

Brussels Study Tour 2017

K-12 Teacher Unit Planning Template

Name: Jessica Harbour		Unit Plan: Weeks of	
		Subject/Grade Level:	
Unit Title:	Pax Europa		
Unit Narrative:	The second half of the twentieth century brought one of the longest periods of peace in the history of mainland Europe. Two international organizations, the European Union (EU) and the North Atlantic Treaty Organization (NATO), have been seen as responsible for creating and maintaining this peace within the continent.		
Standards:			
Objectives			
<ul style="list-style-type: none"> → Students will identify evidence for claims and counterclaims from primary and secondary sources to support their argument. → Students will identify key events in the development of the EU and NATO, linking those events to the peace of Europe. → Students will construct a thesis-based argument paper stating their position in the peace of Europe, and utilizing a minimum of 4 pieces of evidence to support. 			
Big Ideas			
<ul style="list-style-type: none"> → The role of international organizations in globalization and peace. → The impact of trade and financial ties upon a country's foreign policy. → The influence of an organization dedicated to military spending upon maintaining peace. 			
Essential Questions			
<ul style="list-style-type: none"> → Which organization is more responsible for the Pax Europa? The EU or NATO? 			
Learning Acquisition and Assessment			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
<ul style="list-style-type: none"> → The roles of the organizations within the EU and the role of the EU as a whole → The history of NATO and purpose of NATO → Events which have been influenced/impacted by the EU or NATO → The current role and goal of each organization 		<ul style="list-style-type: none"> → Examine timelines to identify events of higher significance. → Identify links between events in history → Identify bias in secondary source material → Utilize primary and secondary sources to build supporting evidence for a position → Participate in a debate by relying upon evidence as support for claims and refutations. → Write an argumentative paper which utilizes specific evidence to support the stated position 	
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> → Summary Statements → Evidence Organizers → Socratic Seminar Participation 		<ul style="list-style-type: none"> → Argumentative Paper 	

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Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	→ Working in self-selected groups of 3, students will rotate through a series of stations containing excerpts from factual texts, opinion pieces, and data charts. Students will use the information at each station to write a summary statement for each source. Students will also write two possible pieces of evidence that could be used to support the information/opinion in the source.
Day 2	→ Students will be jigsawed into new groups from the previous day’s lesson. In their new groups, students will be given access to timelines of the European Union and NATO. Students will identify 3-4 examples of when each organization acted to create or preserve the peace of Europe.
Day 3	→ To begin class, students will answer a poll question on the Essential Question of the unit - “Who has been more responsible for creating and maintaining the Peace of Europe?” After answering, students will be placed in groups of 3 like-minded individuals. After groups have been assigned, students will find out that they will be debating the essential question from the opposite perspective in a Socratic Smackdown. Students will be given access to the sources and timelines used in prior lessons. Using these sources, students will work within their groups to complete evidence organizers for the seminar. Students will identify a minimum of 4 specific pieces of information to use as evidence.
Day 4	→ Students will continue to work on evidence organizers, focusing on identifying possible refutations for their evidence, and counterpoints they could use during the debate if the opposition presents the refutation.
Day 5	→ Students will participate in a Socratic Seminar modeled on the Socratic Seminar from the Institute of Play. Specific behaviors will be modeled and rewarded on score cards. All students will participate in both the inside and outside circle during the seminar. At the conclusion of the seminar, students will be given the summative assignment for the unit. Students will write 3-4 page argumentative paper in which they will take a position on which organization had a larger impact on creating and maintaining peace in Europe. Students will be expected to use at least four of the sources used in class, as well as a minimum of three sources they find in their own research.
Resources and Materials	
<ul style="list-style-type: none"> → Interactive Timeline of the EU http://www.euintheus.org/who-we-are/timeline/ → Timeline of NATO http://news.bbc.co.uk/1/hi/world/europe/country_profiles/1543000.stm → NATO, not EU, Responsible for Peace http://www.newsweek.com/brexit-boris-johnson-david-cameron-security-nato-eu-457370 → The Myth of the European Peace Project https://www.ft.com/content/bdac2df6-598a-11e6-9f70-badea1b336d4 → The EU’s Part in 70 Years of Peace in Europe https://www.theguardian.com/politics/2016/feb/23/the-eus-part-in-70-years-of-peace-in-europe → The EU, not NATO, has brought peace to our continent http://www.newstatesman.com/politics/economy/2016/05/eu-not-nato-has-brought-peace-our-continent → Years in which European countries took part in an international war https://ourworldindata.org/war-and-peace/ → Trade Openness in Europe https://ourworldindata.org/international-trade → 	

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