



ELL Adaptation For The Impact of the European Union

Students investigate the history, cooperative goals, and global impact of the European Union.

Author
Grade Level
Duration

Barb Stout
8 and High School
3 class periods

ELL Adaptation by

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SIOP Elements

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

TESOL Standard(s)

ESL: English For Content

Through The Use Of ESL Methodologies, The Student Will:

EFC-A. Create, read and interpret visual information relating to science, social studies and math.

A1. Draw and label maps.

EFC-C. Compose in a variety of forms.

C5. Write reports using Math, Science, and Social studies target vocabulary.

Arizona ELP Standards

Stage IV

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) periodicals for a specific

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purpose.

Stage IV

Basic

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:

B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.

B-4: writing a paragraph using expressive and descriptive words that convey the intended meaning.

Overview

From its post World War II beginnings, the European Union has evolved from the European Economic Community to a vital 27 member trade organization and solid vehicle for socio-political cooperation. The E.U. has become a dynamic force to be reckoned with in the arena of international trade and global politics. It is essential that Americans understand the significant role this organization plays in unifying and strengthening the nations of Europe, as well as the ramifications, the EU poses for the rest of the world.

Key Vocabulary

Goal – the desired result from your effort

European Union (EU) - A group of countries in Europe who share common ideas about economic trade and politics

Currency - A type of money used in a country

Cooperation - The act of getting along with one another

Impact – effect

Member - Being part of a group or unit

Additional Materials Needed for ELL

- 15 assorted puzzle pieces in baggie
- Graphic organizer I and III for writing assignment
- Writing prompt I and III

- European Union Organization Checklists for I and III

Procedures

SESSION ONE

1. State objectives of lesson verbally and have it written on chalkboard. (**Application: Linked to objectives, Integrating Processes: Listening**)

2. Hold up baggie of puzzle pieces and ask ***“How can we make these puzzle pieces into one?”*** Ask several students for oral answers. ***Do the puzzle pieces change after being put together? Why? Why not?*** After that, explain that just like these puzzle pieces fit together, so did several countries in Europe. ***Can you think of any other examples of countries/states joining together?*** Again solicit students for oral answers. (**Preparation: Links to past learning; Application: Promotes engagement, Grouping: Whole class instruction, Integrating Processes: Listening, speaking**)

3. Introduce key vocabulary words on overhead. Ask ***“Does anybody know what some of these words mean?”*** Seek answers from a variety of students and then instruct students to copy down definitions of words on their own paper. Pronounce each word correctly and read the definition. Try to explain it in more than one way using body language if possible. For the vocabulary word currency, you could hold up a coin and bill to show the students. (**Scaffolding: Comprehensible input, guided practice, Application: Promotes engagement; Preparation: Links to background, Integrating Processes: Listening, speaking, reading, writing**)

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5. Explain that the notion of a “United Europe” has emerged in the formation of the European Union. Make a comparison of the United Europe to the United States. Have the students go to http://europa.eu/about-eu/basic-information/index_en.htm and read the paragraphs on basic information. Reinforce the vocabulary words to assist in comprehension. **(Scaffolding: Comprehensible input, Grouping: Whole group)**

Pass out the Graphic Organizer I or III based on your student needs. Have the students re-read the paragraphs on the website and locate the answers to: How many countries are members of the European Union (EU) and What is a goal of the European Union (EU)? Share answers aloud so all students can complete these questions. **(Integrating Processes: Reading, Writing, Speaking, Listening)**

Now have the students go to http://en.wikipedia.org/wiki/European_Union and find out: When did the EU begin? Again share the answers with the whole class. Pass out the EU map with countries labeled. Have the students use <https://www.cia.gov/library/publications/the-world-factbook/geos/ee.html> to color in the member countries of the EU and the candidates (applicants) on the map. **(Grouping: Whole group; Integrating Processes: Listening, Speaking; Scaffolding: Comprehensible input)**

SESSION TWO

You may want to assemble into small groups and allow them to work together.

1. Distribute the European Union writing prompt **(Preparation: Strategies used)** to students. Emphasize that the questions and answers on the European Union content graphic organizer must be addressed in the writing assignment. Discuss and clarify the criteria listed in the European Union organization checklist/report assessment. **(Scaffolding: Guided practice; Integrating Processes: Speaking, reading, listening)**

Have students finish the writing assignment and the map on their own. **(Scaffolding: Independent practice; Integrating Processes: Listening, reading, writing, speaking)**

Assessment

The ELL student report is to be graded in the areas of:

- 1) Ideas and Content,
- 2) Organization]

A score of 3 or higher on the 6 Trait Writing Rubric indicates mastery level for each writing trait.

(Assessment: Written and individual assessment)

Sources

Wikipedia entry on European Union
http://en.wikipedia.org/wiki/European_Union

Official website of European Union
http://europa.eu/index_en.htm

CIA World Factbook
<https://www.cia.gov/library/publications/the-world-factbook/geos/ee.html>