

Name: Taylor Moore		Unit Plan: Weeks of	
		Subject/Grade Level: Social Studies/ 4th Grade	
<b>Unit Title:</b>	Inclusiveness in the EU		
<b>Unit Narrative:</b>	In this unit students will learn introductory knowledge about the EU using inclusiveness as a line of inquiry		
<b>Standards:</b>	OH 4.17 Effective participants in a democratic society engage in compromise		
<b>Objectives</b>			
→ Students will be able to study the EU through the lens of inclusiveness to learn how a democratic society engages in compromise.			
<b>Big Ideas</b>			
→ <b>Inclusiveness is valuable in a democratic society</b>			
→ <b>The EU utilizes many inclusive practices</b>			
<b>Essential Questions</b>			
→ How can inclusiveness impact a democratic society?			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
→ How to define inclusiveness		→ Students will be able to engage in compromise as a classroom community	
→ A general description of what the EU is		→ Students will be able to identify inclusive practices present in EU institutions	
→ Detailed knowledge about one EU country		→ Students will be able to create currency based on important features of a EU country	
→ That currency includes symbolism			
Formative Assessments		Summative Assessments	
→ Exit Ticket		→ Created Currency	
→ Country research		→ Classroom discussion participation	
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>			
Day 1	→ Intro to inclusiveness- Students are broken up into triads. They work together using an electronic device to answer the questions “What does being inclusive mean? What can it look like?” Students record information they find. At the end each group presents their findings. Students then complete exit where they give their interpretation of what being inclusive means		
Day 2	→ Intro to EU- Students will be given brief overview of EU institutions highlighting inclusive features ie languages, EU schools, lawmaking process		
Day 3	→ EU Country Research - students will pick one of the EU member states names at random and will then research facts about that country		

Day 4	→ Country Currency Creation- Students will learn about the symbolism present in US and foreign currency. Students will then create a new currency for the country they researched.
Day 5	→ EU Currency Class Discussion- Students will participate in a class discussion on how to create a currency that represents the EU as a whole, not just a few countries.

### Resources and Materials

- [https://european-union.europa.eu/easy-read\\_en](https://european-union.europa.eu/easy-read_en)
- <https://www.youtube.com/watch?v=Nfg0A1duENk>