



EUnited

Teacher Fellows Program

Name: Victoria Mahoney		Unit Plan: Weeks of
		Subject/Grade Level: 5th-6th grades
Unit Title:	Exploring EU cities through Google Earth	
Standards:	<p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p> <p>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p>	
Objectives		
<p>→ Students will</p> <ul style="list-style-type: none"> ● develop research skills. ● develop map/geography skills using Google Earth. ● learn about important places in the world and world history. 		
Key Concepts		
→ Students will create and share a presentation about an EU city through Google Earth.		
Essential Questions		
→ What do students benefit from developing a greater appreciation of Europe.		
Learning Acquisition and Assessment		
<p>Students will know... (content/concepts)</p> <p>→ location of cities in the EU.</p> <p>→ the landmarks associated with an EU city</p>	<p>Students will be able to... (skills, performance tasks)</p> <p>→ research information about an EU city.</p> <p>→ create an artifact showing their research</p>	
<p>Formative Assessments</p> <p>→ Exit Card after Day 1 lesson: Write 5 famous landmarks located in the EU.</p>	<p>Summative Assessments</p> <p>→ Google Project</p>	





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

Day 1	<ul style="list-style-type: none">→ Introduction: The teacher will share their experiences of traveling in the EU through Google Earth.→ Show a map of the EU and remind the students not all countries in Europe are part of the EU.→ Ask the students to name cities in the EU. Write their responses on the board.→ Students will use Google Earth and visit the cities listed on the board.
Day 2	<ul style="list-style-type: none">→ Students will be given time to research and to take notes for their projects. Students will choose a city and research the landmarks and museums in the city.→ Students will use NC Wise Owl for online research. This research tool is a safe, advertising-free environment with age appropriate information and tools.→ The teacher will review the expectations of the project through the rubric.
Day 3	<ul style="list-style-type: none">→ Students will be given time to create their project on Google Earth.
Day 4	<ul style="list-style-type: none">→ Students will share their work with a partner. The partner will review the work and give feedback to the student. The student will edit their work and submit it to the teacher. <p>Main EU-related concepts/activities:</p>
Day 5	<ul style="list-style-type: none">→ Students will be sharing their work in small groups.→ Students will answer the following question after the presentations. Which city would you be interested in visiting and why? <p>Main EU-related concepts/activities:</p>

Resources and Materials

Books/Articles

Worksheets

Social media accounts/other digital resources





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Google Earth Project Rubric

Criteria	Scoring Scale	Comments
	4-Exmplerary 3-Proficient 2-Marginal 1-Unacceptable	
The writing skillfully develops the topic with relevant facts, definitions and concrete details.		
The writing skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension.		
The writing demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions.		

This lesson plan has been created as part of the EUnited Teacher Fellows Program at the Center for European Studies, a Jean Monnet Center of Excellence, at the University of North Carolina at Chapel Hill. The Center for European Studies takes no institutional positions. All views represented within this plan are the author's own

