

# Teacher's Guide for Faces<sup>®</sup> :Switzerland

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## **MATERIALS**

October 2008 FACE<sup>®</sup> issue: *Switzerland*; markers; blank transparencies; construction paper, writing paper, crayons or colored pencils; transparency of map on page 4-5; overhead; computer; Internet access; printer; chart paper; several copies of the book HEIDI.

## **GEOGRAPHY**

Research location of Switzerland . Create map of Switzerland using map on pages 4-5 and atlas map. Label with bordering countries, places, landforms, rivers, etc. Have each group plan a trip to Switzerland from where they live or from a chosen place so that they will be different. Decide what their route will be, how will they get there, what bodies of water and land they will travel through or over. Map their tour of Switzerland on the map they created. Write an explanation of their trip. Create a post card and write a message to a friend at home about their visit.

## **RESEARCH**

Divide students into small groups to read the articles:

A Gallant Goat: The Chamois p. 6-7 ( also research other animals found in Switzerland)

A Glimpse of Switzerland p. 8-10

It's About Time p. 11 and Swiss Sports p. 12-13

The Matterhorn p. 17 ( research other mountains in Switzerland and create a graph to compare the heights of them)

Multilingual Switzerland p. 18-20 and What a Saint p. 21

Swiss Cheese...More Than Just Holes! P. 22-24

Home of the World's Greatest Chocolate Lover p. 24 and As Solid As A Swiss Bank p. 25

Growing Up In Switzerland p. 26 - 28 ( do a Venn Diagram and compare/contrast to life in America include the Dear Tommy emails for information)

The Culture of Heidi p. 29-31

Swiss Cheese Mountains p. 32-34 and The Swill Federal Express p. 35

Color Is Life p.36-37 and Art Connection p. 46

Lauterbrunnen p.38-41

**Vocabulary:** Have students identify vocabulary terms from their articles and create a vocabulary quilt of the terms in their articles. Put the word, definition and illustration on the square. Post around the room.

**Read, discuss, and plan presentation:** Read the article, discuss the information learned. Write down the important information. Decide how the group will present the information to the rest of the class. Will they do a rap, a poem, a chant, be an on-the-spot reporter? What will their visual be of their presentation?

## **WRITING**

After all presentations have been done, have students create ABC books on Switzerland and illustrate them. Have them refer to the other groups and their visuals to find information.

Write and illustrate a Haiku or Acrostic Poem on their article. Compile them into a poetry book about Switzerland.

Have students write a folktale based on the information in their article.

### **DRAMA**

Perform the play **The Alphorn** p. 42 This could be done as a choral reading.

### **EXTENDED**

Assign chapters of **Heidi** to the groups to read. Their purpose of reading the book will be to look for geographical descriptions, culture, animals, and anything else they learned about Switzerland from the magazine. Create a graphic organizer to display the information from their chapter. Have students discuss their findings in the order of their chapter. Discuss any new information they may have read about.