

# Brussels-Lux Study Tour 2022

## K-12 Teacher Unit Planning Template

Name:		Unit Plan: Weeks of	
		Subject/Grade Level:	
<b>Unit Title:</b>	Introducing the European Union		
<b>Unit Narrative:</b>	The lesson “Introducing the European Union” will introduce students to the reasons the EU was formed, its fundamental aims and values, and how its decisions are made. The lesson is designed for X 45 minute classes.		
<b>Standards:</b>	Massachusetts Curriculum Framework for History and Social Science: Topic 5. The Cold War Era, 1945–1991 [WHII.T5]		
<b>Objectives</b>			
<p>In this lesson you will be introduced to the European Union. You will learn:</p> <ul style="list-style-type: none"> <li>→ Why the European Union was formed?</li> <li>→ What the European Union does?</li> <li>→ How the European Union’s decisions are made?</li> </ul>			
<b>Big Ideas</b>			
<ul style="list-style-type: none"> <li>→ The European Union was created to maintain peace and security in Europe</li> <li>→ The European Union’s policy areas uphold its aims and values</li> <li>→ The European Union’s decision making process involves all member states</li> </ul>			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>→ How does the European Union maintain peace and stability?</li> </ul>			
<b>Learning Acquisition and Assessment</b>			
Students will know... (content/concepts) <ul style="list-style-type: none"> <li>→ Why the European Union came into being</li> <li>→ How the European Union upholds its aims and values</li> <li>→ How the European Union makes decisions</li> </ul>		Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> <li>→ Conduct research about the EU</li> <li>→ Take notes</li> <li>→ Share findings</li> </ul>	
Formative Assessments <ul style="list-style-type: none"> <li>→ Exit ticket</li> </ul>		Summative Assessments <ul style="list-style-type: none"> <li>→ Essay</li> </ul>	
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>			
Day 1	Day 1: The EU’s Origins and Values  Read “The European Union in Brief” - <a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter1">https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter1</a>  Students write one thing you learned about the EU. Students write one question you have about the EU. Students turn and talk to share their learning and their question.		

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	<p>Teacher reviews key points:</p> <ul style="list-style-type: none"><li>→ Brief history</li><li>→ Key values</li><li>→ Map</li></ul>
Day 2	<p>Day 2: EU Policy</p> <p>Students visit “What the European Union Does” - <a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter2">https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter2</a></p> <p>Teacher assigns or students pick one of the different policy areas of the EU, and a subtopic within the policy area. Policy areas include:</p> <ul style="list-style-type: none"><li>• Health</li><li>• Climate change and the environment</li><li>• A stronger economy, social justice and jobs</li><li>• Eu and the world</li><li>• Values and rights, rule of law, security</li><li>• Digital transformation</li><li>• Migration</li><li>• Education, culture, youth and sport</li><li>• Budget</li></ul> <p>Students read about the subtopic within the policy area, and watch the associated short video.</p> <p>Students write a short summary about the subtopic, and explain which key value the subtopic upholds.</p>
Day 3	<p>Day 3: EU Decision-making</p> <p>Students visit “How the European Union makes decisions and takes action” - <a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter3">https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter3</a></p> <p>Jigsaw:</p> <p>Teacher assigns students to become an expert in one of the following EU institutions:</p> <ul style="list-style-type: none"><li>• the <a href="#">European Parliament</a>,</li><li>• the <a href="#">European Council</a>,</li><li>• the <a href="#">Council of the European Union (Council)</a>, and</li><li>• the <a href="#">European Commission</a>.</li></ul>

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	<p>Students read, research, and take notes about the purpose of the institution and the institution's role in the EU decision making process.</p> <p>Students meet in like groups to check understanding about the institution they researched.</p> <p>Students meet in mixed groups of four, with each institution represented. Each student, as an expert in a particular institution, explains to the other students in the group about the purpose of the institution and the institution's role in the EU decision making process. Students take notes.</p>
Day 4	→ Assessment
<b>Resources and Materials</b>	
<ul style="list-style-type: none"><li>→ <a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/">https://op.europa.eu/webpub/com/eu-what-it-is/en/</a></li><li>→ <a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter1">https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter1</a></li><li>→ <a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter2">https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter2</a></li><li>→ <a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter3">https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter3</a></li><li>→ <a href="https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en">https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en</a></li></ul>	

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