



EUUnited

Teacher Fellows Program

Name: Holly Kolarova		Unit Plan: 1 week duration
		Subject/Grade Level: Grade 1
Unit Title:	All about the European Union	
Standards:	<p>1.G.1 Apply geographic representations, tools, and terms to describe surroundings.</p> <p>1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.</p> <p>1.C&G.1 Understand how people engage with and participate in the community.</p> <p>1.E.1 Understand the role of basic economic concepts in the decisions people make.</p>	
Objectives		
<ul style="list-style-type: none"> → Understand landforms in relation to the US, Europe and around the world. → Understand how diverse cultures and people shape government and environment. → Understand how individuals work together as a community by making rules, having responsibilities, and solving problems. → Understand basic economics and how the EU coordinates economic development among members. 		
Key Concepts		
→ What does the European Union teach us about cooperation?		
Essential Questions		
→ What is the European Union, why was it created, and what are the important features?		
Learning Acquisition and Assessment		
Students will know... (content/concepts)	Students will be able to... (skills, performance tasks)	
→ Develop map/geography skills	→ Identify where Europe is on the globe, what countries comprise the EU, what are the unique characteristics of individual countries, and how the counties must cooperate with trade and laws.	





<ul style="list-style-type: none"> → Develop vocabulary: cooperation, needs vs. wants, goods vs. services, trade, and culture. → Understand basics of the economy and as it relates to EU. → Investigate one EU member country as part of a team project. 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Cloze notes on graphic organizer to be completed as student learns content each day. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Jigsaw activity-students will each choose and analyze one member country of the EU on a cumulative document to be shared as a whole class.
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
<p>Day 1</p>	<ul style="list-style-type: none"> → Introduction and orientation: The teacher will review the Kindergarten objective in regards to landforms learned last year. This will present an introduction to the seven continents of the world and ocean features in order for students to understand where the US is in relation to the other continents and especially to Europe. → Students review the Seven Continents of the World. Identify where the US is in relation to the other 6 continents. → Stopping at 3:10 of video-explicitly focus on Europe facts such as the Atlantic Ocean and Mediterranean Ocean bordering the continent. The European continent is the 2nd largest continent with ¼ of the world population. → Teacher will draw focus on Europe as a continent and introduce the European Union, identifying which countries are members and what is the basic premise of the EU. → Identify what countries comprise Europe. 50 countries. → Explore which countries of Europe belong to the EU of the 50 countries in Europe. 27 belong to the European Union. → Teacher shares important facts such as the Flag of the EU and the Anthem- Facts #2 and #4 respectively.





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	<p>→ Students can independently Explore what the EU is all about</p> <p>Exit ticket: complete cloze notes for Day 1</p> <p>Main EU-related concepts/activities: While exploring the world as a whole, students learn where Europe is and which countries comprise the EU and basic features.</p>
Day 2	<ul style="list-style-type: none">→ Warm Up-Team Building exercise to discover attributes of cooperation-Human Knot. Students stand in a circle putting their hands in the middle of the circle and grabbing hold of two other hands (not the person next to you). Students will then attempt to unravel the knot to make a circle again. Concepts discussed after the first exercise: What made this exercise difficult? What made it easier? Lead students to the concept of cooperation and working together. Each member has to work together to make the project a success. Point out that this is the concept behind United States and EU member countries. Working together for common goals and purposes-cooperation. The governments of the US and the EU provide framework and laws to make sure cooperation is fair and achievable.→ Teacher will lead a discussion regarding how each country is unique and has differences compared to other countries, the EU promotes cooperation among all of its members.→ To examine students' background knowledge and make a connection, class will review three branches of government for the US. Teacher will show a video for students to know the US government in order to compare it to EU bodies. Local and state governments-if schools have BrainPop access. Branches of government-if schools have BrainPop access.→ Teacher will review the EU important governmental bodies (#15 on this site) to the US bodies.→ Teacher will discuss with students that the US and the EU both are groups of individual states/countries that work together despite their individual differences. In addition, the EU countries especially work together to keep peace and prevent wars.→ Extension: Relate to Ukraine: Discuss with students what they know about Ukraine. It is a small country in comparison to Russia. However, it is a large country with a large population. It is not a part of a team of countries like the EU or NATO. Because of this, Ukraine is alone and does not have a team of other countries to help support and defend it. However, there are people escaping the war and entering EU member states. Teacher will discuss why a small country would want to join a group of countries such as the EU. <p>Exit ticket complete cloze notes for Day 2.</p> <p>Main EU-related concepts/activities: members of the EU work together to make everyone successful, improve the economy, and to keep peace.</p>
Day 3	<ul style="list-style-type: none">→ Each of the EU countries has goods to trade that other countries may need. Therefore, the individual countries are interdependent. This can be positive and it can cause conflict.→ Students will understand the basic concepts of economics through exploration of concepts of goods and services, needs and wants, and trade.→ Students review Needs and Wants explained





	<ul style="list-style-type: none">→ Students view and discuss Goods and Services→ Students examine What is trade? <p>Additional teacher resources about economics: Needs and Wants-BrainPop. Needs vs. Wants-Flocabulary.Goods and Services-BrainPop</p> <ul style="list-style-type: none">→ Teacher will remind students that the EU became a group to help provide safety and peace, but also to help each other economically. The EU wanted to get rid of obstacles that kept them from trading with other countries such as taxes on goods and border checks. They have a common market which allows free trade so that everyone benefits and it functions like the EU was one big country-much like the states.→ Class discussion: Some member countries have larger populations while others are less populated. Some countries have more resources to share with other countries. <p>Exit ticket: Complete cloze notes for Day 3. Defining vocabulary terms.</p> <p>Main EU-related concepts/activities: What is trade between countries? How does it solve problems and improve the economies of all members of the EU.</p>
Day 4	<ul style="list-style-type: none">→ Class discussion: While the EU member countries all cooperate together, they each have unique cultural practices and traditions in local communities and as a country. What does culture and tradition mean?→ Students learn basics of What is culture?→ Teacher will review concepts from video with students defining culture as how a group of people live and what they like to do, including concepts such as: food, clothing, religion, language, and holidays. <p>Exit ticket: complete cloze notes for Day 4.</p> <p>Main EU-related concepts/activities: All member countries bring their individual cultures, values, and traditions to the EU. However, they also form common goals and purposes as a team in the EU to make all members successful.</p>
Day 5	<ul style="list-style-type: none">→ Summative: Students will culminate their learning by each choosing a different EU country to present to the class. Students have learned about Europe, the European Union and its features, will independently research on country, then collaborate with their classmates to learn about other member countries.→ Using this website (and others from the previous lesson), students will click on and review the data for the EU country chosen completing this Jigsaw activity→ Additional website for learning about EU countries.





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	<p>→ Each student's completed country research will be displayed around the room as a gallery walk. Show with a label and/or arrows on a European map, where the student's country is located. Students will choose 2 other countries to compare to their own.</p>	
Resources and Materials		
Books/Articles	Worksheets	Social media accounts/other digital resources
<p>→ A short guide to the Euro</p>	<p>→</p>	<p>→ Extension Activities-EU Passport</p> <p>→ How to teach children about EU</p> <p>→ We are all connected-globally</p> <p>→ Other unifying alliances or groups. What is NATO? What is the UN? Global Goals of the UN Sustainability</p> <p>→</p>

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