

# Brussels-Lux Study Tour 2022

## K-12 Teacher Unit Planning Template

Name: Jimenez, M	Unit Plan: Weeks of
	Subject/Grade Level: 9/Geography
<b>Unit Title:</b>	European Union
<b>Unit Narrative:</b>	In this unit, students will learn about the history of the European Union and its importance to the global economy. Students will focus on the United Kingdom's exit from the European Union and discuss its positive and negative effects since the country's exit. Students will also be able to understand the economic relationship between the European Union and the United States. Lastly, students will be able to discuss a possible California secession from the United States and its possible effects.
<b>Standards:</b>	<p><b>10.9. Students analyze the international developments in the post–World War II world.</b></p> <p>1.Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.</p> <p>8.Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p>
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>→ Students will be able to understand the history of the European Union and its past and current goals.</li> <li>→ Students will be able to identify the effects of the United Kingdom's vote to exit the European Union.</li> <li>→ Students will be able to identify the importance of US and European Union economic relations.</li> <li>→ Students will be able to participate in a philosophical chairs discussion about the possibility of a California secession from the United States.</li> </ul>	
<b>Big Ideas</b>	
<ul style="list-style-type: none"> <li>→ <b>History of the European Union</b></li> <li>→ <b>Relationship between the European Union and the United States</b></li> <li>→ <b>Effects of a succession between the United Kingdom and the European Union</b></li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>→ <b>What is the main goal of the European Union?</b></li> <li>→ <b>How is the United States affected by relations with the European Union?</b></li> <li>→ <b>Does Brexit affect relationships with the United States and the European Union?</b></li> <li>→ <b>How would a Califrnoa secession affect the state and the rest of the country of the United States?</b></li> </ul>	

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Learning Acquisition and Assessment	
<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> <li>→ history and reasoning behind the creation about the European Union</li> <li>→ why the United Kingdom voted to leave the European Union</li> </ul>	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> <li>→ Vote in a Referendum</li> <li>→ Create a T Chart Mind Map</li> <li>→ Analyze voting results and discuss why people voted the way they did</li> <li>→ Analyze Voting Infographics</li> <li>→ Participate in a Philosophical Chairs discussion</li> </ul>
<p>Formative Assessments</p> <ul style="list-style-type: none"> <li>→ Vocabulary Matching Activity</li> <li>→ Complete a Timeline Notes Activity</li> <li>→ Completion of a T Chart mind map to show the positive and negative argument for the UK leaving the EU</li> </ul>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <li>→ Participate in a philosophical chairs discussion stating their opinion of California secession from the United States and a North California and South California Secession</li> </ul>
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
<p>Day 1</p>	<ul style="list-style-type: none"> <li>→ History of the European Union: Students will be able to identify why the European Union was created, and the requirements for joining the EU. Students will also identify the countries who are currently part of the EU and what are the benefits of being part of the European Union.</li> <li>1. Think-Pair-Group Share- Students will be asked to share what they already know about the European Union.               <ul style="list-style-type: none"> <li>● Have you heard of the European Union? What comes to mind when you hear the European Union?</li> <li>● Responses will be shared in a class discussion.</li> </ul> </li> <li>2. Google Slides on the History of European Union               <ul style="list-style-type: none"> <li>● Timeline Notes to understand the history of European Union and countries who are part of the EU</li> </ul> </li> <li>3. Benefits of the EU google slides-Students will take notes in the back of their timeline.</li> </ul>
<p>Day 2</p>	<ul style="list-style-type: none"> <li>→ Introduction to Brexit: Students will understand the relationship between the United Kingdom and the European Union. Why did the UK want to leave? What are the tensions? Who was involved? Who is Boris Johnson? How did the media get involved?</li> <li>1. <a href="#">Brexit explained for confused Americans   The Washington Post</a> Students will discuss this video as a warm up in class.</li> <li>2. <a href="#">Why did Boris Johnson back Brexit? BBC News</a> Who are the prominent figures for the Brexit campaign?</li> <li>3. T Chart Mind Map to separate the United Kingdom's arguments to stay or leave the European Union</li> <li>4. View For and Against Brexit Propaganda               <ul style="list-style-type: none"> <li>● <a href="#">Why Vote Leave</a></li> <li>● <a href="#">Final Say: The misinformation that was told about Brexit during and after the referendum   The Independent</a></li> <li>●</li> </ul> </li> </ul>

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Day 3	<p>→ Brexit Continued: After students vote in the referendum students will analyze data of how the citizens of the UK voted.</p> <ol style="list-style-type: none"> <li>1. Referendum: Students will vote on a ballot</li> <li>2. Votes will be counted and results will be shared with class</li> <li>3. Voting Infographics- students will view the infographics with a partner and think-pair-share to the whole class to discuss why they believe people voted the way they did</li> <li>4. Immediate Impacts of Brexit - Students will watch the video <a href="#">Brexit, one year on: Is life in the UK better without Europe? • FRANCE 24 English</a></li> <li>5. Students will re vote in their referendum.</li> </ol>
Day 4	<p>→ Students will identify the relationship between the United States and the European Union. What are the benefits of having a relationship with the EU? What if the United States did not have a relationship with the EU? What is the current relationship with the US and UK?</p> <ol style="list-style-type: none"> <li>1. Share results for their second referendum vote</li> <li>2. View Economic Relationship Slides between the United States</li> </ol>
Day 5	<p>→ Students will be prepared to be part of a philosophical chairs discussion referencing the state of California secession since they live in California. Students can also discuss previous secession during the Civil War and colonists leaving the UK as well.</p> <p>→ Should California succeed? What would be the benefits/consequences? Would the United States benefit?</p> <ol style="list-style-type: none"> <li>1. Research Time for students to build their decision for their discussion on the Succession of California from the United States</li> <li>2. Students will be asked to decide whether or not they believe California should succeed from the United States</li> </ol>

### Resources and Materials

- [History of the EU](#)
- [Aims and values](#) of the EU
- [Founding agreements](#) of the EU
- [Relations with the United Kingdom | European Commission](#)
- [Consequences of Brexit | European Commission](#)
- [Brexit, one year on: Is life in the UK better without Europe? • FRANCE 24 English](#)
- [Why did Boris Johnson back Brexit? BBC News](#)
- [Why Vote Leave](#)
- [Final Say: The misinformation that was told about Brexit during and after the referendum | The Independent](#)
- [Brexit: Why Britain Left the European Union](#)
- [European Fisheries Control Agency](#)
- [Calexit: The Secession of California](#)

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