

Name: Shawnette Brown		Subject/Grade Level: 3
<b>Unit Title:</b>	<b>Mini-Unit Lesson Plans: Introduction to the European Union (EU) for Third Graders</b>	
<b>Unit Narrative:</b>	This mini-unit will introduce third graders to the European Union (EU). Students will learn about the EU's member states, its purpose, and its similarities and differences with the US government. Students will learn through research and activities to provide exposure and enhance their understanding of the EU.	
<b>Standards:</b>	<ul style="list-style-type: none"> <li>● <b>5.2.4.A:</b> Describe the importance of responsible behavior in school and community settings.</li> <li>● <b>5.3.4.A:</b> Describe the responsibilities and powers of the three branches of government.</li> <li>● <b>5.3.5.D:</b> Identify how government officials are chosen and their roles.</li> <li>● <b>5.4.3.A:</b> Identify how customs and traditions influence world history.</li> <li>● <b>6.3.5.B:</b> Identify ways people use tools and techniques to solve problems.</li> <li>● <b>7.3.5.A:</b> Describe the characteristics of places and regions.</li> <li>● <b>7.4.4.A:</b> Identify how people adapt to and modify their environment.</li> <li>● <b>8.4.5.B:</b> Locate and identify historical places and events in world history.</li> <li>● <b>8.4.4.B:</b> Differentiate between primary and secondary sources.</li> <li>● <b>8.4.5.C:</b> Identify important documents, artifacts, and sites in world history.</li> </ul>	
<b>Objectives</b>		
Through research and engaging activities, the goal is to introduce third graders to the European Union, its member states, its purpose, and its similarities and differences with the US government.		
<b>Big Ideas</b>		
→		
<b>Essential Questions</b>		
<b>Essential Questions:</b>		
→ What is the European Union, and why was it formed? → How does the European Union's government system compare to that of the United States? → What are some significant cultural, historical, and geographical aspects of the European Union and its member states?		

<p>→ How do the customs and traditions of different EU member states influence their cultures and interactions?</p> <p>→ Why is it important to learn about international organizations like the European Union?</p>	
<b>Learning Acquisition and Assessment</b>	
<p>Students will know... (content/concepts)</p> <p>→ Students will know general information about the US government system.</p>	<p>Students will be able to... (skills, performance tasks)</p> <p>→ Students will be able to understand basic information about the European Union and some of the member states on a map.</p>
<p>Formative Assessments</p> <p>→ <b>Lesson 1: Introduction to the EU and My Experience</b></p> <ul style="list-style-type: none"> <li>○ <b>Observation:</b> During the slide presentation and discussion, observe students' engagement and understanding through their questions and comments.</li> <li>○ <b>Exit Ticket:</b> Have students write one new thing they learned about the European Union and one question they still have.</li> </ul> <p>→ <b>Lesson 2: Comparing US and EU Government Systems</b></p> <ul style="list-style-type: none"> <li>○ <b>Group Activity:</b> Monitor group discussions and completion of the compare/contrast table. Provide feedback and clarify misconceptions during the activity.</li> <li>○ <b>Think-Pair-Share:</b> After groups present their tables, have students individually think of one similarity and one difference, pair up to discuss, and share with the class.</li> </ul> <p>→ <b>Lesson 3: Interactive Exploration of the EU</b></p> <ul style="list-style-type: none"> <li>○ <b>Interactive Exploration:</b> Walk around and observe students exploring the EU Kids Activity Portal, noting their engagement and understanding.</li> <li>○ <b>Reflection:</b> After the activity, students share something new they</li> </ul>	<p>Summative Assessments</p> <p><b>Project Presentation:</b></p> <p>→ <b>Objective:</b> Students will create and present a project (poster or PowerPoint) about what they learned about the European Union and a specific member state.</p> <p>→ <b>Criteria:</b></p> <ul style="list-style-type: none"> <li>○ <b>Content Accuracy:</b> The project accurately presents information about the European Union and the chosen member state.</li> <li>○ <b>Research:</b> The project includes information on important places, national parks, language, food, or interesting facts about the member state.</li> <li>○ <b>Presentation Skills:</b> The student clearly and confidently presents their project to the class.</li> <li>○ <b>Creativity and Effort:</b> The project is visually appealing and shows effort and creativity in its creation.</li> </ul> <p>→</p>

<p>learned about the EU with a partner and then with the class.</p> <p>→ <b>Lesson 4: Discovering an EU Member State</b></p> <ul style="list-style-type: none"> <li>○ <b>Research Activity:</b> Observe students' research process, ensuring they find accurate and relevant information. Provide guidance as needed.</li> <li>○ <b>Sharing:</b> Have students share one interesting fact they learned about their country with the class, assessing their ability to find and communicate information.</li> </ul> <p>→</p>	
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>	
<p>Day 1</p>	<p><b>Lesson 1: Introduction to the EU and My Experience</b></p> <p><b>Objective:</b> Students will understand the teacher's personal experience and motivation for learning about the EU.</p> <p><b>Pennsylvania Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>5.4.3.A:</b> Identify how customs and traditions influence world history.</li> <li>● <b>8.4.5.B:</b> Locate and identify historical places and events in world history.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Slides from the teacher's visit to Brussels</li> <li>● Smartboard</li> <li>● World map</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (10 minutes):</b> Show where Brussels is on the map.</li> <li>2. <b>Slide Presentation (20 minutes):</b> Share photos and experiences from the Brussels-Lux Study tour.</li> <li>3. <b>Discussion (10 minutes):</b> Explain the importance of learning about the EU and why the teacher wanted to visit. Allow students to ask questions about the Brussels-Lux Study Tour.</li> </ol> <p>→</p>
<p>Day 2</p>	<p><b>Lesson 2: Comparing US and EU Government Systems</b></p>

	<p><b>Objective:</b> Students will compare and contrast the US and the EU government systems.</p> <p><b>Pennsylvania Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>5.3.4.A:</b> Describe the responsibilities and powers of the three branches of government.</li> <li>● <b>5.3.5.D:</b> Identify how government officials are chosen and their roles.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Compare/Contrast table template</li> <li>● Smartboard</li> <li>● iPad</li> <li>● Markers</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes):</b> Brief overview of democracy and government.</li> <li>2. <b>Instruction (10 minutes):</b> Explain the basics of the US and EU government systems.</li> <li>3. <b>Group Activity (15 minutes):</b> Students will work in groups to fill out a compare/contrast table between the US and EU government systems.</li> <li>4. <b>Discussion (10 minutes):</b> Groups will share their findings and discuss similarities and differences.</li> </ol>
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<p>Day 3</p>	<p><b>Lesson 3: Interactive Exploration of the EU (2 days)</b></p> <p><b>Objective:</b> Students will explore the EU using the EU’s interactive website.</p> <p><b>Pennsylvania Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>8.4.4.B:</b> Differentiate between primary and secondary sources.</li> <li>● <b>8.4.5.C:</b> Identify important documents, artifacts, and sites in world history.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● iPads or computers</li> <li>● EU Kids link <a href="http://europa.eu/learningcorner">Learning Corner (europa.eu)</a></li> <li>● Headphones</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes):</b> Explain the activity and how to use the Interactive website.</li> </ol>
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	<p>2. <b>Interactive Exploration (25 minutes):</b> Students will work with partners to explore the EU Kids Learning Corner.</p> <p>3. <b>Reflection (10 minutes):</b> Students will share something new they learned about the EU with the class.</p> <p>Day 3 Continued/Lesson 3</p> <p>Students will need ample time to explore the Kids Corner and try out the games to learn more about the European Union. This additional time will help their understanding of new content.</p> <p>Learning Games &amp; Activities</p> <ul style="list-style-type: none"> <li>● Europe Better Together</li> <li>● Let's Explore Europe Together</li> <li>● <b>The EU: what's it all about?</b></li> </ul> <p><b> Activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes):</b> Explain the activity and how to use the Interactive website.</li> <li>2. <b>Interactive Exploration (25 minutes):</b> Students will work with partners to explore the EU Kids Learning Corner.</li> <li>3. <b>Reflection (10 minutes):</b> Students will share something new they learned about the EU with the class.</li> </ol>
Day 4	<p><b>Lesson 4: Discovering an EU Member State</b></p> <p><b>Objective:</b> Students will learn about important aspects of a selected EU member state.</p> <p><b>Pennsylvania Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>7.3.5.A:</b> Describe the characteristics of places and regions.</li> <li>● <b>7.4.4.A:</b> Identify how people adapt to and modify their environment.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Research materials (books, internet access)</li> <li>● iPads or computers</li> <li>● Worksheets for notetaking</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (15 minutes):</b> Assign each student or pair a different EU member state. Discuss and review what a capital city is and show them how to find it on a Google map.</li> </ol>

	<p>2. <b>Research Activity (25 minutes):</b> Students will research their assigned country, focusing on important places, national parks, language, food, or interesting facts. The teacher will create live links.</p> <p>3. <b>Sharing (10 minutes):</b> Each student or pair will share one interesting fact they learned about their country.</p>
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Day 5	<p><b>Lesson 5: Presenting Our EU Projects</b></p> <p><b>Objective:</b> Students will create and present a project about what they learned about the EU.</p> <p><b>Pennsylvania Standards:</b></p> <ul style="list-style-type: none"> <li>● <b>5.2.4.A:</b> Describe the importance of responsible behavior in school and community settings.</li> <li>● <b>6.3.5.B:</b> Identify ways people use tools and techniques to solve problems.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Poster boards or computers for PowerPoint</li> <li>● Art supplies (markers, glue, etc.)</li> <li>● Project rubric</li> <li>● Brochure paper</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes):</b> Explain the project requirements and rubric.</li> <li>2. <b>Project Creation (30 minutes):</b> Students will work on their posters or PowerPoint presentations.</li> <li>3. <b>Presentations (15 minutes):</b> Students will present their projects to the class.</li> </ol>
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**Resources and Materials**

	<p><b>Supplemental Activities</b></p> <p>→ <b>Compare-Contrast Table:</b></p> <ul style="list-style-type: none"> <li>○ Create a table with columns for the US and EU, and rows for different aspects of government (e.g., executive branch, legislative branch, elections).</li> <li>○ Discuss as a class and fill in the table together.</li> </ul> <p>→ <b>Google Map Tour:</b></p> <ul style="list-style-type: none"> <li>○ Use Google Maps to create an interactive tour of the EU's significant historical and cultural sites.</li> </ul>
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- o Students will explore different member states in small groups and present their findings.

→ **Hands-On Projects:**

- o Students can choose a PowerPoint or poster to present.

→ **Own Original Projects: Collage, Oral presentation, Brochure, Trifold**

The rubric below will be used to grade the mini-unit project.

**Rubric:**

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>
Content Accuracy	All information is accurate and relevant.	Most information is accurate and relevant.	Some information is accurate and relevant.	Information is mostly inaccurate or irrelevant.
Research	Includes detailed information on multiple aspects of the member state.	Includes information on a few aspects of the member state.	Includes limited information on the member state.	Lacks information on the member state.
Presentation Skills	Clear, confident, and engaging presentation.	Clear and confident presentation.	Presentation is somewhat clear and confident.	Presentation is unclear or lacks confidence.
Creativity and Effort	Highly creative and shows significant effort.	Shows creativity and effort.	Shows some creativity and effort.	Lacks creativity and effort.

**Student Self-Assessment: This can be done via QR code.**

- After the project presentations, have students complete a self-assessment where they reflect on their learning, the research process, and their presentation. Ask questions like:
  - o What did you enjoy most about this project?
  - o What was the most challenging part?
  - o How do you feel about your final project and presentation?
  - o What is one thing you learned that you will remember?

These assessments will provide a comprehensive evaluation of students' understanding and engagement with the mini-unit on the European Union.



## Note-Taking Worksheet: Introduction to the European Union (EU)

### Lesson 1: Introduction to the EU and My Experience

1. Where is Brussels located?

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2. What is the European Union?

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3. Why did the teacher visit Brussels?

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4. Write one interesting thing you learned about the teacher's visit to Brussels.

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5. What is one question you still have about the European Union?

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**Note-Taking Worksheet: Introduction to the European Union (EU)**

**Lesson 2: Comparing US and EU Government Systems**

1. What are the main branches of government in the United States?

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2. What are the main branches of government in the European Union?

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3. List one similarity between the US and EU government systems.

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4. List one difference between the US and EU government systems.

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5. Why do you think it is important to compare different government systems?

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## Note-Taking Worksheet: Introduction to the European Union (EU)

### Lesson 3: Interactive Exploration of the EU

1. Name one new thing you learned about the European Union from the online portal.

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2. What was the most interesting part of the EU Kids Activity Portal?

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3. What is one thing you and your partner found surprising about the EU?

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4. Which EU country are you most interested in after exploring the member states in the EU?

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## Note-Taking Worksheet: Introduction to the European Union (EU)

### Lesson 4: Discovering an EU Member State

1. What country did you research?

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2. List one important place in this country.

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3. What is a famous food from this country?

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4. Write one interesting fact about the national parks in this country.

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5. What language is spoken in this country?

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## Note-Taking Worksheet: Introduction to the European Union (EU)

### Lesson 5: Presenting Our EU Projects

1. What was your project about?

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2. What did you learn while working on your project?

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3. What was the most challenging part of the project?

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4. How do you feel about your final project and presentation?

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5. What is one thing you will remember about the European Union from this unit?

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## Reflection

1. What did you enjoy most about learning about the European Union?

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2. How do you think learning about the EU helps you understand the world better?

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3. What is one topic you would like to learn more about in the future?

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4. How did working with a partner or group help you learn better?

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## EU Member State Worksheet (Student Sample)

This worksheet provides links and information to help students learn more about Italy, one of the European Union's member states. Students can work independently, with a partner, or in groups.

Italy Worksheet: Discovering an EU Member State

### 1. Capital City

Capital City of Italy: Rome

Learn more about [Rome | Italy, History, Map, Population, Climate, & Facts | Britannica](#)

### 2. National Parks

Gran Paradiso National Park

Explore the beauty of Gran Paradiso National Park. [The National Park | Parco Nazionale Gran Paradiso \(pngp.it\)](#)

### 3. Cultural Food

Pizza Margherita

Discover the history of Margherita Pizza.

[Pizza Facts for Kids | KidzSearch.com](#)

### 4. Language: Basic Greeting in Italian

Hello in Italian: Ciao

Learn more Italian greetings [10 Basic Italian Phrases for Kids - From a Mom in Italy - Mom In Italy](#)

[Basic Italian Greetings: Formal and Informal Ways to Greet in Italian \(talkinitalian.com\)](#)

### 5. Interesting Facts about Italy

Fact 1: Italy is known for its rich history and was home to the Roman Empire.

Read more about Italy's history. [Italy | Facts, Geography, History, Flag, Maps, & Population | Britannica](#)

Fact 2: Italy is famous for architecture.

Discover more about Italian architecture and famous buildings.

[https://www.ducksters.com/history/renaissance\\_architecture.php](https://www.ducksters.com/history/renaissance_architecture.php)

Fact 3: Italy is home to the largest number of UNESCO World Heritage Sites in the world.

Find out more about Italy's UNESCO World Heritage Sites.

[Explore Italy's UNESCO World Heritage Sites: A Journey Through History \(italy4real.com\)](#)

Learn about more Italian facts. [Italy facts: check out this beautiful country! - National Geographic Kids \(natgeokids.com\)](#)

## Italy Review Questions

1. What is the capital city of Italy

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2. Name one national park in Italy.

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3. What is a famous Italian food, and where did it originate?

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4. How do you say "hello" in Italian

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5. List two interesting facts about Italy.

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6. What period is Italy known for in terms of art and culture?

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7. What is a UNESCO site in Italy?

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