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| **Unit 4****Europe****World Geography** |         [**Learning Plan (Activities)**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#learn)* [**Assessment Resources**](https://blackboard.stpsb.org/bbcswebdav/institution/ccss/ss/world_geo/res_w_geo/assessments/geog_assess_main.docx)

        [**Course Resources**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/ss_geog_course_res/ss_geog_course_res_main.htm)        [**Scope & Sequence**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/res_curr/timelines/ss/wldgeo_ss_time.doc)        **State Testing Resources** |
| **Unit Length and Description:****Mr. Catolos** This unit focuses on examining the physical and human geography of Europe in order to understand how physical and human geography have shaped human settlement, economic development and influenced the development and expansion of the European Union. |
| **Standards:****GLEs:** WG.1.2, WG.1.4, WG.2.2, WG.2.4, WG.3.1, WG.3.2, WG.3.3, WG.4.1, WG.4.2, WG.4.3, WG.4.4, WG.4.5, WG.5.1, WG.5.3, WG.5.5, WG.6.3 **CCSS:** RH.9-10.2, RH.9-10.4, WHST.9-10.4, , WHST.9-10.9 , WHST.9-10.10 |
| **Enduring Understandings:**        Where you live influences how you live.        The movement and migration of people and ideas affects the past, present, and future.        Maps reflect changes in political and economic power.        Economic systems are structured to meet the needs and wants of different societies. | **Essential Questions:**        How does where people live influence how they live?        Why do people move? How does movement affect existing communities? How does it affect new communities?        What stories do maps tell? What makes places unique and different? How do maps reflect history, politics, and economics?        How do economic systems affect your life and the lives of others? |
| **Academic Vocabulary:**Plate tectonics, push/pull factors, refugee, developed country, developing country, market economy, command economy, traditional economy, mixed economy, interdependent |
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| **Learning Plan:**[**Activity 1:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson1)**European Vocabulary**[**Activity 2:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson2)**Mapping Europe**[**Activity 3:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson3)**Time Zones in Europe**[**Activity 4:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson4)**European Climate Regions**[**Activity 5:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson5)**Natural and Human Processes in Europe**[**Activity 6:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson6)**European Migration Trends**[**Activity 7:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson7)**Cold War and Historical Maps**[**Activity 8:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson8)**Economic Systems and European Union**[**Activity 9:**](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/u4a.htm#lesson9)**Unifying Characteristics of European Regions** |
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| **Activity 1** |
| **European Vocabulary****CCSS: RH.9-10.4**Throughout this unit, have students maintain a *vocabulary* *self-awareness chart*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Provide students with a list of vocabulary terms such as fjords, polder, refugee, immigrant, developed country, developing country, standard of living, gross domestic product, per capita income, market economy, command economy, mixed economy, traditional economy, independent, and interdependent. Have students complete a self-assessment of their knowledge of these concepts using the provided *vocabulary self-awareness chart*. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit students will refer to this chart to add information as they gain knowledge of these map-related terms. The goal is to replace all the question marks and minus signs with a plus sign. (See the Vocabulary Self-Awareness Chart BLM and sample below.) Students will use the completed chart as a study guide for their unit exam or vocabulary quiz.  |
| **Activity 2** |
| **Mapping Europe****GLEs: WG.1.4** **Materials List:**  * [Mapping Europe BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/res_u4/ss_geog_u4_mapping_eur_blm.doc)
* [Outline map of Europe](http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf)
* [Physical map of Europe](http://www.geoatlas.com/medias/maps/continents/europe/e007uyr601e/europe_phy.jpg)
* [Political map of Europe](http://www.youreuropemap.com/europe_map_political.gif)
* [Land Use and Resource map of Europe](http://static.ddmcdn.com/gif/maps/pdf/EUR_THEM_LandUse.pdf)

  Using physical and political maps of Europe in the textbook or other reliable sources, students should label the countries, major landforms, and major waterways on their outline map of Europe. A list of map items may also be found on the Mapping Europe BLM (see sample below).

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| **Countries** | **Countries** | **Major Landforms** | **Major Waterways** |
| Albania | Liechtenstein | Scandinavian Peninsula | Thames River |
| Andorra | Lithuania | Iberian Peninsula | English Channel |

 Discuss with students the variety of landforms found within Europe: plains, peninsulas, mountains, fjords, plateaus, marshes, polders, rivers, and lakes. Divide the class into four groups representing an area in Europe (Northern, Southern, Eastern or Western). Using the completed map and Europe land use and natural resource maps, the group will hypothesize about each country in their assigned region’s economy, standard of living, and settlement patterns (i.e., why people settle in the areas to which they migrated). Students should record their hypothesis in their *learning logs*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Hold a guided discussion to elicit students’ responses and correct student misconceptions. |
| **Activity 3** |
| **Time Zones in Europe****GLE: WG.1.2****CCSS: WHST.9-10.4** **Materials List:**  * [European time zone map](http://www.timetemperature.com/time-zone-maps/europe-time-zone-map.gif)
* [Political map of Europe](http://www.youreuropemap.com/europe_map_political.gif)
* [European Time Zones BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/res_u4/ss_geog_u4_eur_timezones.doc) ([answers](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/res_u4/ss_geog_u4_eur_timezones_ans.doc))

 **Multimedia Resource:** * Discovery Education video segment- [Earth Rotates](http://app.discoveryeducation.com/player/view/assetGuid/3A87A5EF-BFEB-417B-A22D-4C6B9A65F6B5)

 Guide students in evaluating time zones and distances in order to assist them in developing a sense of spatial relationships. Review time zones with the students using a time zone map. Discuss the location and importance of the prime meridian and the International Date Line. Discuss the relationship between lines of longitude and time zones. Have students complete the European Time Zones BLM (see sample questions below). * How many time zones are there in Europe?
* For every 15° of longitude there is a difference of how much time?
* What is the line of longitude at 0° called?

 Next, have students use the map scale on a political map of Europe to calculate distances between the European cities. Model how to use scale for students before allowing them to practice the skill alone. Put students into groups and have them use the *text chain* strategy (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). On a sheet of paper, ask the first student to write the opening sentence of a *text chain*describing a starting location (city) in Europe. The student should state a fact about the chosen city. *(Many people visit London, England to see Big Ben.)* The student will then pass the paper to the student sitting to the right, and that student will write the next sentence in the story. This sentence must include a mode of transportation and the speed they believe it travels. *(The most common mode of transportation leaving London is the airplane which travels at 500 MPH.)*The paper will be passed again to the right of the next student who will write a third sentence of the story. This sentence should include a travel destination in Europe and an attraction to visit there. *(Many tourists visit Rome, Italy because they want to see the Coliseum.)* The paper is then passed to the fourth student who must use the information to calculate the distance between the starting city and final city, using a map scale, and determine the time it will take to get there using the provided mode of transportation. Each student in the group will start a text chain and pass it to the person next to them so that all students are simultaneously writing on someone’s text chain at any given time. Gather the class back together. Solicit observations from each group and discuss their *text chains* with the class. Compare student writings. Some teacher guidance may be needed. Be sure to discuss with students how traveling to other continents would have impacted this activity as well as the impact of the International Date Line on travel. |
| **Activity 4** |
| **European Climate Regions****GLEs: WG.2.2, WG.4.2****CCSS: WHST.9-10.10****Materials List:** * [Physical and Human Characteristics of Europe BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/res_u4/ss_geog_u4_phys_human_char_blm.doc)
* [world map](http://www.worldmapsonline.com/images/KP/klett_extra_large_world_political_lg.jpg)
* [Vancouver and London climate graphs](http://www4.uwsp.edu/geo/faculty/ritter/geog101/textbook/climate_systems/marine_west_coast.html)
* Supplemental Activity- [Constructing/Interpreting Climate Graphs](http://images.nationalgeographic.com/wpf/media-live/file/martha-5-graph-climate-cb1288399317.pdf)

 **Multimedia Resource:*** Discovery Education video segment- [Climate](http://app.discoveryeducation.com/player/view/assetGuid/618FF699-0BD1-4A6C-96A1-957BB730436A)

  **Part 1: Climate Graphs**Demonstrate how to read and analyze climate graphs for students. The supplemental activity in the Materials List gives students the opportunity to construct and interpret climate graphs. Please note that the Climate Zone map link in the supplemental activity is not active, but the map can be found [here](http://oceanservice.noaa.gov/education/pd/oceans_weather_climate/media/climate_zones.swf). Tell students to find Vancouver, British Columbia and London, England on the world map in their textbook. Students should notice these two cities are located close to the same line of latitude. Have students hypothesize the similarities and differences in the climates of these two cities and record them in their *learning logs*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Provide students with climate graphs for Vancouver, British Columbia and London, England. Allow students to analyze these climate graphs. Have students brainstorm reasons for the differences in the climates for the cities. Remind students to think about Earth/Sun relationship, latitude, ocean currents, wind currents, and elevation as they brainstorm the reasons for the similarities and differences in the climates of Vancouver and London. Students should then use the *discussion*strategy([view literacy strategy descriptions](http://www.louisianaschools.net/lde/uploads/11056.doc)) of Round Robin to talk about the reasons they devised. Students should be placed into groups of three to five. Going in a clockwise rotation, each member of the group will tell one reason for a similarity or difference between the climate in Vancouver and London. This process allows each member of the group a chance to talk. After all members have been given the chance to discuss, one member of the group will write down the responses of the entire group. Allow selected groups to share their ideas with the class. Correct misconceptions or incorrect information as it is presented to the class. **Part 2: Travel Brochure** Assign each student a different major city in Europe as well as a season (winter, spring, summer, or fall). If possible, try to give each student a different country so as many European countries as possible will be represented by the class. Have each student create a travel brochure based on assigned city and season. The brochure must include a description of the climate during that season, a list of items, including clothes, the traveler should pack, a description of both physical and human characteristics, and description of the economic activities found in the city. Have each student create one question based on the information found in their brochure. After all students have completed their brochures, display the brochures with the student-created questions throughout the classroom. Provide students with an answer sheet and allow them to complete a gallery walk. In a gallery walk, students start at different locations (brochures) and answer the student-created question by looking at the brochure. Students will write their answers on the provided answer sheet and then move to the next location (brochure). After students have looked at all brochures, lead a class discussion about the climates found in Europe as well as the impact of physical and human characteristics on the economic activities within Europe.  This information should be placed on the Physical and Human Characteristics of Europe BLM (see sample below) which can be used as a study guide for the unit exam.

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|    **European Climate Regions** |  |
| Impact of physical characteristics on economic activities |  |

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| **Activity 5** |
| **Natural and Human Processes in Europe****GLE: WG.2.4****CCSS: RH.9-10.2, WHST.9-10.10****Materials List:**  * [Article on Iceland volcanic eruption](http://usatoday30.usatoday.com/news/world/2010-04-15-volcano-disrupts-europe-travel_N.htm) (includes video clip)
* [Article on global warming](http://ec.europa.eu/clima/policies/adaptation/how/index_en.htm)
* Internet (optional)

 **Multimedia Resources:** * National Geographic video segment- [“Fire and Ice”](http://video.nationalgeographic.com/video/environment/environment-natural-disasters/volcanoes/iceland-fire-and-ice/)
* You Tube video segment- [Geologic Journey II: Tectonic Europe- CBC Nature of Things](https://www.youtube.com/watch?v=2iIzuD3Zs1I)

 Have students watch a short video clip about the geographic impact of plate tectonics in Europe. After watching the video clip, have students write a short summary of the geographic impact of plate tectonics on Europe in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Have students hypothesize ways in which plate tectonics have impacted Europe both in the past and in the present. Allow students to share their hypothesis with the class. Present information to students via PowerPoint, Prezi, Photo Story, Movie Maker, or lecture about the continental plates found in the vicinity of Europe to expand upon the information from the video clip. Provide students with an article about global warming in Europe and an article about volcanic eruptions in Iceland. Ask students to use **Close Reading** to analyze and summarize (or GIST) each article (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). For more information on Close Reading, see the Course Resources. GISTing is an excellent strategy for helping students paraphrase and summarize essential information. Students are required to limit the *GIST* of a paragraph to a set number of words. Individual sentences from a paragraph are presented one at a time while students create a *GIST* that must contain only the predetermined number of words. By limiting the total number of words students can use, this approach to summarizing forces students to think about only the most important information in a paragraph, which is the essence of comprehension. Read the global warming article aloud to the class. Tell students they will *GIST*the first paragraph under the subtitle the impact of the article in twenty words or less. Model the method of *GISTing*for the first two sentences of the article for students. (See sample below.) Then guide the class in completing the *GIST*for the subsections “flooding and landslides” and “habitat loss”. Students will then *GIST*the two paragraphs about the World Health Organization from the second article in twenty-five words or less. Students will share these summaries with the class as a means of starting a discussion about the physical and human processes that help shape the geography of Europe. The *GIST*s and articles should be used as a study aid for the unit test.  |
| **Activity 6** |
| **European Migration Trends****GLEs: WG.3.3, WG.5.1, WG.5.5****CCSS: RH.9-10.2, WHST.9-10.4**  **Materials List:**  * Article on [historic European migration](http://www.ucalgary.ca/applied_history/tutor/migrations/two2.html)
* Teacher resource- [Modern European migration](http://www.migrationinformation.org/regions/europe.cfm)
* Internet (optional)

  Students will read an article about the push and pull factors in European migration.To help students comprehend the text, students will complete a *Directed Learning-Thinking*(*DL-TA)* activity (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Take students through the following steps: 1. Lead a discussion about migration topics presented in previous units (colonization of the New World, urbanization, etc.). Direct students’ attention to the title, subheadings and other clues. Record ideas and information about European migration on the board.
2. Make predictions. Ask students to predict the reasons for migration within Europe and out of Europe. Have students write their predictions in their *learning log* (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)).
3. Read a section of text, stopping at predetermined places to check and revise predictions. Ask students to reread their predictions. Let them know they should change their predictions, if necessary, and cite new evidence for doing so. Repeat this cycle several times as students read through the text on European migration. Questions to consider: What push factors were involved in these migrations?  What pull factors were involved in these migrations?  How has migration made an impact on politics, culture, foreign events, etc.?  These questions and answers should be recorded in students’ *learning logs.*
4. Once the reading has been completed, use student predictions as a discussion tool. Ask students to reflect on their original predictions and track their changes as they read. Students should write statements pertaining to the effects of the push and pull factors on European migration in their *learning logs*.

 Ask students to create a list of the top ten inventions, innovations, and discoveries (new technology) of the past two hundred years in their *learning logs*. Then, have students describe how each invention or discovery on their list has impacted interregional activities (increased or diminished) and the environment (both positive and negative) in Europe. Lists should be shared with the class to initiate a class discussion. Focus the discussion on the impact of these new inventions, innovations, and discoveries on communication and the role they may have played in migration (both to new countries and to urban areas). Ask students to discuss how these new technologies have either created or solved problems in communication. Ask students to rank items from their list from first to last according to the impact each had on interregional trade and industry. Ask students to write an essay providing a rationale and defense for their choices. Have students peer edit the essay before turning it in for a grade. Volunteers can share their essays with the class. **Activity-Specific Assessment**Students will write an essay to explain the impact of the items on their top ten list on interregional communication. The essay will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned. |
| **Activity 7** |
| **Cold War and Historical Maps****GLEs: WG.4.3, WG.4.4****CCSS: WHST.9-10.4****Materials List:**  * [Cold War Anticipation Guide BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/res_u4/ss_geog_u4_cold_war.doc)
* [Political map of pre-World War I Europe](http://cla.calpoly.edu/~mriedlsp/history315/Maps/1914political.gif)
* [Political map of post-World War II Europe](http://florigkor.com/a1925eu.gif)
* [Political map of Cold War Europe](http://upload.wikimedia.org/wikipedia/commons/0/02/Cold_war_europe_military_alliances_map_en.png)
* [Current map of Europe](http://www.youreuropemap.com/europe_map_political.gif)
* [Land Use and Resource map of Europe](http://static.ddmcdn.com/gif/maps/pdf/EUR_THEM_LandUse.pdf)
* [Physical map of Europe](http://www.geoatlas.com/medias/maps/continents/europe/e007uyr601e/europe_phy.jpg)

 Prior to beginning this activity, have students complete an *anticipation guide* (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) (Cold War Anticipation Guide BLM sample below). Present information through notes, slideshow, or video about the development of new countries at the end of each world war, the Cold War and the ideologies of capitalism and communism. Have students analyze maps of Europe Pre-World War I, after World War II, Cold War and present day. Students should return to the Cold War Anticipation Guide BLM and indicate whether their opinions of the statements have changed and cite evidence for their final answers. The statements and student responses should be discussed as a class and misconceptions corrected as they arise. Have students identify reasons for the changes in the borders of European countries during each interval. Student responses should include the impact of geography (landforms, culture, natural resources) on these changes. Students should use their textbook, political map of pre-World War I Europe, political map of post-World War II Europe, political map of Cold War Europe, current map of Europe, resource map of Europe, and physical map of Europe to assist in this task. As a class, have a guided discussion on the cultural impact of the Cold War*.*(During this period the people of Western Europe feared Communism and people from Eastern Europe. In turn many in Eastern Europe feared those from the West and capitalism.) If needed, the discussion should incorporate the major cultural and economic differences between Eastern and Western Europe. (During the Cold War, Eastern Europe was mainly socialist and communist, while Western Europe was mainly capitalist or free market.) Have students use the maps, *anticipation guide,*textbook, and other reliable resources toanalyze the geographic reasons for the changes in political and economic alliances among European countries then write a paragraph to explain these changes. Students should share their paragraphs with a partner and discuss the rationale behind each partner’s paragraph. **Activity-Specific Assessments**Students will write a paragraph describing reasons for changes in political and economic alliances. The paragraph will be assessed according to predetermined criteria distributed to the students at the time the paragraph is assigned. |
| **Activity 8** |
| **Economic Systems and European Union****GLEs: WG.3.1, WG.4.5, WG.5.3, WG.6.3****CCSSs: WHST.9-10.4, WHST.9-10.9** **Materials List:** * [Political map of Europe](http://www.youreuropemap.com/europe_map_political.gif)
* [Land Use and Resource map of Europe](http://static.ddmcdn.com/gif/maps/pdf/EUR_THEM_LandUse.pdf)
* [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/)
* [European Union information](http://europa.eu/index_en.htm)
* encyclopedias
* Internet (optional)
* [European Economies BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/res_u4/ss_geog_u4_eur_ecom.doc)

 **Multimedia Resource:** * You Tube video segment- [Economic Systems](http://www.youtube.com/watch?v=BfoQ4S_QOPQ) (doesn’t include mixed economy)

  Present information about the four major economic systems (market, command, mixed, and traditional). This can be done through notes, slideshow, or video. Students will use these definitions to classify countries in Europe and North America. Students will use a blank outline map of Europe and a European resource map to create their own resource map. Students should draw pictures to represent each natural resource and include a map key. Guide students in a discussion of the difference between ‘interdependent’ and ‘independence.’ Have students use the resource map they created to determine why countries are interdependent and to explain the need for importing and exporting goods. Divide the class into small groups. Each group will act as *professor know-it-alls*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). The strategy is appropriate after reading a story, a chapter from a novel or textbook, a lecture or presentation, a field trip, a film, or any other information source.  *Professor-know-it-all*is an effective review strategy because it positions students as “experts” on topics to inform their peers and be challenged and held accountable by them. Other benefits are that students become well versed in the content, learn to ask a variety of questions at different levels of difficulty, and actively participate in the review process. Each group should be assigned several European countries to research. These groups will find each country’s gross domestic product, per capita income, standard of living, type of economic system, and determine if the country is a member of the European Union. Students should also classify each country as either developed or developing. This information should be turned in and checked for correctness prior to the group presentation. The group will present the information to the class. Each member of the class should be prepared to ask at least one question from each group who presents. Students will record information as each country is presented on the European Economies BLM (see sample below) and then use the information in the chart to compare and contrast European countries in two paragraphs. Exemplary paragraphs should be shared with the class.

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| --- | --- | --- | --- | --- | --- | --- |
| **Country** | **GDP** | **Per Capita Income** | **Standard of Living** | **Type of Economic System** | **Member of European Union?** | **Developed or Developing Country** |
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 Have students read information about the European Union and hypothesize about the impact of the European Union on the continents gross domestic product and per capita income. Students should also hypothesize the impact of the European Union on import and export policies. This should lead to a class discussion about the changes in Europe’s economy since the creation of the European Union. After students obtain information about the European Union, have students complete a *RAFT writing*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)).

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| --- | --- |
| **R**ole | Citizen of Norway |
| **A**udience | Government of Norway |
| **F**ormat | Letter |
| **T**opic | Decide if joining the European Union is beneficial to Norway. Then persuade the government to either join the EU or not join the EU. |

 Students should be reminded to cite evidence in their letters to support their opinion. Allow volunteers to share their RAFT with the class and discuss misconceptions as needed. |
| **Activity 9** |
| **Unifying Characteristics of European Regions****GLEs: WG.4.1, WG.3.2****CCSS: RH.9-10.4****Materials List:** * [Vocabulary Self Awareness Chart BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153474-dt-content-rid-2916905_4/institution/ccss/ss/world_geo/res_w_geo/res_u4/ss_geog_u4_vocab_self_blm.doc)
* Unifying Characteristics of Europe BLM

 Have students determine how the vocabulary terms, from the Vocabulary Self Awareness Chart BLM in the first activity of the unit, relates to the unifying characteristics of European regions (example: fjords are narrow inlets created by glacial movement commonly found in the Scandinavian area of Europe). Then have students categorize the vocabulary terms as being cultural, political, economic, or physical in their *learning logs*(See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Hold a class discussion and create a class chart on the board or overhead projector of the cultural, political, economic and physical regions of Europe and the unifying characteristics of each. Have students record the chart in their *learning logs* to use as a study guide for the unit assessment. |