

Brussels-Lux Study Tour 2023

High School Teacher Unit Planning

Name: Akwete McAlister		Unit Plan:
		Subject/Grade Level:
Unit Title:	” The European Union: A Case Study of a Federal System”	
Unit Narrative:	AP U.S. and Comparative Government and Politics students are introduced to the European Union through the foundational concept of federalism. In the 1 st lesson students are introduced to the concept of federalism and identify advantages and disadvantages of federalism. For homework they will read an article on how federalism impacted Germany’s response to Covid-19. In the second lesson students are introduced to the EU and its purpose. They define unitary, confederal, and federal systems of government and make an argument of which type of government the EU reflects. Finally, students are assigned a list of policy issues that impact contemporary Europe and analyze which system of government would be the best to deal with the policy. In conclusion they will write a paragraph with thesis that makes an argument for the best system of government of the EU.	
Standards:	<p>AP U.S. Government and Politics:</p> <p>LO 1.7.A Explain how the constitutional allocation of power between the national and state governments affects society.</p> <p>LO 1.9.A Explain how the distribution of powers between national and state governments impacts policymaking.</p> <p>AP Comparative Government and Politics</p> <p>PAU-2.A a. Describe federal and unitary systems among course countries. b. Explain the purposes of adopting a federal or unitary system.</p> <p>LEG-3. A. Explain how international and supranational organizations influence domestic policymakers and national sovereignty.</p>	
Objectives		
<ul style="list-style-type: none"> → Identify unitary, federal, and confederal governmental systems. → Compare these systems of government. → Explain the advantages and disadvantages of each of these systems. → Apply the concept federalism to the EU and states in the EU. 		
Essential Questions		
<ul style="list-style-type: none"> → <i>What is a federal system of government?</i> → <i>What are the advantages and disadvantages of this type of system?</i> → <i>Is the European Union a federal, unitary, or confederal system? Why?</i> 		
Learning Acquisition and Assessment		

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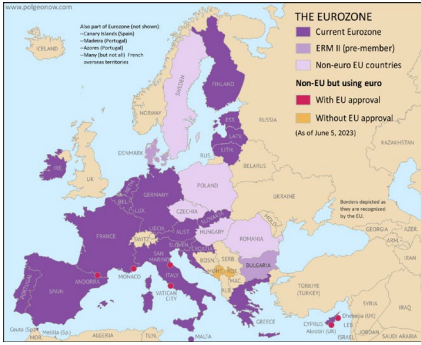
→ Identifying the pros and cons of a federal system.	→ Identifying unitary, federal, and confederal systems of government
→ Apply the concepts of unitary, federal, and confederal system to EU	<ul style="list-style-type: none"> ● Analyze if the federal system is the best system to deal with variety of policy issues.




Day 1	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #00b0f0; color: white; padding: 5px;">Essential Question:</td> <td style="padding: 5px;"><i>What is a federal system of government? What are the advantages and disadvantages of this type of system?</i></td> </tr> <tr> <td style="background-color: #00b0f0; color: white; padding: 5px;">Bell Ringer/Hook:</td> <td style="padding: 5px;">Students complete the worksheet, “In the U.S. who handles these issues?” by choosing N-national, S-state, or C-current government handles the issue. Review with students the answers and create segway to a discussion of federalism. (15 min)</td> </tr> <tr> <td style="background-color: #00b0f0; color: white; padding: 5px;">Instructional Activities:</td> <td style="padding: 5px;"> <p>1st: Students watch a video from Annenberg “Federal Wolves at the Door” (video min 1:29-9:06) 10 min</p> <p>2nd: React to the video in two to three sentences. (5 min)</p> <p>3rd: In groups of two students complete the chart below. (7 min)</p> <p style="text-align: center;"><u>Federalism</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%; padding: 5px;"><u>Advantages</u></th> <th style="width: 50%; padding: 5px;"><u>Disadvantages</u></th> </tr> </thead> <tbody> <tr><td style="padding: 5px;"><u>1.</u></td><td style="padding: 5px;"><u>1.</u></td></tr> <tr><td style="padding: 5px;"><u>2.</u></td><td style="padding: 5px;"><u>2.</u></td></tr> <tr><td style="padding: 5px;"><u>3.</u></td><td style="padding: 5px;"><u>3.</u></td></tr> <tr><td style="padding: 5px;"><u>4.</u></td><td style="padding: 5px;"><u>4.</u></td></tr> <tr><td style="padding: 5px;"><u>5.</u></td><td style="padding: 5px;"><u>5.</u></td></tr> </tbody> </table> </td> </tr> <tr> <td style="background-color: #00b0f0; color: white; padding: 5px;">Assessment/Exit Ticket</td> <td style="padding: 5px;">4th: Think-Pair-Share: Identify three contemporary issues that are related to the system of federalism. (on paper or with Mentimeter link)</td> </tr> </table>	Essential Question:	<i>What is a federal system of government? What are the advantages and disadvantages of this type of system?</i>	Bell Ringer/Hook:	Students complete the worksheet, “In the U.S. who handles these issues?” by choosing N-national, S-state, or C-current government handles the issue. Review with students the answers and create segway to a discussion of federalism. (15 min)	Instructional Activities:	<p>1st: Students watch a video from Annenberg “Federal Wolves at the Door” (video min 1:29-9:06) 10 min</p> <p>2nd: React to the video in two to three sentences. (5 min)</p> <p>3rd: In groups of two students complete the chart below. (7 min)</p> <p style="text-align: center;"><u>Federalism</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%; padding: 5px;"><u>Advantages</u></th> <th style="width: 50%; padding: 5px;"><u>Disadvantages</u></th> </tr> </thead> <tbody> <tr><td style="padding: 5px;"><u>1.</u></td><td style="padding: 5px;"><u>1.</u></td></tr> <tr><td style="padding: 5px;"><u>2.</u></td><td style="padding: 5px;"><u>2.</u></td></tr> <tr><td style="padding: 5px;"><u>3.</u></td><td style="padding: 5px;"><u>3.</u></td></tr> <tr><td style="padding: 5px;"><u>4.</u></td><td style="padding: 5px;"><u>4.</u></td></tr> <tr><td style="padding: 5px;"><u>5.</u></td><td style="padding: 5px;"><u>5.</u></td></tr> </tbody> </table>	<u>Advantages</u>	<u>Disadvantages</u>	<u>1.</u>	<u>1.</u>	<u>2.</u>	<u>2.</u>	<u>3.</u>	<u>3.</u>	<u>4.</u>	<u>4.</u>	<u>5.</u>	<u>5.</u>	Assessment/Exit Ticket	4 th : Think-Pair-Share: Identify three contemporary issues that are related to the system of federalism. (on paper or with Mentimeter link)
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	Vocabulary:	Federalism, Concurrent powers
	Materials	<p>Access to internet for access to linked materials.</p> <ol style="list-style-type: none"> 1. Worksheet “In the U.S. who handles these issues?” 2. Video “Federal Wolves at the Door” 3. Mentimeter Link 4. Germany contained Covid-19. Politics brought it back. 5. Google Chart
	Homework/ Extension	<p>Read attached article.</p> <p>* Germany contained Covid-19. Politics brought it back.</p>
Day 2	Essential Question:	<i>Is the European Union a federal, unitary, or confederal system? Explain.</i>
	Bell Ringer/Hook:	<p>Looking at two maps, are they examples of a federal government? Explain.</p>  <p>and click Map 2</p>
	Instructional Activities:	<p>Students will take notes on the attached Google Slides. I will cover slides 1-13 for the standards of US Government and Politics. If you are simply covering the European Union, I would use only slides 1-3. Link to Slideshow</p>

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	<p>Assessment/Exit Ticket</p>	<p>Students will view the poster and videos and make an argument of whether the EU is federal, unitary, or confederal system of government.</p> <p>A. Watch Video (this video is outdated but I will ask students if they know what has changed)</p> <div style="text-align: center;">  </div> <p>B. View the Image</p> <p>C. Watch A Day in the Life of Julie (Belgium) and choose two more videos from series. Link here</p>
	<p>Vocabulary:</p>	<p>European Union, <u>Unitary</u> system of government, <u>Confederal</u> system of government, <u>Federal</u> system of government</p>
	<p>Materials</p>	<p>Access to internet for access to linked materials.</p> <ol style="list-style-type: none"> 1. Map 1 and Map 2 2. Google Slides on systems of government 3. EU Video 4. “A Day in The Life” poster 5. A Day in the Life of Julie (Belgium) 6. Series “A Day in Life” videos
<p>Day 3</p>	<p>Essential Question:</p>	<p>Which system of government is best in dealing with certain policy issues facing the EU today?</p>
	<p>Bell Ringer/Hook:</p>	<p>Students define exclusive, shared, and supporting competencies. Students are given the banners below cut into individual sections examples (environment, health, monetary policy) and then categorize these into the three different</p>

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competencies.



Instructional Activities:

In groups of three, students will research 2 issues facing contemporary Europe. These issues are outlined in the attached document, [link here](#). Students can also watch clips of these issues, [link here](#). Once they research there 2 issues they will complete this chart in a [google document](#). Once you have finished research highlight or circle the system you think can best address the issue. Explain why?

Issues	What is the main concern?	Unitary advantage	Federal advantage	Confederal advantage
European elections				
Budgets				
EU recovery				
Fiscal-monetary policy				
Climate and Socioeconomics				
Fuel Prices				
Cyber Resilience				
Media Freedom				
Russia				

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		Goeconomics / Africa					
Assessment/Exit Ticket	Write a paragraph with thesis statement that makes an argument for the best system of government for the EU.						
Vocabulary:	Democratic deficit, exclusive competency, shared competencies, supporting competencies						
Materials	Access to internet for access to linked materials. <ol style="list-style-type: none"> 1. Ten Issues to watch in 2023 2. Ten Issues to Watch short videos 3. Google Document of Chart 4. Scanned image of competencies sheet. 						