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## European Comparisons

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## European Comparisons

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Grade Level (Req.): 7th	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.):  • • •		
Time Frame (Req.): 2-3 periods	Goal (Req.): To give students the opportunity to compare and contrast European countries to the United States.	
	Objective (Req.): Students will compare and contrast different rates within European countries' culture to the United States.	
Materials Needed (Req.):  • Internet connection • Some type of electronic device to access. • Class Board with markers • Blank white paper and pencil / pen • • •	New Vocabulary (Opt.):  • • • • •	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Why are some countries in Europe in better shape culturally than the United States?		
Instructional Sequence/Procedure (Req.):  1. Begin with two sheets of blank paper. Have students draw a mental map of the contiguous United States. Then have students draw a mental map of the European mainland. Check for understanding on outlines. 2. By using this link, show students where the physical locations of major cities in Europe that are very similar to major cities in the United States. <a href="http://s1107.photobucket.com/user/Beardsley_Klamm/media/europe_uscities.jpg.html">http://s1107.photobucket.com/user/Beardsley_Klamm/media/europe_uscities.jpg.html</a> 3. Discuss this physical connection first by comparing climates with each other. Have students find three Internet links that help do this. See what conclusions students can come up with		

of this could be Income per person, child mortality, or life expectancy. The driving factor here would be to try to “statically” explain why some countries in Europe are doing better than the United States. Students should use the Gapminder website and the CIA world fact book website to do the research. The goal here would be for students to start a data collection that would steer a country to look better than another one.

5. After doing your research and looking at all of the factors, including physical and cultural Geography, be prepared to use a class discussion format that allows students to share their researched information and share their data for how a country in Europe is doing better than the United States. Likewise, if the United States is doing better than a country in Europe, than the data should show that as well.
6. This type of student research and student led discussion points generally leads to “branch” topics about Europe and the United States with their governmental policies and distinct cultural practices. If you are the type of teacher that allows for open discussion, then roll with it. If you are the type of teacher that wants strict piece by piece discussion points, then you would need to decide the specifics of the discussion before moving on to the research portion so students know exactly what they are looking for. I tend to use an open forum discussion point and see where the class leads itself.
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Formative Evaluation (Req.): Student discussion

Assessment (Req.): Have students create some type of presentation that defends their choice of a country that is better than another. The presentation may be digital or non digital and should show the detailed research that the student did.

Iowa Core Curriculum Standards Used (Req.):

- *Understand the use of geographic tools to locate and analyze information about people, places, and environments.*
- *Understand how geographic and human characteristics create culture and define regions.*
- *Understand how human factors and the distribution of resources affect the development of society and the movement of populations.*
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- The characteristics, distribution, and migration of human populations on Earth's surface
- How to apply geography to interpret the present and plan for the future
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Five Themes of Geography Used (Req.):

- Location
- Movement
- Region
- Human Environment Interaction
- Place

School District Standards and Benchmarks (Opt.):

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21<sup>st</sup> Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- Gapminder.org
- Cia World Fact Book website
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