

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Emily Willkomm		Unit Plan: 5 days/classes	
		Subject/Grade Level: 9th Grade World History	
Unit Title:	Migration & The EU		
Unit Narrative:	<p>This unit explores migration in the EU. Within the EU, many types of migration take place, including both voluntary and forced migration. After the violence and bloodshed of the Second World War, many European countries came together and created a union in order to ensure lasting peace. One of the products of this union was the development of a free travel area called the “Schengen Area,” which materialized in 1985. This agreement allows most EU citizens to live, work, and travel to other EU countries within the Schengen Area without a visa and other requirements. This agreement brings opportunities to and benefits EU citizens.</p> <p>While the European continent sees voluntary migration happen every day, EU countries also experience the influx of migrants who are forced to leave their home due to conflict outside the EU. This is very challenging for EU countries, but also those who are forced to leave their homes.</p> <p>This unit will allow students to explore how the Schengen Agreement has kept the EU unified.</p> <p>Sources: https://www.schengenvisainfo.com/schengen-agreement/</p>		
Standards:	<ul style="list-style-type: none"> → Standard - 7.1.9.B: Explain and locate regions and their shared connections as defined by physical and human features. → Standard - 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. 		
Objectives			
<ul style="list-style-type: none"> → SWBAT identify pros and cons for living in different EU countries → SWBAT determine reasons why EU citizens would want to move to a different EU country → SWBAT determine the reasons why the EU Schengen Area has kept the EU unified 			
Big Ideas			
<ul style="list-style-type: none"> → Migration → Voluntary Migration → EU Schengen Area → Impact of the War in Ukraine 			
Essential Questions			
<ul style="list-style-type: none"> → What is the Schengen Agreement? → How has the Schengen Area/Agreement kept the EU unified during times of conflict? → Why would EU citizens want to move to a different EU country? 			
Learning Acquisition and Assessment			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
→ Voluntary Migration		→ Identify Pros & Cons	

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<ul style="list-style-type: none"> → EU Schengen Area → Push & Pull Factors 	<ul style="list-style-type: none"> → Summarize → Collect Evidence → Write a persuasive ACQC Paragraph
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Gallery Walk Reflection → Evidence Collector Document 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → ACQC Graphic Organizer
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Warm-Up/Do Now: Ask students to reflect about the benefits of being able to travel to different states without a passport or visa → Introduce the idea of the EU Schengen Area by: <ul style="list-style-type: none"> o Playing this video o Students take notes on the following: <ul style="list-style-type: none"> ▪ EU Schengen Area/Agreement History ▪ Push and Pull Factors ▪ Voluntary Migration o Students map out the Schengen Area → Students will then read this article and make summary annotations (find and label key details such as Who, What, When, Where, Why, & How)
Day 2	<ul style="list-style-type: none"> → Warm-Up/Do Now: → Gallery Walk Part 1: <ul style="list-style-type: none"> o Students will be divided into 7 groups, and each group will be assigned a different EU country <ul style="list-style-type: none"> ▪ Germany, Ireland, France, Slovenia, Greece, Poland, & Spain o In these groups, students will read an article and determine the pros of living in that country based on the article and any additional research o Students will record these pros on an anchor chart paper o After creating the anchor charts, Students will then partake in a gallery walk and learn about the pros of living in different countries, as they walk they will complete a worksheet where they will need to record 2 pros for each country in the gallery walk
Day 3	<ul style="list-style-type: none"> → Warm-Up/Do Now: Students will answer the question: Based on the pros you recorded yesterday, which EU country would you want to move to and why? → Gallery Walk Part 2: <ul style="list-style-type: none"> o Students will be divided into 7 groups, and each group will be assigned a different EU country <ul style="list-style-type: none"> ▪ Germany, Ireland, France, Slovenia, Greece, Poland, & Spain

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	<ul style="list-style-type: none"> o In these groups, students will read an article and determine the cons of living in that country based on the article and any additional research o Students will record these cons on an anchor chart paper o After creating the anchor charts, Students will then partake in a gallery walk and learn about the cons of living in different countries, as they walk they will complete a worksheet where they will need to record 2 cons for each country in the gallery walk <p>→ Reflection:</p> <ul style="list-style-type: none"> o Students should then take a few minutes to see which EU country they would want to live in based on the pros and cons they recorded o Once students have decided, have students get up from their seats and move to the country they chose to live in based on the pros and cons o Ask the class the following questions to facilitate a discussion: <ul style="list-style-type: none"> ▪ Why did you choose to leave your country? ▪ Why did you choose to stay in your country?
Day 4	<p>→ Warm-Up/Do Now: Have students define the word “unify” in their own words</p> <p>→ In a whole-group setting, pose the questions to the class, “What does unification mean in terms of a country or group of countries?” & “What keeps the EU unified?”</p> <p>→ Students will read the following article and collect evidence to answer the Inquiry Question: “What keeps the EU unified?”</p> <p>→ Once students have collected 3-5 pieces of evidence ask them to star or circle the best piece of evidence they collected</p>
Day 5	<p>→ Warm-Up/Do Now: Have students answer the following question: What are characteristics of strong writing?</p> <p>→ Have students complete the ACQC (Assertion, Context, Quote, Commentary) graphic organizer answering the question, “What keeps the EU unified?”</p> <ul style="list-style-type: none"> o Students should use their evidence they collected in the previous day in their ACQC graphic organizer <p>→ Once students finish, they should use the strong writer’s checklist in their ACQC graphic organizer to proofread their work</p>
Resources and Materials	
<p>EU Schengen Area Resources:</p> <ul style="list-style-type: none"> → European Commission Website: EU Schengen Area → European Commission Website: The EU & What it does → EU Schengen Area Maps → BBC Video: History of the Schengen Area <p>Gallery Walk Country Articles & Resources:</p> <ul style="list-style-type: none"> → Reflection Worksheet → Ireland → Germany → France 	

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- [Slovenia](#)
- [Greece](#)
- [Poland](#)
- [Spain](#)

ACQC Teacher Models & Resources:

- [Article](#)
- [Evidence Collector Document](#)
- [ACQC Graphic Organizer](#)
- [Mini-Lesson](#)
- How to write an [Assertion](#)
- How to write [Context](#)
- How to incorporate a [Quote](#)
- How to write [Commentary](#)
- How to [Proofread](#)