Brussels Study Tour 2018
K-12 Teacher Unit Planning Template

Name: Sarah Dyvig	Unit Plan: Weeks of: 12/10-12/21, then ongoing
	Subject/Grade Level: 7th Grade World History

Unit Title:	**European Union Introduction and Simulations**
Unit Narrative:	This unit will be a focus on the EU at an introductory level. Students will understand its main roles and functions, the member nations comprising it, benefits and drawbacks of membership. Students will also learn about each of the bodies, their role and influence in the EU, and develop a basic understanding of their procedures. Once students achieve mastery of basic operations, they will have continuous opportunities to simulate EU sessions of the various branches as applicable current events arise throughout the year.
Standards:	7 H.1 Use historical thinking to analyze various modern societies. 7 H.2 Understand the implications of global interactions. 7 G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.

Objectives

→ 7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.
   I can explain why the EU was formed (history, purpose, goals and objectives)
→ 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
   I can analyze attitudes, opinions, and interpretations of the formational driving factors for the EU.
→ 7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups
   I can explain how the EU operates.
   I can evaluate the benefits and drawbacks to being a member nation.
→ 7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions
   I can participate in mock debates and negotiation using diplomacy to propose solutions to current conflicts and issues pertaining to the EU.

Big Ideas

→ **Uniting Nations Politically and Economically**
→ **Conflict Resolution**
→ **Impact of Free Trade**
→ **Impact of Free Movement**

Essential Questions

→ What is the EU? Explain the origins and necessity. Who currently comprises it? Why?
→ What are the requirements of membership? Are they justifiable? How do these requirements help maintain the viability of the EU? Are they successful? Why might a nation not be admitted?
→ What are the main governing bodies of the EU? What is the function/role of each institution and body? Explain the process of policy and law making.
→ What are the proper procedures used for policy creation to ensure fair and effective debate and negotiation? What are national interests and how do they play a role in diplomacy?

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Learning Acquisition and Assessment

Students will know… (content/concepts)	Students will be able to… (skills, performance tasks)
→ The main functions of the EU → How and why the EU was formed(world conflicts and lead up, significant individuals, treaties, rationale) → Functions of each branch, how policies are adopted → Main benefits and drawbacks of membership → How the Schengen Plan and free mobility bolsters trade and strengthens the economy	→ Work collaboratively to map the 28 member nations → Create and present profiles on each of the member nations(IE main contribution to EU, how they directly benefit) → Analyze primary sources and explain their significance in the overall formation of and continued evolvement of the European Union. → Evaluate the benefits and drawbacks to membership in the EU and support these findings using current issues and events → Develop stances and debate topics that are currently influencing EU policy development using multiple perspectives. Explain the complexities of protecting national interests while using diplomacy and win/win strategies
Formative Assessments → Formative Diagnostic to gauge background → KWL → Anticipatory Guide/complete and update as unit progresses	**Summative Assessments** → Online Summative → Interactive notebook evaluation via rubric → Double Entry Journals → Policy Creation Diagram/flow chart

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

Day 1 EU Intro	→ Lesson Introduction: Students will participate in an anticipatory set (self-assessment) to gauge background knowledge on the EU. These questions will remain in students' interactive notebooks, and students will revise their answers as new information is covered throughout the unit. Teacher will then complete a brief KWL chart whole group to monitor what students know want to know and have learned about the EU. → Body: Students will view the Ed Puzzle video https://edpuzzle.com/media/5b683e78820c8a4093b1989c with intermittent stops to answer comprehension questions, to get a general sense of the history of the EU, membership, and overall function. Go over questions whole group and briefly discuss. Students will then receive background information on the EU via PowerPoint as they complete a corresponding graphic organizer. → Closing: Students will revisit self-assessment and revise answers accordingly and then a whole group revisit of the KWL with brief whole group discussion.
Day 2 Get To Know the EU	→ Lesson Introduction: Students will learn about the EU's 28 member nations and how the uniqueness of each and their individualized needs, influence diplomacy. Students will view the Ed Puzzle video https://edpuzzle.com/media/5b684325820c8a4093b1a32e and answer the four comprehension questions about the make-up and configuration of the EU. Then students will participate in small group, post video discussions about how national interests effect negotiations within the EU. → Body: Students will each select a member nation and research their nation via the links provided. They will seek information to complete the EU Member Nation recording sheet. They will then turn this information into a brief 2-5 minute presentation using Google Slides or Animoto, so that they can share background of their member nation with the class. → Closing: Exit ticket for Getting to Know the Member Nations:

		List 3 national interests that you heard from you peer's presentation and briefly discuss how these interests could influence policymaking and negotiations.
Day 3 Each Institution		→ Lesson Introduction: Students will view images from Brussels of each of the EU institutions and hear a brief description of the role and duties of each. → Body: Students will work in small groups to complete a web quest to research and record the major roles and responsibilities of the Council, Parliament, and Commission of the EU on a graphic organizer in their interactive notebook. → Students will use information from the website Legislative Procedure to design a flow chart in their interactive notebook that illustrates and explains the Legislative Procedure of the EU Council, Parliament, and Commission.
Day 4 Membership		→ Lesson Introduction: Students will work whole group to complete a map of Europe while reviewing Day 2's lesson. This includes the member nations, their contributions to the EU, and what they derive from membership. → Body: PPT and Cornell note taking on basic membership qualifications. Students will research Turkey's current state of affairs and complete a T-chart in their interactive notebooks with the labels "Qualifications Met" and "Qualifications Not Met" written on either side. After they have researched Turkey's current state with respect to pre-accession, the Copenhagen Criteria, and the Maastricht Criteria, students will debate whether Turkey should be made an EU member. Students will then complete a double entry journal. The first entry will be from the perspective of a Turkish diplomat asserting Turkey's right to membership. "What entitles you to full membership to the EU?" The second entry will be from the perspective of the EU membership committee, "What is your decision on the issue of Turkey's potential EU membership? Explain." → Closing: Decisions from each students' second entry will be counted to determine the class consensus on the matter of Turkey's EU membership status, followed by a discussion of the results and a debriefing of Turkey's current situation.
Day 5 Initial Simulation		→ Lesson Introduction: (Allergy check prior to activity) Students will sample several types of chocolate: Hershey, Cadbury, Neuhaus, etc. They will discuss similarities and differences of each, and personal preference. Students will read a brief on the history of the EU chocolate debate. → Body Day 1 of this lesson: Research and Prep- Prior to the simulation, students must have read simulation procedures and agree to adhere to them while debating. Students review the information they researched and collected for their EU member nation from Day 2. This background will aid in building the perspective from which they debate and vote on what defines chocolate, and which countries can freely distribute their versions throughout the EU. Students will then research and write a position paper based on attributes of their country and how they will debate based on national interests. → Body Day 2 of this lesson: Students will share their position papers in small group, followed by and informal discussion session. Students will discuss ideas, negotiate agreements, and aligned their interests with other countries prior to the simulation. Procedure review and set up for simulation. Students will set up the room, prep their country placards, determine council presidency for procedure purposes and review as a group the expectations and guidelines for the simulation. → Body Day 3 of this lesson: The Simulation- First, The President gives the welcome and statement of purpose. Next, each minister summarizes their country's stance based on researched national interests in a round robin style share out. Each country gets no more than 2 minutes. Then, nations will follow procedures to participate in debating the chocolate issue. Finally, students will vote on the issue. → Closing: Students will write a brief refection pertaining to the simulation of the chocolate debate in their journals based on the following: Did the simulation go as you expected? Were the procedures of the debate followed to ensure fairness? Did every nation receive respectful treatment? Did your vote align with the majority or the minority? Did any nation's argument sway or alter your final decision? Were you well

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	prepared for this simulation? How will what you learned through this simulation about the EU and EU council debate, impact how you prepare for our next simulation?

Resources and Materials

Background
http://bmsworldgeography.weebly.com/european-union.html (guided notes available)

https://europa.eu/european-union/about-eu/countries_en (Use with member nation activity)

Member Nation Intro Activity

https://www.teacherspayteachers.com/Product/Understanding-the-European-Union-3396285
Historical background more in depth

Interactive Notebook Resources
https://europa.eu/european-union/about-eu/institutions-bodies_en
EU Institutions

Legislative Procedure

Initial Simulation
http://europe.wisc.edu/outreach-opportunities/european-union-chocolate-simulation/

Articles/Pedia/Simulation Ideas
http://www.choices.edu/?s=European+Union Evaluate Turkey's membership status with regards to the EU and debate whether or not the meet the requirements

https://newsela.com/read/headscarf-ban-eu/id/28111/ Banning Headscarves

https://newsela.com/read/croissant-butter-shortage/id/36853/ Trade Causing Shortages