

Europe Unit  
Trista Godbey / Hannah Moore  
Manley – 3<sup>rd</sup> grade  
Unit length: 3 weeks

### **Week 1 / Day 1**

**We've included a long-term ( 3-week ) project with this unit. You will want to hand out this assignment within the first couple of days.**

**Standard:** 3.41, 3.42

**Objective/Essential Question:** What are some features of a map? Where in our world is Europe located?

**Vocabulary:** map, legend, continent, country, physical features

- Cut/paste map of Europe into notebooks (notebooks optional, however we do use a science/s.s notebook)
- Create map key for:
  - France, Italy, Germany, Russia, Spain, United Kingdom
  - Alps, Gibraltar, Arctic Ocean, Mediterranean Sea
  - Example: red = France, blue = Italy, Alps = green

### **Week 1 / Day 2**

**Standard:** 3.41, 3.42

**Objective/Essential Question:** Can you use cardinal and intermediate directions to determine the absolute and relative location of countries in Europe?

**Vocabulary:** absolute/relative location, cardinal/intermediate directions

- Complete a reading for meaning activity that accompanies the map of Europe from the previous day
  - Do half together, half independently

### **Week 1 / Day 3**

**Standard:** 3.2, 3.41, 3.42, 3.3

**Objective/Essential Question:** Use a map of France to identify specific locations

**Vocabulary:**

- Paste map of France into notebooks
- Answer questions related to map – do half together/half independently
  - Optional: assign remaining questions not finished for homework

### **Week 1 / Day 4**

Standard: : 3.2, 3.41, 3.42, 3.3

Objective/Essential Question: Use a map of Italy to identify specific locations

Vocabulary:

- Finish map questions from previous day (if needed)
- Look at map of Italy and answer questions about specific locations

**Week 1 / Day 5**

**Standard: 3.2, 3.41, 3.42, 3.3**

**Objective / Essential Question:**

**Vocabulary:**

- Finish answering questions about Italy
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**Week 2 / Day 1**

**Standard: 3.39**

**Objective / Essential Question:** What are some specific components of Italian culture? How do these components compare with that of American culture?

**Vocabulary:** culture, Italian, traditions, customs, beliefs

- Students will draw the flag of Italy in their notebooks (display on Smartboard)
- Students will create a graphic organizer (any kind) to fill out as they watch a video on Italian culture (in notebooks)
- After video is finished, students will orally discuss what they observed in the video and continue taking notes until the organizers are filled out
  - Teacher may want to specifically discuss components of culture that may or may not be covered in the video

**Week 2 / Day 2**

**Standard: 3.39**

**Objective / Essential Question:** Compare/Contrast Italian culture with that of America

**Vocabulary:** culture, beliefs, customs, similarities, differences

- Students will write a compare/contrast paragraph on the topic of American and Italian cultures
  - Set expectations for writing: Ex: must include at least 3 components of culture
- Encourage students to create a Venn Diagram prior to writing
  - Use notes taken from video from previous day
    - This would be a great time to incorporate a mini language lesson on commas, usage, etc. and use it in the grading rubric

### **Week 2 / Day 3**

**Standard: 3.39, 3.40, 3.45**

**Objective / Essential Question:** What was life like in Ancient Greece?

**Vocabulary:** Greece, Athens, democracy, ancient

- Students watch BrainPop videos for Greek Gods and Athens
  - Discuss, make notes in notebooks as they watch
- Read “Ancient Greece” and begin answering questions that accompany the passage
  - Discuss democracy
- Time allotted during next class period to finish questions, or can send home for homework

### **Week 2 / Day 4**

**Standard: 3.40**

**Objective / Essential Question:** How do the very first Olympics compare with those that are held today?

**Vocabulary:** Olympics, Venn Diagram

- Finish questions from previous day (if needed)
- Watch BrainPop – “Olympics”
  - Do placemat activity that compares the Olympics from long ago to today
    - Each child can draw their own Venn diagram on the placemat or each group can do one together
  - Discuss, hang in hallway
  - If extra time, students can complete a writing assignment (paragraph) together in their groups

### **Week 2 / Day 5**

**Standard: 3.40**

**Objective / Essential Question:** What was life like in Ancient Rome?

**Vocabulary:** Rome

- Students will watch “Ancient Rome” on Brainpop, Jr
  - Optional to have students take notes in their notebook
  - Optional placemat activity to place in hallway
- Answer questions for easy/hard quiz
- Play associated game if time

### **Week 3/ Day 1**

**Standard: 3.39, 3.40**

**Objective / Essential Question:** What was a coliseum used for? Who were gladiators? How did this shape Ancient Rome’s culture?

**Vocabulary:** Coliseum, gladiators, spectators

- Read “Ancient Rome and Byzantium”

- Do pre-reading activity and discuss content-specific vocabulary
  - Coliseum, gladiators, spectators
- Could also discuss how this was a huge part of Ancient Rome's culture
- Answer questions that accompany the passage

### **Week 3 / Day 2**

**Standard: 3.40**

**Objective / Essential Question:** Read, interpret a timeline

**Vocabulary:** timeline, chronological order, B.C. A.D.

- Discuss "History of the Olympics" timeline
  - Be sure students understand how to read the timeline
- Complete questions/answers that go with timeline

### **Week 3 / Day 3**

**Standard: 3.44**

**Objective / Essential Question:** Can you interpret a bar graph of Swiss chocolate preferences of our class?

**Vocabulary:** Switzerland, bar graph, import, export

- Prior to class – purchase various kinds of Swiss chocolates (Lindt, Toblerone)
  - Consider buying a variety of flavors
- Discuss import/export of Swiss chocolates
- Pass out candy (samples)
- Create a bar graph of student favorites
- If time, pose questions about the bar graph, students could answer on whiteboards

### **Week 3 / Days 4 and 5**

**Standard:** (will vary depending on each student's project)

**Objective / Essential Question:** Students will present their projects on a specific European country

**Vocabulary:**

- Students present their projects
- OPTION: Prepare teacher-made questions and pass out for students to answer as they listen
  - Example of a question: Did anyone discuss 1 of the components of CULTURE in their presentation? If so, can you list it.