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| Name: Traci Barger | | Unit Plan: To be determined by the teacher | |
| | | Subject/Grade Level: 10-12 | |
| Unit Title: | The European Union: Arguments for and against its creation and operation | | |
| Standards: | <p>Advanced Placement European History</p> <p>*Standards and objectives from the College Board guidelines are used here.</p> <p>9.10: Learning Objective J: Explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present.</p> <p>9.10: Learning Objective K: Explain how the European Union affected national and European identity throughout the period following World War II to the present.</p> | | |
| Objectives | | | |
| <ul style="list-style-type: none"> → KC 4.4.IV European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century. → KC 4.4.IV.B EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union. | | | |
| Key Concepts | | | |
| → Economic integration, national sovereignty, supranational organizations, collective good | | | |
| Essential Questions | | | |
| → Why is the existence of the European Union controversial? | | | |
| Learning Acquisition and Assessment | | | |
| Students will know... (content/concepts) | | Students will be able to... (skills, performance tasks) | |
| <ul style="list-style-type: none"> → How post-war conditions in the 20th century led to the formation of the European Union → How the European Union's structure evolved over time to its current structure and operation → Why certain leaders and groups oppose the European Union | | <ul style="list-style-type: none"> → Use multiple and varied sources to access historical information → Make a claim based on historical evidence → Support an argument with evidence, orally and in writing → Evaluate multiple perspectives | |
| Formative Assessments | | Summative Assessments | |
| <ul style="list-style-type: none"> → Classroom discussions, both small and whole group → Annotated notes on background reading articles and documents → Individual student notes → Small group posters | | <ul style="list-style-type: none"> → Long essay question in AP European format (timed writing with rubric): Evaluate the extent to which the reasons for forming the European Union have also led groups to challenge the existence of the European Union. → Can be completed in or out of class <p>LEQ rubric.pdf</p> | |

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

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| Day 1 | <p>→ Why did the European Union form?</p> <p>Starter discussion to establish historical context:</p> <ul style="list-style-type: none">○ Origins of the European Union <p>Main EU-related concepts/activities: Establish the context in which ideas about economic and political integration formed and why such ideas were considered necessary and desirable.</p> |
| Day 2 | <p>→ Why did the European Union form?</p> <p>Before coming to class, students will read and annotate this document: Churchill_Zurich_Speech_19091946.docx.pdf to be able to use this discussion format in class to analyze the text → Teaching Strategy: Save the Last Word for Me Facing History</p> <p>After small group discussion, whole class discussion to identify and record rationale for the formation of collaborative/integrated organization described in the speech.</p> <p>Main EU-related concepts/activities: Establish the ideological principles upon which the European Union would be based as it evolved in the second half of the 20th century.</p> |
| Day 3 | <p>→ How did the European Union form? How does the European Union function?</p> <p>Students will use the following video sources to establish an annotated timeline for major events/treaties in the development of the European Union as well as a graphic (visual) overview of the basic organization of its main bodies.</p> <p>Resource videos:</p> <ul style="list-style-type: none">● The European Union Explained*● History of the European Union● How does the EU work? CNBC Explains● How Does the EU Actually Work?● What If The European Union Didn't Exist? <p>This activity may be done individually with student choice of relevant sources or it may be done cooperatively where students jigsaw/divide the sources and collaborate to create the final products, although it is important for each student to have a copy of finished notes to access for future activities.</p> <p>Main EU-related concepts/activities: Identify/describe key events/treaties in the development of the European Union as well as the main bodies/functions of the different EU groups such as the European Parliament, Council of the European Union, etc., and structure (legislative, executive, judicial) to understand how economic integration drove other forms of cooperation among European nations.</p> |
| Day 4 | <p>→ What is the Charter of Fundamental Rights of the European Union?</p> <p>Students will work in groups to create posters that summarize the one section of the Charter of Fundamental Rights.pdf (dignity, freedoms, equality, solidarity, citizens' rights, justice).</p> |

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| | <p>When students share their posters, we will also discuss the extent to which the charter reflects the goals and ideas expressed in the Churchill speech (reviewed in class on Day 2).</p> <p>Main EU-related concepts/activities: Represent and discuss the ideological foundations and goals of the European Union as a supranational organization.</p> | | |
| Day 5 | <p>→ Why is the European Union controversial? Students will read and discuss these articles to understand why certain people and groups oppose the European Union and to define different/competing ideas of nationalism, populism, and national sovereignty.</p> <ul style="list-style-type: none"> ● Every student will read this article: How Nationalists Are Joining Together to Tear Europe Apart (1).docx ● Students will also read one of the following articles below: <ul style="list-style-type: none"> ○ Opinion _How Nationalism Can Destroy a Nation - The New York Times.pdf ○ Newsela _Why is populism all the rage ○ Newsela _What 17th century politics can teach us about Brexit.pdf <p>Main EU-related concepts/activities: Discuss and explain why nationalist and populist leaders and groups have organized challenges to the European Union.</p> | | |
| Resources and Materials | | | |
| Books/Articles | Worksheets | Social media accounts/other digital resources | |
| → Embedded in the daily lesson plans | → Not applicable; resources linked in the daily lesson plans | → Embedded in the daily lesson plans | |