

FACES®

DENMARK: Land of Fairy Tales

Dive into the history, geography, and culture of Denmark to learn more about what makes it unique.

CONVERSATION QUESTION

What environmental and cultural characteristics make Denmark unique?

TEACHING OBJECTIVES

- Students will learn about Denmark's history, geography, and culture.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will explain how cultural characteristics influence the way people move.
- Students will explain probable causes and effects of events and developments.
- Students will conduct research.
- Students will create a brochure.
- Students will give a 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

- **Welcome to Denmark**
Expository Nonfiction, ~950L
- **A Dane's Best Friend**
Expository Nonfiction, ~650L
- **Speaking Danish**
Expository Nonfiction, ~950L

Welcome to Denmark

pp. 8–11, Expository Nonfiction

Explore the history of Denmark, including how its environmental characteristics have influenced the way people live.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Denmark's history, geography, and culture.
- Students will explain how cultural patterns influence the daily lives of people.
- Students will conduct research.

KEY VOCABULARY

- **collectively** (p. 10) doing something as a group for the benefit of all members
- **social welfare** (p. 11) the group of assistance programs designed to ensure the well-being of citizens
- **isolation** (p. 11) the state of being in a place or situation that is separate from others

ENGAGE

Conversation Question: What environmental and cultural characteristics make Denmark unique?

Explain that Denmark is a country that is composed of a peninsula surrounded by hundreds of small islands. Ask students how these geographic characteristics might influence how people live (i.e., cultural patterns). Have students record their thoughts and check them as they read the article.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

- Geographical characteristics have contributed to the _____ of Danes.
- The Danes' _____ system is a reflection of how they have worked _____ throughout history, believing it is important to take care of one another.

READ & DISCUSS

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

1. What geographic factors have influenced the way Danes move from one place to another (i.e., their transportation system)?
2. How might traditional agricultural practices have contributed to the development of the Danes' social welfare system?
3. How did Denmark's isolation affect what Danes did during World War II?

CONCEPT/SKILL FOCUS: Describe Influence

INSTRUCT: Explain to students that cultural patterns are common, repeated ways of behaving or thinking. Also explain that cultural patterns influence how people live and the decisions they make. Point out the section of the article that explains how Danes have dealt with the issue of immigration (p. 10).

ASSESS: Have students identify how most Danes think immigration should be handled. Then ask students to identify two shared ideas or ways of behaving (i.e., cultural patterns) in the rest of the article that may have contributed to this viewpoint on immigration. Remind students they may have to make inferences based on text evidence.

EXTEND

Research The article mentions how Copenhagen originated. Have students choose another major city in Denmark and use print and digital sources to research its origin. Have them share with the class.

Faces® Teacher Guide: January 2020

A Dane's Best Friend

pp. 12–15, Expository Nonfiction

Discover why most Danes ride bikes frequently and how the country has adapted its transportation systems to accommodate bikers.



Lexile Score: ~650

RESOURCES

- Explaining Movement

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Denmark's history, geography, and culture.
- Students will explain how cultural characteristics influence the way people move.
- Students will create a brochure.

KEY VOCABULARY

- terrain** (p. 14) a stretch of land, especially its physical features
- dedicated** (p. 14) devoted to a singular task or purpose
- commuter** (p. 15) a person who regularly travels some distance to work

ENGAGE

Conversation Question: What environmental and cultural characteristics make Denmark unique?

Ask students to think about biking. Why do they use bikes (e.g., recreation, transportation, etc.)? Ask them to make generalizations about bike usage in the United States by adults. Do adults use them frequently? Why, or why not? Then tell them that oftentimes, cultural norms and ideas determine how a group of people chooses to move from one location to another.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article. Remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

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

- How has concern about pollution in Denmark contributed to the frequency with which people ride bikes?
- What historical developments have contributed to biking in Denmark?
- How have Danes made accommodations in their transportation system to make biking safer?

CONCEPT/SKILL FOCUS: Explain Movement

INSTRUCT: Explain to students that cultural characteristics condition how people live—specifically, how they move from one place to another. Point out that in the United States, some people choose to use cars because of the distance between where they live and work (e.g., cultural characteristic).

ASSESS: Ask students to use the *Explaining Movement* graphic organizer to record how each of the three cultural norms or ideals identified in the organizer have led to a specific transportation development. (1/3 of Danes bike today; during WWII and the 1970s bike usage soared; superhighways have been built and traffic lights are timed to cyclists' average speed.) Then have students summarize how cultural characteristics influence how people move.

EXTEND

Writing The article discusses how biking has become a frequent activity in Denmark. Have students use print and digital sources to research places in Denmark where people can bike. Have them create a brochure inviting people to visit Denmark for the purpose of exploring its cities and other landmarks by bike.

Explaining Movement Reread the article to find information about the influence of each cultural norm or ideal listed below on a specific transportation development in Denmark. Record what you find in the organizer.

Cultural Norm or Ideal	Influence on Transportation Development
Environmental concerns	
Economic concerns	
Safety concerns	

Summarize Choose one of the cultural norms or ideals in the chart above and summarize how it has affected the methods people use to move from one place to another in Denmark.

Speaking Danish

pp. 16–17, Expository Nonfiction

Learn about the origins of Danish and how it shares many similarities with other Germanic languages.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about Denmark's history, geography, and culture.
- Students will explain probable causes and effects of events and developments.
- Students will give a presentation.

KEY VOCABULARY

- **Scandinavian (p. 16)** of or relating to people living in Denmark, Sweden, and Norway
- **identity (p. 16)** the qualities and beliefs that make a particular person or group different from others
- **medieval (p. 16)** of or relating to the Middle Ages, a time period of European history spanning approximately the 5th to 15th centuries

ENGAGE

Conversation Question: What environmental and cultural characteristics make Denmark unique?

Ask students to think about the language they speak most comfortably. Do they think there are any other languages that are similar? If so, ask them to share what they think. Discuss why some languages might be similar and yet still different from one another.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in small groups to write a single sentence that uses all three vocabulary words correctly. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

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

1. How does the Danish language compare to Swedish and Norwegian languages?
2. Where else besides Denmark was Danish spoken in the past?
3. How does the existence of cognates affect Scandinavians' ability to understand one another?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Inform students the article mentions specific historical reasons why Danish, Swedish, and Norwegian languages are similar. Tell students that they will be using clues in the article to create a timeline that explains why the three languages are similar and yet still different.

ASSESS: Have students work in pairs to reread the article to identify key events and dates in the development of the three languages. Explain that some events, such as the origin of all three languages from Germanic, will not have clear dates. Tell students that when this is the case, they should label the event without a date. Remind students that they should include events and developments that explain how the three languages are both similar and different.

EXTEND

Languages The article discusses similarities between Danish, Swedish, and Norwegian. It also mentions that all three languages have their origins in the Germanic language group. Have students choose one Danish word and use online resources to learn how it is pronounced and written in Danish. Then tell them to research the origin of the Danish word they chose. Before students begin to research, make sure they understand that word roots often have their origins in languages that existed in the past. Have students record information for each word root they find. Then have them present their findings to the class.