



“Switzerland: The Heart of it All”
Lila Jay and Elizabeth Wegner

Indiana Academic Standards Addressed

Social Studies:

6.1.16: Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

6.1.19: Analyze cause and effect relationships; keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.

6.1.21: Form research questions and use a variety of information resources to obtain, evaluate, and present historical data on the people, places, events, and developments in the history of Europe and the Americas.

6.2.4: Identify major forms of government in Europe and the Americas and compare them with that of the United States.

6.2.5: Describe the governmental institution of the European Union and its relationship of the sovereign governments and the particular governments of the EU.

6.2.7: Identify the functions of governmental international organizations in the world today.

6.2.8: Analyze the impact of the concept of democracy on nations of Europe and the Americas

6.2.9: Use data gathered from a variety of information resources to compare different forms of government in Europe and the Americas.

6.3.2: Use latitude and longitude to locate places on Earth and describe the uses of locational technology.

6.3.3: Identify the names and locations of countries and major cities in Europe and the Western Hemisphere.

6.5.8: Use a variety of resources, including newspapers, magazines, Web sites, and databases, to collect and analyze data on cultural factors in countries of Europe and the Americas. Use charts, graphs, and other data to compare and hypothesize the relation of these factors to a nation's development.

6.5.9: Examine artifacts, including documents, from other cultures to determine their use and significance.

Language Arts: *The following standards apply to the debate and written assessment piece.*

6.4.1: Discuss ideas for writing, keep a list or notebook of ideas and use graphic organizers to plan writing.

6.4.3: Write informational pieces of several paragraphs that:

- engage the interest of the reader.
- state a clear purpose.
- develop the topic with supporting details and precise language.
- conclude with a detailed summary linked to the purpose of the composition.

6.4.4: Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance.

6.4.5: Use note-taking skills.

6.4.6: Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.

6.5.5: Write persuasive compositions that:

- state a clear position on a proposition or proposal.
- support the position with organized and relevant evidence and effective emotional appeals.
- anticipate and address reader concerns and counterarguments.

6.7.5: Emphasize important points to assist the listener in following the main ideas and concepts.

6.7.13: Deliver persuasive presentations that:

- provide a clear statement of the position.
- include relevant evidence.
- offer a logical sequence of information.
- engage the listener and try to gain acceptance of the proposition or proposal.

Theme One: The Heart of the Alps

1. Objective/Goal:

- a. Students will locate Switzerland on a map of Europe.
- b. Students will locate and all major physical and political landmarks in Switzerland.
- c. Students will discuss the physical geography of Switzerland and the effects on its foreign policy.

2. Materials:

- a. Map of European Union Countries
(http://europa.eu.int/abc/maps/index_en.htm) (Appendix B)
- b. Map of Switzerland and Surrounding Countries (Appendix C)
- c. Large outline map of Switzerland (Appendix D)
- c. Gum drops, glue, markers, miniature Swiss flag stickers
- d. Power Point – “Physical Geography of Switzerland” (Appendix A)
- e. Assessment Piece Requirements and Rubric (Appendix E and F)

3. Time Needed:

1 – 50 minute class period

4. Summary/Overview:

- a. Show power point of Alps.
- b. Hand out maps of Europe and large outline map.
- c. Students will work in partners to locate Switzerland on Europe map; as well as, create a physical map of Switzerland.
- d. In groups students will discuss the question: How might Switzerland’s location affect its relationships with its surrounding countries?

5. Evaluation/Assessment:

- a. Throughout this unit students will collect information to answer the following prompt:
In your own opinion, does Switzerland’s neutrality make sense in today’s global society?
- b. The entire class each day will select one or two essential findings (words or pictures) from that day’s lesson. Students will post these findings on a bulletin board titled: The Heart of Switzerland. The board will be split into two sides “For Neutrality” and “Against Neutrality.” This will serve as a review for their final assessment.

Theme Two: The Heart of the Matter: Switzerland's Neutrality

1. Objective/Goal:

- a. Students will review geography as a crucial element of Switzerland's relationships in most international affairs.
- b. Students will interpret an example of neutral artwork.
- c. Students will identify the Swiss flag and its meaning.
- d. Students will define neutrality.

2. Materials:

- a. Map of European Union Countries
(http://europa.eu.int/abc/maps/index_en.htm) (Appendix B)
- b. Power Point – “Neutral Art” (Appendix A)
- c. Swiss neutrality definition (Appendix G)
(http://www.eda.admin.ch/eda/e/home/foreign/ecopo/wwarII.ContentPar.0005.UpFile.tmp/dc_980101_neutrwwII_e.pdf)

3. Time Needed:

1– 50 minute class period

4. Summary/Overview:

- a. Review discussion from previous class.
- b. Show power point with example of neutral art.
- c. Silent Post-it note discussion. Students will write down characteristics of neutrality on post-its and stick on the chalkboard.
- d. Define neutrality- based on adjectives used to describe the neutral art.
- e. Upon completion of discussion, teacher will share provided definition.

5. Evaluation/Assessment:

- a. Throughout this unit students will collect information to answer the following prompt:
In your own opinion, does Switzerland's neutrality make sense in today's global society?
- b. The entire class each day will select one or two essential findings (words or pictures) from that day's lesson. Students will post these findings on a bulletin board titled: The Heart of Switzerland. The board will be split into two sides “For Neutrality” and “Against Neutrality.” This will serve as a review for their final assessment.

Theme Three: The Heart of the People – Swiss Culture

1. Objective/Goal:

- a. Students will identify common cultural practices in Switzerland.
- b. Students will analyze cultural values of Switzerland.
- c. Students will study the language, religion, traditions/holidays, and education in Switzerland.

2. Materials:

- a. Power Point – “Culture” (Appendix A)
- b. Research page including links to kid-friendly Swiss web-pages (Appendix H)
- c. Venn Diagram: Compare and Contrast Switzerland to United States (Appendix I)
- d. Butcher block paper and markers

3. Time Needed:

2 – 50 minute class periods

4. Summary/Overview:

- a. On day one, students will look at the sampling of Swiss websites.
- b. Students will fill in graphic organizer with cultural findings.
- c. On day two, teacher will show power point.
- d. Students will compare and contrast the cultures of Switzerland to the U.S. using provided Venn diagram.
- e. Quick Write: How is Switzerland’s culture a reflection of its neutrality?

5. Evaluation/Assessment:

- a. Throughout this unit students will collect information to answer the following prompt:
In your own opinion, does Switzerland’s neutrality make sense in today’s global society?
- b. The entire class each day will select one or two essential findings (words or pictures) from that day’s lesson. Students will post these findings on a bulletin board titled: The Heart of Switzerland. The board will be split into two sides “For Neutrality” and “Against Neutrality.” This will serve as a review for their final assessment.

Theme Four: The Heart of Prosperity – Swiss Government and Economy

1. Objective/Goal:

- a. Students will compare the lyrics of both Swiss and U.S. National Anthems.
- b. Students will analyze selections of the Swiss constitution.
- c. Based off of findings from the Swiss constitution, students will analyze Switzerland's rank on the World Competitiveness Scoreboard Chart and determine source of prosperity.

2. Materials:

- a. Swiss Economy Overview handout (Appendix J)
- b. Swiss and U.S. National Anthems (Appendix L)
- c. Copy of highlighted sections of Swiss constitution (Appendix K)
- d. Butcher block paper and markers
- e. World Competitiveness Scoreboard Chart Handout (<http://www02.imd.ch/documents/wcc/content/overallgraph.pdf>) (Appendix M)
- f. Switzerland's motto handout (Appendix N)

3. Time Needed:

1 – 50 minute class period

4. Summary/Overview:

- a. Students will read the Swiss Economy Overview and highlight the main idea for each section.
- b. Students will pair-share their main ideas.
- c. Hand out the national anthems sheet and constitution to be read together.
- c. As a class, students will pick out common themes that reflect the values in each of the countries national anthems, constitutions, and economic position.
- d. The class will have a discussion on the differences and similarities between the two countries.
- e. Students will create a motto for the Swiss people based on their beliefs on ethics and integrity.

5. Evaluation/Assessment:

- a. Throughout this unit students will collect information to answer the following prompt:
In your own opinion, does Switzerland's neutrality make sense in today's global society?
- b. The entire class each day will select one or two essential findings (words or pictures) from that day's lesson. Students will post these findings on a bulletin board titled: The Heart of Switzerland. The board will be split into two sides "For Neutrality" and "Against Neutrality." This will serve as a review for their final assessment.

Theme Five: The Heart of Peace – Global Relations

1. Objective/Goal:

- a. Students will review the purposes of the three world organizations of United Nations, NATO, and the European Union.
- b. Students will locate Geneva on European Union Map.
- c. Students will sequentially identify Swiss involvement throughout history (1900-2006) and with international organizations.
- d. Students will use various forms of media to research key events and people in Switzerland.

2. Materials:

- a. Power Point – “Switzerland and Global Relations” (Appendix A)
- b. Map of European Union (Appendix B)
- c. Switzerland’s Involvement – A Timeline in World Events (Appendix O)

3. Time Needed:

1 – 50 minute class period

4. Summary/Overview:

- a. Review purposes of UN, NATO, and the EU
 - b. View PowerPoint
 - c. Students will locate Geneva on European map.
 - d. Students will discuss the following question: Why would Geneva be an ideal location for international organizations? Possible answers: geography, lots of friends, neutral...
 - e. Pass out timeline activity. Students will complete handout by identifying Swiss involvement.
 - f. Students will post findings on the bulletin board – The Heart of Switzerland.
- *** Teachers will take digital pictures of the bulletin board and post on team web page for student reference. Homework: Students will prepare final assessment response. Students will be graded using the 6+1 Traits of Writing Assessment Rubric.

5. Evaluation/Assessment:

- a. Throughout this unit students will collect information to answer the following prompt:
In your own opinion, does Switzerland’s neutrality make sense in today’s global society?
- b. The entire class each day will select one or two essential findings (words or pictures) from that day’s lesson. Students will post these findings on a bulletin board titled: The Heart of Switzerland. The board will be split into two sides “For Neutrality” and “Against Neutrality.” This will serve as a review for their final assessment.

Theme Six: The Heart of it All: Class Debate

1. Objective/Goal:

- a. Students will debate their position on the assigned prompt.
- b. Students will develop a set of classroom debate procedures.
- c. Students will collaborate to select strongest arguments and counter arguments.

2. Materials:

- a. Butcher block paper and markers
- b. Argument/Counter Argument Worksheet (Appendix P)
- c. Role Sheet for Debate Team (Appendix Q)

3. Time Needed:

2 – 50 minute class periods

4. Summary/Overview:

Day One:

- a. Class will brainstorm on butcher block paper a set of guidelines for debate.
- b. Groups will meet to develop arguments for debate, and complete the Argument/Counter Argument Worksheet. Teams will assign roles for debate.

Day Two:

- a. Class debate. Each side will be responsible for giving 3 arguments and 3 counter arguments.
- b. After each give arguments, group convenes and puts together a final statement.
- c. In closing, the audience will get together to decide who posed the better argument. These students will compose a final statement paper answering the below prompt.
- d. Winner will be revealed the next day.

5. Evaluation/Assessment:

- a. Throughout this unit students will collect information to answer the following prompt:
In your own opinion, does Switzerland's neutrality make sense in today's global society?
- b. The entire class each day will select one or two essential findings (words or pictures) from that day's lesson. Students will post these findings on a bulletin board titled: The Heart of Switzerland. The board will be split into two sides "For Neutrality" and "Against Neutrality." This will serve as a review for their final assessment.

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Appendix A: Power Point Slides

SCAN SLIDE SHOW INTO THIS DOCUMENT!

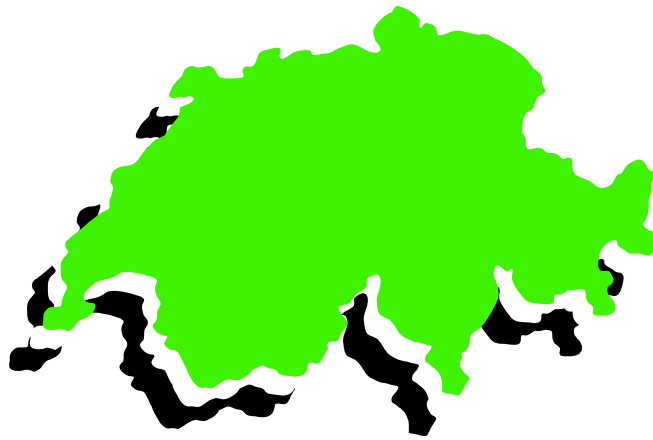


Appendix B: Map of European Union Countries

Map of the European Union

http://europa.eu.int/abc/maps/index_en.htm





Appendix C:
Switzerland and Surrounding Countries Map

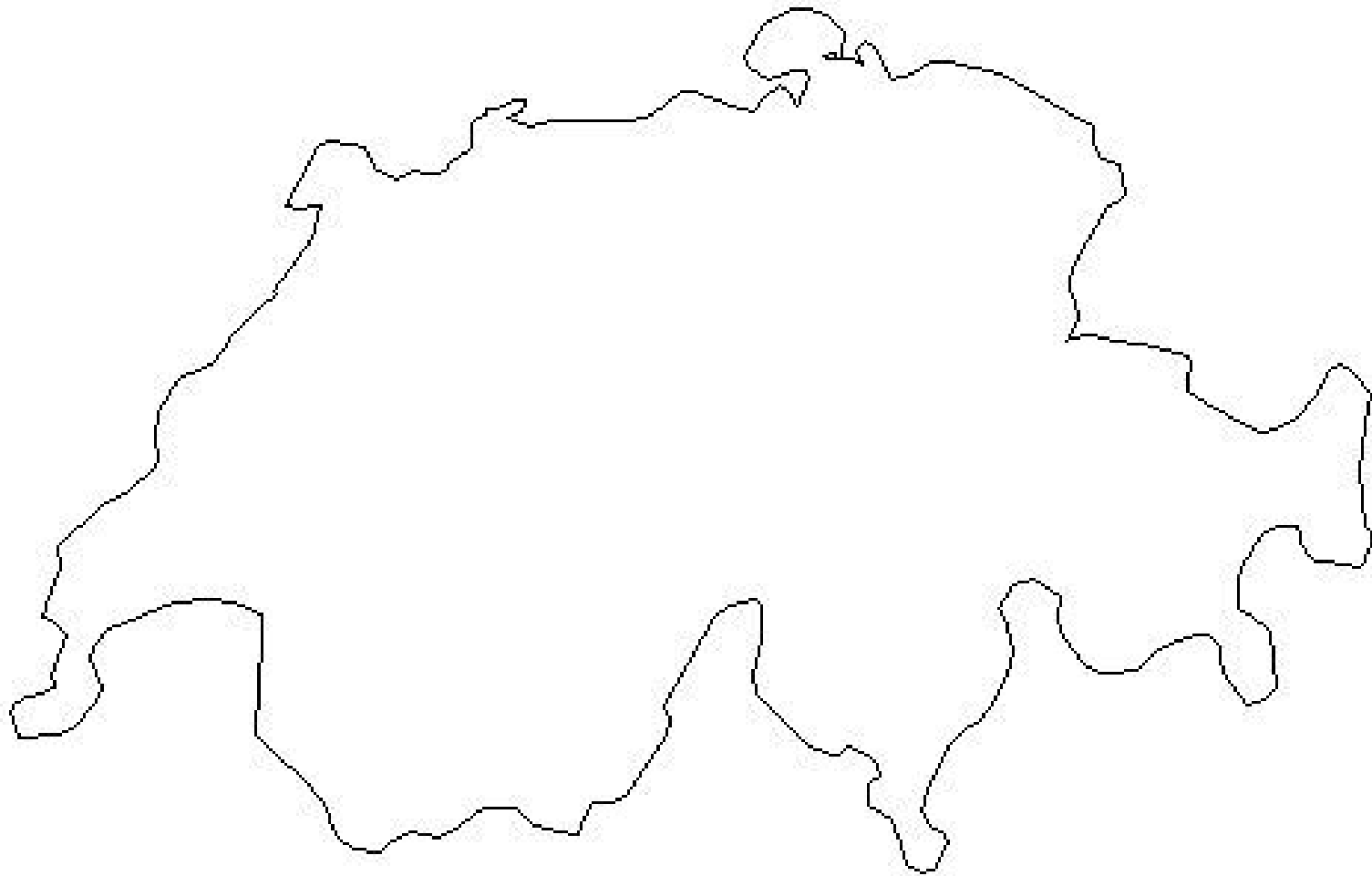
Switzerland and Surrounding Countries Map

<http://worldatlas.com/webimage/countrys/europe/lgcolor/chcolor.htm>





**Appendix D:
Outline Map of Switzerland**



Switzerland

<http://z.about.com/d/geography/1/0/t/H/switzerland.jpg>



Appendix E: Assessment Piece and Rubric

Final Essay – “Switzerland – The Heart of it All”

You are about to embark on a journey through Switzerland. This country has been called “The Heart of Europe” for many reasons. It will be your responsibility to make observations about Switzerland to better prepare you for our class debate. You will be expected to complete the following:

- Write a one page response to the following prompt:
 - In your own opinion, does Switzerland’s neutrality make sense in today’s global society?
- Be an active participant in all classroom discussion and activities.
- Contribute in a significant way to the classroom debate.

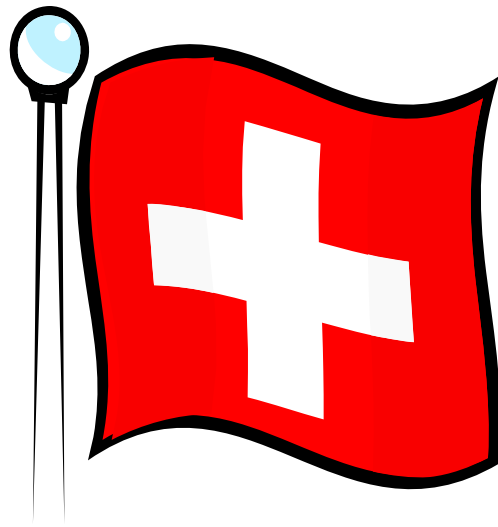
Your prompt will be graded using the 6 + 1 Traits of Writing Rubric, and must include the following ideas:

- ✓ Five arguments either defending or opposing Switzerland’s current policy on neutrality.
- ✓ Supporting evidence must include a specific example from our class discussions in the each of the following categories:
 - Geography
 - Culture
 - Economics
 - Government
 - Global Relations
- ✓ Descriptive introduction and conclusion that states your position.



**Appendix F:
6 + 1 Traits Rubric**

	5	3	1
Ideas	This paper is clear and focused. It holds the reader's attention. Relevant details and quotes enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.
Organization	The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.	The organizational structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.
Voice	The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.	The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.
Word Choice	Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.	The writer struggles with a limited vocabulary, searching for words to convey meaning.
Sentence Fluency	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.
Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touchups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.
Presentation	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The writer's message is understandable in this format.	The reader receives a garbled message due to problems relating to the presentation of the text.



**Appendix G:
Swiss Neutrality Definition**

http://www.eda.admin.ch/eda/e/home/foreign/ecopo/wwarII.ContentPar.0005.UpFile.tmp/dc_980101_neutrwwII_e.pdf



Appendix H: Research Page – Culture

Switzerland's Culture – Research Day!

Name: _____

Below you will find a variety of websites listed. Select two or three of these sites to look at in the computer lab. Based on what you read about Switzerland and its culture, fill out the chart below.

Switzerland Culture (teacher approved) Websites:

“Swiss Kids” - http://www.revue.ch/swisskids_en/index.php

“A Day in the Life” - http://www.eda.admin.ch/washington_emb/e/home/culedu/swikid/mylife.html

“Report on Switzerland” - http://www.eda.admin.ch/washington_emb/e/home/culedu/swikid/report.html

“Holiday in Switzerland” - http://www.eda.admin.ch/washington_emb/e/home/culedu/swikid/xmas.html

“Politics in Switzerland” -

http://www.swissworld.org/eng/government/Switzerland_and_international_organisations.html?siteSect=707&sid=4058588&cKey=1133262224000&rubricId=15080

“Frequently Asked Questions” - http://www.eda.admin.ch/washington_emb/e/home/culedu/swikid/faq.html

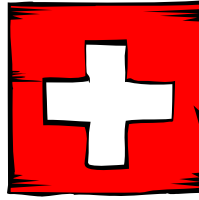
Culture in Switzerland:

Daily Life	Traditions
Government	Other/Miscellaneous



**Appendix I:
Venn Diagram-
Switzerland v. United States**

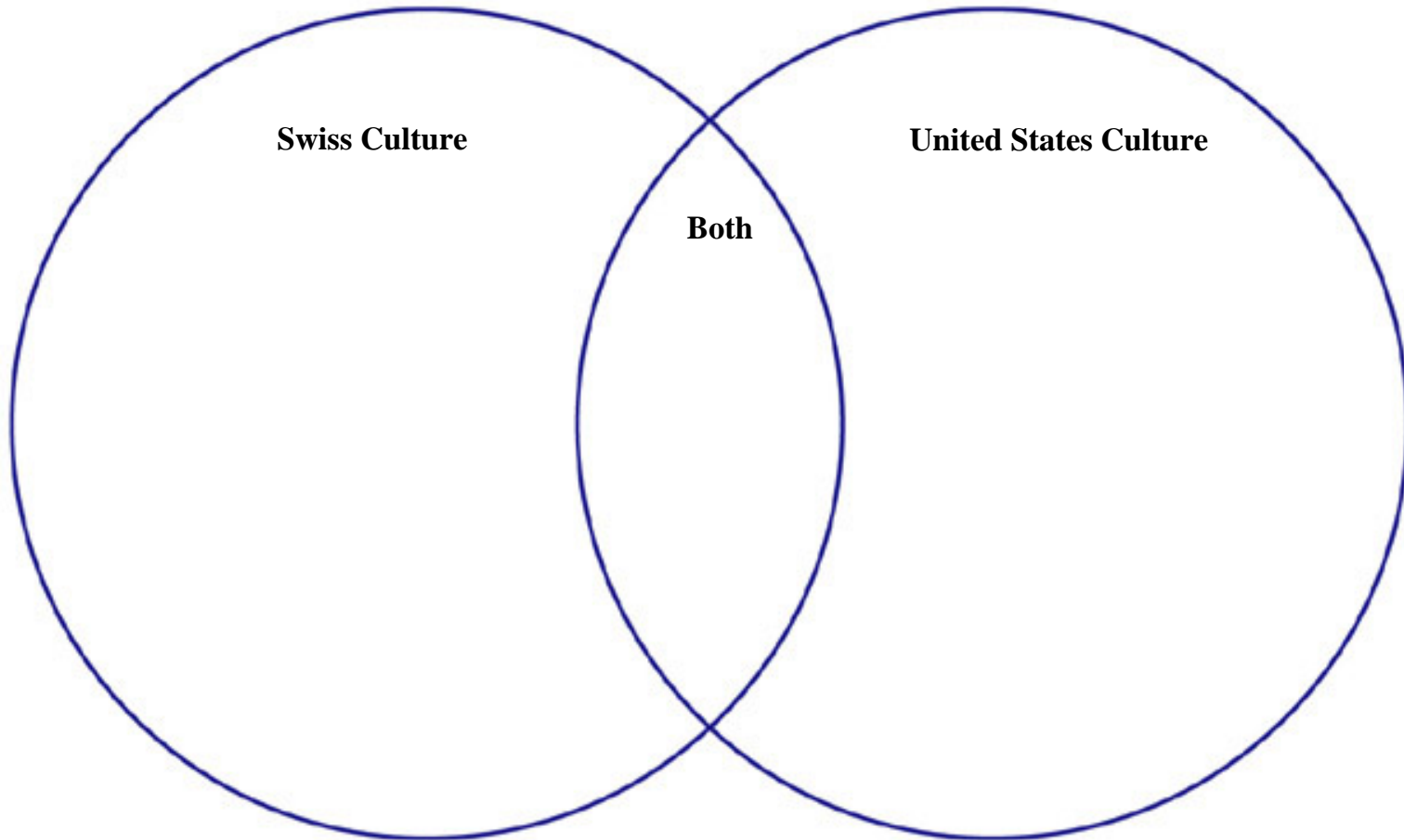
Venn Diagram – Switzerland v. United States



v.



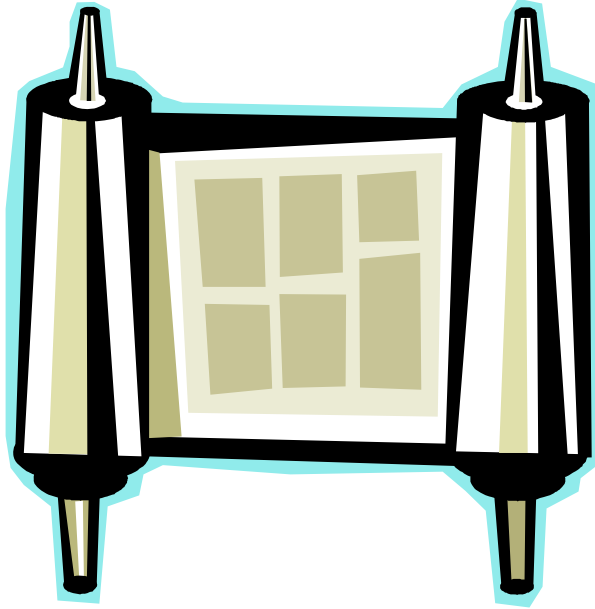
Culture: Switzerland v. United States





Appendix J: Swiss Economy Overview

<http://www.swissemb.org/ecofin/FactSwiEcon.pdf>



Appendix K: Highlights from Switzerland's Constitution

Switzerland Constitution Highlights

http://www.oefre.unibe.ch/law/icl/sz00000_.html

Preamble

In the name of God Almighty!

We, the Swiss People and the Cantons,

being mindful of our responsibility towards creation,

in renewing our alliance to strengthen liberty and democracy, independence and peace in solidarity and openness towards the world,

determined, with mutual respect and recognition, to live our diversity in unity,

conscious of our common achievements and our responsibility towards future generations,

certain that free is only who uses his freedom, and that the strength of a people is measured by the welfare of the weak,

hereby adopt the following Constitution:

Article 2 Purpose

1) The Swiss Federation protects the liberty and rights of the people and safeguards the independence and security of the country.

(2) It promotes common welfare, sustainable development, inner cohesion, and cultural diversity of the country.

(3) It ensures the highest possible degree of equal opportunities for all citizens.

(4) It strives to safeguard the long-term preservation of natural resources and to promote a just and peaceful international order.

Article 54 Foreign Relations

(1) Foreign Relations are a federal matter.

(2) The Federation strives to preserve the independence of Switzerland and its welfare; it shall, in particular, contribute to alleviate need and poverty in the world, and to promote respect for human rights, democracy, the peaceful coexistence of nations, and the preservation of natural resources.

Article 58 Army

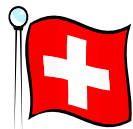
(1) Switzerland has an army. The army is organized, in principle, as a militia.

(2) The army contributes to prevent war and to maintain peace; it defends the country and protects its population. It lends support to the civil authorities when they must repel serious threats to internal security or master other exceptional circumstances. The statute may provide for further tasks.

(3) The use of the army is a federal matter. The Cantons may engage their troops to maintain public order on their territory, if the means of the civil authorities no longer suffice to repel serious threats to inner security.



**Appendix L:
National Anthem Comparison**



Swiss National Anthem
"Schweizerpsalm"

When the morning skies grow red
and over us their radiance shed
Thou, O Lord, appeareth in their light
when the alps glow bright with splendor,
pray to God, to Him surrender
for you feel and understand
that He dwelleth in this land.

In the sunset Thou art night
and beyond the starry sky
Thou, O loving father, ever near,
when to Heaven we are departing
joy and bliss Thou'lt be imparting
for we feel and understand
that Thou dwellest in this land

When dark clouds enshroud the hills
and gray mist the valley fills
yet Thou art not hidden from thy sons
pierce the gloom in which we cower
with Thy sunshine's cleansing power
then we'll feel and understand
that God dwelleth in this land.



United States National Anthem
"Star-Spangled Banner"

Oh, say can you see
by the dawn's early light
What so proudly we hailed
at the twilight's last gleaming?
Whose broad stripes and bright stars
through the perilous fight,
O'er the ramparts we watched
were so gallantly streaming?
And the rocket's red glare,
the bombs bursting in air,
Gave proof through the night
that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free
and the home of the brave!



**Appendix M:
World Competitiveness Scoreboard Chart**

<http://www02.imd.ch/documents/wcc/content/overallgraph.pdf>



**Appendix N:
Swiss Motto Handout**

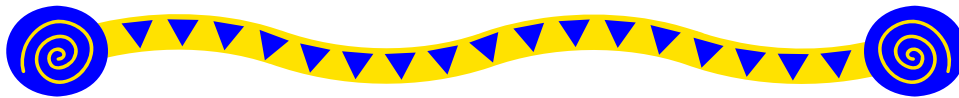


Create Switzerland's Motto

Based on the examples shared in class today, write some words or phrases that could best describe the ideals and goals of Switzerland as a country.

Most companies and products have a motto- a brief statement used to express a principle, goal, or ideal. From the phrases and words above, create a motto that would best describe the country of Switzerland.

My SWISS motto:



Appendix O: Timeline of Swiss Events & Handout



Major Events in Swiss History (1291 – Present)

1291	Three states Uri, Schwyz and Unterwalden unite against the surrounding aggressors. <i>"we will be a one and only nation of brothers ..."</i> This leads to the term confederation ("Eidgenossenschaft")
1648	Declaration of Independence - Switzerland becomes an independent Nation
1797-1798	Under Napoleon Bonaparte, French forces invade Switzerland and replace the Confederation with the Helvetic Republic.
1815	The Swiss Federation declares its neutrality after Napoleon's defeat.
1848	The Swiss Federation changes from a Union of States to a Confederation. Its first Federal Constitution ("Bundesverfassung") is set up.
1850	Rapid Industrialization makes Switzerland the second most industrialized country in Europe after Great Britain.
1864	Foundation of the International Red Cross (IKRK)
1872	Start of the construction of the railway across the alps ("Gotthardbahn").
1914-1918	Switzerland remains neutral in World War I.
1939-1945	Switzerland remains neutral in World War II but strikes accommodations with both sides.
1971	Swiss people vote for the women's suffrage.
1999	Switzerland gets its first woman president, Ruth Dreifuss.
1999	Swiss people accept a new Federal Constitution ("Bundesverfassung") on a vote.
2000	The Swiss people accept the bilateral contracts with the European Union.
2002	Switzerland was declared a full member of the United Nations as recommended by UN's Security Council.



Swiss Timeline Activity

Your task is to research a major date in Swiss history using the Internet, books, and other sources as a guide.

Through your work, you are ultimately trying to answer the question, “Why is this event important to Swiss history?”

Please use the provided card to....

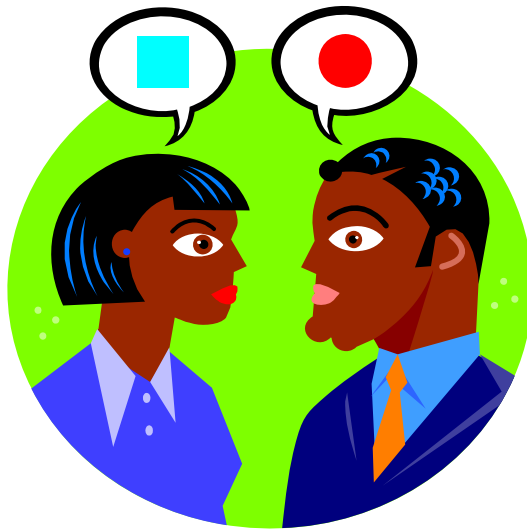
- Post a picture of the event
- Write the event name
- Provide a short detailed description of the event

This card will help you to present your findings to our class. You will be posting your event on our classroom timeline bulletin board.

Event Name:

Event Description:

Why is this event important to Swiss history?



**Appendix P:
Argument/Counter-Argument Handout**

Argument/Counter-Argument

As a group, you have been assigned the position of: _____.
Select your best five arguments to support your position. Your arguments should only come from the categories of geography, culture, economics, government, and global relations.

Argument One:

Factual Support:

Argument Two:

Factual Support:

Argument Three:

Factual Support:

Argument Four:

Factual Support:

Argument Five:

Factual Support:

After determining your strongest five arguments, discuss with your group what your opposing team might use as their arguments.

List three possible counter-arguments, and your rebuttal statements to them.

1. _____

Rebuttal:

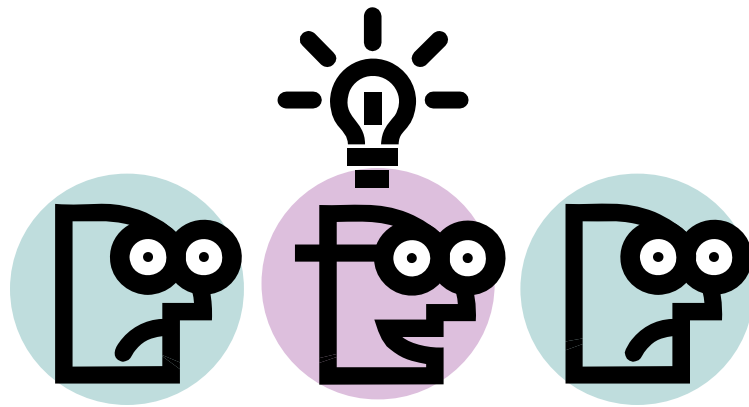
2. _____

Rebuttal:

3. _____

Rebuttal:

In closing, how can you drive your point home? How can you convince your audience that you have the best possible answer? Below, write a concluding statement that you might use in your final argument.



**Appendix Q:
Debate Role Sheet**

The following roles will be assigned to members of the class:

- Debate Leader (2 students; one for each position)
- Information Feeder (2 students; one for each position)
- Recorder (2 students; one for each position)
- Discussion Moderator (1 total)
- Audience members (the rest of the class)

***The debate leaders, information feeders, and recorders will complete their final assessment before the day of the debate.

***The discussion moderator and audience members will complete their final assessment after hearing both sides of the debate.