

Brussels Study Tour 2019

K-12 Teacher Unit Planning Template

Name: Laura West		Unit Plan: 5 lessons over multiple (more than 5) days	
		Subject/Grade Level: Geography/Social Studies 6 th grade (Standards are for 6-8, so can be modified)	
Unit Title:	What in the WORLD is the European Union?		
Unit Narrative:	In this geography/social studies 6th grade unit, students will learn about the European Union, information about the countries that make up the EU, what the EU is doing about global issues that affect those in the EU territory and around the world, and about global trade Win/Win		
Standards:	<p>The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History</p> <p>D1 Sources 5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p> <p>D2.Civics 10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Economics 1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Geography 9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p> <p>D3.Sources 2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>D4. Sources 3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>D4. Taking Action 7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>		
Objectives			
<ul style="list-style-type: none"> → Students will learn information about the European Union → Students will explore and present information to the class about a specific EU country → Students will learn about global issues affecting those in the EU territory and around the world → Students will brainstorm how the EU, USA, and individuals can work to solve global issues → Students will learn about global trade by playing Win/Win 			
Big Ideas			
<ul style="list-style-type: none"> → Learn about the history of the European Union and which countries are members? → Learn information about individual countries that are members to share with the class. → Learn how global trade makes everyone stronger (Win/Win) → Learn how the European Union is working on environmental issues and what the EU/USA/individuals can do to help find solutions to these problems 			



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Essential Questions	
<ul style="list-style-type: none"> → What countries make up the European Union? → Why is trade important to the EU/USA/individuals? → What are some global environmental issues the world is facing today? → What can the EU/USA/individuals do to help find solutions to these problems? 	
Learning Acquisition and Assessment	
Students will know... (content/concepts) <ul style="list-style-type: none"> → Learn which countries make up the European Union → Learn why/how global trade is a Win/Win for (mostly) everyone → Learn about environmental issues facing the EU and World 	Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> → Synthesize and share information about geography/culture for a chosen country in the EU → Identify issues facing the environment, explain what the EU is doing to help these problems, and make suggestions of their own
Formative Assessments <ul style="list-style-type: none"> → Pre-Unit Quiz “How much do you know about the EU?” → Group participation required using classroom norms (everyone helps, compromise, civility) → Teacher observation 	Summative Assessments <ul style="list-style-type: none"> → Student presentation of European Union country (rubric) → Student reflection shown in audience members notes, taken during the EU presentations → Post-Unit Quiz “How much do you know about the EU?”
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Pre-Unit quiz over the European Union (no grade) → Two videos explaining the European Union (whole class) → Teacher led class discussion how US/EU are similar and different (T-chart) → Individual map work (study your EU map and pick out a country you want to explore/teach to the class). Decide if students will work alone or in pairs for project
Day 2	<ul style="list-style-type: none"> → Review of previous lesson → Students work alone/in pairs to start exploring their assigned/chosen country and gathering facts for a class presentation using print information and two websites (see resources below)
Day 3	<ul style="list-style-type: none"> → Win/Win trading game (fun intro to show/remind how trading is positive for everyone) → Introduction videos about climate change and the EU (see resources below) → Challenge: Add climate change issue/ideas to class presentation on EU country → Continued work on country project
Day 4	<ul style="list-style-type: none"> → Review of previous material and introduction of new (close to 6th graders hearts) topic: Animal Welfare → View video (see resources below) and class discussion on why this topic is important → Introduce Sustainable Shaun game (see resources below) and go over tutorial together. → This information may or may not be added to student presentations, but is a resource and game for them to learn with → Continue work on country presentation
Day 5	<ul style="list-style-type: none"> → Individual/group presentations to the class about their EU country → Students take notes of two interesting/new things they learned about each presentation (grade) → Post-Unit quiz over the European Union (grade) → Divide the class into groups (teacher’s choice) to have them brainstorm ways to solve one/more of the environmental issues presented as global problems today
Resources and Materials	

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→ **DAY 1**

- How much do you know about the EU (Quiz): https://europa.eu/learning-corner/quiz_en
- European Union Explained: <https://www.youtube.com/watch?v=8fhbYuPT-rw> and
- <https://www.youtube.com/watch?v=O37yJBFRfg>
- Map of the EU past/present: <https://www.bbc.com/news/world-middle-east-24367705>

→ **DAY 2**

- Let's Explore Europe hard-copy of information for teacher/student use:
<https://publications.europa.eu/en/publication-detail/-/publication/5a9f6713-495e-4f97-b995-9a359f5f7132>
- What it's all about (Explore countries of the EU): https://europa.eu/learning-corner/the-eu-whats-it-all-about_en
- Let's Explore Europe (Game): https://europa.eu/learning-corner/lets-explore-europe_en

→ **DAY 3**

- Win Win Trading Game: https://www.izzit.org/products/detail.php?video=win_win
- Climate Change: <https://www.youtube.com/watch?v=tfbi-oOA0bk>
- Waste Management at Sea: https://www.youtube.com/watch?v=jNE72V3IU_o

→ **DAY 4**

- Animal Welfare: <https://youtu.be/RV-p0cKyvDk>
- Sustainable Shaun (Game): http://ec.europa.eu/environment/sustainableshaun/game_en.htm

→ **DAY 5**

- How much do you know about the EU (Quiz): https://europa.eu/learning-corner/quiz_en