

Brussels Study Tour 2016

K-12 Teacher Unit Planning Template

Name:	Unit Plan: Weeks of
	Subject/Grade Level:
Unit Title:	European Union's Relevance: Yesterday, Today, and Tomorrow
Unit Narrative:	This unit will be geared to a 10 th grade Honors World Literature class. These lessons will follow the war unit that includes <i>All Quiet on the Western Front</i> addressing the issues of World War I and <i>Night</i> , addressing issues related to the Holocaust and World War II. Part of the initial focus will be on the European Union as an important component to world peace following the World Wars while the second part will focus on the EU's current relevance and prospective role in future socioeconomic and political arenas.
Standards:	<p>Common Core Standards for English Language Arts – Grades 9/10:</p> <p>CC.1.2.9–10.B</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</p> <p>CC.1.2.9–10.J</p> <p>Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3</p> <p>CC.1.2.9–10.L</p> <p>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.9–10.F</p> <p>Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.F.2.3.5 L.F.2.5.1</p> <p>CC.1.4.9–10.C</p> <p>Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>C.E.1.1.2</p> <p>CC.1.4.9–10.G</p> <p>Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.S</p>

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Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.5.9–10.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9–10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9–10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9–10.G

Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

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Objectives	
<ul style="list-style-type: none"> → Students will be able to: → Comprehend the structure, purpose, and function of the European Union → Debate the effectiveness of the EU as a peacekeeping entity → Identify major accomplishments of the EU over time and the current challenges facing the EU today → Incorporate textual evidence to support their views → Collaborate with peers to formulate solutions to real world problems → Simulate an parliamentary session of the EU → Effectively communicate with peers using effective communication skills and technology 	
Big Ideas	
<ul style="list-style-type: none"> → What is the relevance of the European Union (look at past as well as current developments) → What are serious problems facing the EU today and possible solutions → How does the EU operate / function – the roles of member nations → Future of the EU 	
Essential Questions	
<ul style="list-style-type: none"> → Will the EU's relevance continue both in Europe and around the world? → How does the EU function as a representative of multiple nations? → How important is the EU in sustaining world peace? → How much impact should the EU have in dealing with problems outside the EU (ie. Syrian Refugees) 	
Learning Acquisition and Assessment	
<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> → Background history of EU → How the EU works / functions → Accomplishments and Criticism associated with the EU → Current EU Issues – Strengths and Weaknesses 	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> → Debate both sides of issues relevant to the EU → Identify problems and propose solutions → Annotate nonfiction sources for meaning, tone, and bias → Research issues relating to the EU in order to gain comprehensive understanding of all sides of controversial issues.
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Accuracy and participation levels in group discussions → Accuracy of information presented during parliamentary procedure as part of mock European Union session → Exit Slips → Quick Write and Homework responses based on assigned readings 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Rubric for PowerPoint presentation → Final Unit Test
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	

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Day 1	<ul style="list-style-type: none"> → Topic: World War III? → Introduction: → Quick write on SmartBoard: Question: Do you expect that WWIII will break out during your lifetime? Explain by supplying 3 logical points of contention to support your answer → Body: <ul style="list-style-type: none"> → Discuss student responses to quick write. → Advance discussion by talking about what conditions would lend themselves to global warfare → Are any of those conditions in place now → What countries would most likely enter a war first and who would be important allies? → Show video of projected losses for World War II – stop short before the clip ends and ask them to reflect on the potential losses for a WWIII. Continue the clip that outlines complete destruction of the world. Ask students if they think this is or is not an accurate portrayal. https://www.youtube.com/watch?v=kTdEQwE6hF8 (3 minutes) → Closing: <ul style="list-style-type: none"> → Have students watch this 18 minute video for homework – It illustrates the number of military and civilian casualties overtime and the long peace that the world has encountered since the end of WWII, more than likely debunking student opinions that today is a horribly tragic period in regards to world peace. https://www.youtube.com/watch?v=DwKPFT-RioU. → As they watch the video, students are to identify 8 statistics or details that surprised them in the video.
Day 2	<ul style="list-style-type: none"> → Topic: How to prevent WWIII → Introduction: → Quick Write: How dangerous is the current world we live in? Why do you think this? Follow with brief discussion → Body: <ul style="list-style-type: none"> → Discuss the video with student observations as compiled for homework. → Ask how their opinions or world views changed as a result of watching the video → To what do you attribute the long period of peace? Let students work in groups of 3 to come up with possible answers. Give them 3 minutes to come up with their own idea. Then let them have an additional 5 minutes to do research, using the Internet. Give them the rest of the period to formulate their ideas into a one-minute presentation to be given at the beginning of class the next day. The presentation should be accompanied with a brief slide show, exhibiting a minimum of three graphs or pictures. At least 1 outside, legitimate source should be cited. → Closing: Students identify what needs to be done to complete the task for tomorrow and how that will be accomplished
Day 3	<ul style="list-style-type: none"> → Topic: European Union's role as peacekeeper. → Introduction: → Students should jot down in their notes any new ideas they had not already thought of as they watch the student presentations. → Body: <ul style="list-style-type: none"> → Each group will present → Following all presentations, the class will debrief as one group to come up with the most mentioned sources of peace. → Here, the focus will move to the specific role of the European Union for providing peace. → Ask students to identify what they already know about the European Union – make clarifications and corrections if and when necessary. → Closing: <ul style="list-style-type: none"> → Distribute two articles for them to read and annotate for homework. One articles praises the EU as a peacekeeping organization and the other doubts it role as an ongoing peacekeeper.

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	<p>http://www.huffingtonpost.co.uk/alan-grant-2/eu-referendum_b_8326028.html</p> <p>→ http://www.cam.ac.uk/research/discussion/opinion-can-the-eu-keep-the-peace-in-europe-not-a-chance -</p> <p>→ For homework, students will summarize each article by listing 5 main points each of the two authors make and by writing a one paragraph assessment identifying the strengths and weaknesses of the EU as a peacekeeping organization.</p>
Day 4	<p>→ Topic: European Union's Major Accomplishments and Concerns</p> <p>→ Introduction:</p> <p>→ Quick write – in addition to keeping peace, what are the perceived benefits and problems of the European Union?</p> <p>→ Body:</p> <p>→ Lecture on the benefits of the European Union over time and current day</p> <p>→ As a class – identify the perceived problems the EU currently faces</p> <p>→ If any go unmentioned by students, the teacher will complete the list</p> <p>→ Break the students into groups of 3 to assess each problem and come up with possible solutions</p> <p>→ Closing:</p> <p>Each student within the group must find one article to share with fellow group members before leaving class. Each student must come up with a unique article from a different source. For homework, students within that group must read all 3 articles and identify a minimum of 5 important points made in each article.</p>
Day 5	<p>→ Topic: Strategic Challenges for the EU / Possible Solutions</p> <p>→ Introduction:</p> <p>→ In same groups as yesterday, students discuss their articles and prepare to collaborate to form a dossier on the topic. In the dossier, each group will address the following: Summarize the problem, identify the countries most affected, detail any efforts that have been made to date to deal with the issue, and come up with at least one possible solution (acknowledging both the strengths and weaknesses of proposed solutions).</p> <p>→ Closing:</p> <p>→ All reports will be shared on Edmodo so that all students will have access to the information. Students will be expected to look over each presentation and be familiar with all of the information submitted by fellow students.</p> <p>NOTE: THE UNIT PLAN INCLUDES 5 ADDITIONAL DAYS WHICH WILL ALSO BE FORWARDED (If possible, as part of this same document).</p>
Resources and Materials	
	<p>→ Smart Board</p> <p>→ Videos:</p> <p>→ https://www.youtube.com/watch?v=kTdEQwE6hF8 (3 minutes) – One Thousand Years of War Casualties in 3 minutes</p> <p>→ https://www.youtube.com/watch?v=DwKPFT-RioU. - The Fallen of World War II</p> <p>→ Newspaper articles:</p> <p>http://www.huffingtonpost.co.uk/alan-grant-2/eu-referendum_b_8326028.html - “We have peace in Europe because of the EU” (Oct., 2016 –Huffington Post)</p> <p>→ http://www.cam.ac.uk/research/discussion/opinion-can-the-eu-keep-the-peace-in-europe-not-a-chance - “Opinion: Can the EU Keep the Peace in Europe – No Way” (October, 2015 – University of Cambridge)</p>