The Balkans
A Resource Unit for K-6 Students

Elementary and Middle Social Studies Curriculum and Instruction
Professor Gail McEachron
The College of William and Mary
Fall 2008

Prepared By:
Katherine “Ryan” Simpson
Stephanie Tudor
Megan Clontz

Historical Narrative: Stephanie, Megan, Ryan
Lesson One: All
Lesson Two: Stephanie*, Megan, Ryan
Lesson Three: Stephanie, Megan*, Ryan
Lesson Four: Stephanie, Megan, Ryan*
Artifact Card One: Ryan
Artifact Card Two: Megan
Artifact Card Three: Stephanie
Artifact Card Four: Megan
Assessments: All
*: Person in Charge
Historical Narrative

Introduction:

The Balkan Peninsula, a peninsula in southeastern Europe, extends to the south from central Europe and it is bounded on the east by the Black and Aegean seas, on the south by the Mediterranean Sea, and on the west by the Adriatic and Ionian seas. The countries that comprise the Balkan Peninsula are generally termed the Balkan states because they are successors to the Ottoman Empire and include: Croatia, Bosnia and Herzegovina, the Former Yugoslav Republic of Macedonia, Serbia and Montenegro, Albania, Greece, and Bulgaria. Romania and Slovenia are sometimes classified as part of the peninsula as well. The entire region is about 200,000 square miles. Although there truly is not a sharp physiographic separation between the actual Balkan Peninsula and central Europe, the line of the Sava and Danube rivers is normally considered the Balkan’s northern limit. (Harford Web)

The Balkan region is termed the Balkans because of the Balkan mountain range that runs through Bulgaria. The average height of the Balkan mountain range is about three thousand feet above sea level and the highest peak reaches about 7,795 feet. The range is mostly composed of limestone and sandstone rock. Bulgaria is very fortunate to have access to these mountains, as they have highways and railroads that travel through them. Also, the mountains provide the Balkan region with coal, graphite, copper, lead, zinc, and iron. The first effect of these mountains is to divide the Balkan region into small units. This is very important because it has allowed for very different ethnic groups to remain confined to one place. The term ‘Balkan’ was first mentioned in a letter written by Buonaccorsi Callimarco, a humanist, writer and diplomat. The letter, written in 1940, was discussing a woody mountain range in northern Bulgaria. At the end of the 18th century, the term was introduced to English literature by an English traveler. Soon enough, historical authors adapted the mountains to be known as the Balkan mountain range. The area surrounding the mountain range eventually began being called the Balkan Peninsula. Unfortunately, this area has gained a variety of different meanings
over its politically controversial history. It has been called “Turkish Europe,” “Greek Peninsula,” and, as well all known, the Ottoman Empire. Today, the term Southeast Europe is preferred. (Hartford Web)

Key Ideas:

*History*

The Balkan history is characterized by military and political discord. The peninsula lies in a critical region of Europe and, therefore, plays the role of a link between Europe and Asia. Because of this, the region was subjected to a series of conquerors throughout history. Conflict between the Balkan people and the different nations in the region is very common. In the pre-classical years, the region was the home of Greeks, Illyrians, Paeonians, Thracians, Dacians, and other ancient groups. Eventually, the region become under Roman control and much of the area was influenced by Roman culture. During the Middle Ages, there was a series of wars between the Bulgarian, Serbian, and Byzantine Empires. By the 16th century, the Ottoman Empire was the controlling force of the area. The Ottoman Empire was one of the greatest and most powerful civilizations of the modern world. The empire that they built was the largest and most influential empire of the modern period. The Ottoman Empire lasted from 1300-1922 and its peak controlling time was 1683-1699 (Hooker, 1996). The empire spanned control over many countries for six hundred and twenty-two years! The Ottoman Empire centered in what is now Turkey. Suleyman I, also termed as The Magnificent, was the sultan (authority or extreme power) of the Ottoman Empire (Hooker, 1996). Because of the control of the Ottoman Empire over the Balkan region, there really was no development of the Balkans. They were in an economic standstill and soon became the most underdeveloped region of Europe. By the 19th century, one Balkan country after another developed a strong nationalist movement and won their independence back from the Ottoman Empire. The initial years following the independence movement were manifested with chronic friction and chaos. In 1914, World War I, or the Great War, broke out in the region because of the assassination of Archduke Franz Ferdinand of Austria (Duffy, 2000). He was the Prince Imperial of Austria and the Royal
Prince of Hungary. His assassination led to Austria-Hungary’s declaration of war again Serbia. This declaration of war caused the allied Balkan nations to choose sides and form what became known as World War I. After the end of World War I, political leaders from around the world forcefully tried to prevent the Balkan nations from becoming “the powder keg of Europe” because of their nationalistic spirit that was causing thousands of rebellious revolts throughout the region. This international friction and the friction between the nations of the region led to the start of World War II (Duffy, 2000).

*Geography* –

The region of the Balkans is quite varied and complex. Much of the region shares the common characteristic that is highlighted by the name of the region: mountains. As previously stated, the mountains are not very high, but they occasionally make life difficult for the inhabitants. In some places, road building and agriculture is almost impossible. Also, some of the mountainous terrain is basically inhabitable to groups of people because of safety regions and the extreme lack of rainfall. The coastline of the western and southern regions is rocky. Much of the landscape has been able to provide agricultural resources. Inhabitants of the region typically partake in very small scale farming and raising of livestock. Major agricultural products of the region include wheat, meat and dairy products, cotton, lumber, tobacco, oil and gas, and wine. In terms of climate, there is a mild Mediterranean-type climate in the southern and coastal regions. These regions are known for their very arid summer season. The northwest humid subtropical climate covers a much greater area, while the northeast has a harsher humid continental climate. A humid subtropical climate zone is characterized by semi-humid summers and very chilly winters and a humid continental climate usually has very large temperature variances between the seasons, as well as variable weather.

*Greece* –

A vast majority of our culture kit involves Greece, as it is the only country that is mentioned in the primary standards. The first true evidence of people inhabiting Greece is from about 55,000 BC, or 57,000 years
ago. The country of Greece has truly been through an amazing history of events. The country has traveled through the Stone Age, the Bronze Age, and the Iron Age. All of these time periods were different and changed the environment, society, and culture of Greece. Today, Greece is famous for its historical architecture and renowned cities. In this lesson, we are going to discuss four main cities: Athens, Crete, Delphi, and Olympia – each of which are famous for their architectural beauty.

Athens, Greece is not only the capital and largest city of Greece, but it also one of the world’s largest cities. Athens was developed during a classical era and the influence of this era is still present in many of the architectural buildings today. The most famous piece of architecture is the Parthenon, which is located perfectly on the top of the Acropolis. The Parthenon is a frequently visited tourist location by millions of tourists year-round. It is definitely one of the most important buildings in Greece. The Parthenon is a temple of the Greek goddess Athena. Today, the Parthenon has not been restored to its original glory. It was kept in good condition until the 19th century. Sadly, the country was raided and the temple was almost completely destroyed. Finally, in 1975, the Greek government began making an effort to restore the temple. It is hoped that one day it will be restored to its original beauty. Greece is also famous for its history regarding Medusa, one of the three monstrous gorgons from Greek mythology. She started out as a beautiful priestess in one of Athena’s temples; however, she enraged Athena who transformed Medusa’s beautiful hair into serpents and made her face so terrible that anyone who gazed upon it turned to stone. Medusa was a hated figure in Greek mythology and was eventually beheaded by Perseus with help from Athena. The artifact of Medusa’s head is cast terracotta and is believed to been created around two thousand years ago. It was found in Rome on a temple, but Medusa was a Greek mythological figure. This artifact can be found at the Muscarelle Museum, in Williamsburg, Virginia.

Crete is fifth largest island in the Mediterranean Sea and the largest island of the Greek islands. It is one of the thirteen peripheries (regional administrative divisions) of Greece and was once the center of the Minoan civilization (the oldest Greek and European civilization). One of the things the Minoans are known for is their
labyrinths. These are large, complicated mazes in which many people could get lost. The most famous labyrinth is in Greek mythology and was built by Daedalus to imprison the Minotaur, a man-eating monster that was half man and half bull.

On the slope of a mountain, north of the Corinth Sea in Central Greece Delphi is located. The very first settlement of Delphi was in 1400 BC. Delphi was very influential to the history of Greece in the areas of religion and culture. This new center imposed laws which was a new concept in ancient Greece, for instance prosecutors of polluting the waters were executed. The temple of Apollo can be found in Delphi, which is the location where Pythia would read her oracles which answered questions that visitors had. Also in Delphi was the stadium, tucked away from the theatre and the Sacred Way (the path to Apollo’s temple). The stone seats that had room for 6500 spectators were built when Herodotus Atticus financed them in the second century AD. The stadium was used the most during the Pythian Games and the Panhellenic games where athletic events and music festivals occurred.

Olympia is a sacred place much like Delphi in Greece. Olympia is the site where the Olympic Games were held, the first being in 776 BC which is known as the Olympiad. Olympia is located in the Valley of Alpheios, which is in the territory of Pisastis. Not everyone was allowed to participate in the Olympic Games; the only people who could participate were the free Greeks. The act of participating in the games was looked upon as an action of “higher civilization” to honor the Greek race and the Gods for giving them arête, strength, and grace.

Men, Women, and Children:

Men, women, and children have had a lasting impact on the Balkan Peninsula. Suleyman I, or the Magnificent, and the Archduke Franz Ferdinand of Austria were two very influential men in the history of the Balkan region. Suleyman I was the controller of the Ottoman Empire. He was the reason that the Ottoman Empire became so strong during this period of history. The Magnificent controlled the empire at its height, at
which point it controlled an enormous area extending from the Balkan Peninsula to the Middle East and North Africa (Hooker, 1996). The Archduke Franz Ferdinand of Austria was assassinated. His assassination led to Austria-Hungary declaring war on Serbia. This assassination was the event that led up to World War I. The common men in this region were mainly farmers.

Mother Theresa was a very influential woman from this region of the world. Mother Theresa was born Agnes Gonxha Bojaxhiu in Macedonia. Her family was of Albanian decent. She devoted her life to working with those deeply affected in the Balkan region by poverty. Her work received her a number of awards and distinctions, including the Peace Prize in 1971 (http://home.snu.edu/~dwilliam/f97projects/teresa/MotherTeresaTLine.htm). Common woman in this region were lovers, wives, castaways, divorcees, etc. They were very common and typically did not hold jobs. In their daily lives they experienced oppression and self denial. However, it is important to remember that many of these women made history through their self affirmation and empowerment (Buturovic, A., & Schick, I.C. 2007).

Young children that grow up in the Balkan region today face enormous social, economic, and psychological challenges because of the history of the Balkan Peninsula. Many of the children that are growing up today are those whose parents had to overcome years of ethnic issues, as well as political and social disruption. In today’s world, the leaders of the Balkan Peninsula are trying to develop values, skills, and attitudes in the young children that will help them reach their full potential.

**Closing/Legacy:**

In closing, the Balkans, and especially Greece, is a very historic region of our world. This area has left a lasting impression on the world, as the Ottoman Empire once ruled a vast majority of the countries that exist today. In Greece, there are relatively few other places where people can view such historical monuments. Monuments such as the Parthenon, the Olympiad, the labyrinths, and so much more provide tourists with a
historic glance back at a time that we cannot possible even imagine. These architectural masterpieces are once
that will never be surpassed. The Balkan region in general has left the world with a feeling that it is possible to
overcome almost any obstacle you are presented with.
Appendix A

**National Social Studies Standards: Civic Ideals and Practices:**
A: Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

F: Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making.

K-4 content standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage

K-4 content standard 7: Selected Attributes and Historical Developments of Various Societies in Africa, the Americas, Asia, and Europe.

**National Council for the Social Studies:**
(a) Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law,
(d) Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

**Virginia Standards of Learning:**
3.1: The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
3.4: The student will develop map skills by
a) locating Greece, Rome, and West Africa;
b) describing the physical and human characteristics of Greece, Rome, and West Africa;
c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.
3.8: The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).

**National Standards of Art Education (Visual Arts):**
K-4 content standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.
3.6 The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.
3.13 The student will discuss how history, culture, and the visual arts influence each other.
3.17 The student will identify how works of art reflect times, places, and cultures.
References


Lesson Plan #1: Map Skills Lesson Plan

**Context:** Lesson plan preparers: Megan Clontz, Stephanie Tudor, & Ryan Simpson
Level: 3rd Grade; Topic: Map Skills; Time: 1 hour; Whole group & small group/20 students

**Standards:**
3.4 The student will develop map skills by
   a) locating Greece, Rome, and West Africa;
3.5 The student will develop map skills by
   e) locating specific places on a simple letter-number grid system.
3.6 The student will interpret geographic information from maps, tables, graphs, and charts.

**Objectives:**
1. Using an alphanumerical grid, the students will locate Crete, Athens, Olympia, and Delphi.
2. Students will identify the Parthenon, Labryinth, Olympia, and Delphi Stadium in relation to each geographical location.
3. Given the activities, the students will compare and contrast Roman architecture to United States buildings.

**Resoures:**
One large wall map of the Balkans, specifically Greece; art supplies; maze worksheets; pictures of Delphi; paper for drawing; picture of the Parthenon; classroom set of alphanumerical graph of Greece; numbered dice for each group; alphabet dice (from Scattergories) for each group; board game characters; “Olympic Games” worksheet

**Procedure:**
**Introduction/Anticipatory Set:** Begin by introducing the large map of the Balkans in the front of the classroom (input). Ask questions in regards to the use and point of a geographical map, such as: “Which direction is N, S, E, W?” “What countries are in each location?” Have students come up to the board to point to countries in each direction (guided). After dividing the students into their cooperative groups, ask the students if they recognize any specific country in the Balkans. With prior knowledge, students should recognize Greece. Using the background information given in this lesson plan, the teacher should introduce Greece by asking guiding questions, such as: “How would we get from Virginia to Greece?” “In which direction would we travel?” “What famous cities are in Greece?”

**Content Focus:** Using an LCD, project the handout of the alphanumerical graph. As a class, practice finding specific cities on the graph with given coordinates (modeling). As questions such as: “How do you think we would use this graph?” “What does each coordinate mean?” “Where have you seen a graph like this before?” Give each group the alphanumerical graph of Greece and the set of directions for each coordinate. Once they have arrived at the identified coordinate, they will follow a set of directions for a ten minute activity for each specific place in regards to the architecture that is being discussed, as well as a few sentences and questions to connect the activity and the place. The first coordinate will lead them to Athens. For Athens, the students will be examining the Parthenon. They will each be given a floor plan of the Parthenon. Using their map skills, they will have to follow a path through the map building and then translate the path into written directions on the worksheet (check for understanding). After completion, as a group they will locate Crete on the alphanumerical graph with the given coordinates. Individually for Crete, give individual students the Labyrinth. Have them find their way through the maze and translate their directions through the maze (independent). After completion, as a group they will locate Olympia on the alphanumerical graph with the given coordinates. For
this activity, the numbered and alphabet dice will be needed. As a group, follow instructions for “Olympic Games” (see worksheet for instructions). After completing the game, as a group they will locate Delphi on the alphanumerical graph with the given coordinates. For Delphi, the students will be given a worksheet with pictures of the Delphi Stadium. The directions will inform students to examine the pictures and then think about modern stadiums in the world today. Have the students draw a picture of both of the stadiums with art supplies and then compare and contrast the differences as a group.

**Closure**: Begin by asking the students if they enjoyed their trip around Greece. Explore each group’s individual favorite cities and famous landmarks for architecture/history. Ask questions such as: “What was your favorite landmark?”; “What was your favorite locations and why?”; “What difference did you notice between these architectural structures and US structures?”; “Do you think you could use these directional skills to navigate your way through an unfamiliar building in Virginia?” Also, review specific map vocabulary that was important in the lesson.

**Evaluation:**
**Formative**: small cooperative group discussions; can each group successful use the alphanumerical grid to get to each location?; student participation in group and individual activities
**Summative**: multiple choice questions (see attached)

**Background Information**: The Balkans is located in southeastern Europe. Bulgaria, Greece, Macedonia, Albania, Serbia, Montenegro, Bosnia, Herzegovina, and Croatia are the main countries that comprise the Balkans. Other countries that are sometimes associated with the region include: Moldova, Romania, Slovenia, and Turkey. This lesson works primarily with Greece and four of its main cities: Athens, Delphi, Olympia, and Crete. Athens is the capital of Greece and is located in the far east of Greece. The Parthenon is in Athens and is the temple of the Goddess Athena. Delphi is in northern-central Greece and the Delphi Stadium was the location where Panhellenic and athletic events occurred. Crete is the largest of the Greek islands and is known for its complicated mazes, termed labyrinths. Olympia is the site of the first Olympic Games and it is in the far western region of Greece. Key Vocabulary: **Architecture**: style of a building; **Alphanumerical Grid**: a graph that contains both letters and digits – used to find locations; **Labryinth**: a maze
Resources


Lesson #1: Multiple Choice Questions

1. The country of Greece is located in which area of the world?
   a. The United States of America
   b. China
   c. The Balkans
   d. East Asia
   e. South Africa

2. Which of these cities are located in Greece?
   a. Athens
   b. Paris
   c. Olympia
   d. A & C
   e. Tokyo

3. This is the floor plan of what architectural building?
   ![Floor Plan Image]
   a. D.J. Montague Elementary School
   b. Parthenon
   c. Delphi Stadium
   d. The White House
   e. Olympic Stadium
Directions: Using the four cardinal directions, write down how you would walk through the Parthenon from start to end.

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________
6. ____________________________________
7. ____________________________________
Find your way through this labyrinth! Then use the cardinal directions to describe your path through the maze. Write your directions on a blank sheet of paper.
Here are instructions for the Olympic Game. Use the alphanumerical grid map of Greece that you were given in the beginning of class:

1. Roll the number die to decide who will go first. Whoever has the largest number should go first.

2. When it’s your first turn, roll the alphabet die first, then the number die. Combine your rolls and you will have the coordinates for the location you will go to on the alphanumerical grid.

3. Place your marker on this location.

4. Once everyone had had a turn, roll the two dice again. Your rolls will give you your next location. On the answer sheet, record your each roll, as well as the direction that you moved to get from one location to the next.

5. Repeat step #4 five times!
Answer Sheet:

First Location: _______________

Second Location: _______________
   Direction Traveled: _______________

Third Location: _______________
   Direction Traveled: _______________

Fourth Location: _______________
   Direction Traveled: _______________

Fifth Location: _______________
   Direction Traveled: _______________

Sixth Location: _______________
   Direction Traveled: _______________
Students should look at the following pictures of the Delphi Stadium. Make observations about the differences between this stadium and the stadiums we have today.

Once you have made your observations with your group, please draw your own picture of the Delphi Stadium and a stadium that you would most likely see today. After this, record your comparisons and contrasts on your drawings.
Lesson Plan #2: Critical Thinking with the Arts

Context: Lesson plan preparers: Megan Clontz, Stephanie Tudor, & Ryan Simpson
Level: 3rd Grade; Topic: Greek Mythology and the Arts; Time: 1 hour; Whole group & individual group/20 people

Virginia History Standards of Learning:
3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

National Standards of Arts (Visual Arts):
K-4 Content Standard #1: Understanding and applying media, techniques, and processes. A. Students know the differences between materials, techniques, and processes. B. Students describe how different materials, techniques, and processes cause different responses. C. Students use different media, techniques, and processes to communicate ideas, experiences, and stories. D. Students use art materials and tools in a safe and responsible manner.

K-4 Content Standard #4: Understanding the visual arts in relation to history and cultures. A. Students know that the visual arts have both a history and specific relationships to various cultures. B. Students identify specific works of art as belonging to particular cultures, times, and places. C. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Objectives:
1. Given pictures of Medusa, students will analyze artifacts that reflect Greek mythology and the influence of Grecian arts
2. Students will identify the importance of mythology within the Greek culture and heritage.
3. Using knowledge learned about Medusa, students will sculpt their own artistic view of the Greek character.

Resources: “Perseus and Medusa” by Nick Saunders; enlarged printed pictures of Medusa; Amaco modeling clay (preferably Stonex) – enough for entire class; picture of the sculpture of the Medusa head from the Muscarelle Museum

Procedure:
Introduction/Anticipatory Set: Begin by showing the enlarged printed pictures of Medusa. Ask questions with regard to the character: “Does anyone recognize this person?” (Objective) If the students recognize Medusa, ask “Do you know the story behind this mythological creature?” (Objective) If there is no recognition, introduce Medusa. To introduce her story, read the book “Perseus and Medusa.” Ask guiding questions relevant to the story, including: “Who were the characters?”; “What exactly happened?” (Reflective) (Check for understanding).

Content Focus: Show students the Medusa artifact from the Muscarelle Museum. Ask questions in regards to the artifact, such as: “Who is this?”; “What do you think it’s made of?”; “What part of history do you think this is from?” (All objective) and “Why do you think this is significant?” (Interpretive) Explain that this is an artifact from ancient civilization and Greek mythology. Explain that this artifact came from a Roman temple worshipping the Greek mythological character. It is made of terracotta and that this artifact was made to remember how important Medusa was in ancient times. Explain that this artifact is classified as an art form because it was once part of a sculpture of Medusa. Explain that the class is going to remember Medusa by
making our own terracotta-like Medusa faces. Model example of making Medusa face – making sure to explain how to make the coil-like snakes (modeling). Distribute Amaco clay to each individual student and let students experiment with the clay using their hands. As students begin to finish, set model Medusas on newspapers to dry – the clay only takes 24 hours to dry (independent).

**Closure:** Begin by asking students if they liked making their Medusa models. Ask questions such as: “How do you think making the model will help you remember Medusa?” (Reflective) Remind them that in ancient history, they displayed mythological characters on temples to help remember them as well. Relate Medusa to the Balkans by asking questions such as: “What country believed in Medusa?” (Objective); “Where is Greece located?” (Objective); “What other countries do you think believed in mythology?” (Interpretive); “Based upon the book that we read and the knowledge learned, do you think that your sculptures represent Medusa’s character?” (Decisional)

**Evaluation:**
**Formative:** student participation in introduction and interactive read aloud; student participation and behavior in clay artwork activity
**Summative:** multiple choice question (see attached)

**Background Information:** Medusa is one of the three monstrous gorgons from Greek mythology. She started out as a beautiful priestess in one of Athena’s temples; however, she enraged Athena who transformed Medusa’s beautiful hair into serpents and made her face so terrible that anyone who gazed upon it turned to stone. Medusa was a hated figure in Greek mythology and was eventually beheaded by Perseus with help from Athena. The artifact of Medusa’s head is cast terracotta and is believed to been created around two thousand years ago. It was found in Rome on a temple, but Medusa was a Greek mythological figure. This artifact can be found at the Muscarelle Museum, in Williamsburg, Virginia. Key Vocabulary: *Terracotta*: a ceramic that is natural, brownish-red color; *Sculpture*: an art work that has been carved or modeled in 3-D manner; *Gorgon*: a monstrous feminine creature in Greek mythology whose appearance would turn anyone who looked at it to stone – there were three of them (Euryale, Sthenno, and Medusa)
Resources


“Perseus and Medusa”
By: Nick Saunders
Multiple Choice Summative Evaluation for Greece – Medusa Lesson

1. What was the artifact of Medusa shown in class made of?
   a. Rock
   b. Paper
   c. Terracotta
   d. Glass

2. What was Medusa’s hair made of?
   a. String
   b. Snakes
   c. Caterpillars
   d. Straw

3. What was Medusa?
   a. Witch
   b. Monstrous Gorgon
   c. Vampire
   d. Goddess
Lesson #3 - Civic Engagement Lesson: Mother Teresa

Context: Lesson plan preparers: Megan Clontz, Stephanie Tudor, & Ryan Simpson
Level: 4th Grade; Topic: Mother Teresa and civic engagement; Time: 1 hour for lesson, approximately 45 to 50 minutes for presentations; Whole group & individual group/20 students

National Social Studies Standards:
Standard III-Social studies programs should include experiences that provide for the study of people.

Standard V-Social studies programs should include experiences that provide for the study of interactions among, individuals, groups, and institutions.

Standard IX-Social studies programs should include experiences that provide for the study of global connections and interdependence.

Standards: History and Social Science Standards of Learning in Virginia
VS.1 The student will develop skills for historical and geographical analysis including the ability to:
   d) draw conclusions and make generalizations
   e) make connections between past and present
   g) interpret ideas and events from different historical perspectives
   h) evaluate and discuss issues orally and in writing

Objectives
1. Students will understand the term “civic engagement” and how it relates to Mother Teresa
2. Students will effectively research and present information on Mother Teresa’s life, allowing them to develop a comprehensive knowledge of her life and lasting impact

Resources: Computer with Microsoft Power Point and access to the internet; day 1 will take about 1 hr. to research; day 2 will allot for five minutes for each presentation

Procedures
Introduction/Anticipatory Set: Present a four slide power point presentation covering the broad scope of Mother Teresa’s life (input and modeling). Write “civic engagement” on the board and ask students “Does anyone know what this means?” Have students come and write their ideas on the board, then write the definition on the board (guided) and ask students: “How do Mother Teresa’s actions demonstrate civic engagement?”

Content Focus: Students will randomly be assigned partners. Three sets of partners will research the first part of Mother Teresa’s life (1910-1948), four sets will research middle part of her life (1949-1965), and three sets will research the later years of her life (1966-1997). During research, students will focus on Mother Teresa’s important accomplishments and awards, as well as how her accomplishments affected other people. Students will report their findings to the class with a four to six slide (including title slide) power point presentation to be presented the following day (independent).

Closure: After presentations, again ask students what civic engagement is (Objective). Have them relate civic engagement to Mother Teresa’s life and the things that she did throughout her life for other people. Ask
students what they think the most important aspect of Mother Teresa’s life was (Interpretive). Finally, ask the students what they do or what they can do to help people in their communities (Reflective).

**Evaluation**

**Formative:** The students’ participation in discussions, participation while working on the activity, participation in presenting their slides.

**Summative:** Short answer questions (see attached).

**Background Information:** Mother Teresa was born Agnes Gonxha Bojaxhiu in Skopje, Macedonia, in 1910. Her family was of Albanian descent. When she was eighteen she left her home in Skopje and joined the Sisters of Loreto, an Irish community of nuns with missions in India. Once in India, she was deeply affected by the poverty and suffering she saw. She decided to leave the convent school and devote herself to working among the poorest of the poor in the slums of Calcutta. Although she had no funds, and started an open-air school for slum children. On October 7, 1950 she started her own order, “The Missionaries of Charity.” This charity focused on loving and caring for people that nobody else wanted to look after. Mother Teresa's work has received a number of awards and distinctions, including the Pope John XXIII Peace Prize (1971) and the Nehru Prize for her promotion of international peace and understanding (1972). She also received the Balzan Prize (1979) and the Templeton and Magsaysay awards.

**Resources:**


Short Answer Questions:

How does Mother Teresa’s work show civic engagement?

Early years:

Sample answer: By being a teacher, Mother Teresa’s actions addressed the issue of education. She helped students learn which helped them become a better part of society. She also helped the poor, so her actions worked for the greater good of the whole community.

Middle years:

Sample answer: Mother Teresa opened missionaries and orphanages to help people who couldn’t help themselves. This shows civic engagement because her actions helped make a positive difference in the lives of many people.

Later years:

Sample answer: Mother Teresa used money that she won from a prize to build a leper colony, this shows civic engagement because she worked to make a difference in the lives of people that many people try to stay away from.
Lesson #4 - Inquiry Lesson
Free Market vs. Centrally-Planned Economies

Context: Lesson plan preparers: Megan Clontz & Stephanie Tudor
Level: 6th Grade; Topic: centrally controlled economy vs. free market economy; Time: 1 hour; Whole group & small group/20 students

Standards:
USII.7 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
b) describing the conversion from a wartime to a peacetime economy;
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.

Objectives:
1. Students will articulate the primary differences between centrally planned and free market economies
2. Students will evaluate the effectiveness of centrally-planned vs. market economies in the Balkan States with comparisons to the United States
3. Students will develop questions (four total) to further their knowledge of centrally-planned and free market economies


Instructional Strategies:
Catalyst: At the beginning of the lesson each student will get a laptop and the teacher will give them the link (http://www2.scholastic.com/browse/article.jsp?id=3750497) to the Scholastic article “Crisis Goes Global—International Community Seeks Solutions to Expanding Economic Problems” by Dante A. Ciampaglia. The teacher will read the short article out loud, making comments to help students understand the seriousness of economic downturn the United States is experiencing. Students will then click on the blog link at the end of the article. After reading what their peers across the country have been posting, they will write their own one to three sentence blog post. The teacher will then ask students “Do you like to buy things?” and ask for volunteers to tell what they like to buy. The teacher will explain that they are contributing to the United States’ economy when they buy things. To connect to the article the teacher will then ask, “Has it been harder for you to buy things during our economic crisis? What would happen if nobody could buy anything?” Responding to students’ answers, the teacher will facilitate discussion about supply and demand (if no one can buy anything and demand will go down, then the economy will slow down and supply will go down). The teacher will then talk about how the things people buy help keep our economy strong but that in other countries the government keeps the economy strong. Teacher will then display a graph of the United States economy and the Balkan States economy during 2000 and 2001 (the United States has had a free market economy for hundreds of years but the Balkan states have slowly been transitioning to a free market economy from a centrally planned economy). The class will be separated into four groups; two groups will be assigned free market economies and two groups will be assigned centrally-planned economies.

Day 1: Students will come up with two questions before they begin to research their economy with their group. Once the questions have been recorded the groups will use the sources provided to research their economy and
its implications for countries that have this kind of economy. After their initial research, the students will brainstorm and come up with two more questions to investigate.

**Day 2:** Students will discover new sources to use for their research (on their own) and they will compile their findings in order to present on the third day.

**Day 3:** Students will present their findings to the class in the best way that they see fit to represent their economy and the implications for the countries that practice those economic principles. For example, students can simulate how each economy functions using objects and pretend money to represent the government and companies and how they work with one another in the different types of economies. For a centrally-planned economy the students will show the government’s high involvement. For a free market economy the students will show that the economy is primarily driven by the consumers. After hearing about both kinds of economies, students will decide what they think the best kind of economy is for the Balkan states and why.

**Evaluation:**

**Formative:** Students participation in group work and in their presentations.

**Summative:** Students responses to the essay topic: Compare and contrast the economies of Greece (a country that has always had a free market oriented economy) and Bulgaria (a country that transitioned from a centrally planned economy to a free market economy) (**5pts**). Examine the GDP of these countries over time and look for any patterns that emerge. What are some reasons for the patterns (**2 pts**) and what information do these patterns give us about how well the economy is doing (**3 pts**)?

**Background Information:** One of the reasons the United States has such a large and growing economy is that the country has a free market system. This means the actual consumers (buyers and sellers) control the economy. The Balkans region used to have a centrally-planned economy, which meant that the government controlled the economy instead of the consumers. Under this system the region had many economic problems including poverty, unemployment, no growth in the economy and no hope for the future. However, now all the countries are struggling to make the transition to market economies and are seeing more growth than they have in the past.

**Key terms:** free market economy -- an economy in which good, services, and property rights are voluntarily exchanged at a price arranged completely by the sellers and buyers; centrally-planned economy -- an economic system in which the government or workers' council makes all the decisions for the economy

**Sources**

**Source 1:** [http://harvardbusiness.org/flatmm/hbextras/200805/recessions/](http://harvardbusiness.org/flatmm/hbextras/200805/recessions/)

This website shows the condition of the United States economy from 1948 to 2008. Students can see the change in GDP as well as the periods when the country experienced recession. This is an interactive graph so students can click on each point to find out specific statistics about the economy at that time as well as the reason that the economy was performing the way it was.

**Source 2:** *The Handbook of the New Eastern Europe* by Michael Kort

This book offers a basic overview of the history and current affairs of Eastern Europe through the year 2000. The text adequately introduces the diverse cultural, political, and economic influences that have shaped each area of Eastern Europe (including the Balkan states). **Copies are available at the Williamsburg Library and the James City County Library.**
Source 3: The Economy (Exploring Business and Economics) by Terence O'Hara.

This book effectively introduces the basic concepts of economics. It provides a good summary of the supply and demand concept (by discussing the trading of goods, services, and ideas) and gives a thorough review of the benefits of capitalism (free market economy) as compared to other economies. **Copy available at the James City County Library.**


This website provides a graphical representation of GDP in each of the separate Balkan states. Students can see the growth of each countries economy and compare it to the United States.
Free Market vs. Centrally-Planned Economies

Given the information presented on the graphs generate at least two questions regarding the type of economy you are assigned.

Question 1:

Question 2:

What answers do you think you will find to your questions?

Hypothesis 1:

Hypothesis 2:

Resources

Information discovered during research:
Now that you have had a chance to research the economy, what other questions (2) do you have?

Question 1:

Question 2:

What answers do you think you will find to your questions?

Hypothesis 1:

Hypothesis 2:

Resources

Information discovered during research:

Time devoted to this assignment: __________________
Free Market vs. Centrally-Planned Economies (Sample Answers)

Given the information presented on the graphs generate at least two questions regarding the type of economy you are assigned.

Question 1: What are the main differences between the two economies? Why would a country pick on economy over the other?

Question 2: Which type of economy is represented by the Balkan States now? Why do they have this type of economy?

What answers do you think you will find to your questions?

Hypothesis 1: The person who controls the economy is one of the main differences in the two economies. If a country wants to be more independent they would pick the free-market economy.

Hypothesis 2: Centrally-planned economy. They have this type of economy because of the leadership in the Balkan States. The government has the power here, they make the decisions.

Information discovered during research:

- A centrally planned economy is one in which the total direction and development of a nation's economy is planned and administered by its government. (http://www.referenceforbusiness.com/encyclopedia/Ca-Clo/Centrally-Planned-Economy.html)
- The antithesis of central planning is capitalism. (http://www.referenceforbusiness.com/encyclopedia/Ca-Clo/Centrally-Planned-Economy.html)
- Capitalism also functions by being responsive to marketplace demands. Central planning, on the other hand, functions through administrative directives. (http://www.referenceforbusiness.com/encyclopedia/Ca-Clo/Centrally-Planned-Economy.html)
- A free market is a market in which property rights are voluntarily exchanged at a price arranged completely by the mutual consent of sellers and buyers. By definition, buyers and sellers do not coerce each other, in the sense that they obtain each other's property without the use of physical force, threat of physical force, or fraud, nor is the transfer coerced by a third party. (http://en.wikipedia.org/wiki/Free_market)
- Free market economics is closely associated with laissez-faire economic philosophy, which advocates approximating this condition in the real world by mostly confining government intervention in economic matters to regulating against force and fraud among market participants. (http://en.wikipedia.org/wiki/Free_market)

Resources

http://www.referenceforbusiness.com/encyclopedia/Ca-Clo/Centrally-Planned-Economy.html

http://en.wikipedia.org/wiki/Free_market
Now that you have had a chance to research the economy, what other questions (2) do you have?

Question 1: What is laissez-faire economics? Do any countries use this type of economy today?

Question 2: How does supply and demand work?

What answers do you think you will find to your questions?

Hypothesis 1: An economic system with more freedom than centrally-planned economics. No countries use this type of economy today.

Hypothesis 2: When supplies increase, demand decreases, when demand increases supplies increase.

Information discovered during research:

- Economic ideology which advocates minimal state intervention in the economy. (http://en.wikipedia.org/wiki/Laissez-faire)
- Libertarians argue that laissez-faire produces greater prosperity and personal freedom than other economic systems. (http://en.wikipedia.org/wiki/Laissez-faire)
- A microeconomic law that states that, all other factors being equal, as the price of a good or service increases, consumer demand for the good or service will decrease and vice versa. (http://www.answers.com/topic/supply-and-demand)
- A fundamental economic concept, which holds that the price is set at an amount where the quantity supplied and quantity demanded clear the market. From that intersection, higher prices will increase supply, reduce demand, or both. Lower quantities demanded will reduce prices. (http://www.answers.com/topic/supply-and-demand)

Resources

http://en.wikipedia.org/wiki/Laissez-faire

http://www.answers.com/topic/supply-and-demand

Time devoted to this assignment: 20 min
Real GDP (economic) growth in 2001
(Percentage change over previous year)
Resources


Primary Level: K-3
This activity will follow a lesson on Greek mythology, including Medusa.

Background Information:
The artifact of Medusa’s head is cast terracotta and is believed to have been created around two thousand years ago. Cast terracotta is a ceramic that is natural, brownish-red color. The sculpture was found in Rome on a temple, but Medusa was a Greek mythological figure. This artifact can be found at the Muscarelle Museum, in Williamsburg, Virginia.

Student Activities:
Large Group –
1. Students will discuss as a class the story of Medusa. They will develop creative classroom story involving the facts behind Medusa. Students will ‘share the pen’ to record their contributions to the story on a large writing tablet.

Small Group –
1. Students will read a short poem about Medusa and her characteristics. They will discuss in groups Medusa and the facts that they understood about her from the poem. They will compare and contrast the Medusa in the poem and the Medusa art form.

Individual –
1. Using clay, students will make snake-like coils that resemble Medusa’s snakes. Students will construct the coils into a pot. This will be another way to show the concept of sculpturing.

Intermediate Level: 4-6
This activity will follow a lesson on Greek mythology, including Medusa.

Background Information:
The artifact of Medusa’s head is cast terracotta and is believed to have been created around two thousand years ago. Cast terracotta is a ceramic that is natural, brownish-red color. The sculpture was found in Rome on a temple, but Medusa was a Greek mythological figure. This artifact can be found at the Muscarelle Museum, in Williamsburg, Virginia. The Thinker Statue was designed by Auguste Rodin. It is made of bronze and marble and is held in the Musée Rodin, located in Paris. This statue was finished in 1902 and presented in 1904.

Student Activities:
Large Group –
1. Students will discuss their opinions of the influence of mythological creatures, such as Medusa, and historically why the people chose to sculpt these characters into terracotta and stone. Students will compare/contrast these sculptures and statues with statues seen in present time.

Small Group –
1. Students will discuss similarities and differences between the Medusa sculpture and the Thinker Statue. Discussions should revolve around the differences in the mediums used, the time frames they were created, and opinions of the two different art forms.

Individual –
1. Students will respond to how the Medusa sculpture makes them feel. Their response should compare and contrast this ancient sculpture with a sculpture or statue that they have seen or learned about from present day United States history.
Resources:


Sculpture of Medusa head came from Amy Gorman at the Muscarelle Museum


Picture of Thinker Statue:

Picture of Medusa Head:
Medusa says —

I was wisdom once,
black as night.

Now they call me:
    monster,
gorgon,
hideous-faced.

So I hide
behind this hissing curtain
of hair.

Lost
little ones,
breathe easy;
you are free
to not see.

But
what is a lonely
old lady to do?

I still wait
for some daughter,
    some son,
so wounded by the world,
to seize these snakes
and part my locks wide.

I still wait
for some bold, tired
    wild child of mine,
determined to die
seeing what's reflected
in my unblinking eye.
Multiple Choice Questions:

Primary –

1. What is this sculpture composed of?
   a. Cast terracotta
   b. Metal
   c. Bronze
   d. Dirt

Intermediate –

1. How many years ago was the sculpture of Medusa’s head created?
   a. 500 years
   b. 100,000 years
   c. 2,000 years
   d. 5 years

2. Write one similarity and one difference between the Medusa sculpture and the Thinker Statue.

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
Sample Intermediate Student Answer: #2

Write one similarity and one difference between the Medusa sculpture and the Thinker Statue.

I think that the sculpture of the head of the Medusa and the Thinker Statue are similar because they both seem to represent a person or an idea that was famous at the time. They are excellent pieces of art work. They are different because Medusa’s head is made of terracotta and the Thinker Statue is made of bronze and marble.
Primary Level: K-3
This activity will follow a lesson on Bulgaria and the concept of freedom and independence.

Background Information:
The Bulgarian Declaration of Independence was declared on October 5, 1908. Bulgaria declared its independence from the Ottoman Empire. The Ottoman Empire was the center of interactions between the Eastern and Western hemispheres for six centuries. It was succeeded by the Republic of Turkey. The Bulgarian Declaration of Independence is composed of four sections: introduction, the declaration of Tornova, negotiations from October 1908 to April 1909, and settlement and recognition. Tornova is the old Bulgarian capital where the declaration was declared. The Independence Day of Bulgaria is celebrated annually on September 22nd.

Student Activities:
Large Group –
1. Students will explore how the Declaration of Independence is a set of rules for the country of Bulgaria. They will discuss the importance of rules in a country. They will discuss the difference between country rules and the rules/laws that they are required to follow in school and their communities.

Small Group –
1. Students will compare and contrast the difference between the Independence Day of Bulgaria and July 4th (Independence Day here). Students will record their ideas in a Venn diagram to further present to the class as groups.

Individual –
1. Students will think individually about the symbols in America that represent freedom (bald eagle, USA flag, etc.). They will then create the Bulgarian flag based upon the teacher model using construction paper.
Intermediate Level: 4-6
This activity will follow a lesson on Bulgaria and the concept of freedom and independence.

Background Information:
The Bulgarian Declaration of Independence was declared on October 5, 1908. Bulgaria declared its independence from the Ottoman Empire. The Ottoman Empire was the center of interactions between the Eastern and Western hemispheres for six centuries. It was succeeded by the Republic of Turkey. The Bulgarian Declaration of Independence is composed of four sections: introduction, the declaration of Tornova, negotiations from October 1908 to April 1909, and settlement and recognition. Tornova is the old Bulgarian capital where the declaration was declared. The Independence Day of Bulgaria is celebrated annually on September 22nd.

Student Activities:
Large Group –
1. Students will compare and contrast the difference between the Independence Day of Bulgaria and July 4th. Students will participate through raising their hands with ideas; the teacher should record thoughts/discussion on the board in a table format.

Small Group –
1. Students will be separated into groups and each group will be given a section of Bulgaria’s Declaration of Independence to read and discuss. The groups will present their understanding of each section to the class.

Individual –
1. Students will individually write songs and/or chants that they imagined the people of Bulgaria were singing on their first independence day. Students will present finalized piece to the class. The teacher should model examples of U.S. patriotic songs to provide an example for the students to relate to.

Resources:


Picture of Bulgarian Flag:
Comparing and Contrasting
Bulgarian Declaration of Independence:

The Bulgarian Declaration of Independence, 1908.

1. INTRODUCTION.

The treaties of San Stefano and Berlin (1878), to which the principality of Bulgaria owed its legal existence, though providing for practically complete autonomy for the principality, recognized in favor of Turkey certain ill-defined rights, of suzerainty over Bulgaria. Ordinarily these rights were of little value to Turkey and limited very slightly the independent action of Bulgaria. There was, however, in Bulgaria a strong desire for complete independence. Prince Ferdinand on several occasions sounded the courts of Russia and Austria in regard to the matter, but was advised to wait. The Turkish Revolution of July, 1908, furnished an opportunity.

2. THE DECLARATION OF TORNova.

On October 5, 1908, Prince Ferdinand formally proclaimed the independence of Bulgaria at Tornova. All the circumstances of the occasion indicate that the declaration was issued in consequence of an understanding previously arranged between the Bulgarian and Austro-Hungarian Governments. The decision not to defer the declaration until a later time was probably due to a fear lest the powers, coming into dispute over the, action of the Dual Monarchy, would forbid Bulgaria to take any action as to independence. The decision was to confront Europe with a fait accompli.

3. NEGOTIATIONS, OCTOBER, 1908, TO APRIL, 1909.

The course taken by Bulgaria was an act of defiance toward Turkey, owing to its suzerain rights, and an infraction of the Treaty of Berlin (1878), to which all of the powers were parties. It therefore led to a period of acute tension, marked at times by considerable military preparation, between Bulgaria and Turkey and to a complicated negotiation. In the first phase of this negotiation Russia supported Turkey in a decided manner; Germany pursued a rather equivocal course; France and England used their influence at Constantinople to prevent war. In the second and final phase, Russia, changing its attitude, contributed in large measure to facilitate a financial transaction which paved the way for a settlement. The attitude of the powers throughout was that they would consent to modify the Treaty of Berlin as to this matter whenever Bulgaria and Turkey should compose their differences, but that the independence of Bulgaria could not be recognized until that had been done.

4. SETTLEMENT AND RECOGNITION.

The main obstacles to a pacific adjustment between Bulgaria and Turkey were sentimental and financial. Turkey at an early date indicated willingness to recognize the independence of Bulgaria upon the payment of a sum of money of an amount to be determined. Turkey demanded that the sum to be paid include the arrears of tribute and a share of the Ottoman debt. The amount demanded was also placed at a high figure. Bulgaria replied that it would not buy its independence, but would conquer it. At a moment when the situation had become very threatening with Turkey demanding a rectification of the frontier and both States again making extensive military preparations, Russia, came forward with a plan which quickly paved the way to a solution. The plan allowed Turkey, as compensation for claims of all sorts, a sum amounting to 125,000,000 francs, which was substantially the final amount claimed by the Turks, while Bulgaria was willing to pay only 82,000,000 francs. Payment was to be made by way of reduction in the installments on the sums due to Russia from Turkey by the Treaty of Berlin (1878). Russia, in turn, agreed to accept from Bulgaria the sum of only 82,000,000 francs. Turkey, therefore, signed a convention at Constantinople, April 9, 1909, recognizing the independence of Bulgaria. Recognition promptly followed.
“The Father of Our Country…George Washington”

Our war for independence
Was fought and finally won.
The leader who was in command
Was General Washington.
George was strong and noble
A man of dignity
He kept his soldiers going
As they fought for liberty.

CHORUS
General George Washington
Kept the British on the run
‘Till the war was finally won
Our Nation had begun.
George became our President
He was number one.
The Father of our Country...A brave American!

At Valley Forge they suffered
For it was very cold.
His troops were sick and hungry
Their bread covered with mold..
How could they keep on fighting’
The condition they were in.
Got strength from their commander
Together they would win!

CHORUS

Bridge-
A man of faith and courage
With great integrity.
He led his troops to battle
And on to victory!

CHORUS

(Tag)-
The father of our country...
General George Washington!
“What’s More American”

What’s more American than corn flakes? The Fourth of July and Uncle Sam.
What’s more American than baseball?
I am, I am, I am!

What’s more American than tooth paste?
Rock and Roll, peanut butter, toast and jam.
What’s more American than O.K.?
I am, I am, I am!

The Stars and Stripes, George Washington,
The Capitol Dome and Bubble Gum.
There’s General Grant, and Robert E. Lee,
But most of all you can count on little old...
Me, Me, Me.

What’s more American than ice cream?
Chow mein, pizza pie, Virginia Ham.
What’s more American than bingo?
I am, I am, I am!

Ours is a heritage second to none.
We are a nation united as one.
Our Founding Fathers gave us that start,
And their love for our country lives on in ev’ry heart!

What’s more American than Football?
T.V. and mighty Superman?
What’s more American than saying
I am, I am, I am!
Multiple Choice Questions:

Primary –

1. What is a Declaration of Independence?
   a. A diary
   b. A song
   c. A set of laws devised for a country
   d. A textbook written for 6th grade

Intermediate –

1. What was Bulgaria once a part of?
   a. Ottoman Empire
   b. The United States
   c. Australia
   d. Africa

2. Is the Independence Day of Bulgaria still celebrated? If so, why is it so important?
   _____ Yes  ________ No
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   ________________________________________________________________
Sample Intermediate Student Answer: #2

2. Is the Independence Day of Bulgaria still celebrated? If so, why is it so important?

___X___ Yes ___________ No

The Independence Day of Bulgaria is still celebrated on September 22 every year. Just like in the United States, with out July 4th, Independence Day is important because it symbolizes the date that the country of Bulgaria stood alone. Bulgaria declared independence from the Ottoman Empire.__
Primary Level: K-3
This activity will follow an introductory lesson on minorities in the Balkans.

Background Information: There have been ethnic conflicts amongst the Balkan States for the last 150 years. Within each state there was a minority of some kind (Jews, Magyars, Circassians, Muslims, Christians or former residents of a different country) that people showed prejudice towards. As more and more independent states were created over the years, minorities stood out even more thus their problems tended to increase. Even in the recent past there have been conflicts in countries such as Bosnia and Kosovo that are the result of prejudices.

Student Activities:
Large Group –
1. The teacher will read the book Rainbow Fish to the Rescue, asking questions about how the little striped fish (who is being excluded) feels. After the reading the teacher will introduce the term “prejudice” and will talk about where prejudice appeared in the story. The teacher will connect the activity to the Balkans by telling students that prejudice occurred in these countries.

Small Group –
1. The teacher will begin by saying that in the Balkans, people used to treat certain groups of people poorly. Then working in small groups, students will be given a one to two sentence scenario where a character is being left out, being made fun, etc. Students will decide who is acting unkindly (showing prejudice), how they’re showing it, and why this is a bad thing (“because it makes the other person feel bad”).

Individual –
1. Students will create an unpublished document of their own; they will be given the option to write a letter, a journal entry, a song or poem about what they are learning about the Balkans.
Intermediate Level: 4-6
This activity will follow a lesson on minorities in the Balkans.

Background Information: There have been ethnic conflicts amongst the Balkan States for the last 150 years. Within each state there was a minority of some kind (Jews, Magyars, Circassians, Muslims, Christians or former residents of a different country) that people showed prejudice towards. As more and more independent states were created over the years, minorities stood out even more thus their problems tended to increase. Even in the recent past there have been conflicts in countries such as Bosnia and Kosovo that are the result of prejudices.

Student Activities:
Large Group –
1. As a class, students will discuss similarities and differences between how American and Balkan minorities are portrayed throughout history. These similarities and differences will be recorded on a Venn diagram at the front of the class.

Small Group –
1. The class will be separated in six groups and each group will take one of the volumes and find an important event from that time period. Students will then share their event with the class by putting it on a timeline at the front of the class.

Individual –
1. Students will create their own unpublished document; they will be given the option to write a series of letters, a series of journal entries, a collection of poems (these will be more detailed and complex than those done at the primary level) about what they are learning about the Balkans.
Venn Diagram (Intermediate Large Group Activity):

Balkan Minorities       American Minorities
Multiple Choice Questions:

Primary –

1. **True/False (circle the correct answer)**
   
   When people are showing prejudice towards other people, this is a good thing.
   
   True   False

Intermediate:

1. **Fill in the Blanks**

   Name three types of unpublished documents.

   __________________________
   __________________________
   __________________________
Resources:


Artifact #4 – Oral Interview: Interview with Jerry

**Primary Level: K-3**
This activity will follow a lesson on Ancient Greece.

**Background Information:**
Greece is a small country in the southeastern part of Europe. It is composed of a mountainous mainland and several small islands. The largest island is Crete, which is located in the Mediterranean Sea. The largest city and capital of Greece is Athens. Food in Ancient Greece mainly circled around grains, wheat, barley, fruit, vegetables, bread, and cake. They were well known for their olives and grapes. Ancient Greeks loves sports and Greece is the home of the first Olympic Games. Jerry was born in Greece with his family and then moved to the United States to start his own painting business. He is now the owner of College Deli in Williamsburg, Virginia.

**Student Activities:**

**Large Group –**
2. Students will be introduced to the concept of interviewing. It will be explained as the idea of when you meet a new person, you ask them questions to find out new and interesting information about them. Students will listen to the taped interview of Jerry, about his family life and experiences in Greece.

**Small Group –**
1. After listening to the interview of Jerry, students will work on developing their own interviewing skills. As a small group, they will develop three to five questions to ask another group. The questions must revolve around facts and ideas that the students wish to learn about each other.

**Individual –**
1. The students will individually think of some of the topics that Jerry discussed in his interview (for example, jobs he held, favorite foods, sports in Greece, etc.). The students will compare and contrast Jerry’s topics of interest with things that they are involved in as people in the United States of America. For example, if Jerry’s favorite food is a Greek Salad, they might say their favorite food is pizza. Students should either write the word or draw a picture of it.
Intermediate Level: 4-6
This activity will follow a lesson on Ancient Greece.

Background Information:
Greece is a small country in the south eastern part of Europe. It is composed of a mountainous mainland and several small islands. The largest island is Crete, which is located in the Mediterranean Sea. The largest city and capital of Greece is Athens. Food in Ancient Greece mainly circled around grains, wheat, barley, fruit, vegetables, bread, and cake. They were well known for their olives and grapes. Ancient Greeks loves sports and Greece is the home of the first Olympic Games. Jerry was born in Greece with his family and then moved to the United States to start his own painting business. He is now the owner of College Deli in Williamsburg, Virginia.

Student Activities:
Large Group –
1. Students will review the concept of interviewing. They will discuss the different methods of interviewing, such as in person, phone, internet, recording, etc. They will discuss the importance of the interview method. Students will listen to the taped interview of Jerry, about his family life and experiences in Greece.

Small Group –
1. After listening to the interview, students will compare and contrast the differences between Jerry’s life in Greece and the lives that they have grown accustomed to in the United States. They will discuss as a group and then present their findings to the class.

Individual –
1. Students will individually design a set of five questions to ask one of their family members or caretakers. They will use the interviewing skills that they have observed and learned about to conduct their very own interview with an adult in their home. Students will take the interview and share their findings with the class.

Resources:

Oral Interview with Jerry
Multiple Choice Questions:

Primary –

1. What is the purpose of an interview?
   a. Question a person to find out information about a person
   b. Read a book about a person
   c. To be able to have dinner with someone
   d. Ask the teacher

2. Where was Jerry, the person on the tape, from originally?
   a. Australia
   b. Virginia
   c. South America
   d. Greece

Intermediate –

1. Which is a method of interviewing?
   a. Phone
   b. In person
   c. Recording
   d. All of the above

2. What was Jerry’s favorite sport?
   a. Baseball
   b. Soccer
   c. Tennis
   d. Volleyball
Interview Questions

1. What is your favorite memory of Greece?

2. In which part or parts of Greece did you live in?

3. How was the landscape different than that of Williamsburg or anywhere else you’ve lived in the United States?

4. What were the schools you attended like? (if he came here early enough to go to school in the US then ask how they compare to schools here)

5. Did you have any jobs while you were in Greece? What were they?

6. When did you leave Greece? Did you come directly to the United States?

7. Was there a specific reason you left?

8. When you first arrived, what were the main differences you noticed between the two cultures?

9. Do you ever go back to Greece? What differences still exist? What differences have changed?

10. Do you think Americans have an accurate perception of Greece or has it been romanticized with movies and books?

11. What, if anything, would you change about the way the Greek culture is portrayed in the United States?

12. What is your favorite Greek food?

13. Is Greek food from the United States comparable to actual Greek food?

14. What is the weather like in Greece?

15. Do you have a favorite time of the year to go to Greece?

16. What kinds of sports are popular in Greece?

17. What is your family business like and was it hard getting it started here in America?
Answers to Interview Questions

I would like to mention that he has a very, very strong Greek accent, so I am only transcribing the questions that I could understand his answers.

1. What is your favorite memory of Greece?
   My mother is my favorite memory of Greece because she was such a strong woman. She brought our family up in a struggling time period of Grecian history.

2. In which part or parts of Greece did you live in?
   The entire time I spent in Volos, Greece. [At this point, I asked him what cities it was located near, because I did not know where it was located.] Volos is about a two hour drive north from Athens, the capital of Greece.

3. How was the landscape different than that of Williamsburg or anywhere else you’ve lived in the United States?
   The landscape is very different in Greece than it is in Williamsburg. Basically, there are a lot of mountain regions. If there are not mountains, then the land is very hilly.

4. What were the schools you attended like? (if he came here early enough to go to school in the US then ask how they compare to schools here)
   Well, since you are doing this for your elementary school class, I will tell you about elementary schools in Greece. I went to public schools in Greece because my family could not afford anything different. The public school was very, very small – there was only three rooms and we remained in the same classroom the entire day.

5. Did you have any jobs while you were in Greece? What were they?

6. When did you leave Greece? Did you come directly to the United States?
   I left Greece in 1979. I came alone and left my mother and father there. Yes, I did come directly to the United States.

7. Was there a specific reason you left?
   I wanted to have a better life. I wanted to make more money than that of my mother and father.

8. When you first arrived, what were the main differences you noticed between the two cultures?
   The first difference that I noticed was that it was much bigger and the cities were bigger. I moved first to New York, and that is where I met my wife. We have four sons – eighteen year old twins and a sixteen year old and nine year old. They have all been to Greece with me three times.

9. Do you ever go back to Greece? What differences still exist? What differences have changed?
   I go back to Greece every two or three years. When I go back, I visit my brothers and sisters and take my family with me. A lot has changed…the culture is much more profitable now.

10. Do you think Americans have an accurate perception of Greece or has it been romanticized with movies and books?
11. What, if anything, would you change about the way the Greek culture is portrayed in the United States?

12. What is your favorite Greek food?
   Oh my, that is a hard one. I think I would have to say ‘vechi’ [I placed this in quotes because I had him repeat it several times and I could not understand him – he did explain that it is like a vegetable dish].

13. Is Greek food from the United States comparable to actual Greek food?

14. What is the weather like in Greece?
   The weather in Greece is very similar to the weather in Williamsburg, Virginia. There are very hot and dry summers and the winter time gets very cold. Right now, the weather is about the same that it is here in Williamsburg.

15. Do you have a favorite time of the year to go to Greece?
   Uh…May and June are my favorite months. It is usually warm and relaxing. I used to go to the beaches with my brothers and sisters when I was younger.

16. What kinds of sports are popular in Greece?
   Soccer is very popular in Greece. It was even popular when I was growing up. I used to be very good at soccer, you know. Now, it is much more advanced. We have a Greece National Football team that is the national soccer team of Greece. Their nickname is the “pirate ship.”

17. What is your family business like and was it hard getting it started here in America?
   When I first came to the United States, it was very hard. I went to New York first and got a job as a painter. I actually stayed in New York for five years. Then, I moved on to Buffalo and worked for a company that was building bridges. That was miserable hard business…long hours and horrible pay. After that, I spent about a year in North Carolina, once again painting. Then, after that, I came to Virginia and I see a sign that says Virginia is for Lovers. I liked this sign. I then found my wife here, we got married, and we have four kids. Then, I started working at this deli as a chef. Eventually, when the owner put it up for sale, I bought it two years ago!
### Sample Worksheet for Primary Individual Activity

#### Jerry’s Favorites

<table>
<thead>
<tr>
<th>Food:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Food Image]</td>
</tr>
</tbody>
</table>

#### My Favorites

<table>
<thead>
<tr>
<th>Time of Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Time of Year Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Animals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jobs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Memories:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
The Balkans: Primary Level Pre-Test & Post-Test

Multiple Choice Questions:

Directions: Circle the best answer (ONE letter) for each of the following questions.

* Teacher should read the directions and/or questions orally to the class.

4. The country of Greece is located in which area of the world?
   a. The United States of America
   b. China
   c. The Balkans
   d. East Asia

5. Which of these cities are located in Greece?
   a. Athens
   b. Paris
   c. Olympia
   d. A & C

6. This is the floor plan of what architectural building?
   ![Floor Plan Image]
   a. D.J. Montague Elementary School
   b. Parthenon
   c. Delphi Stadium
   d. Olympic Stadium

7. What was the artifact of Medusa shown in class made of?
   a. Rock
   b. Paper
   c. Terracotta
   d. Glass

8. What was Medusa’s hair made of?
   a. String
   b. Snakes
   c. Caterpillars
   d. Straw

9. What was Medusa?
a. Witch
b. Monstrous Gorgon
c. Vampire
d. Goddess

10. What is this sculpture composed of?

a. Cast terracotta
b. Metal
c. Bronze
d. Dirt

11. What is a Declaration of Independence?
   a. A diary
   b. A song
c. A set of laws devised for a country
d. A textbook written for 6th grade

9. What is the purpose of an interview?
   a. Question a person to find out information about a person
   b. Read a book about a person
c. To be able to have dinner with someone
d. Ask the teacher

10. Where was Jerry, the person on the tape, from originally?
   a. Australia
   b. Virginia
   c. South America
d. Greece

11. True/False (circle the correct answer)

   When people are showing prejudice towards other people, this is a good thing.
Differentiation:

In terms of students who are in need of accommodations, there are several steps the teacher can take. For ESL students, one possibility is to use an online translator to translate the questions into the particular language that the child speaks. This child will obviously be working with an ESL specialist and working with the translator will allow for the child to still participate in class discussions. If the translator is not available, it is possible to have the child take the test to the specialist to help him/her work on it.
The Balkans: Intermediate Pre-Test & Post-Test

Multiple Choice & Short Answer Questions:

Directions: For the multiple choice, circle the best (ONE answer) for each question. For the short answer questions, write full and complete sentences.

1. How many years ago was the sculpture of Medusa’s head created?
   a. 500 years  
   b. 100,000 years  
   c. 2,000 years  
   d. 5 years

2. What was Bulgaria once a part of?
   a. Ottoman Empire  
   b. The United States  
   c. Australia  
   d. Africa

3. Which of the following is not an example of an unpublished document?
   a. Written letters  
   b. Personal photographs  
   c. Encyclopedias  
   d. Diaries

4. Which is a method of interviewing?
   a. Phone  
   b. In person  
   c. Recording  
   d. All of the above

5. What was Jerry’s favorite sport?
   a. Baseball  
   b. Soccer  
   c. Tennis  
   d. Volleyball

6. How does Mother Teresa’s work show civic engagement in the early years, middle years, and later years?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
7. Write one similarity and one difference between the Medusa sculpture and the Thinker Statue.

8. Is the Independence Day of Bulgaria still celebrated? If so, why is it so important?

   _____ Yes   _____ No

Essay Question:

Directions: Answer this essay question to the best of your ability. The range of points available is depicted as well.

Compare and contrast the economies of Greece (a country that has always had a free market oriented economy) and Bulgaria (a country that transitioned from a centrally planned economy to a free market economy) (5 pts). Examine the GDP of these countries over time and look for any patterns that emerge. What are some reasons for the patterns (2 pts) and what information do these patterns give us about how well the economy is doing (3 pts)?
Bibliography


Medusa. Retrieved September 25, 2008, from Wikipedia Web site:
   http://en.wikipedia.org/wiki/Medusa


Oral Interview with Jerry


   http://www1.inetba.com/classroomclassics/patriotic.html


Sculpture of Medusa head came from Amy Gorman at the Muscarelle Museum


Expenses

Lesson Two and Artifact One-Clay for Medusa head and clay pot
Amaco Stonex Clay-5 lb box $16.95

Artifact Two-Construction paper for Bulgarian Flag
Pack of construction paper-200 sheets $6.29

Artifact Four-Tape recorder to record interview
Tape recorder-$25.00

Total expenses for Balkans Culture Kit: $48.24