

# Brussels-Lux Study Tour 2022

## K-12 Teacher Unit Planning Template

Name: Maura Doyle		Unit Plan: Weeks of March 27-31
		Subject/Grade Level: 10 <sup>th</sup> Grade Honors World History II
<b>Unit Title:</b>	The European Union as an Effort in Peacebuilding	
<b>Unit Narrative:</b>	<p>The primary focus for this unit will be for students to analyze the development and sustainability of the European Union as a peacebuilding entity both at its creation and in the current era. This unit will directly follow a unit on Global Crises that includes World War I and World War II.</p> <p>The unit uses direct instruction (lecture), outside readings, student reflection, discussion, debate, and simulation to teach students about the European Union.</p> <p>One major theme of this unit will be energy. We will discuss the historic political conflicts about energy that have plagued Europe before WWII (Sykes-Picot and the Middle East). We will carry this theme through the unit while discussing the EESC and the formation of the single market. Eventually we will discuss the role of energy in the Ukrainian/Russian conflict and how the EU must adjust energy to cope with climate change.</p> <p>The major activity of this unit plan will be for students to research and participate in a live simulation where they take on the role of a country during the years following WWII.</p>	
<b>Standards:</b>	<p><b>PA ELA Standards 9-10</b></p> <p><b>Standard - CC.1.2.9-10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p><b>Standard - CC.1.2.9-10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>Standard - CC.1.2.9-10.D</b> Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p><b>Standard - CC.1.2.9-10.H</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p><b>Standard - CC.1.4.9-10.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Standard - CC.1.4.9-10.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>Standard - CC.1.5.9-10.A</b> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>→ Students will learn and discuss the development of a European Union from the perspective of preventing war and establishing sustainable energy sources.</li> <li>→ Students will investigate primary sources and discuss the benefits and drawbacks of</li> </ul>		

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- Students will simulate, through discussion and debate, the national and international interests involved in the initial EESC and EU formation.
- Students will evaluate the extent to which the EU is effective in neutralizing the threat of Russia in the modern era.

### Big Ideas

- What are long term solutions from eliminating war?
- How does energy cause conflict?
- Is peace sustainable?

### Essential Questions

- Why was the European Union established?
- Is the European Union necessary or essential to maintaining peace?
- How does the EU operate?
- How does energy fit in to the EU
- What is the role of the EU in the conflict in Ukraine?

### Learning Acquisition and Assessment

Students will know... (content/concepts)

- Students will know (SWK) basic vocabulary that describes the European Union such as: Common Market, Schengen Zone, Euro Area, European Commission, European Parliament, European Council, European Court of Justice, European Central Bank, Lisbon Treaty, Maastricht Treaty, etc.
- Sykes-Picot background and other energy conflicts that have affected Europe before WWII.
- Perspectives of founders of the EESC and EU
- History and major events that occurred relating to economic alliance in Europe since WWII
- Current issues that affect the sustainability of the EU

Students will be able to... (skills, performance tasks)

- Analyze several perspectives of countries and politicians relating to the issue of conflict prevention and
- Simulate and role-play as diplomats from European countries in the years following WWII.
- Debate
- Lead discussion
- Analyze art as it pertains to the European Union
- Apply understanding of economic alliance in the EU over the years to modern energy conflicts like the War in the Ukraine and the Climate Crisis

Formative Assessments

- Warm Ups (posted on Schoology)
- Student generated vocab exit tickets
- In-class discussion
- Student led simulation

Summative Assessments

- Rubric for EU Simulation
- Reflection paper (1 page)
- Quiz on EU history and terminology

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

Day 1

#### Establishing a European Union

Student Prior Knowledge: Students will be expected to have watched [this video](#) before today's class via EdPuzzle which will ask periodic understanding questions throughout. (23min)

1. Warm Up Activity: Quote reflection  
Students will be presented with a quote from Winston Churchill about the need for a European Union.

“There is a remedy which ... would in a few years make all Europe ... free and ... happy. It is to re-create the European family, or as much of it as we can, and to provide it with a structure under which it can dwell in peace, in safety and in freedom. We must build a kind of United States of Europe.”

2. Primary Source Mini Group Discussions

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	<p>Students will be presented with a collection of four primary sources. These sources will include short quotes, photos of World War II destruction, and general discussion points about possible options to prevent future wars.</p> <ol style="list-style-type: none"> <li>3. Direct Instruction Students will take notes on a lecture that draws from the ideas they learned in their background video. Specifically, the notes will focus on energy and the importance of coal, steel, oil, and modern alternatives to fossil fuels. Additionally, we will discuss other conflicts associated with European energy interests.</li> <li>4. Vocab exit ticket</li> </ol>
Day 2	<p><b>Art Gallery Walk Through</b></p> <ol style="list-style-type: none"> <li>1. Anticipatory Set (Warm Up) Ask students a series of three questions about content learned yesterday. 1 EU-specific vocab, 1 subjective, 1 sequencing of major EU events</li> <li>2. Students will walk through a classroom art gallery. It will include 10-12 images that consist of photographs of installation art work in EU buildings (EU parliament building installation, European Court of Justice, propaganda posters from the European History Museum)</li> <li>3. Students will complete a hyperdoc (interactive google doc) as they walk from art station to station. The hyperbook will have blurbs for each station to be read about the background of the image and interactive resources for each image. Students will then answer a few questions about their opinions of each piece of art and fact checking questions that demonstrate their understanding of the major themes of each piece.</li> </ol> <p><i>Although students have an individual assignment submission associated with this, they also will be encouraged to discuss with their peers as they move about the room. They may ask questions and it is designed to be a social assignment.</i></p>
Day 3	<p><b>EU Simulation Research Day</b></p> <ul style="list-style-type: none"> <li>• Students will be assigned a European country (from a list that will include the original 6 and some others with interesting perspectives about potentially joining an Economic Union) and will work in groups of 2-3 students to research the following questions.             <ul style="list-style-type: none"> <li>• What is the position (economic, social, political) since the end of World War II</li> <li>• What specific challenges has your country faced after the war?</li> <li>• Is your country interested in joining an economic alliance with other European countries? Why or Why not? Be specific.</li> </ul> </li> <li>• Students will be given a folder of resources and links to help assist them in their research.</li> <li>• In preparation for the following day's simulation students should review the agenda (presented to them in class). The agenda is based on a scenario in the late 1940s where students will decide whether their country should join the European coal and steel community.</li> </ul>
Day 4	<p><b>EU Simulation Day 2 (Actual Simulation Day)</b></p> <ul style="list-style-type: none"> <li>○ Group debrief (5 minutes): Give 5 minutes for partners to discuss their talking points and comparing research to align talking points for the day.</li> <li>○ Opening statements (5-10 minutes): Give up to 1 minute opening statement about how your country see its role in a European energy alliance / common market</li> <li>○ Agenda Item 1 (10 minutes): What are the plausible ways to prevent future World War in Europe?</li> <li>○ Agenda Item 2 (10 minutes): What are the benefits and drawbacks to creating a European single market union. Would your country join? Why or why not?</li> <li>○ Closing Statements (5 minutes) Each country can give a closing statement to finalize their feedback on the two agenda items.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ Reflection: (5 minutes) Students will tell</li> <li>○ Homework: <a href="https://www.nytimes.com/2022/06/23/world/europe/ukraine-russia-eu-candidate.html">https://www.nytimes.com/2022/06/23/world/europe/ukraine-russia-eu-candidate.html</a> <ul style="list-style-type: none"> <li>▪ While reading the article above, students will generate a list of discussion questions to present to the class during a socratic seminar.</li> <li>▪ I may use a different opening article depending on the current status of Ukrainian conflict.</li> </ul> </li> </ul>
Day 5	<p><b>Modern EU Issues: War in Ukraine</b></p> <ul style="list-style-type: none"> <li>• Students will come to class prepared to participate in a Socratic Seminar based on an article presented to them in class on the previous day. My students are familiar with Socratic Seminars by this point in the year, but <a href="#">here is a reference</a> for how to conduct one.</li> <li>• Students should annotate the article for homework before this class. They should come to class with a list of open-ended discussion questions.</li> <li>• For 20 minutes, we will engage in class socratic seminar discussion about the major ideas of the article. This is to be a student-driven discussion.</li> <li>• In the last 15 minutes of class, we will have a four-corners debate where students will be presented with an idea and will walk to one of four corners of the classroom to indicate their opinion (Agree, Somewhat Agree, Disagree, Somewhat Disagree). Each corner will discuss and one person will share the main ideas.</li> </ul>
<b>Resources and Materials</b>	
<ul style="list-style-type: none"> <li>→ European Union Video (Viking Cruise Lines)</li> <li>→ <a href="#">Treaty establishing the European Union</a></li> <li>→ <a href="https://spice.fsi.stanford.edu/docs/why_war_has_become_obsolete_in_europe">https://spice.fsi.stanford.edu/docs/why_war_has_become_obsolete_in_europe</a></li> <li>→ EU response to Ukraine:             <ul style="list-style-type: none"> <li>○ <a href="https://www.consilium.europa.eu/en/policies/eu-response-ukraine-invasion/">https://www.consilium.europa.eu/en/policies/eu-response-ukraine-invasion/</a></li> <li>○ <a href="https://reliefweb.int/report/world/war-ukraine-raises-new-questions-eu-foreign-policy">https://reliefweb.int/report/world/war-ukraine-raises-new-questions-eu-foreign-policy</a></li> <li>○ <a href="https://www.nytimes.com/2022/06/23/world/europe/ukraine-russia-eu-candidate.html">https://www.nytimes.com/2022/06/23/world/europe/ukraine-russia-eu-candidate.html</a></li> </ul> </li> </ul>	