**Summary**

**European Union - Why Does it Matter?**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>Start date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Year 4, Year 5</td>
<td>Week 2, January</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

**Key and Related Concepts**

**Key Concepts**

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</td>
</tr>
</tbody>
</table>

**Related Concept(s)**

Conflict, Cooperation, Identity, Interdependence

**Inquiry**

**Conceptual Understanding**

Empathy and Cooperation may be necessary for peaceful interactions within and between systems.

**Global Context**

<table>
<thead>
<tr>
<th>Global Context</th>
<th>Explorations to develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonality, Diversity and interconnection</td>
<td></td>
</tr>
</tbody>
</table>

Globalization and sustainability

**Statement of Inquiry**

Empathy and Cooperation may be necessary for peaceful interactions within and between governmental systems.
### Inquiry Questions

<table>
<thead>
<tr>
<th>Type</th>
<th>Inquiry Questions</th>
<th>Line of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debatable</td>
<td>Name three advantages supporters of the EU identify as reasons countries should belong to the organization</td>
<td>European Union - Pros &amp; Cons</td>
</tr>
<tr>
<td>Factual</td>
<td>When may countries leave the European Union? Name the country that provided an example of this in 2016. (Conflict, Cooperation, Identity, Interdependence)</td>
<td>European Union Explained</td>
</tr>
<tr>
<td>Debatable</td>
<td>The color of the EU flag represents the sky of the world, the stars represent the people of Europe, why did the EU include representations of these entities on their flag?</td>
<td>European Union Explained</td>
</tr>
<tr>
<td>Debatable</td>
<td>If people were speaking about either joining or not joining the European Union, what would they each say?</td>
<td>Purpose of the EU - Past and Present</td>
</tr>
<tr>
<td>Conceptual</td>
<td>Today, how do European countries deal with their differences?</td>
<td>European Union Diversity - Develop Conceptual understanding - Conflict, Cooperation, Identity, Interdependence</td>
</tr>
<tr>
<td>Factual</td>
<td>How many official languages are there in the EU?</td>
<td>European Union Explained</td>
</tr>
<tr>
<td>Conceptual</td>
<td>For what purpose was the European Union established?</td>
<td>Develop Conceptual understanding - Conflict, Cooperation, Identity, Interdependence</td>
</tr>
<tr>
<td>Factual</td>
<td>How many member states make up the EU?</td>
<td>European Union Explained</td>
</tr>
<tr>
<td>Debatable</td>
<td>Why would it be important for the countries to share a common currency?</td>
<td>European Diversity</td>
</tr>
<tr>
<td>Conceptual</td>
<td>Why is it important to keep peace among nations?</td>
<td>Develop Conceptual understanding - Conflict, Cooperation, Identity, Interdependence</td>
</tr>
</tbody>
</table>

### Curriculum

#### Aims

Understand how both environmental and human systems operate and evolve
MYP subject group objective(s)

C: Communicating
   i. communicate information and ideas effectively using an appropriate style for the audience and purpose
   ii. structure information and ideas in a way that is appropriate to the specified format
   iii. document sources of information using a recognized convention

D: Thinking critically
   i. discuss concepts, issues, models, visual representation and theories
   ii. synthesize information to make valid, well supported arguments
   iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations

Content (topics, knowledge, skills)

Students will have a factual understanding of the history, purpose and function of the European Union.

Students will develop the key concept of systems and related concepts of cooperation, identity, conflict and interdependence.

Skills

Students will use critical thinking skills and a conceptual lens to integrate thinking and transfer knowledge.

Students are able to use generalizations, or summaries of thought, to consider and reflect on "What do I understand as a result of my study that I can transfer?"

Students will use communication skills, both verbally and written.

Standards and Benchmarks

Key Ideas and Details

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
ATL Skills

ATL skills

Communication

- I. Communication skills
  
  Exchanging thoughts, messages and information effectively through interaction
  
  Give and receive meaningful feedback
  
  Negotiate ideas and knowledge with peers and teachers
  
  Reading, writing and using language to gather and communicate information
  
  Read critically and for comprehension
  
  Read a variety of sources for information and for pleasure
  
  Make inferences and draw conclusions
  
  Use and interpret a range of discipline-specific terms and symbols
  
  Paraphrase accurately and concisely
  
  Preview and skim texts to build understanding
  
  Take effective notes in class
  
  Use a variety of organizers for academic writing tasks
  
  Find information for disciplinary and interdisciplinary inquiries, using a variety of media
  
  Organize and depict information logically
  
  Structure information in summaries, essays and reports

Thinking

- VIII. Critical thinking skills
  
  Analysing and evaluating issues and ideas
  
  Gather and organize relevant information to formulate an argument
  
  Recognise unstated assumptions and bias
  
  Interpret data
  
  Evaluate evidence and arguments
  
  Recognise and evaluate propositions
  
  Draw reasonable conclusions and generalizations
  
  Test generalizations and conclusions
  
  Revise understanding based on new information and evidence
  
  Consider ideas from multiple perspectives
Developing IB Learners

**IB Learner Profile**

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Open-minded
- Reflective

- IX. Creative thinking skills
  Generating novel ideas and considering new perspectives
  - Use brainstorming and visual diagrams to generate new ideas and inquiries
  - Consider multiple alternatives, including those that might be unlikely or impossible
  - Create novel solutions to authentic problems
  - Make unexpected or unusual connections between objects and/or ideas
  - Make guesses, ask “what if” questions and generate testable hypotheses
  - Apply existing knowledge to generate new ideas, products or processes
  - Create original works and ideas; use existing works and ideas in new ways
  - Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
  - Practise visible thinking strategies and techniques

Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding

Identify obstacles and challenges

Use models and simulations to explore complex systems and issues

Identify trends and forecast possibilities
Integration

International Mindedness

Although Europe is an ocean away, the European Union has a lot more to do with students than students may realize. Perhaps they have relatives who come from or live in the EU? Perhaps the food they are eating today comes from an EU country? Perhaps issues that are important to students of their age in the EU are important to them too?

Academic Integrity

Students will honor and maintain the principles of academic integrity by not plagiarizing the work of others, refraining from submitting fraudulent research, avoid misleading their readers about any part of their research, being honest, ethical and thorough in their academic work.

Connections

Language Development

Students will develop their language by participating in small and large group discussions, researching and reviewing academic sources, synthesizing information and communicating the results in both written and verbal formats.

Information Communication Technology

Students will find, evaluate, organize, use and communicate information in various formats that require them to make decisions, problem solve and acquire knowledge.

Service as Action

As students develop their understanding of the EU, they develop an awareness of the global community and an international mindset. The students become empowered to make choices about how to take thoughtful and positive action both locally and globally. The action may involve students in feeling empathy towards others, making small-scale changes to their behavior, suggesting modifications to an existing system to the benefit of all involved, and/or lobbying people in more influential positions to act.

Assessment

Formative Assessment

See/Think/Wonder - completed questions

Student completed handouts from European Union - Purpose & Benefit - Past & Future - PowerPoint: The EU positives and negatives; Map locations of member states; newspaper article about the formation of the European Union; Exit Ticket: perspective that explains reasons for joining/not joining.
Participation in small and large group discussions.

European Union Explained - Reading & Timeline Activity

**T-Chart:** class discussion on reasons counties support or oppose the European Union

Students use Google Classroom to complete and submit: The Purpose of the EU - Past and Future:

Organize the European Union - Positives & Negatives and Ticket out the Door

OPCVL document evaluations


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**Summative Assessment**

Students formulate an argument regarding if they would encourage membership in the European Union and create a social media post that explains their stance.

**MYP Assessment Criteria**

A: Knowing and understanding

B: Investigating

C: Communicating

D: Thinking critically

**Description**

MYP assessment requires the assessment of the prescribed subject-group objectives using the assessment criteria

**Communicating:**

i. communicate information and ideas effectively using an appropriate style for the audience and purpose

ii. structure information and ideas in a way that is appropriate to the specified format

**Thinking critically**

i. discuss concepts, issues, models, visual representation and theories

ii. synthesize information to make valid, well-supported arguments

iii. analyze and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations

iv. interpret different perspectives and their implications.

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**Learning Experiences**

**Prior Learning Experiences**

1. **OPCVL** - tool for evaluating sources: International Baccalaureate (IB) Middle Years Programme (MYP)

O = Origin, P = Purpose, V = Value, C = Content, L = Limitation
2. **Scaffolding thinking** - facts/concepts/generalizations/ - Lynn Erickson


4. **Large and small group discussion** skills

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**Learning Experiences and Teaching Strategies**

**A. Introduce unit by using "see/think/wonder**

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. The strategy is used at the beginning of the new unit to motivate student interest in the European Union. This routine will help students to think carefully about why the European Union (EU) flag looks the way it does and what it represents.

Student responses to the routine are written down and recorded so that a class chart of observations, interpretations, and wonderings are listed for all to see and return to during the course of study.

- **EU Flag - See, Think, Wonder 2023 (2).pdf**

https://docs.google.com/document/d/1Oa3HWoypPLHa-dnP5rvQMBu0QwBPACtBJRhpF-mS4/edit?usp=sharing

**B. Present and discuss unit/lesson (SOI, concepts, Summative assessment, etc.) - Google Slides**

EU Unit Compass Rose Activity (last slide) - Discuss with students how each point on the compass rose is represented in the EU Unit. Pair/Share: with a partner students complete each compass rose point questions; pairs+pairs - in groups of four, students share their thoughts regarding the compass rose points; large group discussion: students share with the class their answers for the compass rose points. Discuss

**C. Video - The European Union - Summary on a Map by Geo History** (13 Minutes)

https://www.youtube.com/watch?v=4VCYHTGjr-U

**Video - How does the EU work? | CNBC Explains by CNBC International** (6 Minutes)

https://www.youtube.com/watch?v=9eufLQ3sew0

**D. Present and discuss PowerPoint European Union - Fact or Fiction**

This routine engages students in their learning of the EU and is thought-provoking. As students view each slide, they consider if the information on the slide is truth or fiction. Students complete the Introduction Fact or Fiction PowerPoint Game. Students will basically be guessing or pulling from previous knowledge answer the questions. As each question is posed on the screen, have students move to the left side of the room if they think it is fact and to the right side of the room if they think it is fiction. This is simply to test their knowledge and get your learners engaged. Students share their opinions and then the correct response is shared with the class. This strategy encourages learners to consider global contexts.

**E. Scaffolding thinking - facts/concepts/generalizations - Systems**

The students have been previously introduced to this thinking strategy integrating knowledge using a cognitive process.
Students examine how knowledge is structured and how that structure reflects the different levels of thinking. The conceptual lens of "Systems" is used. The process facilitates students thinking at a higher level.


Assign students to teams of 2 and distribute the reading activity and the grading rubric. Provide each team with a computer, laptop, Chromebook or tablet. Direct student to find a free timeline creator before they begin their reading activity. It is suggested to use Read, Write or Think Timeline (type it into the search engine to find it), but students may use a timeline creator of their choice. Explain to students that they will be exploring the purpose of the European Union and the events that led up to the creation of the Union. Students may add pictures and text to their timelines. Review the grading rubric with the class, specifically what they need to make all 4's. Allow students to begin their reading assignment and timeline. As the students create their timelines, move around the room asking guiding questions and comprehension questions to assess whether students are retaining and understanding the information. Provide assistance as needed. Once students have finished, present a class timeline and fill it in together allowing for a class discussion.

European Union Explained - Reading & Timeline Activity
https://docs.google.com/document/d/16txA7kWPZ9S41WvGNN-LcNWu8oFdb7V8upla4MNrr10/edit?usp=sharing

European Union Explained - Timeline Rubric
https://docs.google.com/document/d/1kWIMlmut7wUrXQYhsRPRu4vO9bZq7Yw2eyn3KnZuGeQ/edit?usp=sharing

ACTIVITY:
Students complete the T-Chart identifying countries that support and those that are against the idea of the European Union,
providing supporting reasons.

https://docs.google.com/document/d/1dwM-IcfYN5c0b3xljCuwPxtyo2-zBwJcNJxW959nse0/edit?usp=sharing

**FORMATIVE EVALUATION**

**T-Chart:** Hold a class discussion on reasons counties support or oppose the European Union.

https://docs.google.com/document/d/1dwM-IcfYN5c0b3xljCuwPxtyo2-zBwJcNJxW959nse0/edit?usp=sharing

**Overall Understanding:** Each learner will complete an exit card before exiting the room.

https://docs.google.com/document/d/1mIkWQuEw-06bhgTxKxMlcNM2zOXCOkmZPGukyMseDDM/edit?usp=sharing

**G. European Union - Purpose Past & Future - (created by Brain Wrinkles)**

**FORMATIVE EVALUATION**

Students make their own copy of the slide show, review and complete the slide using Google Classroom: Organize the European Union - Positives & Negatives. Students place the statements where they correctly belong on the chart.

**Overall Understanding:** Each learner completes a ticket out the door on Google Classroom

If the people were speaking about either joining or not joining the European Union, what would they each say? Write a statement from the perspective of each person that explains their reasons for joining/not joining. Include examples and details from the lesson. In the text boxes, write explanations that describe why each person feels the way that they do.
H. The European Union: Has Europe United? Background Essay & Mini-DBQ

1. Students read the handout, including the background essay, document A and B. Students research and select two (2) additional current documents, one supporting Document A’s topic and one exploring Document B’s topic. Students read, reflect, and evaluate all the documents using the OPCVL method. Share with students the IB MYP OPCVL guide for analyzing historical documents. Introduce the Stanford Historical Thinking Chart to support students as they complete the OPCVL thinking like a historian. Remind students that as they evaluate the “Value and Limitations” of the document to consider: What about the source makes it good evidence for answering this historical question? and What about the source might limit its usefulness as evidence for answering the historical question?

2. Students complete the document questions and submit for formative assessment.

I. Summative Assessment #1

Students formulate an argument regarding if they would encourage membership in the European Union and create a social media post that explains their stance. IB MYP I&S Task-Specific rubrics are used for assessment of student work.

Performance Assessment GRASPS (1).pdf

IB MYP I&S Task-Specific Rubric: Criterion C - Communicating

https://docs.google.com/document/d/19mAaSrIaD-cSDhVI-IVSA_Yy700cGQGdpPCSolBWOM/edit?usp=sharing

IB MYP I&S Task-Specific Rubric: Criterion D - Thinking Critically

https://docs.google.com/document/d/14y9I7YMKy_UoIOnbHTWZiEcSowzOgQEa7UZJX9Qmg/edit?usp=sharing

J. Summative Assessment #2

EU Website: https://european-union.europa.eu/index_en

Students sign up for Formative assessment #2 by writing their name on a pre-prepared list of topics (Compare/Contrast EU w/ UN, w/NATO w/US Government) and number of group members (blank line for student name) Groups research and present their findings using a visual aid of their choice.
Student Expectations

The learner will understand the history and functions of the European Union.
• The learner will create a timeline of events that lead to development of the European Union.
• The learner will be able to explain the purpose of the European Union.
• The learner will consider why some groups support or oppose the European Union.

The learner will develop a conceptual understanding of the concept "Systems" and be able to apply it to the European Union and other systems, locally, nationally and globally.

Understand how both environmental and human systems operate and evolve.
• The learner will develop the Approaches to Learning Skills (ATL) of Communication and Thinking.

Differentiation

In IB World Schools, all students in the IB programmes should have meaningful and equitable access to the curriculum.

Learner Contract

It is an agreement between the student and teacher (and sometimes the parents) in relation to how the student will successfully achieve certain learning objectives. It may include the following items:

• what the student should learn
• the agreed time frame
• what the student will do to achieve these objectives
• the way in which the student will assess his or her own learning
• the way in which the teacher will assess the learning.

Advantages:
• It is simultaneously a learning and assessment tool.
• It promotes independent learning and decision making in students.
• It allows those responsible for the student to be involved in the learning process.

Reflections

General Reflections

Prior to studying the unit

Mary Hunter  Aug 2, 2023 at 10:58 AM

At the end of the Brussels-Lux study tour, I left Brussels with so much new information and a deeper understanding of the EU
that I was still processing. But, I kept returning to my initial sense of wonder when I first walked by the EU Commission bldg., on my own before the orientation meeting. I saw all the EU flags proudly displayed alongside the building and experienced a feeling of hope. Throughout our study tour that hope continued to grow as we learned more and more about the purpose, function and spirit of the EU. This motivated me to create a lesson plan designed to introduce students to the EU, deepen their understanding of the purpose, function and spirit of the EU.