<table>
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<tr>
<th>Name: Julia Vaughan</th>
<th>Unit Plan: Weeks of: 10-07/11/04 (Fridays only)</th>
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<td>Subject/Grade Level: Reading (7th grade)</td>
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**Unit Title:** Blending Lesson on the Formation of the EU

**Unit Narrative:** Students will consider the different aspects of the social construct of middle school and will think about how this relates to the formation of a government with many various cultures. Students will learn about the formation of the EU, and how to evaluate whether or not the cooperative efforts have made it successful in the modern era. Students will be given blended lessons and a cooperative project to promote differentiation and understanding by all.

**Standards:** 7. H.2.2. Evaluate the effectiveness of cooperative efforts and consensus building among the nations regions and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non Governmental Organizations, European Union and Organization of American States.

**Objectives**

To teach about the formation of the EU and its effectiveness in

**Big Ideas**

→ The reasoning of the formation of the EU

**Essential Questions**

→ Has the European Union achieved its mission of continental peace?

→ How does the European Union make laws?

→ What governing institutions does the European Union have?

**Learning Acquisition and Assessment**

Students will know… (content/concepts)

→ the history of the formation of the EU

→ modern efforts to sustain peace

→ governing bodies of the EU

Students will be able to… (skills, performance tasks)

→ discuss about current effort regarding EU stability

→ write a reflection about why the EU was created

→ name the EU capital

**Formative Assessments**

→ exit tickets, pre and post quiz outlining some of the most relevant facts about the formation and governing bodies of the EU

**Summative Assessments**

→ Slide show presentation (collaborative effort) outlining different aspects of the EU
| Day 1 | → Google forms with 3 opening questions to gauge student knowledge of the EU
Google Form

→ Socratic session with brainstorming: discuss how middle school is governed considering students of different races, socio-economic statuses, cultural backgrounds. What are some of the things middle school does to ensure the peace and safety of the students? What considerations does the school have to consider to create a peaceful place? What rules are essential? (15 - 20 minutes)

→ Watch video/read text about formation of EU (Google Classroom) (10 - 15 minutes)
Read Lower readers Watch

→ Class closing (3 - 5 minutes) |
| Day 2 | → Rewatch video/read text about the formation of the EU. Read Lower readers Watch

→ Use a playlist of activities to have students reinforce learning. (i.e. expert interview, summaries, filling in thinking maps) |
| Day 3 | → View Slides on “The Governing Institutions of the EU” from CES

→ Have students use FLIPGRID to explain how the EU works. |
| Day 4 | → Socratic seminar on modern challenges of the EU. Have students pick one aspect of the challenges listed and begin researching topics with given resources to create a collaborative slide show. |
| Day 5 | → Share slideshow with class. Have students discuss what was learned. Complete Google Forms to compare growth in understanding. Google Form |

**Resources and Materials**

→ flipgrid, student chromebooks, Google Classroom, Google Slides, google forms,
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