

Name: Amanda Goodman Hempfield Area School District	Unit Plan: Winter 2017 Subject/Grade Level: World Geography 6
Unit Title:	The European Union Simulation
Unit Narrative:	<p>The European Union is a complex and constantly evolving institution that can be hard for Europeans to wrap their heads around. So, how are American middle-schoolers going to fair? The even bigger challenge though, is how can we make them care? Most people--especially middle schoolers--learn by doing not listening, so a simulation seems like our best shot.</p> <p>This simulation will involve all the students in our sixth grade world geography course (roughly 120 in total) for approximately 11 days. It will require them to read, write, discuss, debate, and make some major decisions. It won't be until the end of the unit that the social studies instructor will step in for a bit of direct instruction. But, by this point the students will merely be reviewing what they've already gleaned through the action of the simulation.</p> <p>The bulk of the simulation will take part during their geography classes, though students who are able and willing may take part in optional sessions during communal time (lunch or homeroom).</p> <p>The students will begin the simulation in the ruins of post-World War II Europe. Each geography class will be assigned a country to "become." Their introductory briefing will include key information and considerations for their country.</p> <p>For the week or more (dependent upon level of participation), the various countries will each represent a different EU country (Germany, The United Kingdom, Greece, France, Estonia, and Belgium) as we wrestle with various real-world issues from the EU's history (Schengen Area, Euro Zone, Debt Crisis, Migration, and "Brexit").</p>
Standards: <i>(All from PA Department of Education SAS Website)</i>	<p>5.2.6.B--Explain how citizens resolve conflicts in society and government.</p> <p>5.2.6.D--Explain why participation in government and civic life is important.</p> <p>5.4.6.A--Identify how countries have varying interests.</p> <p>5.4.7.B--Describe how countries coexist in the world community.</p> <p>5.4.8.A--Describe how national interests lead to agreements and conflicts between and among countries.</p> <p>5.4.8.B--Describe the foreign policy tools of diplomacy, economic aid,</p>

military aid, sanctions, and treaties.

5.4.8.C--Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.

6.1.8.C--Compare choices to determine the best action.

Objectives

- Students will view various real-world issues through the lens of a different country.
- Students will read, analyze, and use information in discussion and debate.
- Students will brainstorm solutions to real-world problems faced by European nations.
- Students will simulate a miniature European Union before evaluating this method of governance for strengths and weaknesses.

Big Ideas

- **Struggle between national and international interests**
- **Use information effectively to make a persuasive arguments**
- **Analyze issues the EU faced through the lens of their assigned nations**
- **Experience the structure and function of a simplified EU**
- **Evaluate the EU as an institution based upon your experiences**

Essential Questions

- How does the country I represent impact the way I view these issues?
- What is the best way to analyze information so that I can make a persuasive argument?
- What is the European Union and how does it function?
- Why does any of this matter to me?
- How do I evaluate the European Union on its goals—peace, prosperity, unity?

Learning Acquisition and Assessment

Students will know... (content/concepts)

- Define and use in debate key government and economic vocabulary including—debt, Schengen Area, migration, currency, depression, Euro Zone, euro, investors, austerity, refugees, migrants, civil war, humanitarian, and Brexit.
- Students will take a quiz that demonstrates the basic structure and function of the EU.
- Students will read about their assigned nations to become experts on them.
- Then, they will read, discuss, and debate five historic EU issues—Brexit, Migrant Crisis, Euro Zone, Schengen Zone, and Debt Crisis--from the perspective of their assigned nation.
- Students will reflect upon their experiences and the real-life outcomes during a

Students will be able to... (skills, performance tasks)

- Read, listen, and watch novel information in order to gain an understanding of complex economic and political events.
- Analyze and evaluate that knowledge to form an opinion.
- Communicate that knowledge in a persuasive way.
- Make an informed decision.
- Evaluate government systems and functions.
- Predict the impact of these decisions.

<p>debriefing discussing.</p> <p>→ Students will evaluate the EU and the issues they faced in essay format at the conclusion of the unit.</p>	
<p>Formative Assessments</p> <p>→ Initial discussion of the issues they are learning about will serve as the only formative assessment. There won't be a formal assessment as these students have virtually <i>no</i> prior knowledge on any of these topics.</p>	<p>Summative Assessments</p> <p>→ Quiz on main ideas and vocabulary.</p> <p>→ One open-notebook essay (they will be able to select from 3-5 options) which will require them to analyze, evaluate, and or predict something about at least one of the major topics we explored.</p>
<p>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</p>	
<p><i>PLEASE NOTE—More detailed information (such as the guiding questions and resources are included on the kids' worksheet and the guiding PPT, but I didn't type it all here for the sake of brevity).</i></p>	
<p>Day 1</p>	<p>→ <u>Anticipatory Set</u>-- The students will begin the simulation in the ruins of post-World War II Europe. I'll set the zeitgeist by showing some images of WWII devastation (Slide #1 of Guiding PPT) and then we'll read the first page of Resource A (see list).</p> <p>→ We'll have a discussion of ways to prevent another war. Once this leads to the idea of union, we'll flip over the paper and read the back. This will set out the objectives for the simulation.</p> <p>→ At this point, I'll assign the class a country:</p> <ul style="list-style-type: none"> ○ Germany= ○ France= ○ Belgium= ○ Estonia= ○ Greece= ○ The United Kingdom= <p>→ I'll give students a sheet that contains just their Nationality information on the front. The back side will contain the ways to gather more information about their nation. This is found in Resource B.</p> <p>→ If time permits, students can begin reading. Whatever they don't finish become homework.</p> <p>→ <u>Homework</u>:</p> <ul style="list-style-type: none"> ○ Read and research your country. ○ Read the first proposal and jot down ideas in response to the question. (Resource D)
<p>Day 2</p>	<p>→ <u>Anticipatory Set</u>—We'll review information about their country (see slide with questions) and I'll briefly explain how this simulation will work.</p> <p>→ Before we begin the simulation, students will elect a Prime Minister (or</p>

	<p>President dependent upon the country).</p> <ul style="list-style-type: none"> → Then, we'll review the key information about Schengen to check for understanding. → Next, students will discuss the right course of action regarding this proposal. <p>Pros? Cons?</p> <ul style="list-style-type: none"> → They will form into parties based upon their stances. They'll have the remainder of the period to prepare for tomorrow's debate. → If they finish early, they can work on homework. → <u>Homework</u>: <ul style="list-style-type: none"> ○ Prepare for tomorrow's debate and vote on Schengen. ○ Read proposal #2 and answer questions. (Resource E)
Day 3	<ul style="list-style-type: none"> → Plenary Session (AM Homeroom) <ul style="list-style-type: none"> ○ We'll get seated into parties (for or against Schengen). ○ Students will have 10 minutes to pick speakers and prepare. ○ Each side will speak for 2-3 minutes to make their case. ○ The other side will have 1-2 minutes to ask questions. ○ We'll switch. ○ Finally, we'll vote. ○ If time permits, we'll debrief. → Day #3—Social Studies Class <ul style="list-style-type: none"> ○ We'll debrief on Schengen Vote. <ul style="list-style-type: none"> ▪ What did we do? ▪ What did they really do? (This will involve looking at an interactive map and listening to a brief NPR clip.) ○ <u>Anticipatory Set</u>—Next, we'll introduce the Euro Zone proposal: <ul style="list-style-type: none"> ▪ What is it? ▪ Discuss the small vs. big boat analogy. ▪ Pros? ▪ Cons? ○ Same protocol for separating into parties and preparing for tomorrow's debate. ○ <u>Homework</u>: Prepare for the debate & vote tomorrow.
Day 4	<ul style="list-style-type: none"> → Plenary Session (AM Homeroom) <ul style="list-style-type: none"> ○ We'll get seated in to parties (for mandatory Euro Zone, for optional Euro Zone, for no Euro Zone). ○ Students will have 10 minutes to pick speakers and prepare. ○ Each side will speak for 2-3 minutes to make their case. ○ The other side will have 1-2 minutes to ask questions

(combined).

- o We'll take turns for all 3 groups.
- o Finally we'll vote.
- o If time permits, we'll debrief.

→ **Social Studies Class**

- o We'll debrief on the Euro Zone Vote:
 - What did we do?
 - What really happened? (This will involve looking at a map of the Euro Zone (Resource F))
- o Anticipatory Set—Students will need a bit of economic background information for this proposal. So, they will record and discuss a few key terms (Guiding PPT slide #15).
- o Then, we'll watch a video about the European Debt Crisis.
 - It is complex but very visual. We might need to stop to clarify and answer questions while we go.
 - When it's finished, we'll discuss the review questions (slide #16) together to check for understanding.
- o Homework—Read proposal #3 on the Debt Crisis but DO NOT answer the questions yet! (No vote tomorrow.)

Day 5

→ **Social Studies**

- o Anticipatory Set—We'll review the debt crisis article (slide #18) together to check for understanding.
- o Then, students will discuss the four options as a class.
- o Next, we'll split up into parties based upon our opinions:
 - Austerity
 - Bail-out
 - Dissolve
 - Strengthen
- o Students will use the rest of the period to develop their case for tomorrow's debate & vote.
- o Homework—Read proposal #4 on the Migration Crisis but don't answer the questions. (Resource I)

→ **Plenary Session (AM Homeroom)**

- o We'll get seated in to parties (austerity, bail out, dissolve, strengthen).
- o Students will have 5 minutes to pick speakers and prepare.
- o Each side will speak for 1-2 minutes to make their case.
- o The other side will have 1 minute to ask questions (combined).
- o We'll take turns for all 4 groups.

	<ul style="list-style-type: none"> o Finally we'll vote. o If time permits, we'll debrief.
Day 6	<p>→ Social Studies</p> <ul style="list-style-type: none"> o Debrief on Debt Crisis Vote: <ul style="list-style-type: none"> ▪ What did we do? ▪ Do we think it will help? Why or why not? ▪ What really happened? (This will involve the students reading an article for homework.) <ul style="list-style-type: none"> ▪ Did this change our opinion of the euro for our nations? Why or why not? o <u>Anticipatory Set</u>—Review what the Migration Crisis is and why it's happening. (slide # 21) o Students will have the rest of the period to brainstorm for ideas in small groups. o <u>Homework</u>: Finish brainstorming and read additional article on migration (Resource J) & check out photo essay online ("What they carried"—Time)
Day 7	<p>→ Social Studies</p> <ul style="list-style-type: none"> o <u>Anticipatory Set</u>—Ideas for dealing with migration crisis. (Guided discussion) o Form into groups and prepare for tomorrow's debate for the first half of class. o For the second half, we'll introduce the concept of Brexit: <ul style="list-style-type: none"> ▪ Watch key clips form the debate. ▪ Watch a commercial from the remain and leave sides. o <u>Homework</u>: Prepare for the debate on proposal #4 tomorrow
Day 8	<p>→ Plenary Session (AM Homeroom)</p> <ul style="list-style-type: none"> o Ideas for action? Students will make proposals.(Volunteers for speakers 1-2 minutes each) o As they present, others can ask questions. o Call for a vote on those presented? o Majority? (doubtful) o Reflect on why. <p>→ Social Studies Class</p> <ul style="list-style-type: none"> o Debrief on Migration Crisis: <ul style="list-style-type: none"> ▪ What did we decide to do (if anything)? Why?

	<ul style="list-style-type: none"> ▪ Do we think it would help? Why or why not? ▪ What did they decide? (Not much yet.) ○ Discussion of what to do regarding Brexit and possible Czechit, Grexit, etc... ○ Vote as a class on what we'd like to do. ○ Develop plans on what we do if others leave. ○ <u>Homework</u>: Prepare for final debate and discussion.
Day 9	<p>→ Plenary Session</p> <ul style="list-style-type: none"> ○ Which nations voted to stay? Why? ○ Which nations voted to leave? Why? ○ What does it mean for both groups moving forward? ○ What does it mean for the EU as a whole? ○ If time permits, what did they think of this experience? Why? <p>→ Social Studies Class</p> <ul style="list-style-type: none"> ○ Let's see what we learned. ○ Each student will get a skeletal outline (Resource N) that they'll use to take notes as I review the EU Presentation PPT with them (Resource M) with them. ○ <u>Homework</u>: Begin to review the unit.
Day 10	<p>→ Social Studies Class</p> <ul style="list-style-type: none"> ○ <u>Anticipatory Set</u>—Lightning round review of yesterday's information. ○ Finish any part of the ppt we didn't get to yet. ○ <u>Closure</u>--Finally, the students will debrief out their experiences (last slide of PPT). ○ <u>Homework</u>: Students will study for EU Unit Quiz tomorrow.
Day 11	<p>→ Social Studies Class.</p> <ul style="list-style-type: none"> ○ EU Unit Quiz will be taken by students. (Resource O). It should only take about ½ the period to complete. ○ The rest of the period students can use to select which essay (Resource P) they'd like to answer. They can then begin their pre-writing and rough drafts if time permits. ○ <u>Homework</u> –The essay will be due a week after the unit ends.

Resources and Materials

- **Documents included with this lesson:**

- A. Setting the Stage for EU Simulation Worksheet.docx
- B. Nationality Sheets.docx
- C. Guiding EU Sim PowerPoint.pptx
- D. EU Sim Proposal #1—Schengen Area.docx
- E. EU Sim Proposal #2—Euro Zone.docx
- F. Map of Euro Zone.pdf
- G. EU Sim Proposal #3—Debt Crisis.docx
- H. Greece Debt Article Newsela.pdf
- I. EU Sim Proposal #4—Migrant crisis.docx
- J. Migrant Problems Article Newsela.pdf
- K. EU Sim Proposal #5—Brexit.docx
- L. Brexit Results Article.docx
- M. EU Presentation—History, Structure, & Function.pptx
- N. EU Skeletal Outline.docx
- O. EU Unit Quiz.docx
- P. EU Unit Essay Prompts & Rubric.docx

- **Online Resources for this lesson:**

- Background Information on Countries—
 - (EU Website) http://europa.eu/about-eu/countries/index_en.htm
 - (CIA World Fact Book—Europe)
https://www.cia.gov/library/publications/the-world-factbook/wfbExt/region_eur.html
- Simulation #1 Resources: Schengen Area
 - **Schengen Area Interactive Map (EU)** http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/borders-and-visas/schengen/index_en.htm
 - **Passport Free Zone--Schengen Area (NPR News Clip)**
<http://www.npr.org/2016/01/26/464399968/passport-free-travel-under-threat-in-europe>
- Simulation #2 Resources: Euro Zone
 - **The European Union and Euro Zone Explained in One Minute Video (One Minute Economics)**
<https://www.youtube.com/watch?v=ZcwlqIAUpVo>
- Simulation #3 Resources: European Debt Crisis
 - **Article on Treating Greece Like Germany was post-WWII (Newsela)***
<https://newsela.com/articles/greecedebt-germany/id/11073/>
 - **The European Debt Crisis Visualized (Bloomberg)**
https://www.youtube.com/watch?v=j4_tyEl84IQ
 - **The Greek Debt Crisis (Vox) Much shorter version if time doesn't permit the longer one with discussion.**

<https://www.youtube.com/watch?v=ULQiCN0YNmw>

- o **Simulation #4 Resources: Migrant Crisis**
 - **What They Carried** (Photo Essay--TIME)
<http://www.telegraph.co.uk/news/worldnews/europe/11993282/What-they-carried-Refugees-wordly-possessions-in-pictures.html?frame=3499635>
 - **Hungary Closes the Border** (Newsela)*
<https://newsela.com/articles/migrants-hungary/id/11905/>
- o **Simulation #5 Resources: Brexit**
 - **EU Debate Simulation** (YouTube) Watch key clips ONLY (see table below) <https://www.youtube.com/watch?v=slqc3UcMKL4>

Start Time:	End Time:	Topic:	Speaker:
4:00	5:15	UK should leave the EU	Isla Stewart
5:30	6:51	UK should stay in the EU	Sadiq Khan
7:35	9:05	Brexit: The Economy	Moderator/Cartoon
40:18	42:59	Brexit: Immigration	Moderator/Cartoon
1:11:41	1:13:18	Brexit: Britain's Place in the World	Moderator/Cartoon

- **Leave Campaign Advertisement** (YouTube)
<https://www.youtube.com/watch?v=0tltgGcWVHw>
- **Remain Campaign Advertisement** (YouTube)
<https://www.youtube.com/watch?v=axqBPz6ikVg>

- **Results of Brexit--Short-Term** (Article from Newsela)
<https://newsela.com/articles/brexit-vote-leave/id/18825/>

**Note all Newsela articles are able to be adjusted to the appropriate reading level for each student. See website for details.*