

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Alina Hunt		Unit Plan: Weeks of 11/7 to 11/18
		Subject/Grade Level: Advanced French for Global Applications
Unit Title:	France and the European Union	
Unit Narrative:	<p>Beginning with the French Revolution which gave the world the ideas of liberty, equality, and fraternity, and continuing to Victor Hugo’s visionary concept of “the United States of Europe,” France has played a major role in shaping the European Union. In this Advanced French course for 11th and 12th graders, students will explore the foundational principles behind the EU, learn about its different stages of development over the past 70 years, and understand how it functions today as an entity divided among different governing agencies. We will also explore some major issues that the EU has faced in the last decade and how France has been impacted by them.</p>	
Standards:	<p>PERFORMANCE INDICATORS (Can-Do Statements) set forth by the American Council on the Teaching of Foreign Languages (ACTFL) should be in this range upon completion of Global Applications in French II:</p> <p><i>What can I understand, interpret, or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?</i> INTERMEDIATE HIGH: I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.</p> <p><i>How can I exchange information and ideas in conversations?</i> INTERMEDIATE HIGH: I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> <p><i>How can I present information to narrate about my life, experiences, and events?</i> INTERMEDIATE HIGH: I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</p> <p><i>What can I understand, interpret, or analyze in authentic informational texts that I hear, read or view?</i> INTERMEDIATE HIGH: I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.</p>	
Objectives		
<p>Students will explore 18th and 19th century French ideas and principles that are intrinsic to the European Union.</p> <p>Students will learn how and why the European Union was formed and its different stages of development.</p> <p>Students will learn about the symbolic images on euros from countries that are in the Euro Zone and brainstorm which country they represent.</p> <p>Students will study the main EU agencies (Commission, Parliament, Council) and identify the roles that they play within the EU.</p> <p>Students will investigate an important issue that the EU tackled in the past 10 years and determine how it impacted France.</p>		
Big Ideas		

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- Learn about the philosophical ideas that inspired the European Union.
- Learn which countries belong to the European Union, and which ones use the Euro, and which do not.
- Understand how the European Union shares governing power among its agencies.
- Learn about relevant issues the EU faces to share with the class and show France's role in it.
- Compare similar issues and challenges that the US is facing.

Essential Questions

- What is France's contribution to the formation of the European Union?
- How did the idea of a "European Union" evolve?
- What countries make up the European Union?
- How has the European Union evolved over the past 70 years?
- How does the European Union work as a whole?
- What are some of the most significant challenges the European Union faces today and how has France helped shape the discussion, development, and resolution of these issues? Parenthetically, how are these challenges like ones that the US faces?

Learning Acquisition and Assessment

Students will know(content/concepts):

- Learn how the Declaration of the Rights of Man and V. Hugo's speech planted seeds for a united Europe.
- Learn how and why the first and second World Wars inspired Jean Monnet and Robert Schuman to conceive of a Coal and Steel Community that evolved into the EU.
- Learn which countries are part of the EU and which ones are in the Eurozone.
- Learn which are the main governing agencies of the EU and how they all work together.
- Learn about important issues the EU faces and specifically how they relate to France.

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

- Summarize and share information about the Declaration of the Rights of Man and V. Hugo's speech to Congress
- Compare ideas from the Rights of Man and V. Hugo's speech to the US Bill of Rights.
- Identify EU countries within and outside of the Euro zone.
- Compare the main governing bodies of the EU to our executive, legislative and judicial branches of government.
- Identify important issues that the EU faces and compare them to issues that the US faces.
- Research one specific issue the EU faces and present it to the class.

Formative Assessments

- Summarize and answer questions on readings from the "Declaration of the Rights of Man" and V. Hugo's address to Congress (whole class)
- Written short film reflection "Joyeux Noël"
- Partner activity quiz to identify Euro zone countries through coin iconography (no grade)
- Homework activity (fill-in chart) on EU governing agencies and their roles based on readings, power point presentations and discussions (whole class)

Summative Assessments

- Written reflection on "Declaration of the Rights of Man" and V. Hugo's speech
- Post-Unit Quiz on the history and make up of EU
- Oral Presentation (Power Point/ Google Slides) on one specific issue the EU has faced and repercussions for France.

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Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Pre-unit quiz on France and the European Union (no grade). → Watch video on Victor Hugo and the European Union followed by discussion. → Reading assignment and summary work in pairs on “La Déclaration Universelle des Droits de l’homme,” and Victor Hugo’s “Discours du 1849.”
Day 2	<ul style="list-style-type: none"> → Whole class discussion on readings, “La Déclaration Universelle des Droits de l’homme” and Victor Hugo’s “Discours de 1849.” → Teacher-led discussion on how the “La Déclaration Universelle des Droits de l’homme” compares to the US Bill of Rights (t-chart).
Day 3	<ul style="list-style-type: none"> → Watch “Joyeux Noël,” a film that shows evidence of fraternization between enemy forces (French, German, Scottish) in the trenches in 1914. → Assign short individual film reflection on how the film echoes V. Hugo’s ideas on the “United States of Europe.”
Day 4	<ul style="list-style-type: none"> → Interactive whole class activity using Euros to identify EU countries within and outside of Euro Zone. → Short video on the formation of the EU. → Teacher-led presentation on the formation of the EU and its various governing agencies. → Reading assignment and summary work in pairs on “La France dans l’UE” and “Les 7 défis les plus importants de l’Union Européenne.”
Day 5	<ul style="list-style-type: none"> → Student-led discussion of readings on France and the European Union. → Post-Unit quiz on the formation of the EU, member countries and role of governing agencies. → Assign longer term research presentation on specific issues the EU faces that are important for France. Teacher provides list of topics and students decide if they want to work alone or with a partner.
Resources and Materials	
<ul style="list-style-type: none"> → La Déclaration Universelle des Droits de l’homme, https://www.coe.int/fr/web/gender-matters/the-universal-declaration-of-human-rights-unofficial-summary- → https://www.ushistory.org/us/18a.asp → Victor Hugo au Congrès de la Paix de 1849: Son discours, https://www.taurillon.org/Victor-Hugo-au-Congres-de-la-Paix-de-1849-son-discours,02448?lang=fr → Victor Hugo et les Etats-Unis de l’Europe, https://gallica.bnf.fr/blog/08042019/victor-hugo-et-les-etats-unis-deurope-i?mode=desktop → How Europe was unified (and what Victor Hugo had to do with it), https://www.youtube.com/watch?v=PIWnRfCvGbg → Film, <i>Joyeux Noël</i>, https://www.youtube.com/watch?v=pC9KyHcbAEM → Histoire de l’Union européenne, https://www.youtube.com/watch?v=Ly0q0lyzrQ0 → L’Union Européenne: qui fait quoi? https://www.youtube.com/watch?v=1eNY4WCNm0s → Facile à lire—l’Union Européenne, https://european-union.europa.eu/easy-read_fr → Council Presentation on the EU and how it functions ../../../../Users/hunta/archivedFiles/Adv_French/FR405_Council_Presentation_on_the_EU_and_how_it_works.pptx → La France dans l’UE, https://france.representation.ec.europa.eu/qui-sommes-nous/la-france-dans-lue_fr → Les 7 défis les plus importants de l’Union Européenne, https://atalayar.com/fr/content/les-sept-plus-grands-d%C3%A9fis-de-lunion-europ%C3%A9enne-en-2022 → Les Défis et les enjeux de l’Union européenne, https://www.schoolmouv.fr/enseignants/cours/les-defis-et-enjeux-actuels-de-la-construction-europeenne/fiche-de-cours 	

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