EU WEBQUEST AND EXTENDED PODCAST

This lesson plan consists of two projects. Project one is a WebQuest introducing the European Union to students, and Project two is creating an extended podcast on the European Union for other students to listen and learn. The Podcast will be submitted to our school's Podcast channel to be viewed or listened to by other students. The WebQuest is a 4-day lesson consisting of 90-minute blocks. The podcast is also a 4-day lesson with the same block structure.

➢ Before doing this lesson, students should have read *The Diary of Anne Frank*, and parent consent forms or letters to do extension projects on *The Diary of Anne Frank* focusing on the formation of the European Union after World War II should already be submitted and approved. **Please note** that in some school Districts, lesson plans must be approved by administration, as well as parent consent letters.

○ Also, if a parent does not want their student to participate in this extension lesson, another lesson must be provided mirroring the same standards that are practiced in this lesson.

➢ Students should have already been taught the rules of computer etiquette.

➢ Students should have already been taught the research process and copyright infringement research by your Library Media Specialist.

➢ Students should already be grouped and understand the group collaborative process.

➢ Students should already know how to use Microsoft Word, Sway, Power Point, iMovie and or other publishing software you will ask them to use.

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STANDARDS – GRADE 8

- **READING INFORMATIONAL TEXT- STRUCTURE**
  - ELA.8. R.2.1: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts
  - ELA.8. R.2.2: Analyze two or more central ideas and their development throughout a text
  - ELA.8. R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
- **EXPOSITORY WRITING**
  - ELA.8. C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.
  - ELA.8. C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.
- **READING ACROSS GENRES -PARAPHRASING AND SUMMARIZING**
  - ELA.8. R.3.2: Paraphrase content from grade-level texts
- **ORAL PRESENTATION**
  - ELA.8. C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence.
- **CONVENTIONS**
  - ELA.8.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
- **RESEARCHING AND USING INFORMATION**
  - ELA.8. C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
- **MULTIMEDIA**
  - ELA.8. C.5.1: Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
- **TECHNOLOGY IN COMMUNICATION**
  - ELA.8. C.5.2: Use a variety of digital tools to collaborate with others to produce writing

OBJECTIVES

- Students will conduct a collaborative research project on the formation of the EU after the devastation of World War II in the form of a WebQuest
- Students will transform their research into an educational, informative, student driven podcast on the EU
- Students will write scripts as an outline of their podcast.
- Students will use a variety of media to create a visually appealing podcast.

EU WEBQUEST AND EXTENDED PODCAST

ESSENTIAL QUESTIONS

o What if you had everything you hold dear, unjustly taken away from you what would you do?
o Are we our brother's keeper?
o How do we stop what happened to Anne Frank's family from happening again?

MATERIALS

• Computers or iPads for researching, typing, and creating podcasts
• Earphones with headsets for speaking

BEFORE READING TO JOG STUDENT LEARNING– MODIFIED KWL CHART

1. What is the European Union (EU)?
2. What was the reason for the creation of the EU?
3. How did the structure of the United States of America influence European leaders?
4. How is the EU like the USA?

Teacher instructions:

➢ Hand sticky notes to students.
➢ Create 3 sections in your classroom with chart board paper. WHAT DO YOU KNOW? WHAT DO YOU WANT TO KNOW?, and WHAT HAVE YOU LEARNED?
➢ Read aloud each of the above questions and ask students to jot down their answers on the sticky notes. Go through each of the questions. It is ok for students to say they know nothing for any of the questions.
➢ After reading the questions, go ahead and ask students to put the post it notes under what you know chart.
   a. *This activity may also be done in a shared slide deck if you do not want students walking around, or even on a Nearpod.*

EU-WEB QUEST RESEARCH

Teacher Questions to generate discussion and student questions:
1. What would you do or how would you feel if everything you knew or held dear was ripped away from you like what happened to Anne?
2. What if you were told to leave your homes and only take only a few of your belongings?
3. What if you had to live with strangers and never walk outside again?

EU WEBQUEST AND EXTENDED PODCAST

Teachers hand out sticky notes and ask student what they want to learn?

Teacher Explanation of Web Quest activity: After World War II and what happened all the families like the Franks, there were millions of civilian casualties, a devastated European economy, and weak security. Governments in Europe knew something had to be done. They looked to the prospering West and created the European Union. Find out more and become the educators for other students in the 8th grade who has also read The Diary of Anne Frank or will read it.

1. In groups of four (4) or five (5) do a WebQuest researching the formation of the EU after World War II. Along with what you want to learn, here are some guiding questions to consider:
   a. Why was the EU created?
   b. What were the first countries that the European Union?
   c. What are the countries that are now in the European Union?
   d. How did the United States influence the formation of the European Union?
   e. What are the European Union values?

SOME WEBLINKS TO CONSIDER

Teacher talk: Please use the following links as references. You may find others, but you must properly document them. Please fill out the research process from Britannia before creating your presentation. Please look at the WebQuest rubric and document

- [How the US influenced the creation of the EU | The World from PRX](#)
- [European Union -- Britannica School (eb.com)](#)
- [Principles, countries, history (europa.eu)](#)

1. **Student instructions:** In a shared Microsoft Word or Google Docs document, answer all the questions of the EU-WebQuest. One person should share their document with everyone in the group, as well as the teacher. Please make sure to select the allow editing option.
2. Your results should be a comprehensive research project. Please provide pictures if you think it helps to explain your answers.
3. All answers must be written in complete sentences and use grade level conventions.
4. Only one person in the group will submit the WebQuest findings to Canvas LMS for the entire group.

Teachers: After the WebQuest submissions, hand out sticky notes to students, what did you learn?

EU WEBQUEST AND EXTENDED PODCAST

Rubric for WebQuest

<table>
<tr><td colspan="5" align="center">EU WebQuest Group Rubric</td></tr>
<tr>
<td></td>
<td>Exceptional
All points earned</td>
<td>Admirable</td>
<td>Developing</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Use of Internet (Links Provided) and other credible links</td>
<td>The group successfully uses suggested Internet links and relies on each other to find information and navigates within these sites easily without assistance.</td>
<td>Usually able to use suggested Internet links to find information and navigates within these sites easily without assistance.</td>
<td>Occasionally able to use suggested Internet links to find information and navigates within these sites easily without assistance.</td>
<td>Needs assistance or supervision to use suggested Internet links and/or to navigate within these sites.</td>
</tr>
<tr>
<td>Web Quests Tasks Completed- EU topics</td>
<td>All pertinent topics were addressed and handled with a high degree of sophistication. Project is interesting and completed.</td>
<td>The project is only partially completed. The project submitted demonstrates a great deal of thought. (Between 75% and 100% complete)</td>
<td>The project is only partially completed. The project submitted demonstrates a moderate level of thought. (Between 50% and 75% complete)</td>
<td>The project is incomplete, and/or it is apparent that little effort went into the development of the project, and/or project is less than 50% complete.</td>
</tr>
<tr>
<td>Time Use</td>
<td>Classroom time was used to work on the project. Group conversations were not disruptive and focused on the work.</td>
<td>Classroom time was used to work on the project most of the time. Conversations were not disruptive and focused on the work</td>
<td>Classroom time was used to work on the project most of the time, but conversations often were disruptive or did not focus on the work.</td>
<td>Most of the group did not use classroom time to work on the project most of the time and/or was highly disruptive</td>
</tr>
<tr>
<td>Grammar, Format, and Spelling</td>
<td>The final body of work was free of grammar, spelling, and formatting errors.</td>
<td>The final body of work had 1-2 errors related to grammar, spelling, and formatting errors.</td>
<td>The final body of work had 3-5 grammar, spelling, and formatting errors</td>
<td>The final body of work had major grammar, spelling, and formatting errors</td>
</tr>
</table>

EU-PODCAST PROJECT

1. Transform your WebQuest into an interesting and engaging Podcast for the school Podcast station.
    a. The best podcast will be submitted to the Podcast station for the entire school.
2. Highlight the information that you think is the most relevant or interesting for other students to know about the European Union
3. Draft and create skit with anywhere between 2 – 5 people in the conversation
    a. You have creative license to write your very own script
    b. Feel free to look up examples of other podcasts and podcast scripts.
4. Please note, this is your video podcast. It must include images.
5. Follow all collaborative group work instructions as taught prior
6. You may use any combination of technology used in class to help create a polished Podcast.
    a. Only one group member needs to upload the group Podcast to Canvas LMS for grading.

See rubric below.

EU WEBQUEST AND EXTENDED PODCAST

Rubric for Podcast

| Podcast Rubric				
	Exceptional **All points earned**	**Admirable**	**Developing**	**Needs Improvement**
Content	Demonstrates a full understanding of the topic. Answers all questions completely and thoroughly. Answers all audience questions with confidence.	Demonstrates a good understanding of the topic. Answers all questions and can answer most questions from the audience.	Demonstrates some understanding of the topic. Does not answer all questions and cannot answer all questions from the audience.	Does not show understanding of the topic. Does not answer questions and cannot answer questions from the audience.
Presentation	Exceeded Expectations Interesting, well-rehearsed, compelling delivery, grammatically correct, paced well.	Relatively interesting, rehearsed, good grammar.	Somewhat interesting, not well rehearsed with a few errors in grammar.	Choppy delivery, errors in grammar, contents not very compelling.
Audio/ Video	Clean and without distraction or extraneous noise.	Acceptable, but with some background noise or other distractions.	Some distractions and audio difficulties but is discernible.	Background noise or other distractions excessive, overall audio below average.
Music/ Introduction	Music is appropriate for all listeners and enhances the effect of the product. Intro/exit provide good signposts for listening.	Music is present and appropriate for most listeners. Intro/exit material present but not effective.	Music is somewhat appropriate for the tone or content of the product but does not add value.	Music is not appropriate for the tone or content of the product. Intro/exit material is not present.
Voice Expression	Voice is engaging and powerful in expressing the topic. Includes variations in pitch and tone that add interest and are compelling for the listener.	Voice is easy to listen to and includes some variations from a monotone	Voice has some inflection but lacks confidence or is difficult to listen t	Voice is monotone and self-conscious.
Group Work	Works very well with others. Assumes a clear role in decision making and responsibilities.	Works well with others. Takes part in most decisions and shares in the responsibilities.	Works with others but has difficulty sharing decisions and responsibilities.	Cannot work with others in most situations. Cannot share decisions or responsibilities.
References	Three or four reputable references included	Two or three reputable references included.	One reference included or references are not reputable.	No references included.

After Anne Frank

The Holocaust

Extermination camp
■ **Concentration camp***
◉ **City with ghetto**
● **Transit city**
Major massacre
← **Major deportation route**

Regions: German name (PRESENT COUNTRY)
Axis country/annexed by Axis
Occupied by Axis
Italy (Axis) at height of occupation
Allied country
Neutral

* Includes labor-, prison- & transit camps.
Note: Not all camps & ghettos are shown.
Borders are at the height of Axis domination (1942).
Dotted borders are present (2007) borders.

0 100 200 300 400 500 km
0   100   200   300 mi
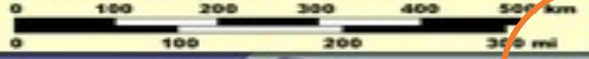
Europe after World War II

Before the Lesson – Modified KWL Chart

	What do you know?	What do you Want to Know	What did you learn?
What do you know about the European Union (EU)?			
Do you know anything about why the EU was created?			
Do you know if the EU and the USA has anything in common?			

WebQuest Project
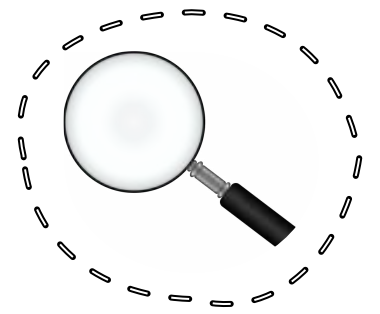
Find out more and become the educators for other students.

In groups of 4 or 5 do a web quest researching the formation of the European Union after World War II. Along with what you want to learn, here are some guiding questions to consider:

➢Why was the European Union (EU) created?

➢What were the first countries that the European Union?

➢What are the countries that are now in the European Union?

➢How did the United States influence the formation of the European Union?

➢What are the European Union values?

➢Please use the links provided. Other links maybe used, but they must be from reputable sources

Instructions

1. Share either a Microsoft Word or Google Docs document.
2. Answer all the questions of the EU-WebQuest.
3. One person should share their document with everyone in the group, as well as the teacher. *Please make sure to select the allow editing.*
4. Your results should be a mini research project. Please provide pictures if you think it helps to explain your answers.
5. All answers must be written in complete sentences and use grade level conventions.
6. Only one person in the group will submit the WebQuest findings to Canvas LMS for the entire group.

How to Share your document with other's using Microsoft
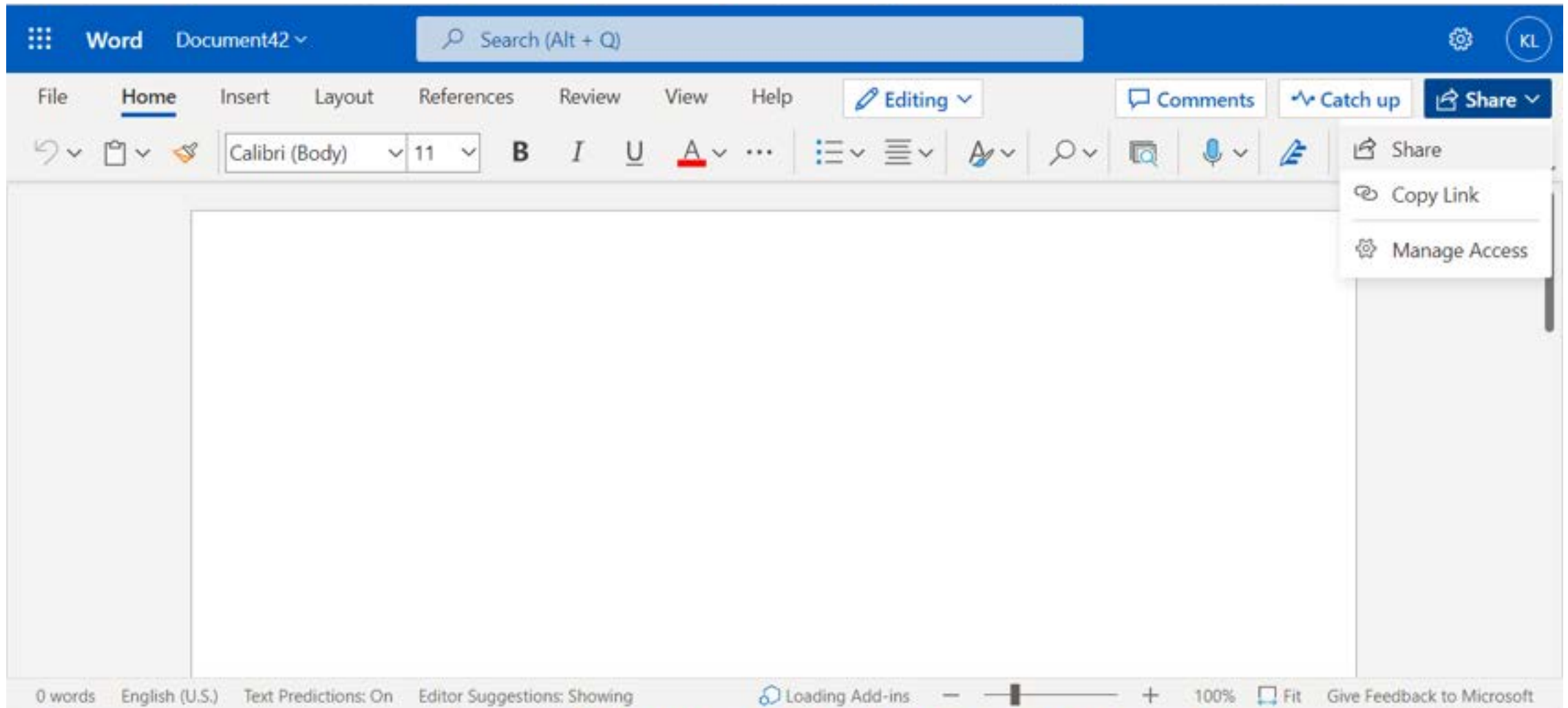
Type in the names of your group memembers

Press on the pencil and select can edit.

MEET EU

an initiative by
UNC-Chapel Hill
University of Pittsburgh
Florida International University

EUROPEAN UNION