

Brussels Study Tour 2018

K-12 Teacher Unit Planning Template

Name: Tasha Lindsay		Unit Plan: Weeks of March 11-15	
		Subject/Grade Level: 9-12, A.P. Human Geography	
Unit Title:	Political Geography-Introduction to the European Union & Supranationalism		
Unit Narrative:	In this unit, students will be introduced to the structure of the European Union, the roles of the members and member states as well as common policy in areas such as agriculture and how the E.U. compares to other supranational organizations.		
Standards:	<ul style="list-style-type: none"> ● Explain how the political, economic, cultural and technological elements of globalization challenge state sovereignty. ● Some forces that may lead to supranationalism include economies of scale, trade agreements, military alliances, and transnational challenges. ● Supranationalism is expressed in the creation of multinational organizations (e.g. U.N., NATO, EU, ASEAN, NAFTA) 		
Objectives			
<ul style="list-style-type: none"> → Define the major institutions of the European Union. → Explain the major functions of European Union institutions. → Identify issues/policies within the European Union and offer possible solutions. → Explain how the European Union impacts the sovereignty of its member states. → Compare and contrast the role of the European Union to other supranational organizations. → Analyze the role of current member states within the EU. 			
Big Ideas			
<ul style="list-style-type: none"> → Structures of the EU → Functions of the EU → Role of the EU Council → Role of the EU on the world stage 			
Essential Questions			
<ul style="list-style-type: none"> → How does the EU compare to other supranational organizations? → How do the policies/roles of the EU impact the member states? 			
Learning Acquisition and Assessment			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
<ul style="list-style-type: none"> → The purpose of the EU → How the EU functions → What the role of member states are/is → What the structure of the EU looks like → What policy challenges the Eu is currently facing 		<ul style="list-style-type: none"> → Use the knowledge gained through class activities in order to construct a response to an FRQ question analyzing one or two aspects of the EU or supranational organizations. 	
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> → Supranationalism article & question activity (in pairs) → Time Magazine cover activity → Supranationalism Chart Comparison Activity (mini presentation) 		<ul style="list-style-type: none"> → Students will complete a FRQ (free response essay) question. 	

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<ul style="list-style-type: none"> → Class participation (Discussions) → KWL Charts → Exit tickets 	
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → 1. Students will complete a KWL chart (KW only) on the what they know and want to know about the EU and supranational organizations. → 2. Students will watch the EU explained video clip (write down two questions that you have about the EU after watching the video) → 3. Discuss the clip. → 4. Students will pair off and read the APHG Supranationalism article marking the text for unfamiliar vocabulary as well as answers to their video questions. → 5. Discuss the article (focusing on the history and organization of the EU as well as comparing it to other Supranational organizations. → 6. Students will then complete the Supranationalism questions in pairs. → 7. Complete map at the end as homework.
Day 2	<ul style="list-style-type: none"> → 1. Go over homework assignment. → 2. Students will work in groups of 3 to research one Supranational organization and record the results on the provided chart. Each group will then present their findings in an informal mini presentation to the whole class. All students will record each other's findings on their own charts.
Day 3	<ul style="list-style-type: none"> → 1. Complete the L in the KWL chart (discuss results as a group) → 2. Complete chart presentations on Supranational organizations. → 3. Exit ticket- Answer the following question: in three to five sentences, explain the role of the EU and the impact it has compared to one other organization.
Day 4	<ul style="list-style-type: none"> → Council Configuration Video Clip (take notes on each of the Configurations. What are they? and what are the key responsibilities?) → 1. Students will research the roles of one Council Configuration (General Affairs, Justice and Home Affairs, etc.) using the European Union Works Reading or other documented research. → 2. Then, complete the Time Magazine cover activity on one Configuration.
Day 5	<ul style="list-style-type: none"> → Free Response Question. Students will answer an essay question on the EU policy, structure, or any other aspect of the EU.
Resources and Materials	
<ul style="list-style-type: none"> → Day one- EU explained , Supranationalism reading, Reading Questions → Day two & three- Graphic Organizer → Day four- How the European Union Works PDF (the Council section), Configuration Research link, Time Magazine Template → Day five- choose a question from the A.P. College Board that pertains to policy, structure or sovereignty. You will also need the scoring rubrics. 	