

 Summary

European Union - Why Does it Matter?

| Subject | Year | Start date | Duration |
|---------|----------------|-----------------|----------|
| History | Year 4, Year 5 | Week 2, January | 5 weeks |

 Key and Related Concepts

 Key Concepts

| Key Concepts | Definition |
|--------------|------------|
| | |



Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

Systems

 Related Concept(s)

Conflict, Cooperation, Identity, Interdependence

 Inquiry

 Conceptual Understanding

Empathy and Cooperation may be necessary for peaceful interactions within and between systems.

 Global Context

| Global Context | Explorations to develop |
|----------------|-------------------------|
| | |



Commonality, Diversity and interconnection

Globalization and sustainability

 Statement of Inquiry

Empathy and Cooperation may be necessary for peaceful interactions within and between governmental systems.

? Inquiry Questions

| Type | Inquiry Questions | Line of Inquiry |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Debatable | Name three advantages supporters of the EU identify as reasons countries should belong to the organization | European Union - Pros & Cons |
| Factual | When may countries leave the European Union? Name the country that provided an example of this in 2016. (Conflict, Cooperation, Identity, Interdependence) | European Union Explained |
| Debatable | The color of the EU flag represents the sky of the world, the stars represent the people of Europe, why did the EU include representations of these entities on their flag? | European Union Explained |
| Debatable | If people were speaking about either joining or not joining the European Union, what would they each say? | Purpose of the EU - Past and Present |
| Conceptual | Today, how do European countries deal with their differences? | European Union Diversity - Develop Conceptual understanding - Conflict, Cooperation, Identity, Interdependence |
| Factual | How many official languages are there in the EU? | European Union Explained |
| Conceptual | For what purpose was the European Union established? | Develop Conceptual understanding - Conflict, Cooperation, Identity, Interdependence |
| Factual | How many member states make up the EU? | European Union Explained |
| Debatable | Why would it be important for the countries to share a common currency? | European Diversity |
| Conceptual | Why is it important to keep peace among nations? | Develop Conceptual understanding - Conflict, Cooperation, Identity, Interdependence |

🔍 Curriculum

🎯 Aims

Understand how both environmental and human systems operate and evolve

◇ MYP subject group objective(s)

C: Communicating

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention

D: Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations

📄 Content (topics, knowledge, skills)

Students will have a factual understanding of the history, purpose and function of the European Union.

Students will develop the key concept of systems and related concepts of cooperation, identity, conflict and interdependence.

🚀 Skills

Students will use critical thinking skills and a conceptual lens to integrate thinking and transfer knowledge.

Students are able to use generalizations, or summaries of thought, to consider and reflect on "What do I understand as a result of my study that I can transfer?"

Students will use communication skills, both verbally and written.

📊 Standards and Benchmarks

Key Ideas and Details

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

 **ATL Skills**

 **ATL skills**

 **Communication**

- I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

Give and receive meaningful feedback

Negotiate ideas and knowledge with peers and teachers

Reading, writing and using language to gather and communicate information

Read critically and for comprehension

Read a variety of sources for information and for pleasure

Make inferences and draw conclusions

Use and interpret a range of discipline-specific terms and symbols

Paraphrase accurately and concisely

Preview and skim texts to build understanding

Take effective notes in class

Use a variety of organizers for academic writing tasks

Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Organize and depict information logically

Structure information in summaries, essays and reports

 **Thinking**

- VIII. Critical thinking skills

Analysing and evaluating issues and ideas

Gather and organize relevant information to formulate an argument

Recognise unstated assumptions and bias

Interpret data

Evaluate evidence and arguments

Recognise and evaluate propositions

Draw reasonable conclusions and generalizations

Test generalizations and conclusions

Revise understanding based on new information and evidence

Consider ideas from multiple perspectives

Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

Identify obstacles and challenges

Use models and simulations to explore complex systems and issues

Identify trends and forecast possibilities

- IX. Creative thinking skills

Generating novel ideas and considering new perspectives

Use brainstorming and visual diagrams to generate new ideas and inquiries

Consider multiple alternatives, including those that might be unlikely or impossible

Create novel solutions to authentic problems

Make unexpected or unusual connections between objects and/or ideas

Make guesses, ask “what if” questions and generate testable hypotheses

Apply existing knowledge to generate new ideas, products or processes

Create original works and ideas; use existing works and ideas in new ways

Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments

Practise visible thinking strategies and techniques



Developing IB Learners

☆ IB Learner Profile



Inquirers



Knowledgeable



Thinkers



Communicators



Open-minded



Reflective

Integration

International Mindedness

Although Europe is an ocean away, the European Union has a lot more to do with students than students may realize. Perhaps they have relatives who come from or live in the EU? Perhaps the food they are eating today comes from an EU country? Perhaps issues that are important to students of their age in the EU are important to them too?

Academic Integrity

Students will honor and maintain the principles of academic integrity by not plagiarizing the work of others, refraining from submitting fraudulent research, avoid misleading their readers about any part of their research, being honest, ethical and thorough in their academic work.

Connections

Language Development

Students will develop their language by participating in small and large group discussions, researching and reviewing academic sources, synthesizing information and communicating the results in both written and verbal formats.

Information Communication Technology

Students will find, evaluate, organize, use and communicate information in various formats that require them to make decisions, problem solve and acquire knowledge.

Service as Action

As students develop their understanding of the EU, they develop an awareness of the global community and an international mindset. The students become empowered to make choices about how to take thoughtful and positive action both locally and globally. The action may involve students in feeling empathy towards others, making small-scale changes to their behavior, suggesting modifications to an existing system to the benefit of all involved, and/or lobbying people in more influential positions to act.

Assessment

Formative Assessment

See/Think/Wonder - completed questions

Student completed handouts from European Union - Purpose & Benefit - Past & Future - PowerPoint: The EU positives and negatives; Map locations of member states; newspaper article about the formation of the European Union; Exit Ticket: perspective that explains reasons for joining/not joining.

Participation in small and large group discussions.

European Union Explained - Reading & Timeline Activity

T-Chart: class discussion on reasons countries support or oppose the European Union

Students use Google Classroom to complete and submit: The Purpose of the EU - Past and Future:

Organize the European Union - Positives & Negatives and Ticket out the Door

OPCVL document evaluations

Completed document questions: The European Union: Has Europe United? Background Essay, Document A & B

Summative Assessment

Students formulate an argument regarding if they would encourage membership in the European Union and create a social media post that explains their stance.

MYP Assessment Criteria

N/A A: Knowing and understanding

N/A B: Investigating

N/A C: Communicating

N/A D: Thinking critically

Description

MYP assessment requires the assessment of the prescribed subject-group objectives using the assessment criteria

Communicating:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format

Thinking critically

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyze and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Learning Experiences

Prior Learning Experiences

1. **OPCVL** - tool for evaluating sources: International Baccalaureate (IB) Middle Years Programme (MYP)

O = Origin, P = Purpose, V = Value, C = Content, L = Limitation

2. **Scaffolding thinking** - facts/concepts/generalizations/ - Lynn Erickson
3. **See, Think, Wonder** - Harvard Project Zero - Making Thinking Visible
4. **Large and small group discussion** skills

Learning Experiences and Teaching Strategies

A. Introduce unit by using "see/think/wonder"

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. The strategy is used at the beginning of the new unit to motivate student interest in the European Union.

This routine will help students to think carefully about why the European Union (EU) flag looks the way it does and what it represents.

Student responses to the routine are written down and recorded so that a class chart of observations, interpretations, and wonderings are listed for all to see and return to during the course of study.

 EU Flag - See, Think, Wonder 2023 (2).pdf 845.03 KB

<https://docs.google.com/document/d/1Oa3HWoyPLHa-dnP5vQMBUf0QuwBPACtBJRhpF-mS4/edit?usp=sharing>

B. Present and discuss unit/lesson (SOI, concepts, Summative assessment, etc.) - Google Slides

EU Unit Compass Rose Activity (last slide) - Discuss with students how each point on the compass rose is represented in the EU Unit. Pair/Share: with a partner students complete each compass rose point questions; pairs+pairs - in groups of four, students share their thoughts regarding the compass rose points; large group discussion: students share with the class their answers for the compass rose points. Discuss

C. Video - The European Union - Summary on a Map by Geo History (13 Minutes)

<https://www.youtube.com/watch?v=4VCYHTGjr-U>

Video - How does the EU work? | CNBC Explains by CNBC International (6 Minutes)

<https://www.youtube.com/watch?v=9eufLQ3sew0>

D. Present and discuss PowerPoint European Union - Fact or Fiction

This routine engages students in their learning of the EU and is thought-provoking. As students view each slide, they consider if the information on the slide is truth or fiction. Students complete the Introduction Fact or Fiction PowerPoint Game. Students will basically be guessing or pulling from previous knowledge answer the questions. As each question is posed on the screen, have students move to the left side of the room if they think it is fact and to the right side of the room if they think it is fiction. This is simply to test their knowledge and get your learners engaged. Students share their opinions and then the correct response is shared with the class. This strategy encourages learners to consider global contexts.

 European Union - Fact or Fiction PowerPoint.pptx 84.07 KB

E. Scaffolding thinking - facts/concepts/generalizations - Systems

The students have been previously introduced to this thinking strategy integrating knowledge using a cognitive process.

Students examine how knowledge is structured and how that structure reflects the different levels of thinking. The conceptual lens of "Systems" is used. The process facilitates students thinking at a higher level.

F. European Union Explained - Geography and Math Made Easy: <https://geographymathmadeeasy.com/>

Assign students to teams of 2 and distribute the reading activity and the grading rubric. Provide each team with a computer, laptop, Chromebook or tablet. Direct student to find a free timeline creator before they begin their reading activity. It is suggested to use *Read, Write or Think Timeline* (type it into the search engine to find it), but students may use a timeline creator of their choice. Explain to students that they will be exploring the purpose of the European Union and the events that led up to the creation of the Union. Students may add pictures and text to their timelines. Review the grading rubric with the class, specifically what they need to make all 4's. Allow students to begin their reading assignment and timeline. As the students create their timelines, move around the room asking guiding questions and comprehension questions to assess whether students are retaining and understanding the information. Provide assistance as needed. Once students have finished, present a class timeline and fill it in together allowing for a class discussion.

European Union Explained - Reading & Timeline Activity

<https://docs.google.com/document/d/16txA7kWPZ9S41WvGGN-LcNWi8oFdb7V8upla4MNrr10/edit?usp=sharing>

European Union Explained - Timeline Rubric

<https://docs.google.com/document/d/1kWIMlmut7wUrXQYhsRPRu4vO9bZq7Yw2eyn3KnZuGeQ/edit?usp=sharing>

ACTIVITY:

Students complete the T-Chart identifying countries that support and those that are against the idea of the European Union,



providing supporting reasons.

<https://docs.google.com/document/d/1dwM-lcfYN5c0b3xljCuwPxtyo2-zBwJcNJxW959nse0/edit?usp=sharing>

FORMATIVE EVALUTATION

T-Chart: Hold a class discussion on reasons counties support or oppose the European Union.

<https://docs.google.com/document/d/1dwM-lcfYN5c0b3xljCuwPxtyo2-zBwJcNJxW959nse0/edit?usp=sharing>

Overall Understanding: Each learner will complete an exit card before exiting the room.

<https://docs.google.com/document/d/1mlkWQuEw-06bhgTxKxMlcNM2zOXCOkmZPGukyMseDDM/edit?usp=sharing>

G. European Union - Purpose Past & Future - (created by Brain Wrinkles)

FORMATIVE EVALUTATION

Students make their own copy of the slide show, review and complete the slide using Google Classroom: Organize the European Union - Positives & Negatives. Students place the statements where they correctly belong on the chart.

Overall Understanding: Each learner completes a ticket out the door on Google Classroom

If the people were speaking about either joining or not joining the European Union, what would they each say? Write a statement from the perspective of each person that explains their reasons for joining/not joining. Include examples and details from the lesson. In the text boxes, write explanations that describe why each person feels the way that they do.

H. The European Union: Has Europe United? Background Essay & Mini-DBQ

1. Students read the handout, including the background essay, document A and B. Students research and select two (2) additional current documents, one supporting Document A's topic and one exploring Document B's topic. Students read, reflect, and evaluate all the documents using the OPCVL method. Share with students the IB MYP OPCVL guide for analyzing historical documents. Introduce the Stanford Historical Thinking Chart to support students as they complete the OPCVL thinking like a historian. Remind students that as they evaluate the "Value and Limitations" of the document to consider: What about the source makes it good evidence for answering this historical question? and What about the source might limit its usefulness as evidence for answering the historical question?

 OPCVL Reference Sheet2.pdf 218.84 KB

 Historical Thinking Chart (1).pdf 22.44 KB

2. Students complete the document questions and submit for formative assessment.

 EuropeanUnionDBQ.docx 751.07 KB

I. Summative Assessment #1

Students formulate an argument regarding if they would encourage membership in the European Union and create a social media post that explains their stance. IB MYP I&S Task-Specific rubrics are used for assessment of student work.

GRASPS (Grant Wiggins and Jay McTighe) Task: https://docs.google.com/document/d/1npi_iFpN7QzNxdOUa4bTRwqJtkCzrtniNMMXn1g7LWQ/edit?usp=sharing

 Performance Assessment GRASPS (1).pdf
35.25 KB

IB MYP I&S Task-Specific Rubric: Criterion C - Communicating

https://docs.google.com/document/d/19mAaSrIIaD-cSDhWI-IVSA_Yy700cGQGdpPCSoIBWOM/edit?usp=sharing

IB MYP I&S Task-Specific Rubric: Criterion D - Thinking Critically

https://docs.google.com/document/d/14y9I7YMKy__UoIONbHTWZiEcxSowzOgQEa7UZJX9Qmg/edit?usp=sharing

J. Summative Assessment #2

EU Website: https://european-union.europa.eu/index_en

Students sign up for Formative assessment #2 by writing their name on a pre-prepared list of topics (Compare/Contrast EU w/ UN, w/NATO w/US Government) and number of group members (blank line for student name) Groups research and present their findings using a visual aid of their choice.

Student Expectations

The learner will understand the history and functions of the European Union.

- The learner will create a timeline of events that lead to development of the European Union.
- The learner will be able to explain the purpose of the European Union.
- The learner will consider why some groups support or oppose the European Union.

The learner will develop a conceptual understanding of the concept "Systems" and be able to apply it to the European Union and other systems, locally, nationally and globally.

Understand how both environmental and human systems operate and evolve.

The learner will develop the Approaches to Learning Skills (ATL) of Communication and Thinking.

Differentiation

In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum.

Learner Contract

It is an agreement between the student and teacher (and sometimes the parents) in relation to how the student will successfully achieve certain learning objectives. It may include the following items:

- what the student should learn
- the agreed time frame
- what the student will do to achieve these objectives
- the way in which the student will assess his or her own learning
- the way in which the teacher will assess the learning.

Advantages:

- It is simultaneously a learning and assessment tool.
- It promotes independent learning and decision making in students.
- It allows those responsible for the student to be involved in the learning process.

Reflections

General Reflections

Prior to studying the unit



Mary Hunter Aug 2, 2023 at 10:58 AM

At the end of the Brussels-Lux study tour, I left Brussels with so much new information and a deeper understanding of the EU



that I was still processing. But, I kept returning to my initial sense of wonder when I first walked by the EU Commission bldg., on my own before the orientation meeting. I saw all the EU flags proudly displayed alongside the building and experienced a feeling of hope. Throughout our study tour that hope continued to grow as we learned more and more about the purpose, function and spirit of the EU. This motivated me to create a lesson plan designed to introduce students to the EU, deepen their understanding of the purpose, function and spirit of the EU.