

Title of Lesson Plan: European Integration: Who and Why?

Grades: French IV or V IB students (juniors or seniors) under IB theme "Groups."

Note: All activities are in French, or other target language.

Description:

Students will use Internet and EU publications pre-ordered by teacher to research relevant facts about one of the 25 EU member countries. Students will make a ten-minute presentation to the class and prepare a one-page fact sheet to be copied and distributed to classmates. Based on the research, each student in the class will present the pros and cons for his or her country joining the EU.

In an upper-level language classroom, all research and presentations will be in the target language. Language points stressed and reinforced by the teacher would emerge from the topic (e.g. prepositions with countries, use of passé simple to relate historical events, special vocabulary, etc.)

NOTE: This lesson plan could also be used as an introduction to a semester class on the European Union. Later, students should be linked to an adolescent in the country researched via email or, if possible, classes linked through videoconferencing.

Time:

Both research in the computer lab and presentations will take only a portion (30-40 minutes) of about ten 90-minute blocks.

Objectives:

To learn about the history of European integration through research and imaginative identification with a citizen of one of the 25 member countries.

Materials Needed:

Computer lab

Large outline map of Europe, drawn by students

Puzzle piece countries

Blank 10 foot by 1 foot paper for timeline

Directions:

A. Brief History of European Integration

Teacher will lecture on EU background or show video *The New Europe*.

B. Student Research

Each student will complete research on one country, using Internet and EU publications.

Presentations will include, but not be limited to:

Brief history of the country, especially after 1850

Principal religions
Official and other languages
Type of government
Economic situation (wealth, agricultural products, industry, exports, economic challenges)
Currency in 2006, and plans (if any) to adopt the Euro
System of education
An interesting aspect of the country the student did not know previously
Advantages and disadvantages of joining the EU

C. Student Presentations

Presentations by students will be 8-10 minutes long, with three country presentations scheduled per block, in order of admission to the EU. In addition to the oral presentation, each student will:

1. Prepare a concise one-page “profile” of his or her country, with the flag and facts researched, for distribution to class.
2. Paste pre-cut “puzzle piece” of his or her country on the outline map. Countries should be color-coded according to admission dates. For example, the six original member countries could be blue, while Denmark, Ireland, and the United Kingdom (1973) could be red.
3. Place the country’s admission date on the time line.
4. Prepare ten trivia questions to be used in a class-developed board game for informal assessment.

D. Round Table Discussion

As a class, students will discuss answers to the following questions:

What were the main motivations for your country to join the EU, and thereby relinquish a portion of its sovereignty?

What were the drawbacks considered?

As part of the discussion, have students note similarities and differences in their countries’ motivations and attempt to group themselves according to shared interests.

Assessment:

Presentation, fact page, and participation in discussion could be evaluated for formal assessment. Class-developed game could be used for informal assessment.

Standard Course of Study:

This lesson plan fulfills many of the goals under the umbrella headings “Community” and “Connections.” For the IB Program, it would fall under the theme “Groups.”

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