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BME 530

**What are some significant characteristics of Germany  
and other nations of the European Union?**  
(Grade Level: 10<sup>th</sup> grade, World History/Geography)

Introduction:

This lesson will be introducing students to all fifteen members' nations of the European Union who share a common geographic location and many significant differences. Among the differences are natural resources, population concerns, and economic pressures. These factors play a role in influencing the political relationship of the Union.

Behavioral Objectives:

The students will analyze data to identify member nations of the European Union and use this information to draw conclusions about relationships among the nations. Then later, students will be able to apply their knowledge on the relationship among the nations to European governments and economic issues. The objective will be met when the teacher can evaluate the student's mastery of the Social Studies standard ISS-P9- Analyze the international development after World War II and during the Cold War with emphasis on: PO5 the creation and role of the United Nations.

Arizona State Standards:

Social Studies standard ISS-P9- Analyze the international development after World War II and during the Cold War with emphasis on: PO5 the creation and role of the United Nations.

Anticipatory Set:

1. The teacher will start this lesson by having the students recall on the creation of the European Union.
2. Begin discussion of the creation of the European Union. (This is a review from the previous lesson on the creation of the European Union).
3. Ask students for important dates in the creation of the European Union and who are the member nations of the European Union.
4. After having the students review and discuss the teacher may then proceed by saying how common these countries are in regards to geographic location. (They all belong to the continent of Europe, except the United States)
5. Ask students if these countries have any significant differences. Think about: natural resources, population, and economic pressures.
6. By using the student discussions and responses the teacher can create a web on the board with all student responses.

Teacher Input:

Teacher will began lesson by setting the stage on the creation of the European Union. For example: Why did it get created?, Who is involved?, When (year, after what War), What happened before and after the European Union?, Where did it start? (Countries involved, geographic regions), How did the European Union get created?. This is called the 5 W's and the

H. Then, teacher will begin this lesson by organizing students into groups of 4-5 members. Give each group a packet containing the first five data sheets labeled “Mystery Nation” found in Handout 1.2, “Member Nation Profiles.” Ask student to examine the data and determine which EU member nations each data sheet represents [Country 1-Great Britain; Country 2-France; Country 3-Germany, Country 4-Greece; Country 5-Italy]. Once they have identified each of these nations, point out the wide variations in attributes among the countries such as geographic size, population and population density, unemployment rate, Gross Domestic Product and per capita income, and agricultural/industrial input. Allow students to converse with their group before class discussion starts.

*Note to the Teacher:* Each data “Mystery Nation” data sheet also has a flag and a map of where this mystery country is located. If the teacher chooses she/he can omit the flag and map on the data sheet to make the assignment more challenging. For special and EL students the teacher might choose to leave the flag and the location of the mystery country on the data sheet.

#### Modeling the Behavior:

Teacher will call on the groups after they have had time to converse with each of their group members to come up with the countries for each “Mystery Nation” data sheet. Each group will have a chance to tell the class what country 1,2,3,4,5 represent. The teacher will allow classroom discussion. Each group should be able to tell the class why they think this data sheet represent the country. The answer will be given by the teacher after each group has demonstrated a level of understanding. The teacher will repeat the same process for all 5 “Mystery Nations” and will tell the students why this country is significant. After the “Mystery Nations” have been examined the teacher may proceed to the next step. The teacher will provide the students with the remaining 11 data sheets from Handout 1.2, “Member Nation Profiles” [which identify the other EU member nations and the United States] and a copy of Worksheet 1.2, “EU Data Summary Chart.” The teacher will lead a discussion on all EU nations and students will listen for clues on what makes that country significant. After the teacher has review with the students all EU nations, the teacher will ask the students to complete the “EU Data Summary Chart” using the profile data sheets. Conclude this activity by using a transparency on the “EU Data Summary Chart” and have each student come up and write the information for each country. A discussion should follow to allow students to see the differences and similarities on the EU nations. The teacher will then introduce the nations that want to join the EU. Example: Tell students that the European Union has already been contacted by 11 additional nations seeking admission. Many see this as an affirmation of the EU goal of uniting the continent, but obstacles remain before this goal can be fulfilled. Give students time to ask questions or any concern that they might have. To emphasize this point with students, distribute Handout 1.3, “EU Begins Enlargement Process for 11 Candidate” for students to read. For example, a teacher might want to read as a class if she/he has Special or EL learners. This will help provide the student with better understanding of the reading and the teacher can define and give examples as they read. When they finish reading the Handout, the teacher should project a copy of Transparency 1, “Member Nations of the European Union” and help students locate these 11 countries on the map. Discussion question could include the following.

- In what way did some of those interviewed for this article feel the expansion of the EU would help heal the wound of World War II?
- How is this expansion a direct result of the end of the Cold War?

- What specific problems are mentioned related to the Czech Republic, Poland and Slovenia?
- What makes the proposed membership of Cyprus the most difficult problem of all?
- According to the article, how long will the admission process for these nations take?

Teacher will have each student respond or give an example of the question to demonstrate their understanding of the reading. Before class is over the student should have participated in class discussion to receive credit and for the teacher to assess the students learning.

#### Check for comprehension:

Teacher will check for understanding by observing the students' behavior. During the lesson the teachers will be asking the students questions and the students must be demonstrating their understanding of the lesson. Also, the students are responsible for verbally responding and discussing in their groups. They will be assessed through a written submission of Worksheet 1.2, "EU Data Summary Chart." Teacher will help special and EL students by one-on-one assistance. Teacher will also assess student learning through discussions in class. Before the students leave each one of them will be responsible for telling the class one thing that they learned from today's lesson. For example: 1 difference/similarity between the nations, what continents we are talking about.

#### Guided Practice:

The teacher will guide the student into this unit by first reviewing their previous lesson on Europe and asking questions. The teacher will allow the students time to converse in class. The teacher will put students into groups of 4-5 and will provide the students with 5 mystery data sheets in which the students as a group will try to find out what European country belongs to each data sheet. Students will demonstrate their previous knowledge on Geography by coming up with the answers to the mystery data sheets. Discussion will follow to come up with the right answers. Students will also demonstrate their knowledge by their written worksheet provided by the teacher in which the students will plot all the data for all EU countries. The students will be responsible for class discussion following the written data. The students will have a reading assignment followed by questions for discussion in class.

#### Closure:

Students will be able to demonstrate their previous knowledge and what they learned by using writing and class discussion. They will be able to relate the information received to the United States and make it relevant to their lives. They will demonstrate their understanding by answering oral questions in class before they are able to leave the class. Students must tell the teacher at least one thing that they learned from this lesson. Teacher can use the written information and discussions to assess students' learning.

#### Independent Practice:

Students will independently work on Worksheet 1.2 –EU Data Summary Chart in order for them to see the similarities and differences between the countries that make up the EU including the United States. They will also have a reading assignment Handout 1.3-EU Enlargement Process for 11 Candidates. Following the independent or class reading (it is up to the teacher

depending on the students type of learning) the students will answer 5 questions independently, group or as a class discussion. In this lesson I will allow the students to respond orally.

#### Assessment:

Teacher will check for understanding by using the written data on the EU Data Summary Chart and most importantly the teacher will make sure that all students are participating in the class discussion. The teacher may want to ask questions to each of the students in order for them to participate. Students will have a chance to demonstrate their understanding by telling the teacher before they leave what they learned from this lesson. For special and EL students the teacher can assess through one-on-one assistance and by observing the students' behavior. The objective will be met when the teacher can assess their mastery of the Social Studies standard ISS-P9- Analyze the international development after World War II and during the Cold War with emphasis on: PO5 the creation and role of the United Nations.

#### Materials:

These materials were written by social studies educators in Georgia and printed by Inter Nations. It has been arranged differently to fit the objective of this lesson plan.

- Handout 1.2 “Member Nation Profiles”
- Worksheet 1.2 “EU Data Summary Chart”
- Handout 1.3 “EU Begins Enlargement Process for 11 Candidates”
- Transparency 1 “Member Nations of the European Union”
- Paper, pencil or pen
- Overhead projector
- Markers
- Chalkboard, chalk

#### Modifications for students with disabilities:

The modifications for students with special need and EL students include: the visual transparencies of all handout and worksheet, and the physical interaction between students of different learning levels. The cooperative learning during the “Member Nation Profiles” in which the students will have the chance to work with students of different learning styles in order to come up with the Mystery country presented on each data sheet. Guided practice will be provided by the teacher as well one-on-one assistance. The handouts and worksheets will allow the student to compare and contrast the countries that make up the EU. Each handout has the location of the country as well as the flag of the country for students to visually connect the country and their previous knowledge on the subject.

#### Technology integration:

Teacher can easy make a power point presentation and scan all the information in. For this lesson I will only be using the overhead projector.

