

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Erica Smiley		Unit Plan: Weeks of October (1 lesson per week)	
		Subject/Grade Level: 4th Grade AIG	
Unit Title:	EU Countries		
Standards:	4.C&G.1 - Civics & Government of NC/ 4.E.1 - Economics of NC/ 4.G.1 - Geography & Migration in NC		
Objectives			
→ Students will research and learn about EU countries and how they compare in different ways to North Carolina/United States and then create a “lantern” project to display for school.			
Big Ideas			
→ Students will see similarities and differences that connect the US, and specifically NC, to European countries and learn about these countries as well.			
Essential Questions			
→ What are the similarities between the US (and NC in some cases) and countries in the EU?			
→ What are the differences between the US (and NC in some cases) and countries in the EU?			
→ What are some basic facts about a specific EU country?			
Learning Acquisition and Assessment			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
→ Specifics about one EU country and how it compares to NC and the US		→ show their learning through a lantern project that displays it in windows	
Formative Assessments		Summative Assessments	
→ Each week, there will be a “pane” to research and fill out (this will be a template that I provide)		→ “Lantern” that will be displayed in the library showing the learning for each country	
Learning Activities (6 weeks – 1 lesson per day): Lesson introduction, body, and closing			
Day 1	<p>→ Students will get an introduction to the lesson and then we will look at a map of the EU countries together, with a question and answer session to gauge prior knowledge.</p> <p>→ Students will then be able to pick a country from the list of EU countries provided and researched off of this website- for their first “pane” will have the name of their country and a flag to color on the outside, then on the inside, there will be basic information in bulleted format (Capital, Official Language(s), Population, Area in kilometers, Currency) and compare that to the United States with this website</p>		
Day 2	<p>→ After demonstrating to students how to find the specific website for the country they are researching, students will work on the second pane, this time with a map on the outside (I will print these based off their choices from week 1) which they will color and label where the capital is located</p> <p>→ Students will fill in the inside pane with information about the government of their chosen country and the US government (I will model how to find this information for them using a country that no one has)- information will include name of type of government, name of head of state and other important leaders, as well as an area to compare and contrast them with the US - on this panel it will also show how many states are within their chosen country compared to the US</p>		

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Day 3	<ul style="list-style-type: none"> → Students will work on the third pane which will have places to put pictures of the geography and landscape of their chosen country (printed pictures or drawn) → Students will fill out the inside by filling out information about the economy of both their selected country and NC to see how they compare - information will include main import and main export, where the majority of their exports go and where the majority of imports come from, and what the main industry is in the country/state - pictures of each will be added as well
Day 4	<ul style="list-style-type: none"> → Students will work on a fourth pane which has the entire continent of Europe with their country colored and labeled within it. → Students will fill out inside of the pane about the history of the country using the Britannica Kids website but under the “student” reading level, including when they joined the EU
Day 5	<ul style="list-style-type: none"> → Students will work on the fifth pane that will have at least two printed pictures of cities within their country and a caption about what the picture is showing with it. → Students will fill out the inside of the pane about tourist information - this will include major cities and at least 2 things to do in each, outdoor activities that are available, and popular food and drinks.
Day 6	<ul style="list-style-type: none"> → This final day will be about finishing any panes they have not finished and putting them together. This will be done with extra paper and popsicle sticks. The five pieces of paper will be put together to make a five-sided box and then hung with string from all corners so that when displayed, observants can step inside and have their heads reading what is on the inside of the lantern.
Resources and Materials	
	<ul style="list-style-type: none"> → Any day that a student finishes early, they will be encouraged to play a game on the EU site listed here → Websites are hyperlinked in the lesson plan → Popsicle sticks, glue, and string will also be provided

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