### Brussels Study Tour 2018
K-12 Teacher Unit Planning

<table>
<thead>
<tr>
<th>Name: Amy Palo</th>
<th>Unit Plan: Weeks of TBD</th>
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<td>Subject/Grade Level: World History/10</td>
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| Unit Title: | Functions and Challenges of the European Union |

| Unit Narrative: | This unit is part of a larger unit of understanding how the world is organized into government affiliations, nation-states, etc. Students will explore the function and abilities of the European Union. To understand how the different organizations work, students will engage in both a group debate and a role-playing activity. Afterwards, students will reflect on the similarities and differences between the organization of the EU and the United States. |

| Standards: | PA 8.4.12 D Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.  
PA 6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national, and international economies  
PA 6.3.12 B Evaluate the economic reasoning behind a choice  
PA 6.4.12 C Evaluate how a nation might benefit by lowering or removing trade barriers |

| Objectives: | → Learn about the organization of the European Union  
→ Understand the similarities and differences between different governing institutions  
→ Debate the best course of action for different EU issues |

| Big Ideas: | → The European Union is an economic union of 28 European member states  
→ The European Commission, the Council of the EU, and the European Parliament work together to create laws that members abide by  
→ Because member states are different geographically, politically, and economically, they may have different interests in EU policy |

| Essential Questions: | → What is the goal/purpose of the European Union?  
→ How is the European Union divided in order to make laws?  
→ What are the functions of the European Parliament, Commission, and Council of the EU?  
→ How does the EU |

| Learning Acquisition and Assessment: | Students will know… (content/concepts)  
→ The functions of the European Parliament, Commission, and Council  
Students will be able to… (skills, performance tasks)  
→ Explain the function and division of the European Parliament, Commission and Council of the EU |
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→ Decide on a course of action for either responding the US Steel Tariffs or the migration crisis in the EU as a group  
→ Take on the role of an MEP and support, modify, or refute the course of action based on the POV of different countries

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<tr>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
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<tr>
<td>→ Task 1: Create a product (Thinglink, Infographic, etc.) that explains the roles and functions of various EU agencies</td>
<td>→ Completed Google Slide</td>
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<td>→ Task 2: Group debate and conclusion</td>
<td>→ Group presentations</td>
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<td>→ Task 3: MEP position explanation</td>
<td>→ Reflection</td>
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Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

| Day 1 | → Distribute Google Slides presentation to students via Google Classroom  
|       | → Instruct students to add their own slide  
|       | → Give brief background information on the EU  
|       | → Students complete the Investigation task 1 |
| Day 2 | → Review the questions/task from yesterday  
|       | → Assign students into 2 groups (can be broken up further within the two groups)  
|       | → Complete task 2  
|       | → Give each group the scenario. Assign them the task/goal of creating a law/response to their scenario (either migration crisis or tariffs)  
|       | → Students add to their Google Slide |
| Day 3 | → Groups present their decisions  
|       | → Students have the chance to ask questions  
|       | → Explore current headlines on both scenarios (migration crisis and tariffs) |
| Day 4 | → Assign students the role of one of the member states  
|       | → Complete task 3  
|       | → Students research their country and how or why they might react positively or negatively to the decisions made by the groups on the migration crisis and explain why |
| Day 5 | → In small groups, share task 3  
|       | → Have students reflect on the task and the similarities and differences between the US and the European Union by filling out the Google Form |
## Resources and Materials

- [https://docs.google.com/presentation/d/1xSJITvDeEN7NIdHzU6OGp1cb0XSL7aKdDcZ6nWi8qOC1w/edit?usp=sharing](https://docs.google.com/presentation/d/1xSJITvDeEN7NIdHzU6OGp1cb0XSL7aKdDcZ6nWi8qOC1w/edit?usp=sharing)
- [https://docs.google.com/forms/d/e/1FAIpQLSfQxCx81aSb8siDPeMxbzpq2uiMc7u2whY81Nj2y-XPcvn8E-Bg/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSfQxCx81aSb8siDPeMxbzpq2uiMc7u2whY81Nj2y-XPcvn8E-Bg/viewform?usp=sf_link)
- [https://europa.eu/european-union/index_en](https://europa.eu/european-union/index_en)
- [http://www.bbc.co.uk/guides/zgjwtyc](http://www.bbc.co.uk/guides/zgjwtyc)
- [https://www.youtube.com/watch?v=ywJS7swbqeE](https://www.youtube.com/watch?v=ywJS7swbqeE)