Southern Europe (Spain, Portugal, Italy, & Greece)

Introduction:
This week we will be focusing on the geography of Southern Europe, including Greece, Italy, Spain, and Portugal. I hope that each of you will have a better grasp on each country’s physical features, climate, resources, culture, government, and day-to-day life from many years ago to present day. Each country has a rich history and impact on the world, and I hope you enjoy studying it!

Objectives:
1. Content/Knowledge (Blooms Taxonomy)
   a. Students will be able to locate all four countries on a map.
   b. Students will be able to identify all the different types of climates in southern Europe.
   c. Students will be able to identify their important resources and why they are important.
   d. Students will be able to identify how physical geography can help with trade.
2. Process/Skills
   a. Students will be able to interpret a Physical-Political map.
3. Values/Dispositions (Krathwohl’s Taxonomy of the Affective Domain)
   a. Students will develop an appreciation for the impact these countries have on today’s economy.

Standards:

National Council for the Social Studies Standards:
I. Culture a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
III. People, Places, & Environments a. Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape.
   III. People, Places, & Environment f. Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.

National Standards for History
Standard 4: Historical Research Capabilities: B. Obtain historical data from a variety of sources.

Illinois Learning Standards
17.C. 3b. Explain how patterns of resources are used throughout the world.
17.C. 3c. Analyze how human processes influence settlement patterns including migration and population growth.
Section 1: Physical Geography

1. Engagement
   a. Teacher Instruction
      i. Find out what they already know about Europe. Ask if anyone has ever traveled there before, or has family there. Give them time to think about it and respond. Start by showing students the Power Point presentation of pictures.
   b. Resource
      ii. Power Point Presentation
c. Student Activity
   i. To start of this chapter, I am going to start off by showing you some pictures of the four countries: Greece, Italy, Spain, and Portugal. Just sit back and enjoy their beautiful scenery!
   ii. I am handing out graphic organizers for each of the countries we will be discussing in this chapter. I want you to be organizing the information as we go through the chapter. Today we are going to learn a little bit about each country, so whatever is found out today can already start to go into the graphic organizers. Remember, that when taking notes on your own, you put the information you find to be important down, and that it makes sense to you. Your notes are for your benefit and to study from, not for someone else.
   iii. Does anyone have anything they would like to share about what they know about these four countries? Have you ever been to one of them, is your heritage from any of these countries?

2. Exploration
   a. Teacher Instruction
      i. Attached are useful maps to refer to during this section. Have them displayed throughout the entire class period.
   b. Resource
      i. CIA The World Factbook
   c. Student Activity
      i. We will be referring to these maps today and throughout the entire chapter. I have selected different physical, climate, and political maps that I thought would be a useful reference. The first map is a map of all of Europe, so that you have a better understanding on how to locate the countries from a broader perspective. The second map is a physical map of Portugal. Then a physical map of Italy followed by Spain’s climate zones, and Spain’s demographic map. Lastly you will see a physical map of Greece. When you look at the different maps of Spain, what do you notice? How does the climate affect population and where people live? We have discussed what oceanic, mountain, continental, Mediterranean, and arid climate zones are and what it would be like to live in each. Which area of Spain is most populated? What type of climate do they experience? If you were going to visit or live in Spain, where would you want to live, based off what you know about their climate zones?

3. Explanation
   a. Teacher Instruction
      i. I want to use this time for a little lecture.
   b. Resource
      i. http://myweb.unomaha.edu/~jefferylarsen/geog3000/maps.htm
c. Student Activity
   i. Introduction
   ii. I am handing out graphic organizers for each of the countries we will be discussing in this chapter. I want you to be organizing the information as we go through the chapter. Today we are going to learn a little bit about each country, so whatever is found out today can already start to go into the graphic organizers. Remember, that when taking notes on your own, you put the information you find to be important down, and that it makes sense to you. Your notes are for your benefit and to study from, not for someone else.
   iii. Does anyone have anything they would like to share about what they know about these four countries?
      1. Lecture to give background information
         a. Does anyone have any previous knowledge on any of these four countries? What do you know about their countries as of now? (Give them time to think and respond, might not need to ask this again, depends on how much they put forth when asked earlier.)
         b. Southern Europe is also known as Mediterranean Europe because most of its countries are on the sea’s shore. The Mediterranean Sea stretches over 2,300 miles from east to west. Does anyone know what Mediterranean means? Well specifically in Latin it means “middle of the land”. In ancient times, the Mediterranean was considered the center for the Western world, since Europe, African, and Asia surrounded it.

      2. The Land
         a. Does anyone know what a peninsula is? A peninsula is a land surrounded by water on three different sides. So if we take a look at these maps, how many peninsulas make up Southern Europe? Three: Portugal and Spain on one, Italy on another, and Greece is on a third one. Spain and Portugal are on the Iberian Peninsula, which consists of high, rocky plateau. The Cantabrian and Pyrenees Mountains form the plateau’s northern edge. Italy’s peninsula includes the Southern Alps. A lower mountain range, the Apennines, runs down the backside of the country. Then when we look at Greece’s mainland, it extends into the Aegean Sea in many jagged little peninsulas. Greece is mountainous and includes more than 2,000 islands. All three of the peninsulas have coastal lowlands and river valleys that provide excellent areas for growing crops and building cities. Soils on the regions uplands are thin and stony and are easily eroded.
3. Climate and Resources  
   a. Most of southern Europe has a warm and sunny climate. They get most of the rainfalls during their mild winters that sometimes can cause floods and mudslides due to erosion from overgrazing and deforestation. Has anyone ever heard the term sirocco before? It is a hot, dry wind that comes in from North Africa that picks up some moisture over the Mediterranean Sea. It blows over Italy during their spring and summer. Northern Italy’s Alps have a highland climate. Then in Spain, there are semiarid climates that are found in pockets. If you were to go to Northern Spain it is going to cool and humid. Look at the map of Spain’s climate zones, from what you have learned in other geography lessons, look at the terms used to describe Spain’s climate; which area would you like to live in or visit most?  
   b. Southern Europeans use the sea for most of their trade. Some of the larger ports on the Mediterranean include Barcelona, Genoa, Naples, Piraeus, and Valencia. Lisbon, capital of Portugal, is an important Atlantic port. The Atlantic Ocean supports Portugal’s fishing industry.  
   c. Northern Spain has iron ore mines. Greece mines bauxite, chromium, lead, and zinc. Italy and Greece quarry marble. Falling water generates hydroelectricity through the region’s uplands. Besides this their resources are scarce.

4. Elaboration  
   a. Teacher Instruction  
      i. I have found a video about the history of the Parthenon in Greece and the history of it. The artifacts were taken to this British Museum many years ago, but now they want to make a museum in Greece for the Parthenon. There is debate whether or not this should happen. Show the video and then have the students write down what they think should happen. Should Greece get the artifacts back from Britain to put in their museum or should Britain get to keep them, and why? Find out how any of this has to do with the students, how does it affect their lives right now, today? They are not going to absorb a lot of this information if it does not affect them in some way. A higher order-thinking question would be perfect for this part of the class.  
   b. Resource  
         1. Has the video to show the class.  
   c. Student Activity  
      i. Now we are going to watch a short video clip about the Parthenon in Greece. I want you to pay close attention to the arguments of both sides in the video. (Once the movie is over tell them to get a piece of
Now on your piece of paper I want you to write down whether or not the Parthenon artifacts should say in Britain or go back to Greece. Explain your answer and we can have an in class discussion/debate on what you think should occur.

5. Evaluation
   a. Teacher Instruction
      i. The notes they take on their graphic organizers will help me understand what they heard in the lesson today. I will not be filling them out with them on their board, because I want them to really start taking notes on their own and not rely on anyone but himself or herself.
   b. Resource
      i. Took the graphic organizers from a course I took in college.
   c. Student Activity
      i. Class, I would like to walk around and take a look at each of your graphic organizers. I want to see what you thought was important from what we discussed in class today. Be prepared to explain why you wrote some things down. As we have discussed previously, taking notes is to benefit you and no one else. With this said, what you have written down should make sense to you, and you should be able to explain some of it aloud to me.
Directions: Use the graphic organizers to help put together all the information given in the lecture. You can write outside of the boxes or on the backside if you need more room.
SPAIN’S CLIMATE ZONES

Population

RURAL
Persons per square mile
0  60  120  180

URBAN
1,000,000 to 3,100,000
250,000 to 1,000,000
100,000 to 250,000

CANARY ISLANDS

BALEARIC ISLANDS
REGIONS OF SPAIN
01. Galicia
04. Basque Country
07. La Rioja
10. Madrid
13. Valencia
16. Murcia
02. Asturias
05. Navarra
08. Aragon
11. Extremadura
14. Balearic Islands
17. Canary Islands
03. Cantabria
06. Castile & Leon
09. Catalonia
12. Castilla la Mancha
15. Andalucia