

FACES®

ICELAND

Journey to Iceland and explore how its geography helped shape its unique culture and its independence from fossil fuels.

CONVERSATION QUESTION

How does Iceland's geography influence its culture?

TEACHING OBJECTIVES

- Students will learn about Icelandic geography and culture.
- Students will describe how the physical characteristics of places are connected to human cultures.
- Students will analyze the combinations of cultural and environmental characteristics that make places different from other places.
- Students will explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- Students will use details from a text to write a story.
- Students will conduct research using print and digital sources.
- Students will create a multimedia presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

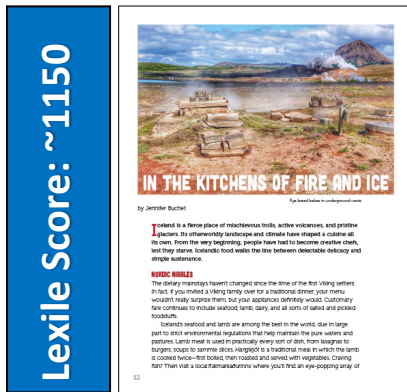
SELECTIONS

- **In the Kitchens of Fire and Ice**
Expository Nonfiction, ~1150L
- **Weathering the Weather**
Expository Nonfiction, ~1150L
- **The Eco-Friendliest Country on Earth**
Expository Nonfiction, ~1150L

In the Kitchens of Fire and Ice

pp. 12–15, Expository Nonfiction

Explore how the rugged geography and climate of Iceland have influenced its farming practices and its cuisine.



RESOURCES

- From Geography to Culture

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Icelandic geography and culture.
- Students will describe how the physical characteristics of places are connected to human cultures.
- Students will use details from a text to write a story.

KEY VOCABULARY

- yields** (p. 13) the amounts of agricultural products grown
- geothermic** (p. 13) relating to or produced by the internal heat of the earth
- vents** (p. 13) openings that allow air, gas, or liquid to pass out of or into a space

ENGAGE

Conversation Question: How does Iceland's geography influence its culture?

Explain that Iceland's geography is dominated by rocky soil and mountainous terrain with many active volcanoes. Also explain it is an island in the far north, near the Arctic Circle. Ask students to hypothesize how the geography of Iceland influences the types of foods that are commonly eaten there. Have them record their predictions and check them as they read to see if they are accurate.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentence frames below and have students use the vocabulary words to complete them. Go over correct responses. Then tell students to look for the vocabulary words as they read the article.

- _____ use _____ energy to heat food.
- Low _____ forced Icelandic farmers to use heat from the earth generated by _____ processes.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How is modern Icelandic cuisine similar to Viking cuisine?
- Why and how does the arrival of winter change what Icelandic people eat?
- How do Icelandic farmers adapt their farming methods to overcome the challenges posed by the climate?

SKILL FOCUS: Describe Characteristics

INSTRUCT: Explain to students that the geographic characteristics of places include landforms as well as climate and weather. Tell students that these characteristics can influence the customs and practices of cultures. Briefly discuss examples from the article. Then distribute a copy of the *From Geography to Culture* organizer to every student and go over the instructions.

ASSESS: Have students work in pairs to complete the organizer. Then ask each pair to share their responses with the class.

EXTEND

English Language Arts Remind students that the article mentions several unique ways that food is grown and cooked in Iceland. Ask students to use details from the text to write a short story that includes one of these methods of growing or cooking food. Explain that stories should explain why the method is used. Tell students to use dialogue and descriptive details to make their stories interesting. Invite students to read their stories to the class.

From Geography to Culture

In the first column of the chart, list three of Iceland's geographic characteristics. In the second column, explain how each characteristic influences the way food is grown or cooked in Iceland. (**Hint:** You may have to infer some characteristics based on details provided in the article.)

Geographic Characteristics	How Each Characteristic Influences the Way Food Is Grown or Cooked in Iceland

Weathering the Weather

pp. 16–19, Expository Nonfiction

Learn how Iceland's unpredictable weather influences the types and timing of different cultural activities.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Icelandic geography and culture.
- Students will analyze the combinations of cultural and environmental characteristics that make places different from other places.
- Students will conduct research using print and digital sources.

KEY VOCABULARY

- **climate (p. 17)** the weather conditions that prevail in an area over a long period
- **latitude (p. 17)** distance north or south of the equator measured in degrees up to 90 degrees
- **topographical (p. 17)** related to the features in an area of land, such as mountains and rivers

ENGAGE

Conversation Question: How does Iceland's geography influence its culture?

Ask students to think about the weather in different parts of the United States. Ask: Why do different regions experience different weather? What types of weather does each region experience? Next, show students the location of Iceland on a map. Ask them to predict what the weather is like in Iceland, based on its location.

INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Next, have students work in pairs to decide how the words are connected. Then have them predict how these words will connect to the topic of Iceland's weather. Invite students to share their ideas. Then tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What types of weather occur in different parts of Iceland?
- Why is the weather in Iceland so unpredictable?
- How does the northern latitude of Iceland affect the activities people do in different times of the year?

SKILL FOCUS: Analyze Place

INSTRUCT: Explain to students that places have environmental characteristics such as climate and weather that influence how people there live their daily lives. Continue by explaining that unique combinations of cultural and environmental characteristics can result, making one place different from another.

ASSESS: Have students reread the article to identify three examples of how climate and weather in Iceland influence culture, or the way people live. Have students check their work by discussing it with a partner. Finally, ask students to hypothesize how the combination of cultural and environmental characteristics make Iceland unique.

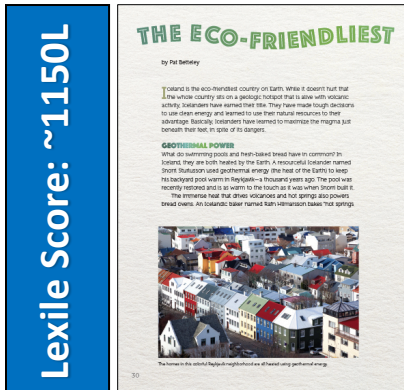
EXTEND

Science Remind students that the article discusses the wide variety of weather that Iceland experiences. Have students use print and digital sources to research the drastically different weather patterns in the cities of Reykjavik and Vatnajökull. Then have students write a short summary that describes the contrasting weather patterns in both locations.

The Eco-Friendliest Country on Earth

pp. 30–33, Expository Nonfiction

Discover how the abundance of natural resources in Iceland has helped the country to become one of the “eco-friendliest” countries on Earth.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Iceland's geography and culture.
- Students will explain how cultural patterns and economic decisions influence the daily lives of people.
- Students will create a multimedia presentation.

KEY VOCABULARY

- **fossil fuel (p. 31)** fuel, such as coal, oil, or natural gas, that is formed in the earth from dead plants or animals
- **renewable energy (p. 31)** energy from a source that is not depleted when it is used, such as wind or solar power
- **turbine (p. 33)** an engine used to produce continuous power in which a wheel is made to revolve by a fast-moving flow of water, gas, air, or other fluid

ENGAGE

Conversation Question: How does Iceland's geography influence its culture?

Ask students what people use energy for. Guide them to understand that energy is primarily used to provide electricity and heat. Ask them what natural resources they think Iceland has that they can use to produce energy, given what they know about Iceland's geography. Guide students to understand that while energy in most countries is produced by burning fossil fuels such as oil, Iceland has a variety of alternative sources of energy available to it.

INTRODUCE VOCABULARY

Review the vocabulary words and their definitions aloud. Then challenge students to write a single sentence that uses all three vocabulary words. Ask volunteers to share their sentences. Then remind students to look for the vocabulary words as they read.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. How are homes in Iceland heated?
2. What methods does Iceland use to produce electricity?
3. Why do Icelanders want to access steam trapped under the earth?

SKILL FOCUS: Explain Influence

INSTRUCT: Inform students that the geographic features of a place influence the types of resources available there. Also explain that cultures develop patterns of behavior and make economic decisions based on the types of resources available to them.

ASSESS: Have students work in pairs to reread the article and locate three examples of how people in Iceland use the natural resources available to them to generate energy. Then have partners summarize how these resources have influenced patterns of behavior and economic decisions in Iceland.

EXTEND

Social Studies Remind students that the article describes how Icelanders use the natural resources available to them to reduce their dependence on fossil fuels and to produce and use energy in an eco-friendly manner. Have students use print and digital sources to research how geothermal and hydro energy are used in their region or country. Then ask students to create a multimedia presentation describing at least one way in which the production or use of geothermal or hydro energy in their area influences people's daily lives.