

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Tyler Daughtry		Unit Plan: Weeks of	
		Subject/Grade Level: Middle School Humanities	
Unit Title:	European Union: Basics to Chocolate to School Policy		
Unit Narrative:	<p>With the ending of WWII in Europe and the world, several events transpired. These events which instituted peace in Europe and the world including the Paris Treaty, formation of NATP and the Europe Coal and Steel Communities organization beginning. Due to these events and the treaty being signed and the hope for peace across Europe and the world alliances were formed to create economic stability and peace within Europe and the World. One of the areas which were agreed upon was the formation of the European Coal and Steel Communities. Over the next fifty years the European Union would be formed. Since the creation of the European Union, many events and issues have been discussed and solutions have been compromised.</p> <p>After learning about the European Union, it is a complex organization with many layers and areas of expertise. Throughout the years, the European Union has compromised on issues including economic, environmental, societal and even food related. Within each of these large areas, many countries have used their ideas and voices to compromise and design solutions to best meet stakeholders across Europe.</p> <p>With the European Union being complex and crossing many layers, this unit will allow students to learn and understand the foundation of the Union. Additionally, students will learn the structure and major events which have been discussed and compromised. Through this unit, students will understand the framework/overview of the European Union, the relationship to other governments, and the correlation between policy, the EU, and Change in the world. Students will focus on an issue at the school or local level and design a solution to address the current issue. Through this idea, students will complete a mock EU focused on this local issue. Students will compromise on a solution and present it to local leaders.</p>		
Standards:	<p>North Carolina Standards which are addressed in the lessons:</p> <p>7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.</p> <p>7.E.1.2 Explain how national and international economic decisions reflect and impact the interdependency of societies.</p> <p>7.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions.</p> <p>7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.</p> <p>7.H.1.1 Distinguish specific turning points of modern world history in terms of lasting impact.</p> <p>7.H.1.3 Compare individual and societal responses to globalization in various regions and societies.</p> <p>7.H.1.4 Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives</p> <p>I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.</p> <p>I.1.11 Use a range of civic approaches to address problems being investigated.</p> <p>I.1.5 Identify evidence that draws information from multiple perspectives.</p>		
Objectives			
<p>→ Students will explain the history, overview, and purpose of the European Union.</p> <p>→ Students will research, analyze and explain issues affecting the world and design a solution/policy to present to the mock European Union.</p>			

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- Students will compare and contrast government organizations that have existed throughout history around the world.
- Students will critique and analyze solutions/policies presented in class and determine the plausible steps for the future of the issue presented.
- Students will understand the viewpoints of countries within the European Union and the role of their views in decision-making.

Big Ideas

- **Understand the framework, countries, topics, and leadership within the European Union.**
- **Determine and research issues pertaining to the school, community, state, nation, and world.**
- **Discuss, research, construct claims/views, and determine solutions to the topics.**
- **Present the model European Union, proposals, and solutions to key stakeholders involved in the topics.**
- **Evaluate the topics, reflection and critique their classmates and stakeholders, and model compromise and counterclaims to the reflection ideas.**

Essential Questions

- What were the themes throughout the history of the European Union?
- What is the impact of historical, economic, or cultural policies and issues that affected history and the world?
- What are the aims, values, beliefs, and platforms of specific member states within the European Union?
- What are the similarities and differences between historical governments and modern governments(including the EU) within the world?

Learning Acquisition and Assessment

Students will know... (content/concepts)

- The historical aspects of the European Union from the Europe Coal and Steel Communities to modern day countries beginning to apply.
- Students will understand the different layers surrounding the European Union.
- Students will understand current events and the beliefs for specific countries within the Union.
- Students will understand the impact of compromise and beliefs within the European Countries from stakeholders.

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

- Students will be able to research and present a mock EU simulation related to both a past and current event the EU has to compromise.
- Students will be able to design, research, compromise and present a mock EU surrounding a current event within our school or locally.
- Students will be able to present their finding to key stakeholders surrounding the current event within our school or locally.

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<p>Formative Assessments</p> <ul style="list-style-type: none"> → The formative assessment portion will be the research and the mock EU surrounding the current event and the presentation to key stakeholders who are impactful within the issue. → A rubric will be used to assess student work samples surrounding their viewpoints and compromise within the formative mock EU. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Students will be graded on the assignments throughout the EU lessons. The focus of the summative assessments will be skill based including research, exit tickets, warm ups and the completion of daily tasks including group conversations and post-it note tasks detailed throughout. → Students will be graded on their research skills on the chocolate compromise as well as the research on the specific countries within the EU and the mock EU lessons.
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Warm Up--What is the importance of government in the world? → Students will complete a KWL chart about their knowledge of the European Union. Allow students approximately 5 minutes to write their thoughts in the “K” column—what they know (or think they know) about the European Union. Bulleted responses are fine—complete sentences are not needed. Students should be allowed to share their ideas about the EU. → Direct students to complete the “W” column—what they want to know more about the European Union. → After completion of the K and W of the KWL chart we will have a class discussion of the importance of governments in the world. We will include the think-pair-share strategy to understand the different governments, comparing and contrasting these governments, and the organization structure of these governments. We will also include the EU overview and structure through this discussion. → Once we have completed the class discussion students will transition to our activity for today. Using the two links provided students will complete a sentence or a picture explaining each of the key events through the Europeans Union History. → EU Timeline → Video
Day 2	<ul style="list-style-type: none"> → Warmup: Why must governments/organizations have structure, guidelines and rules to follow when completing a task? → Using the four videos below students will complete notes on the organization structure of the EU, rules/procedures. Students will also focus on the impact the EU and its organization has on the people of Europe through watching these videos. <ul style="list-style-type: none"> o How the EU Work o How does EU Parliament Work? o EU Explained in under 2 minutes o BBC EU Organizations(Video series is a little old but much of the information is still accurate). → As students are finishing up their individual notes, table groups will design on chart paper an infographic/graphic organizer explaining their understanding of the structure and rules of the EU.

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	<ul style="list-style-type: none"> → Once all students have completed their individual notes and the tables have completed the graphic organizer we will have a class discussion comparing and contrasting each organizer and determining students viewpoints on the EU. → We will wrap up class with completing the following question on Jamboard or Padlet: <ul style="list-style-type: none"> o Which organization within the EU structure is most important for the success or failure of the EU? Explain your reasoning for choosing this organization. o Students are expected to respond to 2-3 classmates' responses.
Day 3	<ul style="list-style-type: none"> → Warm up--Why are different viewpoints in the world/countries/organization needed? Why can it be both a positive and negative in a government or organization? → Day 2 is focused on the organization of the EU, compromise and student understanding of issues the EU addresses. → Students must be interested or hooked in a topic to be invested in the topic. As researching and learning about the EU one of the major topics the EU has dealt with was surprising. The surprising topic which the EU has dealt with is Chocolate. → We will begin Day 2 with a simple question: How many ways can Chocolate be made and eaten? Students will reflect on this question and make a list of their answers. → Students will then be provided a brief history of the Chocolate debate in the EU countries including Belgium, France, England and several other countries. The reference for this information can be found at UW European Studies. → After learning about the Chocolate debate in Europe they will then choose a country to focus on for the next few days. → The goal is each student or in pairs (dependent on class) will receive one country to research using the following websites: <ul style="list-style-type: none"> o CIA World Factbook o EU Country Profiles → As students are gathering resources and information related to their specific country they will be answering the following questions: <ul style="list-style-type: none"> o Basic Information: People, Location, Language o Jobs and Industry in the specific countries (Factories, Waterway, Agriculture) o History of the Country--Including EU History for the Country o Viewpoints, Traditions, Conflicts within their country o Mood on issues (Loud, Outspoken, Quiet, Leader, Follower, Complacent, Assertive) o **View on Current Events (Ukraine/Russia, Energy, Social issues, and Chocolate) → If time remains after research, students will write down a post that notes their countries viewpoints on the importance or lack of chocolate within their country. They will then post their viewpoint on the board.

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	<p>→ This lesson was adapted from a larger unit from the UW European Studies</p>
Day 4	<p>→ Warmup--Why is compromise and agreeing on issues difficult? Use personal examples if needed to help explain your answer.</p> <p>→ Based on their research from the previous day students will read the post notes from their class which will be typed out so all students can read the handwriting.</p> <p>→ Once all students have read each individual country's viewpoints for Chocolate they will spend 10 minutes debating and trying to get to a compromise on the issue. This compromise debate will be in a Padea style format.</p> <p>→ At the end of the 10 minutes the class will select 1 representative to present their finding and solution to the class.</p> <p>→ Once we have determined our solution for the chocolate debate we will then transition to our performance assessment for the EU lessons.</p> <p>→ As an individual class students will choose a current schoolwide issue that impacts their daily objectives within the classroom. Students will spend the remainder of the class researching the issue that the class chose. They will focus on several questions which are listed below:</p> <ul style="list-style-type: none"> o What is the current issue? o Why is it an issue in the school? o Who are the key stakeholders involved in the issue? o What solutions have been proposed to address the issue? o What is the historical importance and background of the issue? <p>→ Students may need to complete surveys, ask questions to other students/teachers/administration and other stakeholders, look at current policy and determine what other schools in our district are using for solutions to the current issues.</p> <p>→ Once students have reached completion of the research they will plan and design a solution to the current issue addressed they would like to present to the EU model council.</p>
Day 5	<p>→ Warmup--How can the structure and organization of the EU relate to your personal lives?</p> <p>→ Students will need Day 5 to plan, design and model their proposed solution which started on the previous day.</p> <p>→ Once all students have completed their proposal for the current issues pertaining to their school they will then present it to the EU model conference. They will use the traits, characteristics and information learned through research to model their proposal.</p> <ul style="list-style-type: none"> o Example: Finland being the happiest country; the student who has Finland must be bubbly and happy when presenting their proposal. <p>→ While students are presenting their proposals the other member countries(students) will be allowed to ask questions and offer constructive criticism related to their solutions.</p>

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- After all students have presented their proposals to the model EU the entire class will come together in subgroups or as a whole and attempt to design and compromise on a conclusive solution that all EU model countries can agree and be happy with.
- Once a compromised solution has been agreed upon we will invite the key stakeholders including the administration and present the model EU and final solution to the team at our school.
- Disclaimer: It is our hope, although not guaranteed that through the EU Model conference we can make a lasting change related to the current issue transpiring on our campus.

Resources and Materials

- [Overview of EU presentation](#)
- [EU Country Profiles](#)
- [Happiness Chart](#)
- [CIA World Factbook](#)
- [UW European Studies](#).

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