ESTABLISHED GOALS	*Transfer*	
	Students will be able to independently use their learning to… **Use the target language to compare notable figures in European Union countries and explain why each is significant.**	
	Meaning	
	UNDERSTANDINGS *Students will understand that…* **Notable national figures reflect the history, culture, or values of a country.**	ESSENTIAL QUESTIONS **What factors determine the significance of a notable figure in a country?** **How do notable figures reflect the history, culture, or values of a country?** **How do notable figures from another country compare with those in my community?**
	Acquisition	
	Students will know… ● **The target language of EU countries** ● **Notable figures from EU countries of the target culture** ● **Vocabulary to defend the significance of national figures and compare with others**	*Students will be skilled at…* ● **Presenting and defending the significance of national figures in the target language**

Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S): **After researching a significant figure in an EU nation, students will present a 1 minute argument as to why that person should be included in a virtual EU Statuary Hall at Experience Europe. They will also rank their classmates' nominees.**
	OTHER EVIDENCE: ● **Written summary of the presentation of another student** ● **Student self-assessment and reflection**

Summary of Key Learning Events and Instruction

Note: These are example activities and resources that are intended to be incorporated in lessons that take place over a series of class periods.

● **Warm-up: Ask students who are the 2 people that represent your state in the National Statuary Hall Collection. Track their responses. Show images of the 2 statues with the names covered and ask again.**

Reveal the identities and give a brief summary of their legacy. You may wish to ask students why those representatives were chosen and if they have stood the test of time.
- **National Statuary Hall Collection**
- **A Walk Through National Statuary Hall** (video)

● **Conversation:** Students chat with a partner about who they would nominate (using should or would constructions) if new candidates are nominated to represent your state. Students share out and explain why they would make that nomination. In a virtual classroom, students can respond to each nomination with an emoji reaction. Cut outs of these can also be provided and held up in an in-person setting.

● **Big Picture:** Explain that in this unit students will nominate candidates for a virtual statuary hall for a country in the European Union that is of the target language.

● **Overview:** Provide a brief overview of the European Union and have students identify the name of countries on the map in the target language. You may wish to have students label a map in the process. Provide students with the remaining country names to complete the map. Color code the nations that are of the target language.
- **EU Aims and Values**
- **EU map**
- **EU official languages**

● **Interpretive:** Students visit the site of Experience Europe; the language of the website can be changed to any of the 24 EU official languages. Students complete a webquest with interpretive questions based on the website. Questions may be asked in English to gauge comprehension or in the target language if appropriate. Sample questions may include:
   - **What is the objective of Experience Europe?**
   - **What are the number of activities that a visitor would do there?**
   - **If it is (x day of the week), for how many hours is the exhibit usually open?**
   - **How would a visitor arrive by (x mode of transportation)?**
   - **What are some of the services offered?**
   - **What are some of the health and safety regulations in place?**
   - **Analysis: How interested are you in visiting Experience Europe? Explain why citing specific evidence from its website.**
   - **Experience Europe Homepage**

● **Goal Extended:** Show students an overview video of Experience Europe. Noting the various interactive kiosks, tell students they will populate a new kiosk for the virtual statuary hall for a target language country.
- **Experience Europe** (video)

● **Preparation:** Students develop a word cloud in the target language as to the characteristics of a strong nominee.

● **Research:** Using the resources and restrictions that you specify, students investigate a prominent figure from the target country whose accomplishments meet the characteristics that the class has determined based on the word cloud. Keep the word cloud visible throughout this process. Tell students to focus their notes on those characteristics, not on writing a biography (Is knowing their parents' names relevant? Is knowing about their burial place important?). You may wish to partner with your library media specialist or follow your school's research guide so that the research is aligned with other classes.

● **Check-In:** At the end of a certain period of time, students share with a partner one fact that makes their person significant; the partner must ask one question. There is a response and then switch. This can be done with a new partner at the end of each benchmark (mid-point / end of class period).

● **Presentation:** Each student prepares a 1-minute nomination speech in which they indicate why their chosen person should be inducted. Provide a rubric based on the requirements of your course: quality of the content, persuasive techniques, pronunciation and fluency, etc.

● **Listening:** During each presentation, students complete a listening guide that evaluates each nominee based on the top-ranked word cloud characteristics. This may follow a Likert scale of a 1 (minimal evidence) to 4 (strong evidence) ranking. Compile the scores to determine who is the most highly-ranked.

● **Virtual Statuary Hall:** All nominees are included in the virtual statuary hall nominee presentation, with the highest ranked being featured (listed first, with a start, etc.). Based on feedback from the teacher and classmates, students can include an image or photo collage on a Google Slide and record their final audio. An alternative program would be to use Flip for each student to create an audio or video

recording featuring images of their nominee; the teacher can then create a show combining all of the recordings together. This can be shared with the class on the learning management software.
  - **Audio Recordings in Google Slides**
  - **Create a Flip Mixtape**
- **Presentational Writing: Once students have access to the slideshows, consider one of the following writing prompts:**
  - **Compare your nominee to another nominee. Explain how they are similar and different in comparison to their accomplishments and their meeting of the definition characteristics from the word cloud.**
  - **Compose an email to a fellow nominee from the point of view of your nominee, requesting to collaborate on a project which would combine the strengths of both.**
  - **Write an appreciation letter to a nominee in which you explain how their life has impacted yours.**
- **Reflection: Students complete a self-reflection or self-assessment on the progress they have made in the presentational mode of the target language and their knowledge about significant people in the target country.**
- **Alternate Activities:**
  - **Use a March-Madness type bracket system in which after every two nominees, one advances based on the class scores until ultimately there is the winner.**
  - **AP language students can complete a 2-minute presentational speaking cultural comparison in which they compare their nominee to someone in their own community (or one of the two current statues in the Capitol).**
  - **At the end of the unit, students discuss with a partner changes they may make to the defining characteristics word cloud based on the presentations.**
  - **Include a mini-lesson on a grammar point that will be useful for students to include in the presentations.**
  - **Pair with a teacher of a different world language to combine online nominee slideshows.**

Source: Jay McTighe & Associates Consulting