

Name:

A Passport to Europe

The Winter Hill Community Innovation School won a national contest and has been given a grant of \$100,000 to take next year's eighth grade class (that's you!) on a field trip to a foreign country. In order to decide what country to go to, you have been chosen to research and present your argument for going to a country. It's your job to make the best possible case for traveling to your country. Where should the school go within the country and why? What would we see and experience there? How would we travel within the country once we are there? What important lessons could students learn from the history of the country?

Some factors to consider: the languages, religions, and ethnicities represented by people in the country, significant cultural, industrial, and historical sites within the country, natural or geographic sites, national sports, art, music, and more.

Each student in your seventh grade class will learn about one European country and then present to the class.

Here is what each presentation will contain.

1. A country summary
2. Sights to see
3. A people statement
4. A place statement
5. A climograph
6. A passport stamp

Time is short to select a country, so student presentations will begin next week on Monday, May 15. Don't worry - 90% of the work for this will be done in class this week. Homework will be minimal.

First step - choose a country.

Spend some time researching countries in Europe. Use the young adults search on the Encyclopedia Britannica online. To get there, go to Somerville Public School Library & Media Arts, click on the Somerville Follett Destiny library site, choose Winter Hill Community School, and then Britannica Encyclopedia from the Bibliographies and Research section.

By the end of this period, you will be responsible for choosing five countries you'd like to work on. I will do my best to make sure you get one of your top choices.

Country	Why do you want to study this country?	One thing Mr. Fischer might not know about this country.

Adapted from a lesson by John Daly.

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A Passport to Europe - 1. A Country Summary

Fill this out with information from our classroom set of atlases or from the young adults Encyclopedia Britannica online. To get there, go to Somerville Public School Library & Media Arts, click on the Somerville Follett Destiny library site, choose Winter Hill Community School, and then Britannica Encyclopedia from the Bibliographies and Research section.

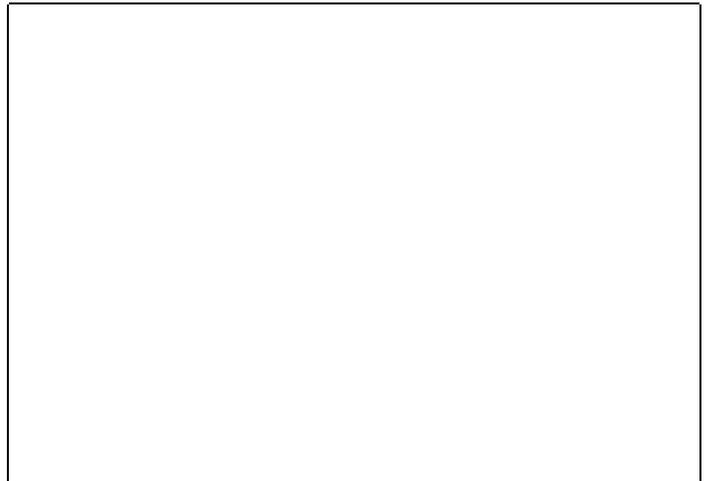
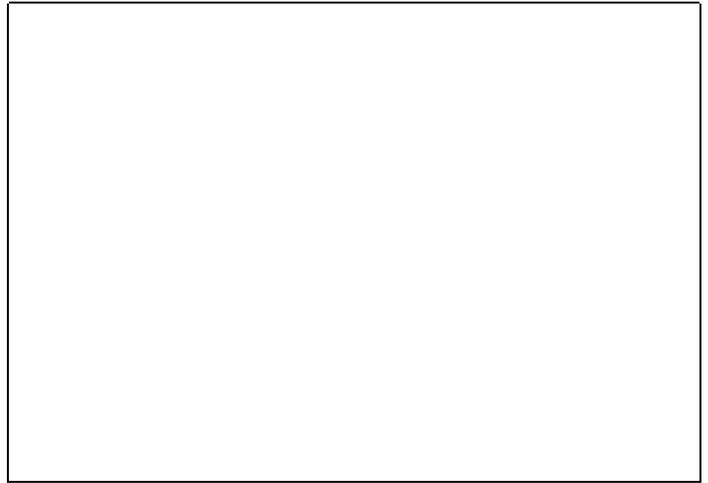
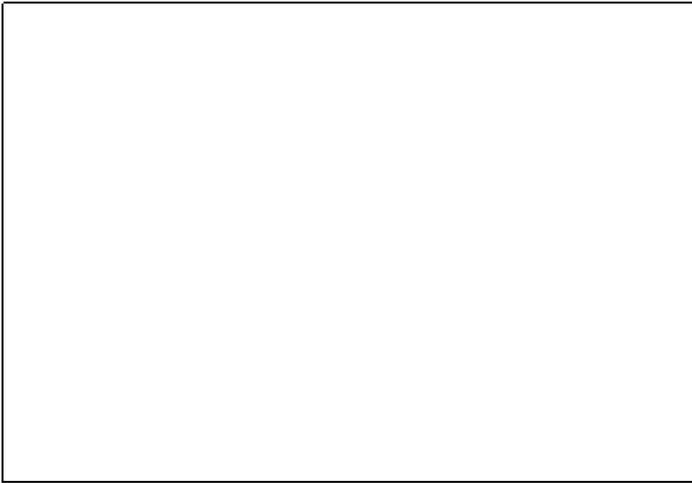
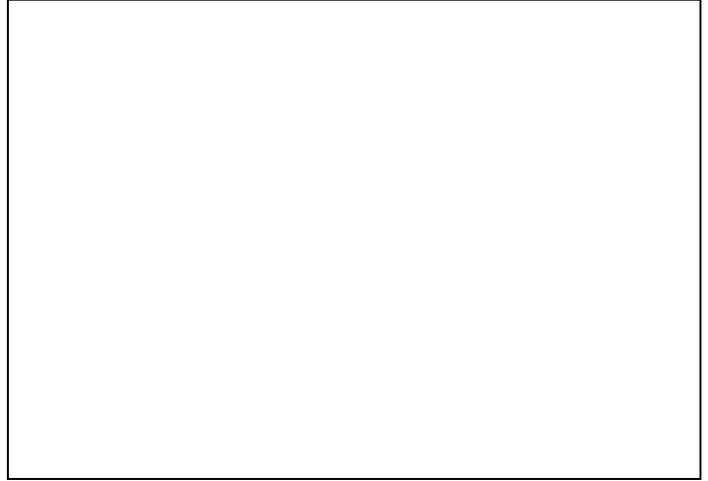
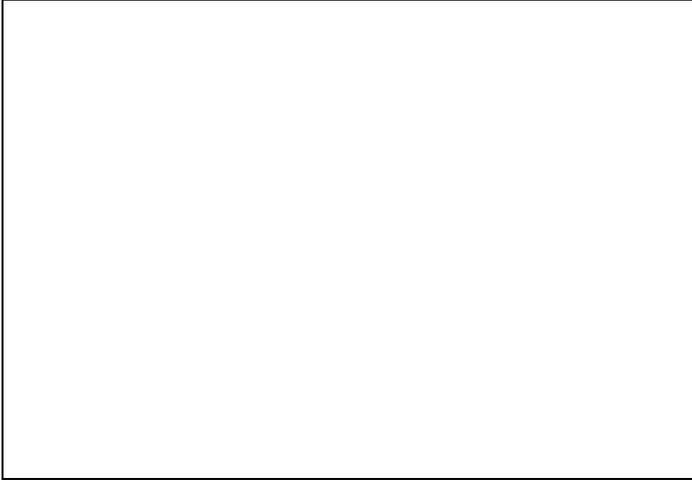
Keep this neat - it will go into your presentation.

Country:
Official Name:
Capital:
Coordinates (at capital):
Climate (at capital):
Official Language or Languages:
Area:
Population:
Bordering Countries:

Name:

A Passport to Europe - 2. Sights to See

Explore your country with Google Earth. Print, cut, and glue images of the six places in your country you think the school absolutely must visit while we are there.



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A Passport to Europe - 3 & 4. People & Place Statements

People - Write three to five sentences about the people and culture of your country.

Place - Write three to five sentences describing the unique environment and physical geography of your country.

People

Place

Name:

A Passport to Europe - 5. Climograph

A climograph shows the average temperatures and levels of precipitation (rain or snow) for a place throughout the year. You will be making one for your country.

Directions:

1. Your climate graph is based on data I will give you to copy into the table at the bottom of this page. Study your data and try to visualize what it is telling you about the patterns of temperature and precipitation in your country.
2. Time (months of the year) will be plotted on the horizontal axis of the graph.
3. Temperature is always plotted before precipitation. (You'll see why.)
 - a. Construct a line graph for temperature.
 - b. Figure out a scale based on the temperatures in your country (but start no higher than zero).
 - c. Number your temperature scale on the left vertical axis.
 - d. Mark monthly average temperature points (of about this size ●) vertically on the midline above each month.
 - e. The color red is traditional for temperature graphs.
 - f. Use a ruler to connect monthly points on your line graph.
 - g. Study the December and January figures and complete your line graph by bringing the December line to the right edge and January to the right edge as if they are connecting.
4. Precipitation (is always plotted after the temperature line):
 - a. Construct a bar graph for precipitation.
 - b. Figure out a scale based on the precipitation at your location (but always start the precipitation scale at zero).
 - c. Number your precipitation scale on the right vertical axis.
 - d. Mark monthly precipitation amounts using a ruler. The precipitation bar should be the full width shown for the month on the horizontal axis.
 - e. The color blue is traditional for precipitation graphs.
 - f. Use a ruler to assist you in constructing your bar graph.
 - g. Remember: if the line and bar graphs intersect, it is the blue bar that is broken to allow the red line to run through it. Do not run the red lines and blue bars over one another.
5. Identify the location of your climate graph by neatly labeling the country name and climate.

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A Passport to Europe - 6. A Passport Stamp

To finish your presentation, you will be creating a passport stamp for your country. You should draw and color an image that symbolizes your country. Be creative. The image must be clear. You must also find room in the stamp for the name of your country, the year, and your initials!

