



EUUnited

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-Exemplary 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.		

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