

---

---

## *Unit 4: Days 59–80*

---

---

### **Assigned Text:**

- World Geography/Prentice Hall or whatever text you choose to use
- The Nystrom Desk Atlas © 1994 *Atlas* or whatever atlas you choose to use
- World Almanac

### **Overview:**

This unit introduces students to the region of Latin America. The topics covered will include:

- The British Isles and Nordic nations
- Central Western Europe
- Mediterranean Europe
- Eastern Europe

### **Day 59**

#### *Objectives:*

- Familiarity with the countries of Europe, their major cities and capitals, and physical features

#### *Procedure:*

Begin the class by having the students look at physical and political maps of Europe. Discuss what things they see that stands out on those maps.

Hand out Worksheet 4:1, the outline maps of Europe and the map lists. Students will need to use an atlas or the maps in the textbook to find the locations of places on the maps. Have the students create a legend and color their maps. It is best to label the maps using a fine point, black marker or pen and color with colored pencils. Use the following criteria for all maps:

- Mountains – brown
- Water bodies – blue
- Plains – yellow
- Deserts – tan
- Plateaus – orange
- Cities – circle
- Country capital – star with a circle around it

#### *Homework/Class Assignment:*

End the class by telling the students to finish labeling and coloring their maps and to begin studying the places on the maps.

## Day 60

### *Objectives:*

- Familiarity with physical features, vegetation, climate of Europe

### *Procedure:*

Begin the class by asking the students to tell what they know about Europe, the people, landforms, climate etc. Discuss how Europe and the United States are similar and how they are different.

End the class period by discussing the Atlas activity. Ask the students to make comparisons between the different maps. You might ask the students to relate the climate map to the vegetation map and ask: What types of vegetation are found in certain climates? Is there a relationship between the physical features of Europe and where the resources are located? What effect does climate have on population density? What effect does landforms have on population density?

### *Homework/Class Assignment:*

Hand out the Worksheet 4:2 Atlas Activity for independent practice.

## Day 61

### *Objectives:*

- To know the countries of the United Kingdom
- To be able to describe how England's location affected its development
- To be able to explain why the Industrial Revolution began in England

### *Procedure:*

Begin the class by asking the students to name what small island controlled an Empire that stretched across the world and it was so large that it was said that the sun never set on their empire (Great Britain)? Discuss briefly about how the British Empire was one of the most powerful nations during the Age of Imperialism and controlled land on nearly every continent in the world.

Use Class Notes 4:1 – England.

End the class by writing the objectives on the board as questions; “What are the countries that make up the United Kingdom?” “How did England's location affect its development?” And “Why did the Industrial Revolution begin in England?” Discuss the answers with the class to check for comprehension.

### *Homework/Class Assignment:*

Assign Worksheet 4:3 as independent practice. Students will need to read the section of the text that covers England.