

# Brussels Study Tour 2016

## K-12 Teacher Unit Planning Template

Name: Betsy Dardeshi		Unit Plan: Second week of school-	
		Subject/Grade Level: Social Studies/12-Global Relations (90 minute blocks)	
<b>Unit Title:</b>	The European Union: A Successful Project with Major Implications		
<b>Unit Narrative:</b>	This unit introduces students to the European Union. The European integration project is a political and economic partnership that represents a form of cooperation among 28 different countries. Students will learn about the physical geography, vision, successes and the contemporary internal/external challenges of the European Union.		
<b>Standards:</b>	PA CORE STANDARDS: <b>Reading in History for Social Studies</b> CC.8.5.11-12.G. CC.8.5.11-12.I. CC.8.5.11-12.J. <b>Writing in History and Social Studies</b> CC.8.6.11-12.A. CC.8.6.11-12.B. CC.8.6.11-12.C CC.8.6.11-12.E CC.8.6.11-12.F.		
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>→ Recognize and explain the causes and effects of contemporary European Union challenges.</li> <li>→ Investigate opposing factions pertaining to the European Union and engage in civil dialogue with peers.</li> <li>→ Explore the founding fathers of the European Union.</li> <li>→ Identify and locate the 28 sovereign states.</li> <li>→ Identify major accomplishments of the European Union.</li> </ul>			
<b>Big Ideas</b>			
<ul style="list-style-type: none"> <li>→ <b>The European Union currently faces significant internal and external challenges.</b></li> <li>→ <b>The European Union is viewed as success story and has taken various steps to promote peace, stability, and economic development.</b></li> </ul>			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>→ Will the European Union further develop into a true United States of Europe?</li> <li>→ What countries belong to the European Union?</li> <li>→ Who were the founding fathers of the European Union?</li> <li>→ How is the European Union relevant to the average citizen?</li> </ul>			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts) <ul style="list-style-type: none"> <li>→ Member states of the European Union</li> <li>→ Founding Fathers of the European Union</li> <li>→ Social Cleavages</li> <li>→ Internal and External Challenges</li> <li>→ Achievements of the European Union</li> </ul>		Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> <li>→ Read for information</li> <li>→ Draw and articulate thoughtful conclusions and make generalizations</li> <li>→ Organize data</li> <li>→ Classify information</li> </ul>	
Formative Assessments <ul style="list-style-type: none"> <li>→ <b>Ungraded Assessments:</b>                Individual participation                Group participation                Journal entries</li> </ul>		Summative Assessments <ul style="list-style-type: none"> <li>→ <b>PowerPoint Presentation on an EU challenge</b></li> </ul>	



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<p><b>Graded Assessments:</b>          Research one founding father of the EU and present a poster to the class.          Poster on current challenges in the EU          Annotated Bibliographies          Student created Cartoon or song</p>	
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>	
Day 1	<p style="text-align: center;"><b>Orientation Day- The European Union</b></p> <ol style="list-style-type: none"> <li>1. Provide students post it notes. Ask students to brainstorm what people, places, images, or quotes they think of when they hear European Union.</li> <li>2. Students brainstorm and write their responses on post it notes.</li> <li>3. Students place their post it notes in front of the room under the appropriate categories-peoples, places, images, and quotes.</li> <li>4. Teacher reviews post it notes and provides feedback and commentary.</li> <li>5. Transition by informing students that today’s lesson focuses on places-European member states.</li> <li>6. Provide students a blank map of Europe and a comprehensive list of EU member states and their capitals. Without consulting any sources, students label any European member state and capitals in black ink.</li> <li>7. Students consult the Internet or the world atlas to label the remaining items that they do not know in red ink. Ask students if anything stands out from the map.</li> <li>8. Assign each student a EU member state. Students use the Internet and gather key data on the <i>CIA World Factbook</i> website or from the publication <b><i>The European Union Facts and Figures</i></b>. Students find out the following information: population size, GDP, current head of state, unemployment rate, inflation rate, and five other facts.</li> <li>9. Students pair share the data. Ask students if there are any similarities and or differences among the member states. Teacher writes list on the board as students share with the whole group.</li> <li>10. As a closure, take students outside, informing to arrange themselves like a map, with each student representing the placement of his or her particular country relative to their neighbors. Teacher checks and rearranges.</li> </ol>
Day 2	<p style="text-align: center;"><b>European Union Founding Fathers and Their Vision</b></p> <ol style="list-style-type: none"> <li>1. Display pictures of the following people: Konrad Adenauer, Joseph Bech, Johan Willem Beyen, Winston Churchill, Alcide De Gasperi, Walter Hallstein, Sicco Mansholt, Jean Monnet, Robert Schuman, Paul-Henri Spaak, and Altiero Spinelli.</li> <li>2. Students guess who the individuals are. Provide names and see if students are able to identify more individuals.</li> <li>3. Post various quotes from EU founding fathers at various stations around the room.</li> <li>4. Students circulate around the room reading quotes. Working individually or in pairs, students paraphrase the quotes and provide a reaction as well. These are some of the quotes:          “Europe’s nations should be guided towards the superstate without their people understanding what is happening. This can be accomplished by successive steps, each disguised as having an economic purpose but which will irreversibly lead to federation.”</li> </ol>

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	<p>“Through the consolidation of basic production and the institution of a new High Authority, whose decisions will bind France, Germany and the other countries that join, this proposal represents the first concrete step towards a European federation, imperative for the preservation of peace.”</p> <p>“There is no real peace in Europe, if the states are reconstituted on a basis of national sovereignty. (...) They must have larger markets. Their prosperity is impossible, unless the States of Europe form themselves in a European Federation.”</p> <p>“Continue, continue, There is no future for the people of Europe other than in union.”</p> <p>“Nothing is possible without men; nothing is lasting without institutions.”</p> <p>“People only accept change when they are faced with necessity, and only recognize necessity when a crisis is upon them.”</p> <ol style="list-style-type: none"> <li>5. Ask students to share their paraphrases, as well as their reaction to these statements. Encourage students to explain their reasoning. Ask them if they see any themes in the quotes.</li> <li>6. Assign students to a founding father. Direct students to this website: <a href="https://europa.eu/european-union/about-eu/history/founding-fathers_en">https://europa.eu/european-union/about-eu/history/founding-fathers_en</a></li> <li>7. Students read and research about one founding father using the website.</li> <li>8. In groups of 3-4, students create a poster about the founding father. Students follow direction sheet provided by teacher. Groups present their posters to the class.</li> <li>9. As a closure, students complete an exit ticket describing and explaining the common vision held among the EU founding members. In addition, students create a question that they would like to ask to a founding father.</li> </ol>
Day 3	<p><b>Achievements of the European Union</b></p> <ol style="list-style-type: none"> <li>1. Share exit tickets from yesterday’s lesson. Teacher reads exit ticket in order to illicit student responses and or reactions. Transition by stating that after World War II, the European integration project has made significant progress in various areas.</li> <li>2. Ask students to respond in their journals to the following question: What do you think are some of the achievements and or successes of the European Union? Students create a list.</li> <li>3. Teacher facilitates whole group discussion. If students are not sure, teacher may follow up by asking why many people are not interested in the EU?</li> <li>4. Teacher Direct Instruction: Teacher lectures about free movement of persons, free movement of goods, free movement of services, and free movement of capital. Students write notes in their journals.</li> <li>5. Teacher passes out white board to each student. Students are instructed to identify one of the four freedoms of the single market as statements are being read by the teacher.</li> <li>6. Students read about the Euro from the publication <i>Europe. A Journal for Young People</i>. Students respond to questions after completing the reading. Teacher goes over questions with the class.</li> <li>7. Students will complete a teacher created webquest by going to the following website, <a href="http://ec.europa.eu/archives/snapshot_2010/index_en.htm">http://ec.europa.eu/archives/snapshot_2010/index_en.htm</a></li> <li>8. As a closure, students create a cartoon or song highlighting five different accomplishments of the European Union. In addition, students write a paragraph explaining how these accomplishments are connected with one of the founding father’s vision.</li> </ol>
Day 4	<p><b>Internal and External Challenges of the European Union</b></p> <ol style="list-style-type: none"> <li>1. Students respond in their journals to the following question: What have you heard, seen or read about the current challenges facing the European Union? Are you familiar with Brexit, migrant crisis, Euro Crisis?</li> <li>2. Students pair share.</li> </ol>

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	<ol style="list-style-type: none"> <li>3. Reconvene with the class and show them major headlines from media sources pertaining to the European Union. Ask students to jot down their thoughts as to the meaning of the headlines.</li> <li>4. Inform students that they will read a report from the Congressional Research Service. The report can be found here: <a href="https://www.fas.org/sgp/crs/row/R44249.pdf">https://www.fas.org/sgp/crs/row/R44249.pdf</a></li> <li>5. Students read pages 8-19. As students read, they are to put questions in the margins and underline the challenges as explained by the author. In addition, students are to draw a star in the margins as to what is surprising to them.</li> <li>6. Students get into groups of four and discuss their findings with their peers.</li> <li>7. In the same group, provide students a poster. Students illustrate each of the challenges that the EU is currently facing. In addition, groups respond to the following questions: What objective truths does the author offer to the topic? What unique perspectives does the author offer to the topic? Go beyond the content of the article and investigate the source. What are her academic and life credentials? What are her likely political biases? Identify the conclusions offered by the author that you fervently agree or disagree with? Record your groups reasoning. Students turn in poster to the teacher.</li> <li>8. 8. As a closure, each group turns in an exit ticket answering the following question: Are President Obama's responses to the various EU challenges appropriate? Why do you say that? Do you agree or disagree with him?</li> </ol>
Day 5	<p><b>European Union Issues Project</b></p> <ol style="list-style-type: none"> <li>1. Read the exit tickets from yesterday in order to illicit student reactions. Inform students that today we will look at the internal and external challenges more in depth by conducting research. The topics include: countering terrorism, managing a resurgent Russia, Brexit, migrant reception crisis, Greek debt crisis, and rise of Eurosceptics.</li> <li>2. Before introducing the topic, students work in 3-4 groups and circulate around the room and view photos or cartoons posted on the wall. The photos/cartoons relate to current EU challenges. On a piece of paper, groups answer the following:             <ul style="list-style-type: none"> <li>• What words, phrases, ideas, and or emotions come to mind when you see the image?</li> <li>• What questions come to mind when you see the image?</li> <li>• What title would you give to this photo?</li> </ul> </li> <li>3. Conduct a brief, whole class discussion to their responses.</li> <li>4. Introduce students to the project. Students are to select one topic and will work in groups of 3-4. Student will work on research and begin their individual annotated bibliographies. The annotations must contain the following:             <ol style="list-style-type: none"> <li>a. Construct a properly formatted MLA style annotated bibliography for <b>THREE</b> unique sources. This means that in a group of 4 students there will be at least 12 unique articles/sources.</li> <li>b. All sources must be relevant to the topic and as recent in scope as possible.</li> <li>c. The annotation section of the bibliography should include:                 <ol style="list-style-type: none"> <li>i. <i>Paragraph 1:</i> Summary— what specific information did you take from this source?</li> <li>i. <i>Paragraph 2:</i> Reflection and Evaluation— how did this source contribute to your research or your overall understanding of the topic? How can you use this information/evidence in your presentation? Are there any possible bias and/or limitations to the source?</li> </ol> </li> </ol> </li> <li>5. Before students begin their research, inform them that their final PowerPoint must include the following: <b><i>Explanation of the issue</i></b></li> </ol>

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- a. What is the historical background of the issue?
  - i. What are the causes of the issue?
  - ii. What are the effects of this issue on those involved?
- b. What is the chronology of events surrounding the issue?
- c. Who are the key actors and how are they involved in the issue?
  - i. Specific individuals
  - ii. Specific states and non-state actors
  - iii. Specific international organizations/agencies
- d. What, if anything, has the European Union done in response to this issue?  
How has the United States and or the international community reacted?

### ***Analysis of the issue***

- e. Why is this policy concern for the European Union?
    - i. How does this issue align with European Union's interests?
  - f. What's at stake for the United States and the international community?
    - i. How and to what extent are the actors described above affected?
6. Using computers, students begin their research. They may use Office365 or Google Docs to share work with their group members.
7. As a closure, students will write on an exit ticket as to what new information they came across during their research.

\*Please note that this project entails several days.

### Resources and Materials

- a. Publication: **Europe. A journal for young people**
- b. Publication: **The European Union Facts and Figures**
- c. Website: [http://europa.eu/european-union/index\\_en](http://europa.eu/european-union/index_en)
- d. Website: <https://www.cia.gov/library/publications/resources/the-world-factbook/>
- e. Website: <http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874>
- f. Website: <http://www.itsyourparliament.eu/groups/>
- g. Website: [http://ec.europa.eu/archives/snapshot\\_2010/index\\_en.htm](http://ec.europa.eu/archives/snapshot_2010/index_en.htm)
- h. Website: <http://www.nytimes.com/topic/organization/european-union>
- i. Website: <https://www.fas.org/sgp/crs/row/R44249.pdf>
- j. EU political parties' websites
- k. Map of Europe
- l. Writing Journals
- m. Computers with Internet access
- n. Visuals
- o. Quote Cards
- p. White boards
- q. Markers and erasers
- r. Poster Paper
- s. Teacher created worksheets
- t. Teacher created Power points