



BETHANY

LUTHERAN COLLEGE

Instructor's Name: Rachael Heidorn

Subject : Geography

Grade: 8th

Title of Lesson: European Union

Standard(s) the Lesson will Address: Type out the source, number, and the text of the [standard \(s\)](#) addressed in this lesson

8.1.5.13.1 Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual. Government and society.

Objective:

Students will be able to experience the forces that unite and divide members of the European Union.

Learning Target: I understand what the European Union is and describe the advantages and disadvantages.

DIFFERENTIATION (if applicable) and ACCOMMODATIONS:

NA

Materials Needed:

- Masking Tape
- Student Handout A (one set)
- Student Handout B (one for each student)
- Student Handout C and E (four sets)
- Student Handout D (8 sheets)

Vocabulary:

Academic:

- Centrifugal Force: a force that divides people and countries
- Centripetal force: a force that unites people and countries
- Common Market: a group of countries that acts as a single market, without trade barriers between member countries.
- Supranational Cooperation: a form of international cooperation in which countries give up some control of their affairs as they work together to achieve shared goals.
- European Union

Content:

- Europe
- Union
- Countries
- Currency
- France
- Italy
- Belgium
- Portugal
- Poland
- Germany
- Spain
- United Kingdom

Anticipatory Set:

Have a cartogram taped on the floor in scale of Europe and the EU countries. Have Handout A, C, E, D on the groups of desks. The handouts are cut out and ready in a manila envelope. Keep the euro in the bag.

As they are coming in, let the students ponder what we are going to do.

Once everyone is here, ask them what they think we might be doing.

Tell them, “Today we are going to travel through Europe and purchase bumper stickers before the EU was formed.”

Each square foot represents 2 million people.

Have the class divide into 8 groups. Give each group two country cards. One goes in their country cartogram square and one goes in front of the desks that were placed in front of their square. Have them decide where the card should be placed on the cartogram. Place a copy of Student Handout C, D, E, and a pencil on the desks for each country.

Input: (SCRIPTED)

Day 1: 45 minutes

“Thinking about the smaller countries, what is the biggest disadvantage for them?”

Pass out Handout B

“You are now citizens of (insert country) and you are going to experience what it was like to be a customs agent, currency exchangers, merchants, and tourists before the EU.”

Assign roles for each group. One person will be the customs agent. They check passports of tourists who enter their country, making sure each says “hello” in their country’s language. They then initial a box on the student’s passport.

Assign one person as the currency exchanger. They determine how many coins are needed for each exchange.

Model how this exchange will look before they do it themselves.

Assign one student the merchant. They sell the bumper stickers. Each sticker costs one of that country’s currency coins. The coin the student got from the currency exchanger will go to the merchant.

The rest of the students are tourists. They will take their passport to however many countries they can get to, to purchase a bumper sticker. They have to first go to the customs agent, then the currency exchanger, then the merchant.

The tourists are first to buy a bumper sticker from their own country.

Continue this for 5-10 minutes depending on time.

Ask, “What could we do to make this less ridiculous?” Tell them you are looking for three things that could be done differently.

- Eliminate passports
- Allow any language to be spoken
- Use common currency

Collect the passport sheets for you will need them again. Or if they are responsible instruct them to bring them back tomorrow.

Day 2: 45 minutes

“What was so annoying about yesterday’s activity?”

“What three things did we decide would make travel and purchases between countries easier?”

Pass out or tell the students to take out their passports. Instruct them to write EU Citizen over their original description.

Have money on the desks. Belgium, France, Germany, Italy, Portugal, and Spain need 8 Euros. The UK and Poland needs 24 pounds and zlotys.

The students are to sit at the same country as yesterday.

Explain that we are going to do the same activity only today the EU is formed. Most of the countries use the Euro to purchase today.

Assign roles. There are no customs agent anymore because the EU does not require passport checks when traveling through Europe.

The tourists will now be a currency exchanger or a merchant. The merchant, currency exchanger, and customs agent will be tourists.

Tourists can speak in any language that they choose.

While the students are playing the game, have the “European Anthem” playing. This is Beethoven’s “Ode To Joy”. The song symbolizes unity among the countries.

Closure: (SCRIPTED)

“So what made today’s vs yesterday’s activity easier?”

“The European Union was established to unite those countries. Do you think it worked?”

“We are going to talk more about the disadvantages tomorrow.”

Reflection

1. As I reflect on the lesson, to what extent were students productively engaged?

Day 1:

First of all having 5 different sections of the same lesson makes the answer to this question different every class period. For the most part, the students were engaged, especially during the actual activity. I had to get them quiet during the instructions many times.

Day 2:

Today needed a lot less instruction so it was easier to get their attention, then jump right into the activity. I still have a hard time getting them quiet but I'm taking the advice my host teacher is giving me and trying it out.

6. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?

Day 1:

This lesson simply needs practice. There are a lot of instructions and each class period, I got better at explaining them. I wouldn't change anything about the actual activity just the way I delivered. Sometimes I would forget an instruction and Mr. Nelson had to chime in.

Day 2: Executing the instructions today went a lot smoother. I wouldn't change anything about the activity.