS TO THE CURRICULUM and STANDARDS
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

Connections to the Curriculum
• Geography • •

Connections to National Standards
• • •

Opening
TIME
15 minutes

The previous lesson, Conflict on the Danube, focused on an issue on the Danube River and how two countries had to share the river, leading to some conflict. Discuss with students: Do they think the same issues could come up around a mountain range? An ocean? Another physical feature? How is each of these similar to and different from rivers?

Activity 5.1: Research on Other Examples of Physical Geography and Borders

Individually or in small groups, students select one example from the Handout 5.1a list to research. Students answer questions about the physical feature and its effect on nearby country borders.

TIME
40 minutes to several days, depending on the depth of the research
MATERIALS REQUIRED
Student Handouts and Blackline Masters:
Activity 5.1a Handout: Research on Other Examples of Physical Geography and Borders
Activity 5.1b Map: Physical Map of Scandinavia
Activity 5.1c Map: Major Bodies of Water in Europe
Activity 5.1d Map: The Netherlands: Reclaimed Land

INSTRUCTIONAL STRATEGY
Independent or small-group research project

OBJECTIVES
Students will:
• Research additional examples of physical features in Europe that intersect with country borders in interesting ways

DIRECTIONS
1. Divide the class into small groups and assign one of the cases from Handout 5.1a: Research on Other Examples of Physical Geography and Borders. Give students maps according to the examples they choose:
   Example 1 (North Sea)—Map 5.1c: Major Bodies of Water in Europe
   Example 2 (Scandinavia)—Map 5.1b: Physical Map of Scandinavia
   Example 3 (Strait of Gibraltar)—Map 5.1c: Major Bodies of Water in Europe
   Example 4 (The Netherlands)—Map 5.1d: The Netherlands: Reclaimed Land

   Give students a time frame and format for answering the questions from their case study. This can be a short research project (40 minutes), or more involved, and cover several days.
   Students should present or turn in their answers, and the class should be able to see or read their classmates’ reports.

ADAPTATIONS
This activity could take one class period or several days and the case studies could be given orally, in writing, as presentations, or in many other ways. Instead of having students research their own project, the teacher could select one example for the class to explore in depth. Or, students could be encouraged to find a new example that is not listed, and present that to the class.

Closing / Culminating Activity

TIME
30 minutes

MATERIALS REQUIRED
Student reports on the four case studies.

INSTRUCTIONAL STRATEGY
Whole-class discussion

OBJECTIVES
Students will:
• Develop generalizations about physical features and their impacts on country borders

DIRECTIONS
Hold a class discussion about physical features and their impact on country borders. Use some of the following questions as discussion prompts:
How are mountain ranges important in defining borders? How would the answer be different (or the same) for rivers?
When a country borders an ocean, how might that impact the borders of that country? Think about uses of oceans, and also about changes in the oceans over time.
How are our relationships with physical features changing with increased technology? Are mountains, rivers, and oceans important barriers to movement, trade, and culture anymore? How is this different than 100 or 1,000 years ago?

**SUGGESTED STUDENT ASSESSMENT**
Student reports should be assessed.

**EXTENDING THE LESSON**
Students can research additional physical features in their own region or state. What physical features are important in their area? How do they impact state, city and other borders? Have there been conflicts around those borders?

**Research on Other Examples of Physical Geography and Borders**

**Instructions:**
Select one of the following examples, and do additional research to answer the questions.

**Example 1: The North Sea**
Humans have divided land into governed territories for centuries, but what happens when a body of water needs to be divided up because of a resource? That is what has happened in the North Sea after oil was discovered in the 1960s. The countries that surround the North Sea include the United Kingdom, France, Belgium, the Netherlands, Germany, Denmark, and Norway. Research how the countries that border the North Sea have divided up the claim. (Here are a few key words that might help your research: “UN Law of the Sea,” “Exclusive Economic Zone.”)
Do you think the way the North Sea was split was fair to all countries involved?
How do you think this affects the relationships between the countries involved?
Are there other areas of Europe where natural resources have been divided between multiple countries?

**Example 2: Scandinavia**
The Scandinavian Peninsula in Northern Europe is one physical feature where there are three countries: Finland, Norway, and Sweden.
Do these country borders appear to follow artificial or natural barriers?
Do you think this affected their culture? Are they alike or different?
Are there other areas of Europe that have a similar situation?

**Example 3: Strait of Gibraltar**
There are many important points of water passage, such as the Strait of Gibraltar and the Dardanelles strait in Europe, that have been highly prized for centuries. The countries controlling the Strait of Gibraltar control the flow of traffic into and out of the Mediterranean Sea. The
countries controlling the Dardanelles strait control the traffic into the Black Sea, by way of the Aegean Sea.

Investigate who has controlled the Strait of Gibraltar region in the year 700, in the year 1400, and in the present day.

How has this affected the cultural regions that surround the strait?

Are there other water passages in Europe that have been in similar situations?

Example 4: The Netherlands

For 800 years, the Netherlands has been successfully fighting against the North Sea to keep its coastline. Sixty-five percent of the Netherlands would be underwater today if it were not for the dikes. Many reclaimed lands, including Zuider Zee inlet in the northeast, represent the victory of man over the ocean.

Investigate how the Netherlands has kept the North Sea at bay for so long.

What could happen if there is a rise in sea level due to climate change in this unending battle?

Are there other countries in Europe struggling with their water borders?

Curriculum Feedback Page

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Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

Student Ideas and Questions:

Lesson 6: Languages and Religions of Europe

GRADE LEVEL
6–8
OVERVIEW
In this lesson, students will be introduced to the major language and religious groups of Europe, and explore how those groups align with and/or cross country borders.

This is lesson 6 in a series of 10 lessons in a unit on Europe.

CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS
Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

TIME
Opening 20 minutes Activity 6.1 20 minutes Activity 6.2 20 minutes Closing 20 minutes

GUIDING QUESTION
How do cultural groups and country borders intersect in Europe?

KEY VOCABULARY
Dialect: A variety of a language that is distinguished from other varieties of the same language by features of sound, grammar, and vocabulary; also by its use by a group of speakers who are set off from others geographically or socially
Language family: Languages grouped together because of common ancestry and similar words
Religion: System of sacred beliefs and teachings, often including one or more deities

CONNECTIONS TO THE CURRICULUM and STANDARDS
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

Connections to the Curriculum
• Geography • •

Connections to National Standards
• • •

Opening

TIME
20 minutes

In this opening activity, students will discuss their own ideas about what makes a group, and which groups might cause conflict when combined in the same country or area. In addition, students will share their own ideas about what religions and languages are present in Europe. The opening is intended to allow students to share their ideas, not to learn correct answers. Students will return to these ideas later to make additions and corrections.

Begin a class discussion with a question: What is a group? Ask students to list all of the groups in the United States (or their state, their school) in pairs or small groups. Collect the list as a class, then ask students which of the groups need to have their own region to live in. Which groups can/should be mixed together? (Note to Teacher: There are no right or wrong answers.) At the end of the discussion, tell students that in the next few lessons, they will be exploring the human geography of Europe, including different language and religious groups, and where those groups are found in different parts of Europe.

Ask students to look back at the notes about Europe the class took in lesson 2 (What Do You Know About Europe?) of this unit (hopefully these are displayed in the classroom, or available in student notebooks). Point out to students their initial ideas about human geography in Europe. Ask them to
add to this list with their own ideas about language and religion in Europe. Students should record their ideas on the first page of the student worksheets (6.1a: Cultural Overview of Europe: Languages and Religions) or the class can work together on one list. At the end of lesson 8 (Other Examples of Human Geography and Borders) or at the end of the unit, you will ask students to make changes to the list based on what they learn.

Note: Students can do activities 6.1 and 6.2 in sequence, or the class could divide into small groups, with each group doing one activity and later presenting their findings to the class.

**Activity 6.1: Languages of Europe**

Students compare maps of language groups to political maps of Europe.

**TIME**
20 minutes

**MATERIALS REQUIRED**
Student Handouts and Blackline Masters:
Activity 6.1a Handout: Cultural Overview of Europe: Languages and Religions
Activity 6.1b Handout: Languages of Europe
Activity 6.1c Map: Dominant Languages of Europe
Activity 6 Map: Country Borders in Europe (used for activities 6.1 and 6.2)

**INSTRUCTIONAL STRATEGY**
Small-group work

**OBJECTIVES**
Students will:
Learn about languages spoken in Europe
Work with maps to identify regions where languages and country borders do not correspond

**DIRECTIONS**
Divide the class into small groups to work on the activity. Students can do activities 6.1 and 6.2 in sequence, or the teacher can assign each group to do one activity, and then share their findings with the class.

Students should begin by writing down their ideas about language in Europe on the first page of the student worksheets (6.1a: Cultural Overview of Europe: Languages and Religions), if they have not already done so.

Then small groups should read the passage in the Language handout (6.1b) and look at the Dominant Languages of Europe map (6.1c) and Country Borders in Europe map (map 6), comparing language groups to political boundaries. As the teacher walks around the class, check for student understanding by asking questions such as:
Are there more or fewer language groups than you expected?
Within each language group, there are many dialects of each language, so even within the groups there are differences. Do you think these divisions to the group are also important?
Why do you think language is important to groups and regions? Is a common language necessary? Why or why not?

**ADAPTATIONS**
None.

**Activity 6.2: Religions of Europe**

Students compare a map of religious groups in Europe to political maps.
**MATERIALS REQUIRED**
Student Handouts and Blackline Masters:
- Activity 6.2a Handout: Religions of Europe
- Activity 6.2b Map: Dominant Religions of Europe
- Activity 6 Map: Country Borders in Europe (used for activities 6.1 and 6.2)

**INSTRUCTIONAL STRATEGY**
Small-group work

**OBJECTIVES**
Students will:
- Learn about religious groups in Europe
- Work with maps to identify countries where there is no dominant religion

**DIRECTIONS**
Divide the class into small groups to work on the activity. Students can do activities 6.1 and 6.2 in sequence, or the teacher can assign each group to do one activity, and then share their findings with the class.

Students should begin by writing down their ideas about religious groups in Europe on the first page of the student worksheets (6.1a: Cultural Overview of Europe: Languages and Religions), if they have not already done so.

Then small groups should read the passage from the Religion handout (6.2a: Religions of Europe) and look at the two maps Dominant Religions of Europe (6.2b*) and Country Borders in Europe (map 6), comparing religious groups to political boundaries. As the teacher walks around the class, check for student understanding by asking questions such as:
- Are there more or fewer religious groups than you expected?
- What is the relationship between religion and government in most countries?
- Why do you think religion is important to groups and regions? Can people from different religions be part of the same country without it causing conflict? Why or why not?

* A note about Map 6.2b: Dominant Religions of Europe: The map shows data that was collected by country, so the division lines correspond to country borders.
  - If a country is shaded to indicate only one religion is practiced, that means that at least 60 percent of the population in that country follows the same religion. Up to 40 percent of the population of these countries could follow different religions.
  - Countries that are striped have two major religious groups, each with at least 30 percent of the population. Again, up to 40 percent of the country could practice religions that are not shown on the map.
  - The Netherlands is shaded as "other" because it has no dominant religious group.

**ADAPTATIONS**
Students could do additional research on how religious groups have moved through Europe.

**Closing / Culminating Activity**

**TIME**
20 minutes
MATERIALS REQUIRED
Students’ completed worksheets of:
Activity 6.1a Handout: Cultural Overview of Europe: Languages and Religions
Activity 6.1b Handout: Languages of Europe
Activity 6.2a Handout: Religions of Europe
Overhead transparency of Activity 6 Map: Country Borders in Europe
Overhead transparency of Activity 6.1c Map: Dominant Languages of Europe
Overhead transparency of Activity 6.2b Map: Dominant Religions of Europe

INSTRUCTIONAL STRATEGY
Whole-class discussion

OBJECTIVES
Students will:
Explore why language and religion might cause conflict within and between countries
Identify areas in Europe where conflict over religion or language might be expected
Explore ways that language and/or religion could unite a country, and how diversity can be seen as a strength

DIRECTIONS
After completing both activities, map all of the “possible conflict” areas as a class by shading areas on the teacher overheads.

Hold a class discussion around the following questions:
Why might religion and language differences cause conflict in a country? Do they have to cause conflict?
How could religion and language unite people in a country?
What parts of Europe seem to have the most “possible conflict areas”?
Are there any “possible conflict areas” that you recognize from news stories about conflict in Europe?
Why do you think people have conflicts about religion and language? What could be done to help people see difference as a positive thing, instead of a negative?

SUGGESTED STUDENT ASSESSMENT
Students could extend these ideas about groups and regions to the issue of migration. Ask students to write about what it would be like for a group of people to move into a region where the rest of the population spoke a different language. What difficulties would the new group face? What choices could the people within that region make about how to handle the newcomers?

EXTENDING THE LESSON
Use the map of “possible conflict areas” as a basis to do research on some of these areas to see how people have handled their differences. Which groups have been able to live peacefully in the same region? Which have encountered conflict because of their differences? Why do you think some groups can cooperate while others cannot?

Cultural Overview of Europe: Languages and Religions

Europeans speak a variety of languages, worship in many different churches, mosques, and temples, and have diverse language backgrounds. For centuries, their cultural differences contributed to a war-torn landscape as armies battled over which church would minister to the people or which group would control a territory. In the 20th century, millions died in World War I (1914–18) and World War II (1939–45), which both began in Europe, fueled in part by these
cultural divisions. Today, language and religion still divide Europeans, but they are also united in organizations such as the European Union, Council of Europe, and United Nations, which resolve problems through negotiation and cooperation.

Write down your ideas about language and religion in Europe.

1. Review your ideas from lesson 2 about what you already know about Europe. Which of those were about language or religion?

2. What languages are spoken in Europe? Do languages correspond with countries?

3. What religions are practiced in Europe? Which of these have the largest numbers of members? Do most people in a single country practice the same religion?

Languages of Europe

Language is one of the primary ways Europeans define themselves. Most Europeans—and about half of the people in the world—speak languages that evolved out of an ancient parent language known as Indo-European. All three of Europe’s main language families are descended from Indo-European:

The Slavic languages, such as Russian, Ukrainian, Polish, and Czech

The Romance languages, based on Latin, which spread through Europe with the Roman armies between 400 B.C. and A.D. 400. Romance languages include Romanian, Italian, French, Spanish, and Portuguese.

The Germanic languages—not only German, but also Dutch, Danish, Swedish, and Norwegian. English is considered a Germanic language strongly influenced by Romance languages.

The Finns, Hungarians, and Estonians, although geographically and ethnically separate, all speak Uralic languages, which are not part of the Indo-European family, but were handed
down from people who migrated west from the Ural Mountains in ancient times. Smaller language families have been important in creating national pride and political movements throughout Europe. For example, the people of Scotland, Wales, and Ireland support educational policies and laws designed to keep English from eclipsing their native Celtic languages.

QUESTIONS:

Compare the maps of Europe’s political and language boundaries, using Map 6.1c: Dominant Languages of Europe.

1. Shade in regions on your Country Borders of Europe Map (map 6) where language differences and country borders do not match up. These are “possible conflict areas” due to language differences. On the following page of this handout, list the largest “possible conflict areas” that you shaded.

2. What challenges might be faced by the government of Switzerland in trying to accommodate the three languages commonly spoken there?

3. Can you think of any advantages for a country in which most citizens speak two or three languages fluently?

Name: Date:

Activity 6.2a Handout

Religions of Europe

Religion unites Europeans of diverse backgrounds who are Christians. But within the majority Christian religion, there are three distinct sects that have competed for centuries. A line through the Balkan Peninsula illustrates the split between Roman Catholics in the west and Orthodox Christians in the east, which occurred in the year 1054. About 500 years later, another
major split occurred between southern Europeans and northern Europeans when Christians in the north—including the English, Scandinavians, and some Germans—broke away from Roman Catholicism to create the Protestant faiths.

Traditionally, the religion of Islam has dominated only a few areas of Europe near Africa, the Middle East and Asia, but today, Muslim communities throughout Europe are growing through immigration and a high birthrate. Although Islam is the religion of less than five percent of Europe’s population, in a few countries, such as France, where numbers of Muslims are on the rise, conflicts over the different practices and beliefs of Christianity and Islam are more and more a part of political life.

QUESTIONS:
Shade the countries on your Country Borders in Europe map where more than one religion is dominant (use a different color than you did for language differences). These are “possible conflict areas” due to religious differences. List countries you shaded.

Which regions of Europe appear to have the most diversity in terms of religion? Which have the least?

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Curriculum Feedback Page
Please fill this out as you teach the lesson, or as soon as you finish. National Geographic will use your feedback to improve the materials for next year.

Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

Student Ideas and Questions:
Lesson 7: Languages and Religions of the United Kingdom and Ireland

GRADE LEVEL
6–8

OVERVIEW
In this lesson, students will explore how language and religion have affected the borders in the United Kingdom and Ireland.

This is lesson 7 in a series of 10 lessons in a unit on Europe.

CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS
Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

TIME
Opening 10 minutes Activity 7.1 30 minutes Closing 20 minutes

GUIDING QUESTION
In the island countries of the United Kingdom and Ireland, why did the borders develop in a way that splits one island into two countries, while the other island is unified?

KEY VOCABULARY
None.

CONNECTIONS TO THE CURRICULUM and STANDARDS
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

Connections to the Curriculum
- Geography

Connections to National Standards

Opening

TIME
10 minutes

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
3.1b Map: Physical Map of Europe
3.1c Map: Natural Vegetation of Europe
3.1d Map: Country Borders in Europe
In this opening, you will hold a class discussion about the physical features of the British Isles and ask students to discuss how they think country borders would be influenced by those physical features. Then you will discuss whether or not students are aware of religious or language differences in the U.K. and Ireland.

Ask students to return to their physical and political maps of Europe from lesson 3 (maps listed above) and find the U.K. and Ireland (or show these maps on the overhead projector to the class). Ask students to discuss, as a class or in small groups, the physical features of the two islands. Do students expect that an island would only contain one country? Why or why not? What might cause an island to split into several countries?

Next, ask students to think about the languages and religions they learned about in lesson 6. Were the U.K. and Ireland identified as possible trouble spots during that lesson? What are students’ impressions of language and religion in the U.K. and Ireland?

Activity 7.1: Languages and Religions of the United Kingdom and Ireland

Students compare maps of language and religious groups to political maps of the U.K. and Ireland.

TIME
30 minutes

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
Activity 7.1a Handout: Languages and Religions of the United Kingdom and Ireland
Activity 7.1b Map: Dominant Languages in the United Kingdom and Ireland
Activity 7.1c Map: The United Kingdom and Ireland
Activity 7.1d Map: Dominant Religions in the United Kingdom and Ireland

INSTRUCTIONAL STRATEGY
Small-group work

OBJECTIVES
Students will:

• Learn about languages spoken and religions practiced in the U.K. and Ireland
• Work with maps to identify regions where languages, religions, and country borders do not correspond

DIRECTIONS
Students should work in small groups to read Handout 7.1a and answer the questions after the reading.
Instruct all students to answer questions 1 and 2. Assign each group only one of questions 3 through 6.
As a class, discuss questions 1 and 2. Then invite each group to the front of the class to present their answers to questions 3–6. Encourage students to ask questions as groups make their presentations. Ask presenters to refer to the parts of the reading that they used to answer their question.

ADAPTATIONS
Students could do additional research on the religious and language conflicts in the U.K. and Ireland. Students could find newspaper articles or websites that describe the troubles in Northern Ireland and how the different groups worked together to resolve the conflict.
Closing / Culminating Activity

TIME
20 minutes

MATERIALS REQUIRED
Completed Student Handouts:
Activity 7.1a Handout: Languages and Religions of the United Kingdom and Ireland
Overhead transparency of Activity 7.1b Map: Dominant Languages in the United Kingdom and Ireland
Overhead transparency of Activity 7.1c Map: The United Kingdom and Ireland
Overhead transparency of Activity 7.1d Map: Dominant Religions in the United Kingdom and Ireland

INSTRUCTIONAL STRATEGY
Whole-class discussion

OBJECTIVES
Students will:
• Explore how religion and language can impact country borders by uniting and/or dividing populations of people

DIRECTIONS
Hold a class discussion about why some language or religious groups might want their own country instead of being mixed with other groups. This discussion is a continuation of the conversation “What is a group?” from the opening of lesson 6.
Based on what students have learned from the readings and maps in lessons 6 and 7, have their ideas changed about how religious and language groups can cooperate within a country? Should country borders be based on language and religion? Why or why not?

SUGGESTED STUDENT ASSESSMENT
Students can be assessed based on their presentations of their answers to the questions after the reading.

EXTENDING THE LESSON
Ask students to think about religious and language conflicts in their own state or area of the country.
Ask students to list the different languages spoken (or religions practiced) and think about:
Where is each language group located in your state?
Historically, where were the language groups located? Why have the groups moved (or not)?
Have any languages disappeared from your state? Why?
Why do some language groups maintain their language, while others are lost?
Have different languages caused conflict in your state? Describe the conflicts, and how they were resolved.

Name: Date:
Activity 7.1a Handout

Languages and Religions of the United Kingdom and Ireland
People in Ireland (also known as the Republic of Ireland) and the United Kingdom (which includes England, Wales, Scotland, and Northern Ireland) share similar landscapes and histories, but cultural differences have led to fierce conflicts between the two close neighbors for hundreds of years.

Both Ireland and the United Kingdom get plenty of rainfall and warming winds from the Atlantic Ocean, keeping the island countries lush and green. Rugged mountains, including Scotland’s Grampians, and the Cambrians and Pennines in Wales and England, are better for hikers and sheep herders than farmers, so most of the cropland and pastureland in Ireland and the U.K. is in rolling lowland plains, drained by rivers such as the Shannon and the Thames. Moors and spongy bogs cover much of the Scottish and Irish countryside, where trees are scarce. Here plants decompose into dense, brown peat, which was long used as fuel for cooking and heating homes.

For almost a thousand years, English kings and queens tried to conquer their Celtic-speaking neighbors, Ireland, Scotland, and Wales. Unlike England and the rest of northern Europe, these three areas, along with Brittany in northwestern France, and the Isle of Man, retained their ancient languages and way of life even when conquered by the Romans and other invaders. Language was—and is—a powerful way of unifying people and helping them to resist outsiders. So, although much of the population adopted Christianity and the laws and customs of the Romans, then lived under the umbrella of English law and culture, Celtic speakers succeeded in keeping their mother tongues alive. Today, when English is spoken virtually everywhere in the British Isles, Gaelic is used by only about one percent of Scots, but the Welsh language persists in the place names of Wales, and is still spoken by about 600,000 people. In tiny Cornwall on the southwestern coast of England, there is a movement to revive Cornish and create a standard written form of the language, which has only about 3,500 speakers.

England had conquered Wales and was engaged in a struggle to control Scotland in the 1500s. But the English rulers were especially interested in conquering the Irish because of religious differences. After King Henry VIII rejected Catholicism and turned England toward Protestantism in the 1530s, the English battled Catholic enemies France and Spain for territories around the world. Ireland remained a loyal Catholic country, rebelling repeatedly when Henry VIII and his daughter, Queen Elizabeth I, brought the country under English rule. In the early 1600s, Scottish and English Protestants colonized Northern Ireland at the same time England was competing with Spain and France to colonize North America. But the Irish natives resisted change and retained their Catholic religion and native Celtic language and customs. By the late 1600s, however, the English were firmly in control of Ireland, and Protestants were in the most powerful positions in the Catholic country. In 1801 the English empire was at the height of its power and declared that all of England, Ireland, Scotland, and Wales were a “United
Kingdom”—but the Irish disagreed, and in the mid-1800s began a new movement for political independence, or "home rule."

By 1922, the southern, more Catholic part of the island became independent and eventually was named the Republic of Ireland, but fighting and bloodshed between Catholics and Protestants continued in Northern Ireland, where the majority of people maintained strong cultural, religious, and family ties to England. A peace settlement was finally reached in 1998, and now Protestants and Catholics share power in the government of Northern Ireland.

**QUESTIONS:**

Use the maps and reading to answer the following questions:

1. On the map of the United Kingdom and Ireland (7.1c), label the areas discussed in this reading: England, Scotland, Wales, Northern Ireland, and Ireland. List the dominant languages and religions found in each:
   - England:
   - Scotland:
   - Wales:
   - Northern Ireland:
   - Ireland:

2. The map of religions (7.1d) shows the current religions in the U.K. and Ireland. Based on the reading, add notes, arrows, or other markings to the map to show how religions changed, or people of each religion moved, between 1500 and the present. Describe your additions to the map here.
3. What caused the division between Northern Ireland and the rest of Ireland that eventually led to Northern Ireland becoming part of the U.K., while the southern part of Ireland became independent?

4. What similarities link the U.K. and Ireland? (Think about physical as well as human geography.) What might be the advantages to the people who live there if the two islands were part of one country?
5. Make a list of the reasons that the two islands are not now part of the same country. Analyze the list and determine what you think is the most important difference dividing the two countries.

6. Scotland and Wales both traditionally spoke Celtic languages (mainly Gaelic and Welsh), like Ireland—and still have strong political movements keeping their cultures alive. Why do you think Scotland and Wales ultimately became part of the U.K., while Ireland always resisted?

Name: Date:
Activity 7.1b Map

Name: Date:
Activity 7.1c Map
Lesson 8: Other Examples of Human Geography and Borders

GRADE LEVEL
6–8

OVERVIEW
This lesson suggests four additional examples—beyond the situation explored in lesson 7—of human geography and borders that can be researched by students. Working in groups or alone, students can explore how language, culture, and religious differences affect country borders in Europe. This is lesson 8 in a series of 10 lessons in a unit on Europe.

CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS

GUIDING QUESTION
What are some generalizations that can be made about cultural/human features and their impact on country borders?

KEY VOCABULARY
Autonomy: A self-governing community
Human geography: Geography that focuses on people and their patterns of settlement and activity
Nomads: People or tribes that have no permanent home, but move about from place to place

CONNECTIONS TO THE CURRICULUM and STANDARDS
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

Connections to the Curriculum
• Geography • •

Connections to National Standards
• • •

Opening

TIME
15 minutes

The previous lesson focused on the United Kingdom and Ireland and their history of conflict because of religion and language. Other cultural features, such as ethnicity and traditions, can also cause conflict. Discuss with your students: What cultural features do they think are most likely to cause conflict? Why?

Activity 8.1: Research on Other Examples of Human Geography and Borders

Individually or in small groups, have students select one example from the list on the handout Research on Other Examples of Human Geography and Borders (8.1a) to research. Students conduct research on their chosen example and answer the questions about how country borders and other characteristics of human geography interact.

TIME
40 minutes to several days, depending on the depth of the research

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
Activity 8.1a Handout: Research on Other Examples of Human Geography and Borders
Activity 8.1b Map: Cyprus

INSTRUCTIONAL STRATEGY
Independent or small-group research project

OBJECTIVES
Students will:
• Research an example of a cultural feature that has impacted a country border

DIRECTIONS
Divide the class into small groups, and assign (or allow students to choose) one of the cases from the handout 8.1a: Research on Other Examples of Human Geography and Borders. Give students who choose Example 4 the Cyprus map (8.1b).

Give students a time frame and format for answering the questions from their case study. This can be a short research project (40 minutes), or could be more involved and cover several days. Students should present or turn in their answers, and the class should be able to see or read their classmates’ reports.

ADAPTATIONS
This activity could take one class period or several days and the case studies could be given orally, in writing, as presentations, or in many other ways. Instead of having students research their own project, the teacher could select one example for the class to explore in depth. Or students could be encouraged to find a new example that is not listed and present that to the class.

Closing / Culminating Activity

TIME
30 minutes

MATERIALS REQUIRED
Student reports on the four case studies

INSTRUCTIONAL STRATEGY
Whole-class discussion

OBJECTIVES
Students will:
Consider how human and cultural features can affect country borders
Develop generalizations about cultural features and their impacts on borders

DIRECTIONS
Hold a class discussion about cultural features and their impact on country borders. Use some of the following questions as discussion prompts:
What comes first, the cultural feature (language, religion, etc.) or the border? How do borders cause cultural divides, and how do cultural divides define borders?
What are the benefits and drawbacks to countries that have a mix of cultural features within their borders?
With increasing migration and movement between countries, will borders shift to accommodate cultural groups? Why or why not?

SUGGESTED STUDENT ASSESSMENT
Student reports should be assessed.

EXTENDING THE LESSON
Students can research additional cultural features in their own region or state. What cultural groups are important in their area? How do the groups impact state, city, and other borders? Have there been conflicts around those borders?

Name: Date:
Activity 8.1 Handout

Research on Other Examples of Human Geography and Borders
Instructions:
Select one of the following examples, and perform additional research to answer the questions.

Example 1: The Roma
The Roma are a traditionally nomadic ethnic group whose ancestors are speculated to have come from Northern India. They have held a presence in Europe for an estimated 1,000 years, yet their culture is still significantly different from their European peers.
How are Roma treated in Europe?
   How has the Roma’s traditionally nomadic lifestyle affected their culture and perceptions of their culture?
Has the treatment of them changed over time, and will it change with the creation of more permeable borders due to the formation of the European Union?

Example 2: The Basques
The Basque group of southern Europe lives without autonomy straddling Spain and France. Although their origins are unknown, they are characterized by their shared language and culture. Describe the physical barriers that might have shaped why the Basque culture straddles two countries.
   Do you think that the Basque group should be allowed to create their own country?
Are there other cultural or ethnic groups that face a similar problem?

Example 3: Moldova
The former U.S.S.R. (Union of Soviet Socialist Republics) combined many unique cultures under one governing system. Once the country was set up, Russians moved to every area of the U.S.S.R., which created tensions between Russians and other ethnic groups when independence was achieved in 1991. Investigate the history of Moldova from 1900 to the present, paying particular attention to language and Russian influence.
   Do you feel the borders created and the influx of non-native people affected the preexisting culture?
   Has conflict arisen between Moldova and Romania after Moldova’s independence? Why or why not?
Do you see similar situations throughout former U.S.S.R. countries today?

Example 4: Cyprus
Cyprus has a long history with both Turkey and Greece. In 1960 Cyprus gained its independence from Britain, and there has been a struggle between the Turkish and Greek peoples that has lasted to the present day. Although Cyprus was recently admitted to the European Union (EU), the political division of the island prevents Northern Cyprus from receiving the same level of EU benefits as the rest of the island.
Research the major differences in the two cultural groups that reside in Cyprus.
   Do you feel it is right for a country to be part of an organization such as the EU, if only half of its citizens participate?
Are there similar situations happening in other parts of Europe?

Name:  Date:
Activity 8.1b Map
Curriculum Feedback Page
Please fill this out as you teach the lesson, or as soon as you finish. National Geographic will use your feedback to improve the materials for next year.

Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

Student Ideas and Questions:

Lesson 9: European Borders Through History

GRADE LEVEL
6–8

OVERVIEW
In this activity, students compare maps of European borders at three points in history: after World War I, after World War II, and the 2008 EU (European Union) countries. Students look for political borders that have changed, and others that have remained the same, and compare those to what they know about cultural and physical geography in Europe.

This is lesson 9 in a series of 10 lessons in a unit on Europe.

CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS
Standard 5: That people create regions to interpret Earth’s complexity. Standard 17: How to apply geography to interpret the past.

TIME
Opening 30 minutes Activity 9.1 40 minutes Closing 20 minutes

GUIDING QUESTION
How have European political borders changed over time?

KEY VOCABULARY
European Union: An association of European countries formed in 1993 for the purpose of achieving political and economic integration. It currently includes Austria, Belgium, Bulgaria, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom.
History: A continuous, systematic narrative of past events as relating to a particular people, country, period, person, etc., usually written as a chronological account

**CONNECTIONS TO THE CURRICULUM and STANDARDS**

Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

**Connections to the Curriculum**
- Geography

**Connections to National Standards**

**Opening**

**TIME**
30 minutes

As a whole class, review the physical and cultural features of Europe from the past several lessons by asking students to come to the front of the room and draw the features on a blank map of Europe.

Then hold a class discussion: Which of these features have changed over the past 100 years? How have they changed?

Note: Though physical features don’t change much over time, our relationship to those features does change. Rails replace rivers for transport, roads make mountains passable, some streams change course, natural resources are used. Cultural groups constantly evolve and migrate, some groups are assimilated into others, and sometimes new groups emerge.

**Activity 9.1: Comparing Historical Maps of Europe**

In this activity, students compare maps of European borders at three points in history: after World War I, after World War II, and the 2008 EU countries. Students look for political borders that have changed, and others that have remained the same, and compare those to what they know about cultural and physical geography in Europe.

**TIME**
40 minutes

**MATERIALS REQUIRED**
Student Handouts and Blackline Masters:
- Activity 9.1a Map: Europe, 1920
- Activity 9.1b Map: Europe, 1960
- Activity 9.1c Map: The European Union, 2008

**INSTRUCTIONAL STRATEGY**
Individual and small-group work

**OBJECTIVES**
Students will:
- Explore how European political borders have changed over the past 100 years
- Compare changes in political borders to physical and cultural features of Europe

**DIRECTIONS**
1. Individually, students should compare the three maps—Europe, 1920 (9.1a), Europe, 1960 (9.1b), and the European Union, 2008 (9.1c)—and highlight borders that have stayed fairly consistent over time. Using a different color, students should highlight the political borders that have changed significantly over time.

2. Students should compare these borders that are similar to their maps of physical geography from previous lessons. What physical features correspond to the stable borders? Do the physical features explain the border stability? Why?

3. Students should do the same for the shifting borders. Can physical features explain why the borders might have shifted? How?

4. Looking at their maps of cultural geography from previous lessons, students should then answer the same two questions for cultural groupings. Can these explain stable and/or shifting borders in Europe?

5. As the teacher observes student work, questions can guide the discussions:
   a. Why might a river in this area be a country border, but not here?
   b. How do you think a certain physical feature and cultural features have interacted (mountain range slowing the spread of a religion, for example)?
   c. Where do you think political borders led to cultural shifts, and where have cultural shifts defined political borders?

ADAPTATIONS
Students could do additional research, write a report, or create a presentation about what they see happening in Europe.

Students could do more research on the EU, and how countries join, and why.

Closing / Culminating Activity

TIME
20 minutes

MATERIALS REQUIRED
• Maps of your local area or state over time

INSTRUCTIONAL STRATEGY
Whole-class discussion

OBJECTIVES
Students will:
Make generalizations about what they have learned about changes in Europe
Explore those same patterns in their local area or state

DIRECTIONS
Ask students to work individually or in groups to answer the following question:
• Compare the changes in Europe over the past 100 years to your own state or region. Think about physical and cultural features, and changes in borders over time. Do you see any similarities between changes in Europe and changes in your own state?

**SUGGESTED STUDENT ASSESSMENT**
You can assess student answers to the question in the activity or ask students to write about their own state in comparison to Europe.

**EXTENDING THE LESSON**
None.

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**Lesson 10: Looking Back, Looking Forward**

**GRADE LEVEL**
6–8

**OVERVIEW**
In this lesson, students reflect on changes in their own understanding of Europe by repeating some activities from the beginning of the unit, and reviewing their previous questions and answers.

This is lesson 10 in a series of 10 lessons in a unit on Europe.

**CONNECTIONS TO NATIONAL GEOGRAPHY STANDARDS**
Standard 18: How to apply geography to interpret the present and plan for the future.
TIME
Opening 20 minutes Activity 10.1 40 minutes Closing 20 minutes

GUIDING QUESTION
How has students’ understanding of Europe changed through the unit?

KEY VOCABULARY
None.

CONNECTIONS TO THE CURRICULUM and STANDARDS
Note to Teacher: As you teach this lesson, identify other disciplines for which it may be used and other national standards it may address.

Connections to the Curriculum
• Geography • •

Connections to National Standards
• • •

Opening

TIME
20 minutes

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
• Activity 10.1 Map: Europe Without Borders

INSTRUCTIONAL STRATEGY
Individual work

OBJECTIVES
Students will:
• Draw country borders and physical and cultural features of Europe on a blank map

DIRECTIONS
Give each student a blank map of Europe (10.1: Europe Without Borders) and ask them to draw what they now know about the physical features, cultural features, and borders.

Activity 10.1: Seeing What You Have Learned

In this activity, students compare their maps, ideas, and questions from the beginning of the unit to what they know now about Europe.

TIME
40 minutes
MATERIALS REQUIRED
Student Handouts and Blackline Masters:
Activity 10.1 Map: Europe Without Borders
Students' completed maps from lesson 2 (2.1: Europe Without Borders)
List of ideas that students had about Europe, from lesson 2
Lists of questions that students had about Europe, from lesson 2

INSTRUCTIONAL STRATEGY
Individual and small-group work

OBJECTIVES
Students will:
• Compare what they now know about Europe to what they knew at the beginning of the unit

DIRECTIONS
Ask students to individually return to the map they drew for lesson 2 (2.1: Europe Without Borders), and compare it to their map from today (10.1: Europe Without Borders). Have students identify new physical or cultural features on their maps that they did not know before. What have they learned?
   As a whole class, review the list of ideas that students had about Europe in lesson 2. Take time in class for students to talk about how some of their ideas have changed. Try to focus on concepts learned rather than discrete facts (e.g., “There is lots of diversity in language throughout Europe” versus “The name of this country is Moldova”).

ADAPTATIONS
These reflection activities could also be used as assessments.

Closing / Culminating Activity

TIME
20 minutes

MATERIALS REQUIRED
• Lists of questions that students had about Europe, from lesson 2

INSTRUCTIONAL STRATEGY
Whole-class discussion

OBJECTIVES
Students will:
Reflect on their learning about Europe
Identify any remaining questions about Europe that could guide future research

DIRECTIONS
Return to the list of questions that students started with at the beginning of the unit. See how many of the questions they can answer based on what they have learned. Keep the unanswered questions as a possible list of things to research in the future or to guide future lessons about Europe.

SUGGESTED STUDENT ASSESSMENT
You could use the map drawing activity as an assessment, or you could assess students’ analysis of what they have learned. (Ask them to write up the similarities and differences in their maps from lesson 2 and lesson 10, and assess how well they can see changes in their own understanding.)

EXTENDING THE LESSON
Students’ remaining questions can be used to guide future lessons about Europe or could be the start of independent research projects about Europe.

Curriculum Feedback Page

Please fill this out as you teach the lesson, or as soon as you finish. National Geographic will use your feedback to improve the materials for next year.

Name: Date: Grade Level: Lesson Number: Actual Length of Lesson: Modifications made, additional materials used, or parts intentionally skipped:

Student Ideas and Questions:

THE DANUBE