

Brussels Study Tour 2018

K-12 Teacher Unit Planning

Name: Amy Palo		Unit Plan: Weeks of TBD	
		Subject/Grade Level: World History/10	
Unit Title:	Functions and Challenges of the European Union		
Unit Narrative:	This unit is part of a larger unit of understanding how the world is organized into government affiliations, nation-states, , etc. Students will explore the function and abilities of the European Union. To understand how the different organizations work, students will engage in both a group debate and a role-playing activity. Afterwards, students will reflect on the similarities and differences between the organization of the EU and the United States.		
Standards:	<p>PA 8.4.12 D Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</p> <p>PA 6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national, and international economies</p> <p>PA 6.3.12 B Evaluate the economic reasoning behind a choice</p> <p>PA 6.4.12 C Evaluate how a nation might benefit by lowering or removing trade barriers</p>		
Objectives			
<ul style="list-style-type: none"> → Learn about the organization of the European Union → Understand the similarities and differences between different governing institutions → Debate the best course of action for different EU issues 			
Big Ideas			
<ul style="list-style-type: none"> → The European Union is an economic union of 28 European member states → The European Commission, the Council of the EU, and the European Parliament work together to create laws that members abide by → Because member states are different geographically, politically, and economically, they may have different interests in EU policy 			
Essential Questions			
<ul style="list-style-type: none"> → What is the goal/purpose of the European Union? → How is the European Union divided in order to make laws? → What are the functions of the European Parliament, Commission, and Council of the EU? → How does the EU 			
Learning Acquisition and Assessment			
Students will know... (content/concepts) <ul style="list-style-type: none"> → The functions of the European Parliament, Commission, and Council 		Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> → Explain the function and division of the European Parliament, Commission and Council of the EU 	

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	<ul style="list-style-type: none"> → Decide on a course of action for either responding to the US Steel Tariffs or the migration crisis in the EU as a group → Take on the role of an MEP and support, modify, or refute the course of action based on the POV of different countries
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Task 1: Create a product (Thinglink, Infographic, etc.) that explains the roles and functions of various EU agencies → Task 2: Group debate and conclusion → Task 3: MEP position explanation 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Completed Google Slide → Group presentations → Reflection
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Distribute Google Slides presentation to students via Google Classroom → Instruct students to add their own slide → Give brief background information on the EU → Students complete the Investigation task 1
Day 2	<ul style="list-style-type: none"> → Review the questions/task from yesterday → Assign students into 2 groups (can be broken up further within the two groups) → Complete task 2 → Give each group the scenario. Assign them the task/goal of creating a law/response to their scenario (either migration crisis or tariffs) → Students add to their Google Slide
Day 3	<ul style="list-style-type: none"> → Groups present their decisions → Students have the chance to ask questions → Explore current headlines on both scenarios (migration crisis and tariffs)
Day 4	<ul style="list-style-type: none"> → Assign students the role of one of the member states → Complete task 3 → Students research their country and how or why they might react positively or negatively to the decisions made by the groups on the migration crisis and explain why
Day 5	<ul style="list-style-type: none"> → In small groups, share task 3 → Have students reflect on the task and the similarities and differences between the US and the European Union by filling out the Google Form

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Resources and Materials

- <https://docs.google.com/presentation/d/1xSjITvDeEN7NIH5UgcP1ch0XSL7aKdBcZ6mWihqOCIw/edit?usp=sharing>
- https://docs.google.com/forms/d/e/1FAIpQLSfQCx81aSb8siDPeMxbzqx2uiMe7u2whY81Nj2y-XPcvn8EBg/viewform?usp=sf_link
- https://europa.eu/european-union/index_en
- <http://www.bbc.co.uk/guides/zgjwtyc>
- <https://www.youtube.com/watch?v=ywJS7swbqeE>
- <https://money.cnn.com/2018/06/06/news/economy/european-union-tariffs-united-states/index.html>
- <https://www.theguardian.com/business/2018/may/31/trade-war-what-you-need-to-know-about-us-steel-tariffs>
- https://en.wikipedia.org/wiki/Financial_and_social_rankings_of_sovereign_states_in_Europe
- <http://publications.europa.eu/webpub/com/factsheets/migration-crisis/en/>
- <https://www.unrefugees.org/emergencies/refugee-crisis-in-europe/>
- <https://www.pbs.org/wgbh/frontline/article/the-human-cost-of-the-eus-response-to-the-refugee-crisis/>