

# Brussels Study Tour 2019

## K-12 Teacher Unit Planning Template

Name: Georgette Hackman		Unit Plan: Fall, 2019	
		Subject/Grade Levels: 6, 7 and 8	
<b>Unit Title:</b>		The EU, Climate Change and Student Activism	
<b>Unit Narrative:</b>		The purpose of this unit is to introduce students to the formal steps that the EU is pursuing to address the demands of climate change and to model the power of activism for even the youngest of citizens. Students finish the unit by producing their own speech with a call to action in the same fashion as in the EU.	
<b>Standards:</b>		<p>CC.8.5: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.8.6-8.A: Write arguments focused on discipline-specific content. • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>→ Students will read and annotate the EU’s position on climate change</li> <li>→ Students will compare and contrast the EU’s position with the position of the United States</li> <li>→ Students will explore the climate change resources for students created by the EU</li> <li>→ Students will read and annotate a speech on climate change</li> <li>→ Students will compose an original speech on climate change</li> </ul>			
<b>Big Ideas</b>			
<ul style="list-style-type: none"> <li>→ <b>How is the EU addressing the issue of climate change?</b></li> <li>→ <b>Is the EU more or less progressive than the United States in terms of climate change?</b></li> <li>→ <b>How can students encourage US lawmakers to be more proactive in addressing climate change?</b></li> </ul>			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>→ How are nations around the world addressing climate change?</li> <li>→ What can the US learn from the EU to address the issue of climate change?</li> <li>→ How can student activism impact a global issue like climate change?</li> </ul>			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
<ul style="list-style-type: none"> <li>→ Students will know the EU climate action plan</li> <li>→ Students will know the US climate change policy</li> <li>→ Students will know how students in the EU are raising awareness of climate change</li> <li>→ Students will know the elements of an effective argumentative essay / speech</li> </ul>		<ul style="list-style-type: none"> <li>→ Students will be able to articulate the definition of climate change as well as the challenges of climate change</li> <li>→ Students will be able to explain what the EU is doing to address the problem of climate change</li> <li>→ Students will be able to compose and deliver a speech on the topic of climate change with a specific call to action</li> </ul>	

# Brussels Study Tour 2019

## K-12 Teacher Unit Planning Template

<p>Formative Assessments</p> <ul style="list-style-type: none"> <li>→ Teacher observation</li> <li>→ Daily participation and work completion</li> <li>→ Student interviews</li> <li>→ Student discussions</li> <li>→ Tickets out the door</li> </ul>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <li>→ Students will draft and deliver speeches to US lawmakers that specifically cite EU actions on climate change that the US should be taking</li> </ul>
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>	
Day 1	<ul style="list-style-type: none"> <li>→ Students will research the a comprehensive definition of climate change using the NASA website</li> <li>→ Students will watch Greta Thunberg’s speech</li> <li>→ Students will answer the question “Why do you think Greta is so upset about this issue?”</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>→ To begin class today, students will spend the first 15 minutes interacting with the resources that the EU has created for kids about conservation and climate change</li> <li>→ In partners, students will read and annotate EU Climate Change Action document</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>→ Class today will begin with how effectively students think governments around the world are dealing with climate change and what they think they can do about it</li> <li>→ Students will watch the 60 Minutes clip about kids in the US suing the US government over climate change</li> <li>→ Students will articulate how students are impacting the attention that climate change is getting around the world</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>→ Today students will begin drafting their speeches and their speeches must include the following:               <ul style="list-style-type: none"> <li>○ What do the students want their lawmakers to do about climate change?</li> <li>○ What do students want other students to know about climate change?</li> <li>○ What can we in the US learn from the EU about ways to address climate change?</li> <li>○ What can each student do about climate change?</li> </ul> </li> </ul>
Day 5	<ul style="list-style-type: none"> <li>→ Students will draft and partner edit their speeches</li> <li>→ Students will work on presentation skills to deliver their speeches to their classmates</li> <li>→ Teacher will invite local lawmakers and decision makers to the classroom to hear student speeches</li> </ul>
<b>Resources and Materials</b>	
<ul style="list-style-type: none"> <li>→ NASA Global Climate Change for Kids <a href="https://climatekids.nasa.gov/climate-change-meaning/">https://climatekids.nasa.gov/climate-change-meaning/</a></li> <li>→ 60 Minutes YouTube clip - US students suing government over climate change <a href="https://www.youtube.com/watch?v=1Qyo6T5xd4A">https://www.youtube.com/watch?v=1Qyo6T5xd4A</a></li> <li>→ Greta Thunberg NOW THIS YouTube <a href="https://www.youtube.com/watch?v=ns54HAZgHvY">https://www.youtube.com/watch?v=ns54HAZgHvY</a></li> <li>→ Greta Thunberg’s Speech to EU Leaders, April 16, 2019 <a href="https://www.theguardian.com/environment/video/2019/apr/16/greta-thunbergs-emotional-speech-to-eu-leaders-video">https://www.theguardian.com/environment/video/2019/apr/16/greta-thunbergs-emotional-speech-to-eu-leaders-video</a></li> <li>→ EU Position on Climate Action <a href="https://ec.europa.eu/clima/citizens/eu_en">https://ec.europa.eu/clima/citizens/eu_en</a></li> <li>→ EU Climate &amp; Energy Quiz for Kids</li> </ul>	

# Brussels Study Tour 2019

## K-12 Teacher Unit Planning Template

<http://ec.europa.eu/clima/sites/quiz/index.html>

→ EU Climate & Energy Board Game

[https://ec.europa.eu/clima/sites/clima/files/citizens/youth/board\\_en.pdf](https://ec.europa.eu/clima/sites/clima/files/citizens/youth/board_en.pdf)