

## Stage 1 – Desired Results

<p><b>ESTABLISHED GOALS</b></p> <ul style="list-style-type: none"> <li>• Students will be able to research and describe a problem and critically analyze possible solutions.</li> <li>• Students will develop an working knowledge European Union institutions, goals, and actions.</li> <li>• Students will understand and apply strategies for finding and evaluating credible information on the internet</li> </ul>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i>	
	<b>Students will be able to independently research actions taken by the European Union and present a balanced and critical report of those actions.</b>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Democratic institutions like the European Union depend on an informed citizenry to keep them accountable to their stated and shared values.</li> <li>• The spread of misinformation is a global problem that affects the daily lives of citizens in many ways</li> <li>• Research is a messy and ongoing process that leads to further questions and further research</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What sources of information do we need to fully understand a global problem?</li> <li>• How do the European Union’s actions adhere to its stated goals and values?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to assess sources for credibility</li> <li>• How to find credible information in from a variety of sources</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Distinguishing between fact and opinion</li> <li>• Searching and accessing credible information from a variety of media</li> <li>• Composing and presenting a well rounded description and analysis of a European Union goal and action</li> </ul>	

## Stage 2 – Evidence and Assessment

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<ul style="list-style-type: none"> <li>• Incorporate text and visual materials to represent their findings in a coherent presentation</li> <li>• Locate, evaluate, and incorporate relevant sources with proper documentation.</li> <li>• Work collaboratively in</li> </ul>	<p><b>PERFORMANCE TASK(S):</b></p> <p>The final project for this module is to present a debate around a specific “action” undertaken by the European Union that aligns with one their six <a href="#">“priorities”</a> (as defined by the European Commission for 2019-2024). Students will be instructed to choose from one of the first four priorities listed on the European Commission website and then focus on one of the “actions” listed under that priority. (Ex.: Priority #2: - A Europe Fit for the Digital Age; Action – Boosting and regulating artificial intelligence)</p> <p>Groups of three will work together to produce this debate and present it to the class. Each debate must have a visual or audio component and can take the form of a podcast, a series of info graphics, a video, or any other instructor approved product that draws upon the unique skills of the group members.</p> <p>Final reports and presentations must address the following questions:</p> <ul style="list-style-type: none"> <li>• How does the European Commission describe the action?</li> <li>• How does the popular media describe this issue and/ or what are some credible criticisms of how this action is handled?</li> </ul>

<p>a research context</p> <ul style="list-style-type: none"> <li>• Demonstrate critical thinking by asking questions throughout the unit</li> </ul>	<ul style="list-style-type: none"> <li>• What concerns/ challenges do they or other anticipate to achieving their stated goals?</li> <li>• What are relevant statistics that help define this priority?</li> <li>• What are the general European population’s feelings about this issue?</li> <li>• What are the significant challenges to achieving progress in this area?</li> </ul> <p>Students must include information from the following sources: European Commission website, <a href="#">Eurostat (“Statistics Explained”)</a> and <a href="#">Eurobarometer</a> websites, and popular news sources drawn from the library databases</p> <hr/> <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Website and data scavenger hunt activity (see below)</li> <li>• Self-assessments about the research and collaborative process</li> <li>• Inquiry report: While researching, students will provide a list of questions/ about the research process, the European Union, and other challenges related to the final project.</li> </ul>
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## Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

#### Class 1:

##### Readings:

- [Article: “Evaluating Information: The Cornerstone of Civic Online Reasoning”](#)
- [Ted Talk: “How to Choose Your News”](#)

Goal(s): 1) Understand causes that have led to the current proliferation of misinformation and begin to identify strategies for discerning truth about global events. 2) Introduce the European Union 3) Identify different techniques in documentary filmmaking

Class Activity: a) Assign the above article and video for homework b) Use “Think-Pair-Share” to have students dig deeper into different themes from the material. c) End with a large group lecture and discussion about the global events referenced in the Ted Talk and the importance of using multiple credible sources to come to a accurate understanding of global events

#### Class 2:

##### Readings:

- [European Commission Action: Common Fisheries Policy](#)
- [“EU Must Make Public Who Really Owns its Fishing Fleets” from EU Observer](#)

Goal: Compare and contrast the rhetorical situation (purpose, tone, audience, genre, bias, etc.) of the European Commission website and an editorial in a popular news source written about the same issue.

Class Activity: Students will work in groups to summarize each sources and create a rhetorical profile of the purpose, tone, audience, biases of each source. Large group discussion about the value each source brings to understanding the issue.

#### Class 3:

Goal: Practice finding credible information about European issues by using [Eurostat \(“Statistics Explained”\)](#) and [Eurobarometer](#) websites.

**Activity: European Union Website Scavenger Hunt** a) Brief demonstration of navigating each website b) Have pairs of students compete to find a set list of statistics and information by navigating the two online resources. Scavenger Hunt items will range from basic questions about the EU and its member states to specific questions like “Which EU country recorded the highest rate of robbery and theft offenses in 2020?” c) Discussion about what makes these sites credible and what biases to keep in mind.

**Classes 4-6 (flexible)**

**Goal: Work on final project in pairs by choosing and researching a priority and “action” stated on the European Union**

**Activity #1: Based on their interests, students will meet with media specialists/ research librarians for a review of digital resources for podcasting, video, graphic design, etc.**

**Activity #2: Class time to work with partners to research different components of the final product.**

**Activity #3: Complete an inquiry report**

Source: [Jay McTighe & Associates Consulting](#)