

# Brussels-Lux Study Tour 2022

## K-12 Teacher Unit Planning Template

Name: Adam Wimberly		Lesson Plan: Understanding Shared Powers	
		Subject/Grade Level: 9th Grade Civics	
<b>Unit Title:</b>	Purpose of Government		
<b>Unit Narrative:</b>	In this unit the students will be exploring what it means to be a citizen of a country and how government impacts their daily lives. They will examine different purposes of government and how decision makers were put in positions of power. The EU will be used as a contrast to American federalism and its role in negotiations with Indigenous Tribal governments.		
<b>Standards:</b>	C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized		
<b>Objectives</b>			
→ The students will compare and contrast different countries' entry into the EU vs. US expansion and negotiated treaties			
<b>Big Ideas</b>			
→ Determine government's short and long-term goals and how they set out to acquire them			
<b>Essential Questions</b>			
→ How does the US federal system compare to the EU's rules on competencies?			
→ What similarities does the US have to the EU expansion process?			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts)	Students will be able to... (skills, performance tasks)		
→ EU accession criteria	→ Close reading of primary sources		
→ Reasons for founding of the EU	→ Practice inferring and summarizing of reading content		
→ Indigenous concessions through various treaties with US by region			
Formative Assessments	Summative Assessments		
→ Comparing and contrasting assigned US treaties to assigned EU country (discussion and small group summaries)	→ Students will be able to use their assigned primary source readings as evidence in a persuasive essay		
<b>Learning Activities (4 days): Lesson introduction, body, and closing (Indigenous Treaties covered in previous days. Only including summarized EU material below)</b>			
Day 1	→ How do countries work together? Brainstorm		

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	→ Formation of the EU through notes and foundational treaties (coal and steel community, <a href="#">Treaty of Lisbon</a> , <a href="#">Treaty of Rome</a> , etc.)
Day 2	→ Using <a href="#">Accession Criteria</a> with assigned countries/regions depending on number of students. Group report outs.
Day 3	→ Analyze how EU's goals follow <a href="#">Aims and Values</a> . How can we compare to the US? What outliers can we see (Ukraine/Moldova candidate status)?
Day 4	→ Writing of persuasive essays showing their country's assent to an EU Member Nation and share outs. Countries/Regions assigned here.
<b>Resources and Materials (other than linked sites above)</b>	
	→ <a href="#">How the EU works</a> (particularly the introduction)
	→ <a href="#">Ukraine/EU Relationship</a> and <a href="#">Video on Ukraine</a>
	→ <a href="#">Europe's Challenges Video</a>
	→ <a href="#">Balkans Losing Hope of Progress on EU Membership</a>

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