



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 describe the forces that unite and divide countries in the European Union politically, economically, and culturally

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

DIFFERENTIATION (if applicable) and ACCOMMODATIONS:

For 7th hour, there are 6 special education students. Continue to check for understanding as you move through the lesson and allow them to leave with the para when homework is assigned.

Materials Needed:

- TCI book
- Student Packet

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

Pre-Assessment Plan (if any):

The students were assigned to read section 14.3 and fill out page 3 in their packet. They should be ready to discuss.

Anticipatory Set:

“What have we learned so far about the EU?”

Input: (SCRIPTED)

Have a T-chart up on the board. On the left side write ‘centripetal’ on the right side write ‘centrifugal.’

Go through section 14.3 and pick out the key factors that united the countries and the key factors that divided the countries.

Centripetal: common market, common currency, and trade bloc.

Centrifugal: disagreements on how money should be spent, cost of living lower in other areas, concern for job loss, not everyone adopted the euro.

As you fill out the t-chart, have them check their answers on the worksheet and discuss answers they had given.

Ask if one side outweighs the other.

Read section 14.4 with the students. Ask for volunteers, do not make anyone read.

Go through packet page 4 with the students

Draw another t-chart on the board with centripetal on the left and centrifugal on the right.

Centripetal: come together to work on common issues like the environment, EU citizens can work in any EU country, can vote in EU elections, and EU governments strives to strengthen Europe's role in the world

Centrifugal: countries have to give up some power, they do not always agree with, lose of national identity,

Assign 14.5 and page 5 in packet.

Closure: (SCRIPTED)

“We have talked about what economic factors unite and divide Europe and about the political factors that unite and divide Europe. I want you to read and fill out page 5 in your packet to find out what cultural factors unite and divide Europe.”

Reflection

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

The students were very engaged! There were times that I had to get them to be quiet but it was constructive chatter for the most part. Hour 3 was a little more counterproductive but I think I did my best to get them on task again.

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?

Some students are simply sitting there and I know they are not reading with me. There is one student who I know is looking at other things on her Ipad and sits sideways where I can't see what she's doing. Next time I will have her sit facing forward so I can redirect if she is off-task.