

Curriculum Standards

- ▶ History and Geography– describe how geography and climate influenced the way nations live
- ▶ Continuity and Change– identify geographical features of a region

Nations on Parade

Introduction:

- ◆ Ask students to describe how they “know” what country a person comes from.
- ◆ Introduce that different countries have different resources.
- ◆ Explain that more than 200 nations send athletes to the Olympic Games. During the Games, athletes live together in the Olympic Village.

Through:

- ◆ Have students watch the Parade of Nations during the Opening Ceremony of the Olympic Games.
- ◆ Discuss the differences and similarities that exist between national teams. (All have flags, all are dressed differently, some have many athletes, some have few, etc.)
- ◆ Assign each student a national team and have them create a fact sheet to explain their country to other athletes in the Olympic Village.
- ◆ Have students find at least five different elements to highlight. They may select from : flag, map of country, description of climate, brief history, traditional dress or foods, geographic features, animals unique to the country, sports unique to the country, Olympic participants.

Beyond: Extensions

- ◆ After students have gathered their five elements, have them design a brochure-style fact sheet. Fold a sheet of paper in thirds and illustrate each panel with a fact. Use the front flap for a title.
- ◆ Each panel should have an illustration and a short caption.
- ◆ Have the class compare their work.

Resources

- [Http://www.aafra.org](http://www.aafra.org)
- [Http://www.olympic.org](http://www.olympic.org)
- [Http://www.athens2004.com](http://www.athens2004.com)
- [Http://www.cia.gov/cia/publications/factbook/index.html](http://www.cia.gov/cia/publications/factbook/index.html)
- Sports magazines and newspapers