Name: Stacy Maxin	Unit Plan: Weeks of
	Subject/Grade Level: 4-5 days/10th grade World History, Culture and Geography
Unit Title:	The Expansion and Contraction of the E.U.-Members and Candidate Countries
Unit Narrative:	This lesson is to introduce the European Union member nations, candidate nations and current issues of the E.U., to 10th grade World History, Culture and Geography students. The majority of students are ELL/RSP. Students will work independently or in small groups, researching current issues with current members (including the U.K) and a candidate country.
Standards:	• Students will describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. (CA H-SS Standard 10.10.2) • Students will analyze the integration of countries into the world economy and the information, technological, and communications revolutions. (CA H-SS Standard 10.11) • CCSS – students will build both social science content understanding and enhance writing, reading, speaking, and listening skills.

Objectives:

• Students will better understand the world economy and the role of the E.U.

Big Idea

• The European Union

Essential Questions

• What countries make-up the E.U. and why do countries want to join, or exit?

Formative Assessments • See attached	Summative Assessments • See attached

Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

Day 1	• Front-loading students on about the EU via videos and geography lessons.
Day 2	• Mapping the EU geography lesson, textbook reading, current news reading (ie. Newsla article) on Brexit, group selection and countries of research.
Day 3	• Student research current EU topics. Technology resources and current print material available. Students work on poster and presentation to the class
Day 4	• Student research current EU topics. Technology resources and current print material available. Students work on poster and presentation to the class.
Day 5	• Individual or small group presentations. See assessment rubric attached.

Lesson Summary
Students will research current issues affecting both a current E.U. member (U.K. Included) and a candidate country. For the candidate country, students will be required to examine where the country is in the E.U. process, challenges the country faces with their current status, and the likelihood of becoming a member nation in the next two years. Students may choose to work individually or in a small group. Students will then present their findings to the class with either a poster or PowerPoint presentation as a visual. Each presentation must include a bibliography, with a minimum of three sources. As students' present material, each student will have a map of Europe/Asia to complete and annotate E.U. information.

Materials

World History Modern Times Glencoe. 2006. Print.
Student ipad/computer lab /internet resources
Historical books/periodicals from media center
Butcher paper (for posters)
Assessment rubric
Map of Europe/Asia (from textbook supplemental materials)

Lesson Procedures

Front-loading students:
Students will view short videos: "Understanding the E.U" and "UK Is Leaving EU: What Happens Now?" as warm-ups to the project-based lesson.
https://www.youtube.com/watch?v=O37yJBFRrfg

Students will read pp. 626-628 in their textbook "Winds of Change in Western Europe" and analyze the map "Expansion of the European Union" p. 627, answering the geography skills questions.

Using ipads or computers, students will then read and analyze the following BBC website to note current E.U. members and candidate countries:
http://www.bbc.com/news/world-middle-east-24367705

Students will determine which countries they will research and present and if they will work in a small group or individually. Students will have two class periods to research and one class period to create their visual for the presentation.

Information/Questions to be included in E.U. presentation:
Member country:
When did this country join the E.U.?
What are current major issues affecting this country?
Candidate country:

What are issues your candidate country is experiencing? Is it likely the country will be admitted to the E.U. in the next two years? Explain why or why not.

Assessment

Students will be assessed based on their accuracy of information collected and their presentation of member/candidate countries, based on the attached rubric.

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization (60 points)	The type of presentation is appropriate for the topic and audience.	10	
	Information is presented in a logical sequence.	10	
	Presentation appropriately cites requisite number of references.	10	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	10	
	Speaker(s) uses a clear, audible voice.	10	
	Visual aids are well prepared, informative, effective, and not distracting. Must include maps of member and candidate countries	10	
	Information was well communicated.	10	
Score	**Total Points**	**100**	

Sources:

"Britain's decision to leave European Union is felt around the world" *Associated Press, adapted by Newsla. June 27, 2016.*

"European Union Maps" BBC News. 2014. http://www.bbc.com/news/world-middle-east-24367705

"European Union - Member Countries of the EU/Candidate Countries"
https://europa.eu/european-union/about-eu/countries_en

Spielvogel, Jackson. *World History Modern Times*. New York: Glencoe 2006. Print.

"Understanding the E.U.", https://www.youtube.com/watch?v=O37yJBFRrfg

"UK is Leaving EU: What Happens Now?"
https://www.youtube.com/watch?v=ChAxqH7LSl8

World History Modern Times Glencoe. 2006. Print.