

**Book: *Sweden***

**Chapter One: The Landscape**

**Subject area(s): Social Studies, Science**

**Amount of time needed: One 40-minute period**

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

- 1) Create a nature journal for an imaginary trip around Sweden.
- 2) Identify animals and plants that live in Sweden.
- 3) Describe the landscape of Sweden.

**Materials needed:**

- ✓ Paper
- ✓ Pens or pencils
- ✓ Possibly:
  - Computers with Internet access
  - Paste
  - Scissors

**Activities:**

- 1) The teacher will briefly review the information in the text concerning the major aspects of Sweden's landscape or pass out a handout with material. Students will create a nature journal for an imaginary trip around Sweden. This journal should have at least two entries, which should include a description of the landscape, climate, animals, plants, and details that give it a realistic feel. The two entries must be written in two different regions of the country. Students may include sketches or photographs obtained from the Internet that they can paste into their journals, as if they had taken the photos themselves to enhance the written descriptions.

**Assessment:**

- ✓ Do the nature journals include at least two entries in two different regions with accurate descriptions of landscape, climate, animals, and plants?
- ✓ Are there details that give the journal a realistic feel?
- ✓ If there are pictures, do they enhance the written descriptions, rather than replace them?

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**Chapter Two: Sweden's History and Government**

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

**Amount of time needed: Two 40-minute periods**

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

- 1) Summarize and present historical information about an assigned period in Swedish history.
- 2) Identify three main points about each historical period based on the information in the group presentations.

**Materials needed:**

- ✓ Writing materials

**Activities:**

- 1) Students will break into five groups. The teacher should assign each group one of the sections mentioned in the chapter: Iron Age, Christianization, the Kalmar Union, the Rise of Swedish Power, Modernization. The groups should prepare a brief summary of the material in their section and prepare a presentation for the class.
- 2) When the groups are complete, the teacher should call the groups up in chronological order and allow each group to make a brief presentation to the rest of the class regarding the information in its section.
- 3) While listening to the other groups, students should write down three main points about each presentation.

**Assessment:**

- ✓ Do the presentations contain a good summary of the main points regarding the historical period in question?
- ✓ Did the students correctly identify three main points from each presentation?

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**Chapter Three: The Economy**

**Subject area(s):** Social Studies, Art

**Amount of time needed:** One 40-minute period

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

- 1) Construct a poster describing the economy of Sweden.
- 2) Describe Sweden's economy, including forestry, mining, industry, and agriculture.

**Materials needed:**

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

**Activities:**

- 1) The teacher will divide students into groups of three or four and ask each group to create a poster describing the economy of Sweden. The students should include both text and pictures, which should be hand drawn, clipped from old magazines, or taken from the Internet, to create an informational and attractive poster. The posters should include information about Sweden's forestry, mining, industry, and agriculture.

**Assessment:**

- ✓ Does the poster adequately explain the Swedish economy, including both text and pictures to show forestry, mining, industry, and agriculture?
- ✓ Is the poster attractive and neat?

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**Chapter Four: The Sweden's People and Culture**

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

**Amount of time needed: One 40-minute period**

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

- 1) Identify qualities of the religion, cuisine, and the social welfare system of Sweden.
- 2) Write letters home as if they were exchange students to Sweden.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen or pencil

**Activities:**

- 1) The teacher will review the information in the text concerning the major aspects of Sweden's people and culture and will also refer to the recipes on pages 76–78.
- 2) The teacher will use this starter: "Imagine you are an exchange student in Sweden. Write a letter to someone at home that describes what your life is like there and what you are learning about the people and culture of Sweden. Include information about religion in Sweden. Discuss the social welfare system. Describe a meal using a traditional recipe (pages 76–78). Also include other imagined details of your life to make the entries seem realistic."

**Assessment:**

- ✓ Does the letter contain information about religion, cuisine, and the social welfare system of Sweden?
- ✓ Does the letter contain other fictional information to promote a realistic "feel"?

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**Chapter Five: The Cities**

**Subject area(s): Social Studies**

**Amount of time needed: Two 40-minute periods**

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

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

**Materials needed:**

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

**Activities:**

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

**Assessment:**

- ✓ Did the brochures contain information about the cities?
- ✓ Did the brochures contain pictures and text, presented in an attractive format?
- ✓ Would the presentation make someone want to visit those cities?

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**Chapter Six: Formation of the European Union**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

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

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

**Materials needed:**

- ✓ Copies of attached worksheet
- ✓ Pens

**Activities:**

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

**Assessment:**

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

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

## The European Union

Name the 25 Member Nations:

**Pillar One**

**Pillar Two**

**Pillar Three**

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

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**Chapter Seven: Sweden in the European Union**

**Subject area(s):** Social Studies

**Amount of time needed:** One 40-minute period

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

- 1) Name Swedish concerns regarding joining the EU.
- 2) Write a speech explaining Sweden's concerns with joining the EU and how they should be addressed.

**Materials needed:**

- ✓ Paper
- ✓ Pens

**Activities:**

- 1) Working in groups of three or four, students will generate a list of Swedish concerns regarding joining the EU.
- 2) They will then imagine they are a speechwriting team working on behalf of Swedish officials at the time that Sweden was contemplating joining the EU. They will write a brief speech (2–3 minutes) that explains Sweden's concerns and how they should be addressed.
- 3) The groups will choose one speaker who will deliver the speech.

**Assessment:**

- ✓ Is the list of concerns generated by each group complete and accurate?
- ✓ Does the speech adequately explain the Swedish concerns with joining the EU and how they should be addressed?
- ✓ Is it presented in a convincing manner?