

Brussels-Lux Study Tour 2022

K-12 Teacher Unit Planning Template

Name: Mark Magura and Clint Kovach		Unit Plan: Weeks of	
		Subject/Grade Level: US History / 11th	
Unit Title:	EU Aims and Values in Designing New Currency		
Unit Narrative:	European Union Aims and Values		
Standards:	<p>SS.912.A.3.10 Review different economic and philosophic ideologies.</p> <p>SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.</p> <p>SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.</p> <p>SS.912.A.6.9 Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.</p> <p>SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>SS.912.A.7.14 Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p>SS.912.G.4.9 Use political maps to describe the change in boundaries and governments within continents over time.</p> <p>SS.912.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p>SS.912.G.6.4 Translate narratives about places and events into graphic representations.</p> <p>SS.912.E.1.13 Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.</p> <p>SS.912.E.3.3 Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.</p> <p>SS.912.E.3.5 Compare the current United States economy with other developed and developing nations.</p> <p>SS.912.C.2.11 Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.</p> <p>SS.912.C.2.15 Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</p> <p>SS.912.C.2.5 Conduct a service project to further the public good.</p> <p>SS.912.C.4.1 Explain how the world's nations are governed differently.</p> <p>SS.912.C.4.2 Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.</p>		
Objectives			
<ul style="list-style-type: none"> → Introduction of European Union political structure and the use of negotiation strategies in policy making. → To encapsulate European Union aims and values, member states' individual cultures, and shared past to create a new currency. (Euros in 9th grade Human Geography / Dollars in 11th grade US History). → Create a group atmosphere, where students need to compromise and work together, to design and present a product (new currency designs using EU Banknote Design Criteria). 			
Big Ideas			
<ul style="list-style-type: none"> → Structure and functionality of the European Union system of government versus the United States system of government. → Using the EU thought process when designing its currency into designing a more equitable monetary design for the United States. 			

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<ul style="list-style-type: none"> → Combining art, creativity, design, and historical research to design a new currency using EU style compromise and equity measures over the increasingly partisan U.S. political measures. → Expose students to different forms of governing and bureaucratic functionality while dispelling any false notions or fallacies about the EU. 	
Essential Questions	
<ul style="list-style-type: none"> → How do the agreed upon EU Aims and Values unify member states? → How do member states with differing national political goals work together to create shared outcomes? → What are some of the pros and cons of both the US and EU systems of government? → What can be considered unique and what can be considered similar in the EU and US currencies? → How could the United States create a generic EU style currency for itself, and what would that currency look like? 	
Learning Acquisition and Assessment	
<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> → General structure and foundational values of the European Union. → The process behind the creation of the Euro. 	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> → Discuss aims and values of the EU and compare them to the aims and values of the US. → Work in groups to redesign bank notes using a common guideline.
<p>Formative Assessments</p> <ul style="list-style-type: none"> → Group discussion about the aims and values of the EU with a comparison to the US aims and values. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → The design, production, and presentation of new US currency using an EU model
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Introduce the European Union’s political structure as well as the organization’s aims and values. Also, a preliminary discussion about the aims and values of the US and how they compare to the aims and values of the EU.
Day 2	<ul style="list-style-type: none"> → Presentation of Euro banknote and a review of the design and creation of the banknotes, followed by a review of current US currency. Establish working groups of three, with one person designated as the speaking representative. Groups meet to establish their criteria and strategy for a new US currency creation.
Day 3	<ul style="list-style-type: none"> → Groups have a work day to meet, design, and create a product to present to other groups.
Day 4	<ul style="list-style-type: none"> → Initial 1st reading presentation of currency designs to the “council” for deliberation and discussion. Approval or adjustment suggestions of currency will take place. (“Council” is 9th grade Human Geography class. The 11th grade US class will act as the “Council” for their currency presentation)
Day 5	<ul style="list-style-type: none"> → If necessary, 2nd reading with a vote of approval. Presentation of currencies will take place with a gallery walk of designs. Groups will review the designs and work of other groups before casting a rank style vote to determine which banknote design is chosen by the class.

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Resources and Materials

- **EU Aims and Values** - https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en
- **Info Materials on Euro Banknotes** - <https://www.ecb.europa.eu/euro/banknotes/info/html/index.en.html>
- **Design Elements of each Denomination for 1st Series and new Europa Series** - <https://www.ecb.europa.eu/euro/banknotes/denominations/html/index.en.html#es2-100>
- **Euro Banknote Design Exhibition (contains all design entries from the 1996 competition)** - https://www.ecb.europa.eu/pub/pdf/other/euro_catalogueen.pdf

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EUROPEAN UNION