

Title of Lesson Plan: What Can Third Graders Learn About Cooperation From the European Union?

Grades: 3

Time: Three 50-60 min. instructional blocks

Objectives: Students will explore the reasons the EU began and identify the lessons they can apply to group work in the classroom.

Materials: “Let’s Explore Europe!” published by the European Commission and can be found at <http://ec.europa.eu/publications> (A class set of the booklets can be ordered free from the website.)

First Step-Tell Ss they will be working in cooperative groups frequently throughout the school year. They need to understand *why* working in a group is important and *how* to work effectively in a group. They will study the EU to understand the *why* and *how* of group work. They are to write a chart in their journals with two headings: “Why Work as a Group?” and “How to Work in a Group”.

Second Step-Each student is given “Let’s Explore Europe” and is to preview the booklet for 5 min. Locate Europe on the map and discuss its location and the fact that it is one of the seven continents. Teacher reads aloud on pg. 31-35 while Ss follow along. Then discuss the reasons the EU formed. Ss are to write the reasons in the chart in their journals.

(Steps 1 and 2 will take 50-60 min.)

Third Step-Review what was learned in the previous lesson. Then teacher reads aloud pgs. 36-38. Tell Ss they are to listen for *what* the EU does. Then lead a discussion guiding the Ss to make connections between the work of the EU and their own class work in groups. (Guide Ss to notice the attitude of EU members-*They work for the common good of the group.* They are to write their findings in their journals.

Fourth Step- Teacher will read pgs. 42-43 while Ss read along. Ss are to listen for the following words; **fight, argue, discuss, and vote.** (Before reading, discuss which of the four words are probably helpful in group work and which ones are not helpful. Ask Ss to predict which words they think they will see in the selection.) After reading, discuss if the predictions were correct. Emphasize how the EU handles disputes-do they go to war or discuss issues? Ss are to write findings in their journals.

(Steps 3 and 4 will take 50-60 min.)

Fifth Step- Review previous two lessons. Lead a class discussion about what makes group work effective, drawing from the EU example. Ss list ideas and rules on the board. Then Ss are to work in groups of 4-5 to list their own rules to make a group effective. Each group may share their lists and ideas with the class.

(These lessons would lead to a fourth lesson where “Cooperative Group” learning would be formally introduced and practiced. The three EU lessons are to be used to lay the foundation for effective group work while also broadening the Ss background knowledge of other cultures.)

Assessment: Group participation and journal entries would be evaluated.

Extension: Ss explore the website www.europa.eu for more information about the EU.

Social Studies Competency Goal 1 (1.01, 1.02, 1.03, 1.05), Goal 4 (4.01), Goal 5 (5.06,)

Language Arts Competency Goal 2 (2.01, 2.02, 2.03, 2.05,) Goal 3 (3.01)

General-School wide Character Education

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