

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name:	Unit Plan: Weeks of
	Subject/Grade Level:
Unit Title:	The EU: A model for North America?
Unit Narrative:	The EU has proven to be a resilient and adaptive organism that has grown and evolved over the time of its existence. It has proven effective at getting the countries of Europe to think beyond their own individual borders and to consider what is best for the continents as a whole. While we have seen trade agreements (like NAFTA) in North America in the past, there has never been substantial discussion of a North American Union (NAU) based on the model of the EU. Students will learn about the EU in this unit and then do a comparative analysis using the US Constitution to determine if a NAU would be feasible, possible given the US Constitution and law, and beneficial to the United States as well as the countries of North America as a whole.
Standards:	<p>From Ohio Department of Education Social Studies Model Curriculum for Government</p> <ul style="list-style-type: none"> ● different perspectives on a topic can be obtained from a variety of historic and contemporary sources. ● The US Constitution established a federal system of government, which separation of powers, a representative democracy and checks and balances. ● The US Constitution protects the rights of citizens by limiting the powers of government ● Express a personal opinion on an issue ● compare and contrast the American form of government with those of others around the world ● Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security
Objectives	
<p>→ Students will be able to:</p> <ul style="list-style-type: none"> ○ identify EU bodies ○ define the purposes of each EU body ○ explain the powers of the EU bodies ○ contrast the setup of the EU with the setup of our US government ○ compare the EU and its treaties to the US Constitution ○ analyze topical issues (migration, single market) and advocate for or against a NAU in the model of the EU 	
Big Ideas	
<p>→ The EU is a multifaceted organization meant to guide a continent while at the same time not infringing on its member countries' sovereignty</p> <p>→ The EU has a number of bodies that allow it to be flexible and create policy in an effective way.</p> <p>→ The EU model is not directly comparable to the US government but there are areas of commonality that we can use to compare the systems.</p> <p>→ The EU has brought together countries with very different backgrounds (western European countries v eastern European countries) and managed to stick together through the challenges that presents</p>	

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<ul style="list-style-type: none"> → The US Constitution has fundamental principles that must be followed (limited government, separation of powers, checks and balances, judicial review, federalism, popular sovereignty). → The US and the other countries of North America are similarly quite different with different governmental setups. 	
Essential Questions	
<ul style="list-style-type: none"> → What is the EU and what does it do? → What are the bodies of the EU and what is each's function? → What principles does the EU value? → What are the principles of the US Constitution? → How has the EU resolved disputes between member countries → Is a NAU feasible and in alignment with the US Constitution/government? → If it were feasible, would it benefit or hurt the interests of the United States? 	
Learning Acquisition and Assessment	
<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> → The bodies of the EU → The function of each part of the EU → The principles that guide the EU → The areas of EU policy → The principles of the US Constitution 	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> → identify EU bodies → define the purposes of each EU body → explain the powers of the EU bodies → contrast the setup of the EU with the setup of our US government → compare the EU and its treaties to the US Constitution → analyze topical issues (migration, single market) and advocate for or against a NAU in the model of the EU
<p>Formative Assessments</p> <ul style="list-style-type: none"> → EU background quiz → EU bodies quiz → exit slip on bodies → quiz on principles of US Constitution → 1 minute presentation on policy area 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Paper on feasibility and benefits of NAU (5 page paper with works cited) and how aligns with the principles of US Constitution
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	→ Introduction

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	<ul style="list-style-type: none"> ○ EU KWL - free write and discussion ○ EU Kahoot → Body <ul style="list-style-type: none"> ○ lecture on EU bodies ○ video on the EU → Closing <ul style="list-style-type: none"> ○ discuss this question - what did you learn about the EU today?
Day 2	<ul style="list-style-type: none"> → Introduction <ul style="list-style-type: none"> ○ freewrite - assign students as either citizens of France or Poland - what do you think you would like and dislike about being in a country that is part of the EU? discuss → Body <ul style="list-style-type: none"> ○ EU worksheet ○ EU reading - read as group and highlight key areas ○ ID areas of common policy and research one (assign to students) <ul style="list-style-type: none"> ▪ assign randomly and use EU site to research ▪ start google doc with this info as will be included in final assignment → closing <ul style="list-style-type: none"> ○ EU quiz
Day 3	<ul style="list-style-type: none"> → Introduction <ul style="list-style-type: none"> ○ how much does the EU remind you or the US government discussion? → Body <ul style="list-style-type: none"> ○ lecture on principles of the US Constitution ○ video on principles of constitution ○ civics reading and worksheet on principles of constitution ○ venn diagram - values of EU v principles of US Constitution → closing <ul style="list-style-type: none"> ○ principles of the constitution quiz
Day 4	<ul style="list-style-type: none"> → Introduction <ul style="list-style-type: none"> ○ turn and talk - would an EU like organization work in the US? 2 minute discussion → Body

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	<ul style="list-style-type: none"> ○ readings on possibility of North American Union ○ would NAU align with US Constitution (compare goals of EU with US Constiution to guide this) <ul style="list-style-type: none"> ▪ work in groups of 3-5 on this ○ research area of common policy (same on as did for EU) and whether that would be feasible for US <ul style="list-style-type: none"> ▪ add to google doc <p>→ closing</p> <ul style="list-style-type: none"> ○ 1 minute presentations on topic areas to whole class <ul style="list-style-type: none"> ▪ other classmates should be taking notes that will aid in summative assessment <p>→ Closing</p> <ul style="list-style-type: none"> ○
Day 5	<p>→ Introduction</p> <ul style="list-style-type: none"> ○ walk around room, ask 3 people what policy area they are researching and get a 20-30 second overview of what they've learned so far and if they think NAU is possible <p>→ Body</p> <ul style="list-style-type: none"> ○ write final papers <ul style="list-style-type: none"> ▪ divided into following sections: <ul style="list-style-type: none"> ● background of EU (.5-1 page) ● principles of US Constitution (.5 page) ● topic area they are expert in and their findings and feasibility for NAU (1.5 pages) ● would a NAU be possible in the US given the US Constitutional values (1.5 pages) <ul style="list-style-type: none"> ○ explain 6 constiutional values and how align ● would a NAU benefit the countries of North America, and the US specifically (1 page) <ul style="list-style-type: none"> ○ site 3 areas beyond the one you researched based on what your classmates shared yesterday ● do you favor or oppose an NAU (.5 page) ● works cited <p>→ closing</p> <ul style="list-style-type: none"> ○ whole class vote on whether US should form a NAU and closing discussion

Resources and Materials

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- EU teaching manual - https://www.europarl.europa.eu/belgium/resource/static/files/Educational/europeatschool_teachersmanual_nocountry_en.pdf
- Kahoot on EU - <https://create.kahoot.it/share/06c4e79e-d0d9-4760-a7fd-25d2fe68c421>
- background video on EU - <https://www.youtube.com/watch?v=4VCYHTGjr-U>
- Lecture Prezi on EU - https://prezi.com/n9kaaaygadyl/m2-neutral-english/?utm_campaign=share&utm_medium=copy
- EU worksheet - <https://www.english-online.at/geography/european-union/european-union-exercises.pdf>
- EU background info - https://european-union.europa.eu/easy-read_en
- areas of common interest - https://ec.europa.eu/info/about-european-commission/what-european-commission-does/law/areas-eu-action_en
- EU quiz - <https://www.togetherweareeurope.eu/>
- US Constitutional Principles overview - <https://open.lib.umn.edu/american-government/chapter/2-3-constitutional-principles-and-provisions/>
- US Constitutional Principles video - <https://www.youtube.com/watch?v=v9CXreKdnYI>
- icivics lesson on principles of the Constitution - <https://cpb-us-e1.wpmucdn.com/cobblearning.net/dist/2/3760/files/2018/08/iCivicsConstitutional-Principles-HS-0-11rpgmh.pdf>
- principles of the constitution quiz - <https://www.proprofs.com/quiz-school/story.php?title=principles-of-the-constitution-quiz>
- venn diagram - https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson378/venn.pdf
- NAU reading - https://www.piiie.com/publications/chapters_preview/331/7iie3284.pdf
- NAU reading - <https://www.wilsoncenter.org/article/north-america-its-rise-fall-and-possible-rise-again>
- Pros & Cons of NAFTA - <https://smartasset.com/mortgage/the-pros-and-cons-of-nafta>
- Schengen agreement info - <https://visaguide.world/europe/schengen-visa/schengen-agreement/>
- US interactive Constitution - <https://constitutioncenter.org/interactive-constitution>
- North American integration - <https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=3623&context=lcp>
- Economic integration in North America - https://www2.jiia.or.jp/pdf/asia_centre/h15_japan/3.yanagihara.pdf

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