

PORTFOLIO ENTRY SLIP

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Building: Strath Haven High School

DATE: August 16, 2001

**INSTITUTE: Governor's Institute for World Languages
Educators**

**NAME OF PIECE: The Euro - New currency for the
European**

Union.

NUMBER OF PIECE: 19 pages

**STANDARD (S) ADDRESSED: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2
and 5.1**

Lesson Plan Template
July 29- August 3, 2001

Topic - The Euro - New currency for 11 member countries of the European Union.

Level - Level 3, German - 1 Block of 90 minutes and a homework assignment.

Standard(s) 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1

Overview - Students will gain practical knowledge about the Euro using the World Wide Web and published literature. They will answer the following questions: what it is; which countries will adapt it as their currency; what it looks like; calculate its value in relationship to other currency including the US \$; and how it will affect them personally when visiting or purchasing goods in member countries. They will also explore the cultural influences on the Euro and the goals of the common currency. At school they will display a poster of the Euro its characteristics and its value in comparison to other world currency.

Lesson -

a) Instructional Strategies:

Whole class activity:

Pre-reading : Students will look at and describe characteristics of foreign currency like the Deutsch Marks, Schilling, Francs, Lire, British Pound etc. A summary of the characteristics of each currency will be put on the board in the form of a word web.

Small Group Work:

Skimming text for headings find the area which will give them the information they need.

Scanning for cognates and words which are related to Wirtschaft and Währung when using printed text and computer research generated information.

Reading for comprehension.

Assessment Rubrics: The report, visual, created by each small group will be assessed using a rubric, which was given to students prior to the start of small group work.

b) Procedures:

Teacher will bring in foreign currency and pass it out to students.

Students observation about each currency will be summarized on board.

Students are put in small groups (3 to 5 students per group)

Each group will receive written instructions and a rubric for their specific topic assignment. Topics to be covered may include the following:

1. Time frame for implementation of the Euro; when will the old currency be defunct?

How are some of the member countries preparing their citizens for the change to Euros.

2. Member countries of the European Union, and which members are adopting the Euro.

What are some of the reasons certain countries are not adopting the Euro?
3. What will the Euro look like? How many bills and coins and what denomination?

What is pictured on the front of and on the back of coins and paper money?

Why are

the coins and bills the same or different in each country ?

4. What is the value of the Euro in comparison to the former currency and to the US \$?

List some common items in both Euro cost, and cost in present currency.

5. What are the advantages of having a common currency and what are the cultural

implications? Does the Euro divide or unite Europe and how is it perceived in different

member countries.

Teacher forms small groups and hands each member written instructions detailing the assignment and a copy of the rubric being used to grade the assignment.

Teacher arranges for computer time and hands out lists of www: addresses in order to allow groups to research their topic and print out appropriate text. (About 20 minutes in a computer lab).

Assign time for reading texts. Teacher circulates among groups to help with difficult problems.

Teacher supplies students with materials to create visual of their information. This presentation and visual will be graded. A rubric can be used to individualize to each group's task.

Teacher calls on each group to present finished product.

As summary, teacher asks the whole class to work on poster to be displayed in the hall or on bulletin board giving all information learned by the class concerning the Euro.

Teacher assigns composition on topic " How will the Euro affect me personally?" This will be graded individually.

c) Direction to students:

Students will note characteristics of foreign currency and enter it on the appropriate Word Web to describe the currency.

Each group of students will do computer research and print out appropriate texts.

After skimming and scanning in their group, students will create a list of vocabulary including cognates, compound nouns using "Währung- and Wirtschaft" and words necessary for reading comprehension.

Students in group assign a task to each member (reader, secretary, reporter etc.).

Students read the entire text and use it to gain information needed to complete their assignment as listed in their rubric. Students enlist the help of the teacher or dictionary to help with complete comprehension.

Each group of students will make visual poster, mobile etc. to report information gained through reading.

Each group of students presents visual and information to class.

Students work as a class to summarize all the information on a poster.

Students write assigned composition as homework.

d) Classroom organization:

Whole group set up of class room for pre-reading activity.

For the remainder of the lesson desks should be placed in groups of 3-5.

Task/ Scenario : See attached Scenario

Materials - Rubric for grading; instruction sheet for each group and materials for making visuals. Resource material can be found in the booklet "**Europa 2002**" a publication of "Presse-und Informationsamt der Bundesregierung" 11044 Berlin and can be ordered free of charge from:

Presse-und Informationsamt der Bundesregierung

Neustädtische Kirchstraße 15

10117 Berlin

Tel.01888/272-0; Fax 01888/272-2555

The European Union: A Guide for Americans - Can be obtained free of charge from:

Delegation of the European Commission

2300 M Street, NW

Washington, DC. 20037

Technology Connections

The most accessible and current information can be found on the Web:

www.eurounion.org/publicat/home.htm This home page can be accessed in many different

languages and has a link to the EUROCOM NEWSLETTER.

www.eurunion.org/infores/home.htm/teaching/young This site will give you information on what is

being done in schools to prepare students and the population to get ready for the Euro.

<http://www.europa.eu.int/euro/> This site has all the links you will need for this lesson.

Eine Wahrung fur Europa

Grundlegende Information zum Euro

Zeitplan

Euro-Umrechnungskurse

<http://www.bundesbank.de> click on link: Euro-Info

This site has pictures of the coins and the Euro bills.

Extended Activities - This lesson can be used as an introduction to a unit on the European Union . The unit can be divided into several different areas of study depending on the interest of the students:

The Evolution of the E.U.,

The Institutions of the E.U.,

The E.U. more than trading partners,

Official Languages of the E.U. etc.

STANDARDS FOR FRENCH, GERMAN, OR LATIN

Form for Learning Scenarios

Teacher: Dorothea Lavigne **Language:** German **Level:** 3 **Grade:** 10

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Class in which scenario can be used: Level 3Honors **Scenario Title:** The Euro

Prior knowledge necessary:

Teacher: European Currency and the European Union

Students: How to work with computer and the World Wide Web and an awareness of currencies used in Europe.

Description:

The teacher will make students aware of the different currencies used in Europe and their value in comparison to the US \$. With the help of literature and computer research the teacher will support students in learning about the new currency, the Euro. The teacher will work with whole class instructions and small group instruction. The teacher will provide the students with written instructions and a rubric for the assignment, and a list of E-mail addresses. Teacher must verify these addresses before working in the computer lab. Teacher will assess the finished product using the rubric.

Students will be travelling to Germany this summer for a four week immersion program.

While in Germany they will be expected to make purchases and pay for services.

Germany is a member of the European Union and will be using the Euro as its currency.

The Euro as well has been perceived as a rival to the US \$ and we must therefore educate our citizens as to the value, meaning and influence of the Euro. Students will therefore first review currency presently in use. They will note the national differences and the different value of the currencies. They will work in small groups and each group will research a different topic, as follows:

The time frame for the implementation of the Euro; the countries in which it will be legal tender; the appearance of the coins and bills and make the connection for the cultural implications of the pictures depicted on the bills and coins; the value of the Euro and compare it to the present currency as well as the US \$; the advantages and disadvantages of having a common currency and how the citizens perceive, accept the Euro. Each group will make a visual to represent what they have learned and will present it to the class.

The whole class will also make a poster/chart about the Euro as a summary and display it in the school hall to inform the community.

Each student will also write a composition giving their personal opinion as to the effect good or bad or not at all, the Euro will have on their lives.

Student groups: Pre-reading activities and summary activity will be done with full class. Reading comprehension, research and presentations will be done in small groups.

Standards targeted by Scenario:

- 1.1 Interpersonal communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Cultural practices and perspective and how they relate to each other
- 2.2 Cultural products and how they are influenced by the cultural perspective.
- 3.1 Connection of calculating the value of the Euro and math computation.
- 4.2 Comparison of different cultures to their own.
- 5.1 Students use what they have learned within and beyond the school setting.

Tools and resources needed:

Materials - Rubric for grading; instruction sheet for each group and materials for making visuals.

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www.bundesbank.de

www.eurunion.org/infores/home.htm/teaching/young

Time needed: One class period of 90 minutes and a homework assignment.

Assessment strategies: Group presentations using rubrics; and individual evaluation of the composition.