

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Eric Bowers		Unit Plan: Post Cold War Europe	
		Subject/Grade Level: European History 10-1	
Lesson Title:	Basics of the EU		
Unit Narrative:	: In this lesson, students will be introduced to the formation of the European Union (EU), the foundation principles, member states, and the impact EU decisions have on individual countries. Students will use a variety of research tools to enhance their study of not only the EU but an assigned EU country. When finished students will present their findings with classmates to better understand EU members current events and concerns.		
Standards:	<p>Unit 9: Learning Objective J Explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present.</p> <p>KC-4.4.IV European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century. KC-4.4.IV.A As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity.</p> <p>KC-4.4.IV.B EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.</p>		
Objectives			
→ Unit 9: Learning Objective K Explain how the European Union affected national and European identity throughout the period following World War II to the present.			
Big Ideas			
<ul style="list-style-type: none"> → Need for the EU → Basic Structure of EU → Member States → Current Events and Consequences 			
Essential Questions			
<ul style="list-style-type: none"> → Why was the EU created? → Why join the EU? → How do member states react to current events? 			
Learning Acquisition and Assessment			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
<ul style="list-style-type: none"> → Reasons to form the European Union → Basic structure of the EU 		<ul style="list-style-type: none"> → Web based document using the European Union website regarding the basics of the EU. 	

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<ul style="list-style-type: none"> → Impact of joining the EU including but not limited to the adoption of the Euro. → Thorough knowledge of a member state including current events. 	<ul style="list-style-type: none"> → Individual presentation using google slides of the EU basics including a focus of a member state. → Presentation to a small group within the class.
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Class discussion → Mapping Activity → Class time observation of student and group work 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Completed Web based document. → Member State Presentation

Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

<p>Day 1 90 min block</p>	<ul style="list-style-type: none"> → Students will start with a blank map of Europe. They will work with a partner to name the countries on the map. When finished, they need to shade with a pencil which countries they believe are part of the European Union. After a set amount of time, review the answers to the map. (20 min) → Class discussion on results (10 min) <ul style="list-style-type: none"> o Which countries could you not recall? o Which countries did you think were in the EU but were not? o Why are these countries part of the EU? → Watch the Viking River Cruise History Lecture on the EU. Have students record what they believe are the 5 most important facts about the EU from the video. (30 min). → Assign each student a EU member state to research. Depending on class size, some students will research the same country. Introduce the research using this google slideshow. Students should make a copy of the google doc and follow the directions to complete the assignment. Anything not completed in class must be done by the start of next class. (30 min)
<p>Day 2 90 min block</p>	<ul style="list-style-type: none"> → After being assigned to a group of 5-6, students will present their findings using the powerpoint template. They will record other students' presentations on the google doc. When finished presenting, students will work together to finish the google doc. (30 min) → Bring the entire class together for a group discussion. <ul style="list-style-type: none"> o Which country had the most interesting current event? What do you predict will happen in the future? o Review the basic facts decided upon using the google doc (20 min) → Play a class review game of EU Kahoot (20 min)

Resources and Materials

- Maps of Europe ([blank](#)) and ([labeled](#)).

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- [European Union Website](#) - List of EU countries, and helpful for research.
- Viking River Cruise History [Lecture](#)
- Google [slideshow](#) and google [document](#) needed by the students
- The European Union <http://europa.eu/>
- Basic information: https://europa.eu/european-union/about-eu_en
- EUROSTAT [Official European Statistics] <https://ec.europa.eu/eurostat/en>
- EU Newsroom https://europa.eu/newsroom/home_en
- Cultural Heritage <https://ec.europa.eu/culture/cultural-heritage>
- European Capitals of Culture
<https://ec.europa.eu/culture/policies/culture-cities-and-regions/european-capitals-culture>
- UNESCO [the United Nations Educational, Scientific and Cultural Organization]
<https://en.unesco.org/>
- Cultural and Creative Cities Monitor
<https://composite-indicators.jrc.ec.europa.eu/cultural-creative-cities-monitor/>

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EUROPEAN UNION