

European Union and it's Organizations
10th grade

Introduction

This lesson will be introducing students to the concept of how the European Union emerged gradually from a series of organizations that developed in the years following World War II.

Behavioral Objectives

Students will be able to identify the separate nations that formed the European Union. They will be able to relate the dates in which each nation became joined. In addition, the teacher will ask questions in which the students will respond verbally after reading handout 1.1. Also, students will be able to apply their knowledge by completing worksheet 1.1. The objective will be met when the teacher can assess their mastery of the reading standard R-P1, PO 1.

Arizona State Standards

R-P1, Apply reading strategies such as extracting, summarizing, clarifying and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents.
PO 1, Extract critical details or elements of literature.

Anticipatory Set

1. Teacher will grab the student's attention by asking students, "Anyone has been to Europe?" Depending on responses, an elaboration could be made. If no response to the question, ask students "How do they think Europe looks like?"
2. Teacher will present the lesson using vocabulary words previously selected from handout 1.1. Vocabulary words will be repeated as a group. Some vocabulary words include: creation, European Union, treaties, council, accordance, disputes etc.
3. Teacher will ask students what do they think are the meaning for each word.
4. Teacher will give a definition to each vocabulary word.
5. Teacher will point to a map to show which nations will be discussed and which nations are part of the European Union.
6. Accept any questions and answer with possible responses.

Teacher Input

The teacher will begin the lesson by distributing handout 1.1 “The Creation of the European Union” for students to read individually. To highlight key stages of the development of the European Union, the teacher will lead a discussion of the reading followed by questions which the students will respond verbally.

Script:

- Teacher: What was the motivation behind the desire to create some sort of European Union?
- Students: When the WWII ended, many countries in Europe sought ways to avoid future disputes by promoting cooperation among them.
- Teacher: What was the name of the 1st organization?
- Students: The Schuman Plan
- Teacher: In what year was the Schuman Plan signed?
- Students: 1951
- Teacher: In what year did the council of Ministers and Single Commissions of the European Communities signed?
- Students: 1965
- Teacher: What year was the introduction of a single currency by the European System of Central Banks?
- Students: 1999

Modeling the Behavior

Teacher will distribute worksheet 1.1, “Important Date in the Creation of the European Union.” Then, she will use a blank transparency which will only include a timeline without the dates. The teacher will ask students “What is a timeline used for,” After several responses the teacher will write down the name and the date of the first organizations that emerged in the European Union. The teacher can also write 2 or 3 dates to encourage students to complete the timeline. After students have completed W.S. 1.1, a discussion could be followed by asking the following questions:

1. What organizations were the first 3 members of the European Union?
ECSC, EEC
2. Which was the last organization to become a member of the European Union?
EMU

Check for Comprehension

Teacher will check for comprehension by observing the students behavior. During the lesson, the teacher is consistently questioning the students about dates and organizations. The teacher is also asking for the students to use the vocabulary words in sentences when they respond verbally. Also, the teacher will roam the room and use this time for one-on-one assistance for their special education and ELL students.

Guided Practice

The teacher will guide the students with the timeline transparency and the step-by step process of using a timeline. Students will demonstrate their knowledge of organizations and their dates by using W.S. 1.1.

Closure

The teacher will close the lesson by demonstrating the concept of how the nations were gradually emerged during WWII and how Germany played an important role on the creation of the European Union.

Independent Practice

Students will work independently on questions from handout 1.1 and worksheet after reading the handout. This worksheet considers the students that learn best when the assignment is directly tied to the lesson. The transparency will be a visual tool because it will show how to complete the worksheet. Also, the handout will be very beneficial because it will help the students identify the member nations and the date each of them signed.

Assessment

Teacher will check for understanding by observing the students behavior. The objective will be met when the teacher can assess their mastery of the R-P1, PO1 . Students will be able to apply their reading strategies such as interpreting information to a timeline. Students can also be assessed by responding to questions verbally before and after reading the handout and completing the timeline. Teacher will also assess through one-on-one assistance for her special education and ELL students.

Materials

Reading handout and worksheet 1.1, projector, transparency, pencils

Modifications for students with Disabilities

The modifications for students with special needs include: the definition of the vocabulary words could be shortened, more than 3 examples (to the criteria of the teacher) could be included in the timeline, re-reading the most important events in the handout, they can work in pairs or groups of 3 if necessary. There will also be a one-on-one assistance.

Technology Integration Projector

