

Teaching the EU Toolkits Middle Grades Lesson Plan 1.B Who are the Europeans? Variety of Languages and Cultures

Objective: Students will be able to... Name the different languages spoken in the European Union and analyze why it would be beneficial to speak more than one language.

CCSS Standard(s):

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Materials needed:

Blank Map of Europe

Who is in the EU Map

Cube Template

Second Language [Infographic](#)

Agenda:

Students will complete an Internet research scavenger hunt in which they must find the language(s) that each country of the European Union speaks and fill it in on a map. This will provide geographical context for which languages are spoken primarily in certain regions.

Students will then learn how to say “hello” and other basic terms in each language, and they will then create a country cube (a cube with the names of the different countries of the EU) to roll as a dice for a game. Students will start with the cube template, on which they will write the names of six different countries of the EU. Since there are more than six countries in the EU, each student’s cube will be slightly different; this is preferred. Students will cut out the cube and then use tape or glue to assemble their cube with the designated tabs.

Students will then get into pairs or small groups to play a game with their cubes. One person will roll their language dice. The first person to say a word in the (a) primary language spoken in the country designated by the roll of the country cube gets a point. Students will then go in a circle rolling their country cubes and will play until someone gets to a designated amount points or for the amount of time allotted.

To close, students will complete a journal entry reflection on the benefits of knowing multiple languages. Teacher may present infographics about second language statistics in Europe and discuss that most students in Europe learn another language beyond their first language. Class may discuss the potential benefits of knowing another language, including multiple ways of understanding a topic and greater breadth of communication with different peoples.

Journal prompt:

Why would it be beneficial (helpful) to know more than one language? In what ways might a variety of languages help us to understand better?

Conclusion: Europe is an expansive region with many people whose lives look different from each other. There is not one “right” or “normal” way to be or look as a European.

Additional resources:

[Hello pronunciation guide](#) for languages of different European countries