

# Brussels Study Tour 2016

## K-12 Teacher Unit Planning Template

Name: Cindy McNulty Oakland Catholic High School	Unit Plan: One week – five 40 minute periods
	Subject/Grade Level: AP Human Geography for seniors
<b>Unit Title:</b>	<b>Brexit and the Future of the European Union</b>
<b>Unit Narrative:</b>	<p>This unit is designed to familiarize students with the structure and function of three European Union institutions and to require them to analyze the challenges facing the EU, especially since the Brexit referendum.</p> <p>The unit combines lecture, readings, discussion, group work, and a four corner debate to guide students through a basic introduction to the European Union Parliament, Commission, and Council and the unprecedented challenges posed by the refugee crisis, Brexit, and the rising tide of nationalism throughout member states.</p> <p>This lesson is designed for a school with a 1 to 1 laptop program.</p>
<b>Standards:</b>	<p><b>Common Core Standard for Social Studies</b></p> <p><b>Key Ideas and Details:</b></p> <p><u><a href="#">CCSS.ELA-LITERACY.RH.11-12.1</a></u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><u><a href="#">CCSS.ELA-LITERACY.RH.11-12.2</a></u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p><u><a href="#">CCSS.ELA-LITERACY.RH.11-12.7</a></u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u><a href="#">CCSS.ELA-LITERACY.RH.11-12.8</a></u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>

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CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### **Pennsylvania Academic Standards for Geography and History** **Standard - 8.1.12.A**

Evaluate patterns of continuity and rates of change over time, applying **context of events**.

### **Standard - 8.1.12.B**

Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

### **Standard - 8.1.12.C**

Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

### Objectives

Students will:

1. Study the history, structure and function of the European Parliament, Commission, and Council.
2. Research the role of political parties in the European Union Parliament.
3. Examine the impact of Brexit on the EU.
4. Analyze the impact of the refugee crisis on the EU and its member states.
5. Debate the future of the EU.

### Big Ideas

- The history, evolution, structure and function of the EU and its key institutions.
- The current refugee crisis and its role in creating new challenges for the EU.
- The role that domestic politics are playing in the current tensions regarding the future of the EU.
- The future of the EU.

### Essential Questions

- What will the relationship be between the European Union and the United Kingdom following Brexit?

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- What are the biggest challenges facing the EU? How has the refugee crisis, especially in 2015-16, contributed to nationalist movements?
- What is the impact of the rising tide of nationalism in member states and in which states is this movement most vocal?
- Will the EU survive the Brexit and possible exit of other member states? Is the dream of Europe over? What other member states are talking about an exit from the EU
- Will the EU move forward with more political and economic integration, or will recent events (ranging from the migrant crisis and Brexit to the instability in the candidate nation of Turkey) slow the process?

### Learning Acquisition and Assessment

<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> <li>• The difference between the Single Market and the Eurozone</li> <li>• The structure of the European Parliament, Commission, and Council</li> <li>• The basic functions of the Parliament, Commission, and Council</li> <li>• The challenges of the EU and Eurozone</li> <li>• The responses to the immigrant crisis – both those of individual member states and the official EU response.</li> <li>• What the Schengen agreement is and what its implications are.</li> <li>• The way in which domestic politics of member states is affecting the EU and its institutions.</li> <li>• The causes of Brexit</li> <li>• The challenges faced by the EU as it moves forward after Brexit.</li> </ul>	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> <li>• Explain the difference between the Single Market and the Eurozone</li> <li>• Identify the members of the EU: Distinguish founding members, stages of growth, and candidate nations.</li> <li>• Define subsidiarity.</li> <li>• Explain the effects of the Schengen Agreement.</li> <li>• Explain the tensions caused by rising nationalism in EU member states, especially around the refugee crisis.</li> <li>• Explain the basic positions of the Leave and Remain camps during Brexit.</li> <li>• Analyze the reasons for member states responses to the refugee crisis.</li> </ul>
<p>Formative Assessments</p> <ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Participation in group work</li> <li>• Participation in discussions</li> <li>• Participation in four corner debates</li> </ul>	<p>Summative Assessments</p> <p>The students will each write a five paragraph paper explaining what they think is the future of European Union (especially in light of Brexit, which has given rise to nationalist sentiments in other states).</p> <p><b>Some</b> issues to consider might be:          Will the EU successfully promote a deeper economic and political integration or will more countries leave the EU?          If more countries leave, what will happen to the dream of a united Europe?          If membership holds steady, when will Europe</p>

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	<p>be ready to welcome more candidate states? How will the EU manage the ongoing migrant crisis? How will the EU respond to the situation in Turkey?</p> <p>The paper must be supported by direct citations from at least three solid sources.</p> <p>The paper must use standard MLA format.</p>
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### Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

Day 1	<p><b>Topic: An overview of the structure and function of the EU.</b></p> <p>Introduction: The unit will begin with a lecture on the history of the EU. Due to time constraints, the lesson will focus on the evolution of the EU and three of its institutions. Topics include:</p> <ul style="list-style-type: none"> <li>• The timeline of the development of the EU with emphasis on when members joined and the significance of that timing, particularly the 2004 enlargement.</li> <li>• The structure and function of EU Parliament, Commission, and Council.</li> <li>• The difference between the single market and the Eurozone.</li> <li>• The Schengen agreement and its implications.</li> <li>• Future priorities of the EU.</li> </ul> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. On the day before the lecture, assign students to view the short power point with separate maps of the EU member and candidate states, the Eurozone, the Schengen area, and an interactive chart showing the evolution of the enlargement of the EU. (Power point in separate document.) Ask students to note which countries joined when, and who has opted out of the Eurozone and the Schengen Agreement.</li> <li>2. Warm up. As students walk into the room hand them markers and ask them to silently answer the question on the board. “Chalk talk” is a silent exercise. The question is: “Name one important fact that emerged from examining the maps and chart in the power point?” Some typical responses may include: Not all EU member states are part of the Eurozone, the largest addition of members so far came in 2004 and served to unite East and West Europe, Turkey is a candidate state. Photograph the “chalk talk” for possible use later.</li> <li>3. Using a power point (in a separate document) which employs slides from the European Union Teachers’ Corner website, the students will be guided through a brief overview of the three major institutions, the Eurozone, Schengen, and the major achievements and priorities of the EU. Throughout the presentation, questions should be asked to draw out the significance of the information. Good questions would be:</li> </ol>
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	<ul style="list-style-type: none"> <li>• What are some barriers to membership for candidate countries? Why is Turkey’s potential membership such an issue for the UKIP supporters in the UK?</li> <li>• Why would some members opt out of the Eurozone or Schengen?</li> <li>• Which of the priorities of the European Commission President Juncker might pose conflict among member states?</li> <li>• How are the Rights of European Citizens similar to or different from those outlined in the UN Charter on Human Rights?</li> <li>• The EU won the Nobel Peace Prize in 2012. What has changed since 2012 that has created a firestorm of criticism of the institution?</li> </ul> <p>Two other useful visuals for this overview are:</p> <ul style="list-style-type: none"> <li>• ABC’s of EU Institutions <a href="http://www.europarl.europa.eu/news/en/news-room/20131128IFG28300/ABC-of-the-EU-institutions">http://www.europarl.europa.eu/news/en/news-room/20131128IFG28300/ABC-of-the-EU-institutions</a></li> <li>• The timeline of the founding and enlarging of the EU <a href="http://www.europarl.europa.eu/external/html/euenlargement/default_en.htm">http://www.europarl.europa.eu/external/html/euenlargement/default_en.htm</a></li> </ul> <p>Formative Assessment: Exit ticket: Students will fill out exit slips answering the following: “What is the most important thing you didn’t know about the EU and why is it important?”</p> <p>The exit ticket will give the teacher an idea of how the students are processing the information.</p>
Day 2	<p><b>Topic: EU Parliament and its parties</b></p> <p>Introduction: One of the most important aspects of the European Parliament is the fact that its parties are established across national lines. This offers a good opportunity to examine the range of opinions on issues such as immigration, the environment, and the economy. This lesson is designed to have students articulate the positions of the seven parties represented in the parliament and to speculate on which groups would be allied on three specific issues: immigration, the environment, and the economy. The lesson could easily be extended to include more issues if the class is longer than 40 minutes.</p> <p>Materials: Each group will need at least one computer and the internet to research the parties they are assigned.</p> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. As they enter the room, students are divided into seven groups, representing the seven major parties in the parliament. (Omitting the non-aligned members).</li> <li>2. Begin with showing the infographic of the size and membership of each party. <a href="http://www.europarl.europa.eu/news/en/news-room/20151116IFG02847/The-ABC-of-the-European-Parliament">http://www.europarl.europa.eu/news/en/news-room/20151116IFG02847/The-ABC-of-the-European-Parliament</a> . This establishes the idea that parties cut across national lines and gives students an idea of the size (and resulting influence) of each party.</li> </ol>

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	<ol style="list-style-type: none"> <li>3. The following are the seven parties and a basic characterization. Each party has its own website, so that should be where the students draw their information. It is important for this activity that the parties speak for themselves and their positions are not filtered through the media. (Official websites are listed in resources.) <ul style="list-style-type: none"> <li>• EPP - European People's Party (Christian Democrats)</li> <li>• S&amp;D - Progressive Alliance of Socialists and Democrats in Europe (centre-left)</li> <li>• ALDE - Alliance of Liberals and Democrats for Europe (liberal)</li> <li>• EUL/NGL - European United Left-Nordic Green Left (left-wing)</li> <li>• Greens/EFA - Greens/European Free Alliance (Greens and regionalists/nationalists)</li> <li>• ECR - European Conservatives and Reformists Group (right-wing)</li> <li>• EFD - Europe of Freedom and Democracy (Eurosceptic)</li> </ul> </li> <li>4. Each group will research the positions of their assigned party on three subjects: immigration (specifically the refugee crisis), economics, and the environment.</li> <li>5. Each group will prepare a brief summary of their party's position on each of the topics and will chose a reporter.</li> <li>6. Groups will report out <b>by topic</b> and speculate on which parties would be allied on which issues and why.</li> <li>7. This site enables students to see how parties agree:  <a href="http://www.itsyourparliament.eu/groups/">http://www.itsyourparliament.eu/groups/</a> </li> <li>8. Choose one topic and check the site (in 7.) to see how parties actually align on that issue. (If time permits, students can use the interactive site to compare multiple parties on multiple issues.</li> <li>9. Ask students what surprised them about the alliances they discovered.</li> <li>10. Assign Brexit Debate videos for Day 3 (listed in Resources with times).</li> </ol>
Day 3	<p><b>Topic: Brexit</b></p> <p>Introduction: Day 3 will examine Brexit and evaluate the ways in which domestic politics influenced the vote to leave the European Union.</p> <ol style="list-style-type: none"> <li>1. Prior to class the students will view the video overviews that were presented during "The Great Debate" on the BBC. (Links listed under resources)</li> <li>2. Video overviews looked at Immigration, Economics, and Democracy/Security/Britain's Place in the World. Each video (the times for each are in the resources section and I can recreate them here) gives a very short overview of the issue with the basic position of each side on the topic.</li> <li>3. Students are assigned to bring a list of the specific pros and cons of each of the three issues to class.</li> <li>4. In class, the students (as a class – not on their individual computers) will watch 5-7 minutes of each debate topic, noting what they individually think are the strongest points made.</li> <li>5. Class discussion. Some of the points to be discussed will be: <ul style="list-style-type: none"> <li>• Nigel Farage's "Breaking Point" billboard.</li> <li>• How much of a role did immigration, and Nigel Farage's anti-immigrant campaign influence the vote?</li> </ul> </li> </ol>

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	<ul style="list-style-type: none"><li>• What were the rhetorical appeals made by each side?</li><li>• Which side had the best evidence? Did this change with the issue?</li></ul> <ol style="list-style-type: none"><li>6. Conclude discussion with an exit ticket. The question is: “Which argument was most convincing to you and why?”</li><li>7. Assign reading for day 4. The Council of Foreign Relations: <a href="http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874">http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874</a></li></ol>
Day 4	<p><b>Topic: Europe’s Refugee Crisis</b></p> <p>Introduction: This lesson will examine the influence of the refugee crisis on Brexit and other Eurosceptic movements</p> <ol style="list-style-type: none"><li>1. When students arrive they are each handed a card with the name of a country. There will be five country groups: France, Germany, Denmark, Greece, and the United Kingdom. An additional group will research the official EU response.</li><li>2. In groups, the students are assigned to research news articles for their country regarding the refugee crisis. They have read the article from the Council of Foreign Relations for homework, so they all have a basic idea of the way the crisis is playing out in the EU as a whole.</li><li>3. Each group should identify:<ul style="list-style-type: none"><li>• The role their countries played in the crisis. Greece, for example, received many of the refugees initially, and Germany initially welcomed refugees.</li><li>• The official government position on the crisis.</li><li>• Any domestic opposition to receiving refugees.</li></ul>Since each student has a laptop, the task should be subdivided and after 10 minutes, groups should be directed to organize their findings to report to the group.</li><li>4. Each country group will report their findings <b>by topic</b>. This produces a structure for comparison. For example, after all groups have reported on the official government policies, a short discussion on the various positions can take place. In each case, a key question is how domestic politics are playing into this.</li><li>5. Conclude the discussion with a report from the group that researched the official EU response to the crisis. This will prepare the students for the evening’s reading and the next day’s four corner debate.</li><li>6. Assign reading for the four corner debate on the future of the EU.<ul style="list-style-type: none"><li>•</li></ul></li></ol>

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Day 5	<p><b>Topic: What is the future of the EU?</b></p> <p>Introduction: The question of the survival of the EU is an ongoing debate, but Brexit has been applauded by Eurosceptic groups in other countries, such as the National Front in France. Will the EU survive? What are the key challenges the EU must manage to survive? Would greater integration (rather than less) be the best path forward?</p> <ol style="list-style-type: none"> <li>1. The students will participate in a “four corner debate” on the future of the European Union.</li> <li>2. The question for the debate is as follows: “Following the separation of the UK from the EU, the EU should work for more complete economic and political integration of member states”.</li> <li>3. Students must decide on a position: EITHER they Strongly Agree, Agree, Disagree, or Strongly Disagree.</li> <li>4. To prepare for this debate, students will have been assigned some reading and some research. Each student is required to read the following two articles:             <ul style="list-style-type: none"> <li>• From the Economist: “The Consensus Crumbles”  <a href="http://www.economist.com/news/finance-and-economics/21701501-economists-who-foresaw-backlash-against-globalisation-consensus?fsrc=scn/fb/te/pe/ed/theconsensuscumbles">http://www.economist.com/news/finance-and-economics/21701501-economists-who-foresaw-backlash-against-globalisation-consensus?fsrc=scn/fb/te/pe/ed/theconsensuscumbles</a>”</li> <li>• From the Secretary General of the European Parliament: “The Crisis of the European Union: What are we talking about?”  <a href="http://www.europarl.europa.eu/the-secretary-general/en/activities/recent_activities/articles/articles-2016/articles-2016-march/01.html">http://www.europarl.europa.eu/the-secretary-general/en/activities/recent_activities/articles/articles-2016/articles-2016-march/01.html</a></li> </ul> </li> <li>5. In addition, each student is required to do some independent research on the future of the EU. They must bring two articles that they find to class to support the position they decided to take.</li> <li>6. Students will take their positions and share the articles they found within their groups.</li> <li>7. After a group discussion, each group will choose two major reasons for the position they have taken.</li> <li>8. Each group will report on two major reasons for their position.</li> <li>9. Students may change groups at this time.</li> <li>10. The final paper will be assigned.</li> </ol> <p>The students will each write a five paragraph paper explaining what they think is the future of European Union (especially in light of Brexit, which has given rise to nationalist sentiments in other states).</p> <p><b>Some</b> issues to consider could be:</p> <ul style="list-style-type: none"> <li>• Will the EU successfully promote a deeper economic and political integration or will more countries leave the EU?</li> <li>• If more countries leave, what will happen to the dream of a united Europe?</li> <li>• If membership holds steady, when will Europe be ready to welcome more</li> </ul>



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candidate states?

- How will the EU manage the ongoing migrant crisis?
- How will the EU respond to the current situation in Turkey, since the coup attempt? Is the possibility of Turkey becoming a full member of the EU a real threat to the cohesion of the union?

### Resources and Materials

#### Key resources: General

- **The Teacher's Corner** is a fantastic website with materials distinguished by age/grade level.  
[http://europa.eu/teachers-corner/age-ranks/ages-15-and-over\\_en](http://europa.eu/teachers-corner/age-ranks/ages-15-and-over_en)
- This particular feature of the Teacher's Corner is invaluable. It permits you to download slides to use in power point presentations. It's free and there are no copyright issues.  
[https://europa.eu/european-union/documents-publications/slide-presentations\\_en](https://europa.eu/european-union/documents-publications/slide-presentations_en)
- Another great general source is about the EU Parliament:  
<http://www.itsyourparliament.eu/countries/>
- [This site has useful infographics about a range of subjects](#)
- <http://www.europarl.europa.eu/news/en/news-room/20140327IFG40008/twitteropolis-interactive-map-to-the-european-parliament-on-twitter>
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#### Day one resources:

- The PDF *The European Union Explained: How the European Union Works*, provides an excellent overview. Pages 3-19 focus on the structure and function of the EU Parliament, Commission, and Council. It is available as a PDF on the EU website.
- Another great general source is about the EU Parliament specifically:  
<http://www.itsyourparliament.eu/countries/>

#### Day two resources:

- This is an infographic on the structure of the European Parliament as it relates to the parties:  
<http://www.europarl.europa.eu/news/en/news-room/20151116IFG02847/The-ABC-of-the-European-Parliament>
- This is a quick snapshot of the parties via the BBC  
<http://www.bbc.com/news/world-europe-11721146>
- Party websites:
  - EPP - European People's Party (Christian Democrats)  
<http://www.eppgroup.eu>
  - S&D - Progressive Alliance of Socialists and Democrats in Europe (centre-left)

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<http://www.socialistsanddemocrats.eu/>

- ALDE - Alliance of Liberals and Democrats for Europe (liberal)  
<http://www.aldeparty.eu/en>
- EUL/NGL - European United Left-Nordic Green Left (left-wing)  
<http://www.guengl.eu>
- Greens/EFA - Greens/European Free Alliance (Greens and regionalists/nationalists)  
<http://www.greens-efa.eu>
- ECR - European Conservatives and Reformists Group (right-wing)  
<http://ecrgroup.eu>
- EFD - Europe of Freedom and Democracy (Eurosceptic)  
<http://www.efddgroup.eu>
- A listing of all parties and websites (one or two links don't work and are provided in the list above)  
<http://www.parties-and-elections.eu/eu.htm>

### Day three resources:

- The BBC broadcast of the debates is an excellent resource.  
This video opens the “Great Debate” with opening remarks from each side and a video overview of the first issue that was debated, which was the ECONOMY  
[https://www.youtube.com/watch?v=f\\_AHwnyGyFU](https://www.youtube.com/watch?v=f_AHwnyGyFU)  
3:06 to 6:48 Opening remarks from Remain and Leave  
6:50 to 8:20 Overview of the arguments concerning ECONOMY for both sides
- This video addresses the second debate topic – IMMIGRATION  
The overview begins at 9:15 and runs to 11:10  
[https://www.youtube.com/watch?v=BMR\\_Is2EqFk](https://www.youtube.com/watch?v=BMR_Is2EqFk)
- This final video addresses the third debate topic – Democracy, Security, and Britain’s Place in the World  
[https://www.youtube.com/watch?v=v\\_QOOmmF7BA](https://www.youtube.com/watch?v=v_QOOmmF7BA)  
The overview of the topic runs from 15:30 to 17:30

Youtube is a rich source for additional videos that feature the entire debate, David Cameron’s Town Hall meeting, and interviews with supporters of both Leave and Remain.

News articles for Brexit:

“This is just the start of the bexit economic disaster by the NYTimes”

[http://www.nytimes.com/2016/06/27/opinion/this-is-just-the-start-of-the-bexits-economic-disaster.html?\\_r=1](http://www.nytimes.com/2016/06/27/opinion/this-is-just-the-start-of-the-bexits-economic-disaster.html?_r=1)

### Day four resources:

“Europe’s Failed Refugee Policy” from *Foreign Affairs*

<https://www.foreignaffairs.com/articles/europe/2016-06-28/europes-failed-refugee-policy>

“Europe’s Migration Crisis” from *Council for Foreign Affairs*

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<http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874>

### Day five resources:

- This is a good overview of how to use a four-corners debate.  
[http://www.educationworld.com/a\\_lesson/03/lp304-04.shtml](http://www.educationworld.com/a_lesson/03/lp304-04.shtml)
- This is an infographic about the migrant situation:  
<http://www.europarl.europa.eu/news/en/news-room/20131021IFG22711/Irregular-migration-a-European-Issue>
- This is an EU survey of EU citizens' attitudes about the migration situation.  
<http://www.europarl.europa.eu/news/en/news-room/20160707STO36236/migration-crisis-74-of-europeans-want-eu-to-do-more>