

Unit Plan: *Do You Know the EU?*

Nicole Vickerman

nicole.vickerman@pisd.edu

Teacher Management

Content and Grade Level

9th grade World Geography

Instructional Mode

Individual and small group work

Materials

- Do You Know Europe student handout
- Do You Know Europe? Slides Presentation
- Internet access

Engaging Focus

Students will complete the T/F quiz to establish prior knowledge. There is an accompanying Google Slides presentation with the answers. Teachers may want to make a copy of the slides and make a Nearpod of the quiz. This can be done before or after the debate over cooperation and competition.

Experience

Day One

1. As a class or in small groups, students debate the benefits of cooperation versus competition as a topic introduction.
2. Students complete the T/F quiz. If using the paper version, consider having students stand for any answer they believe is true before revealing the correct response. If using the Nearpod option, teachers can use the poll feature to see what % of students said T or F.

Day Two

1. Students read the information about the EU independently. (For copyright, this article was written by Nicole Vickerman from Clark High School in 2018 and may be used with attribution for educational purposes.)
2. Students return to small groups to discuss the questions provided. Students should record answers to each and compare between groups.

Day Three

1. Students should complete the pro/con chart. This can be done independently or in groups. It can be done with or without additional research, but to force evaluation students should have time to brainstorm answers before they research.
2. Students select one of the topics and write a paragraph with 3 supports.

Optional Extension

1. Independently or in small groups, students should select a relevant research topic. Some options include: Turkish admission, Macedonian admission, independence movements like Scotland or Catalonia, the rise of populism, or international tariffs.
2. Students should create a current event updating the status of the topic for the class. This can be in a shared Google Slides presentation. The format may vary, but it could be Who, What, When, Where, Why, How and an illustration. Students can present or view each other's work online. This would also work well with a Flipgrid style application that allows students to make a video report on their findings.

Evaluation

Student mastery can be assessed using the true/false quiz as a baseline. The development of understanding can be monitored through the unit lessons and formally through the writing assessment.

Differentiation

The level of difficulty can be decreased by reading the passage aloud. The level of difficulty can be increased by requiring students to do additional research before completing the writing.