

# Faces™

## Explore Sweden

Known for its beauty as well as its exemplary care of the environment, Sweden is a land unlike any other. This month's issue of FACES magazine will bring readers on a journey to discover how the nature-loving Swedes adapt to great fluctuations in light and temperature, while living in one of the greenest countries on the planet.

### CONVERSATION QUESTION

Why is Sweden a unique place?

### TEACHING OBJECTIVES

- Students will learn about Sweden, a land of lakes and forests.
- Students will learn about the extreme fluctuations of daylight in Sweden.
- Students will learn about Sweden's advanced recycling system.
- Students will examine the physical and cultural characteristics of a region.
- Students will study the impact of location.
- Students will study the impact of innovation.
- Students will create a timeline depicting key periods in Sweden's history.
- Students will conduct a classic Earth Science experiment.
- Students will use a mathematical formula to calculate a percentage.



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 Sweden**  
Expository Nonfiction, ~1000L
- **Black Days & White Nights**  
Expository Nonfiction, ~1160L
- **Sweden's Waste-Free Future**  
Expository Nonfiction, ~930L

# Faces® Teacher Guide: September 2022

## Welcome to Sweden

### pp. 8–11, Expository Nonfiction

Part of the Scandinavian Peninsula, Sweden is a long, narrow, heavily forested country. Readers will learn about the rich history and cultural diversity of the nature-loving Swedes.



## RESOURCES

- Examine Characteristics: Land of the Vikings

## OBJECTIVES

- Students will learn about Sweden, a land of lakes and forests.
- Students will examine the physical and cultural characteristics of a region.
- Students will create a timeline depicting key periods in Sweden's history.

## KEY VOCABULARY

- **peninsula (p. 9)** a piece of land that is almost entirely surrounded by water and is attached to a larger land area
- **abdicated (p. 10)** left the position of being a king or a queen
- **neutral (p. 11)** not supporting either side of an argument, fight, or war

## ENGAGE

**Conversation Question:** What makes Sweden a unique place?

Inform students that the article they will be reading introduces them to a land of rich history, nature, and equality. Display a world map and give students the following clues, one at a time, so that they can locate the country being studied. (Sweden)

- This country is located in the Northern Hemisphere.
- This country is located in Europe.
- This country borders Norway to the west and Finland to the northeast.
- This country is located on the Scandinavian Peninsula.
- This country is the largest country in Northern Europe.

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. Then display the following cloze sentences on the board and have students supply the correct word:

1. I stayed \_\_\_ while my sisters argued over who is a better student.
2. Italy is a boot-shaped \_\_\_ that juts out into the Mediterranean Sea.
3. The queen \_\_\_ from the throne, moved to Japan, and became a poet.

## READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. What are Sweden's two water boundaries?
2. Explain the Swedes' long history as seafarers.
3. Why was Gustav Vasa's election as king pivotal for Sweden?
4. How did King Gustav III promote the arts?
5. List two or three examples of Sweden's long tradition of equality for women.

## CONCEPT/SKILL FOCUS: Examine Characteristics

**INSTRUCT:** The article presents the reader with detailed information regarding the physical, cultural, and historical characteristics of Sweden. Remind students that when studying a new land, it is important to consider the many facets of life in that region. Distribute the *Examine Characteristics: Land of the Vikings* graphic organizer. Tell students they will use information from the article to complete the chart.

**ASSESS:** Review the chart. Have groups of students use resources to find additional facts about a particular element and share it with the class.

## EXTEND

**Social Studies** Have students review the article to highlight all of the dates and then use them to create a timeline. Have students conduct research to add important dates, up to the current year. They can enhance the timeline by adding pictures, captions, and a title.

## Land of the Vikings

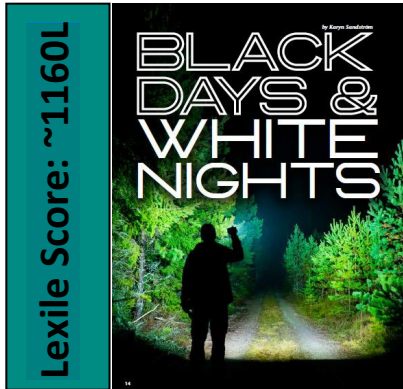
**Examining Characteristics** Consult the article to explain how each element listed below contributes to Sweden’s unique character.

Element	Defining Characteristics
Geographic Features	
History	
Politics	
Arts & Culture	
Pastimes	

## Black Days & White Nights

pp. 14–17, Expository Nonfiction

Due to their location near the Arctic Circle, Swedish people adapt to life with either very little daylight or very little nighttime darkness. Depending on the season, Swedes have learned to thrive in a very cold climate, as well as in a warm climate of intense growth and light.



## RESOURCES

- Impact of Location: Where in the World

## OBJECTIVES

- Students will learn about the extreme fluctuations of daylight in Sweden.
- Students will study the impact of location.
- Students will conduct a classic earth science experiment.

## KEY VOCABULARY

- **spark** (p. 16) Swedish for “kick”
- **stugas** (p. 17) Swedish for “cabins”

## ENGAGE

**Conversation Question:** What makes Sweden a unique place?

Present the article and explain to students that the title refers to the extreme fluctuations of daylight in Sweden over the course of the seasons. In winter the days are almost entirely dark and cold, while in summer there can be warm daylight for 20–24 hours per day. Guide a discussion on how students’ daily life revolves around daylight and nightfall. Pose the question: “How would your life be different in a place with extreme variations in light?”

## INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with the class. Play an audio translation clip so that students can hear the correct pronunciations of the words. Teach students these additional Swedish words: winter = *vinter*, summer = *sommar*, dark = *mork*, light = *ljus*. As a post-reading activity, challenge students to reread the article aloud with a partner, substituting the Swedish words above.

## READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. What amount of daylight do northern Swedes get in the weeks surrounding the winter solstice?
2. How do schools and playgrounds address the dark months?
3. Why do people long for the snow in Sweden?
4. How do the Swedes stay safe with so many hours of darkness?
5. Explain how daylight becomes extended during Sweden’s summer.

## CONCEPT/SKILL FOCUS: Impact of Location

**INSTRUCT:** Remind students of the location of Sweden on the map. Guide them to recall how human life and plant life are greatly affected by the drastic light and temperature variations. Students will use information from the article, as well as their own critical thinking skills, to complete the *Impact of Location: Where in the World* worksheet. Encourage peer discussions.

**ASSESS:** Circulate as students are working and have content-related mini-conversations. Remind students to give specific details in their answers.

## EXTEND

**Earth Science** Display page 15 of the article. Use a globe and a flashlight to replicate the way sunlight shines on the Earth, causing seasonal changes and light differences. Have students choose a few different places around the globe. Then guide them to notice that during the winter, the Northern Hemisphere leans away from the sun and there are fewer daylight hours. Locate Sweden on the globe and demonstrate that the farther away you are from the equator, the greater the difference in hours of daylight and night.

## Where in the World

**Impact of Location** Explain specific ways that the Swedish population is impacted by its location on Earth. Use details to describe how the Swedes adapt to the different seasons.

### Summer in Sweden

1.

2.

3.

### Winter in Sweden

1.

2.

3.



# Faces Teacher Guide: September 2022

## Sweden's Waste-Free Future

pp. 18–21, Expository Nonfiction

Sweden literally turns trash into treasure. Readers will learn how the Swedes' advanced recycling methods are transforming waste into energy while dramatically reducing carbon emissions and landfill waste.



### RESOURCES

- Impact of Innovation: Waste Not

### OBJECTIVES

- Students will learn about Sweden's advanced recycling system.
- Students will study the impact of innovation.
- Students will use a mathematical formula to calculate a percentage.

### KEY VOCABULARY

- **voucher** (p. 20) a small, printed piece of paper that entitles the holder to a discount, or that may be exchanged for goods or services
- **accessible** (p. 20) able to be used or obtained
- **repurposing** (p. 21) changing something so that it can be used for a different purpose

### ENGAGE

**Conversation Question:** What makes Sweden a unique place?

Have students create a three-column chart with the following headings: "Reduce," "Reuse," "Recycle." Discuss ways people in your town can reduce waste, reuse materials, and recycle. Note responses in the chart.

### INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display the following prompts and have students discuss responses with a partner.

1. What might you receive a **voucher** for?
2. Where can you put breakable items so they are not **accessible** for young children?
3. How could you **repurpose** an empty cardboard box?

### READ & DISCUSS

Preview the questions below, and have students read the article independently. Then read the article aloud, pausing for discussion when answers to the questions are revealed.

1. How has the government made recycling accessible to the masses in Sweden?
2. What happens to the 50% of waste that cannot be recycled?
3. How has transforming waste into energy dramatically reduced Sweden's carbon emissions?
4. Why did Sweden begin importing waste from other countries?
5. How do new building designs give people even more reason to recycle?

### CONCEPT/SKILL FOCUS: Impact of Innovation

**INSTRUCT:** The article presents readers with detailed information about Sweden's innovative recycling methods. Distribute the *Impact of Innovation: Waste Not* graphic organizer. Tell students they will analyze how the Swedes' recycling methods have impacted their country and the Earth's environment.

**ASSESS:** Remind students to give specific details in their answers. Have groups of students peer review the finished worksheets.

### EXTEND

**Mathematics** Page 19 of the article states, "Sweden produces around 4.4 million tons of waste a year, but only 1% makes its way to the garbage dump." Have students write 4.4 million in numerical form (4,400,000). Then post this formula so that they can determine what 1% of 4.4 million is by solving for  $n$ . ( $n = \text{million} \times \text{percent} \text{ divided by } 100$ ) The answer (44,000) will reveal how many tons of waste make it to the landfill each year in Sweden. Have students research how that number compares with their own country's amount of landfill waste.

## Waste Not

**Impact of Innovation** Use information from the article to explain Sweden's recycling methods and their impact on the environment. Provide details outlining three different processes/methods and their effects.

Method/Process	
Method/Process	
Method/Process	