



EUnited

Teacher Fellows Program

Name: Joy Kinley		Unit Plan: Weeks of August 17 - 21 (week1)	
		Subject/Grade Level: World History	
Unit Title:	Moment Around the European Union		
Standards:	W.H. H.8 Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.		
Objectives			
<ul style="list-style-type: none"> → WH.H.8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power → WH.H.8.2 Explain how international crisis has impacted international politics → WH.H.8.3 Analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century 			
Key Concepts			
<ul style="list-style-type: none"> → Students will learn the members of the European Union → Students will learn the factors that influence migration → Students will learn how the European Union is handling the refugee crisis 			
Essential Questions			
<ul style="list-style-type: none"> → Why do people migrate? → Why do migrants face obstacles? → Why do people migrate within a country? 			
Learning Acquisition and Assessment			
Students will know... (content/concepts)	Students will be able to... (skills, performance tasks)		
<ul style="list-style-type: none"> → Who is a member of the European Union → What factors cause migration → Understand how countries deal with a large influx of population 	<ul style="list-style-type: none"> → Fill in a map → Communicate with classmates on a discussion board → Complete and submit a Google SlideShow electronically 		
Formative Assessments	Summative Assessments		
<ul style="list-style-type: none"> → Discussion Board Posts 	<ul style="list-style-type: none"> → Google SlideShow on migration in Europe 		





<ul style="list-style-type: none"> → Completed Map → Questions from Articles 	
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Introduction to migration. Students will complete a bellringer journal article on what they think migration is, who is a migrant? → Students will then watch and complete an Ed Puzzle Video: Migration vs Immigration vs Emigration https://edpuzzle.com/media/5f22daca5d1f483fe353dc06 → Discussion Board Post: What did you learn about migration that was different than what you believed? Respond to two other classmates posts → Activity: Map of European Union https://www.freeworldmaps.net/printable/europe/europe_outline.pdf Using aPDF editor have students fill in the country names of the 27 current members of the EU <p>Main EU-related concepts/activities: Who are the member states of the European Union and what is the difference between immigrant and emigrant. The ease of movement between countries within the European Union.</p>
Day 2	<ul style="list-style-type: none"> → Read Article “Is London Really France’s Sixth Biggest City?” https://www.bbc.com/news/magazine-26823489#:~:text=Johnson%20says%20there%20are%20250%2C000,the%20French%20consulate%20in%20London. → Students will provide both a push and a pull reason for why French people would leave to work in the United Kingdom. You will have to point out since Brexit this figure has changed. → Read the webpage https://ec.europa.eu/social/main.jsp?catId=1172&langId=en and answer the following: 1. Why are citizens of the European Union able to easily move from country to country? <p>Main EU-related concepts/activities: The ease of movement between member states.</p>
Day 3	<ul style="list-style-type: none"> → Bellringer/Journal topic : What would make you leave your country? Two sentences → Syrian Journey Choose your own escape route. https://www.bbc.com/news/world-middle-east-32057601 Students will play the simulation and describe what happens to them. They will also answer the question “Would you have left Syria?” → Discussion Board Question: Why do so many of the Syrain refugee’s try to go to the European Union? Respond and then respond with complete sentences to two other classmates. <p>Main EU-related concepts/activities: What are the pull factors into coming into the European Union from other countries..</p>



Day 4	<p>→ Bellringer/Journal Topic: Do you think the European Union had one response to the migrants coming from Syria or did each country have a response?</p> <p>→ Article; Read the article Migrant Crisis: Migration to Europe explained in Seven Charts https://www.bbc.com/news/world-europe-34131911</p> <p>→ Article: Read Number of Migrants Claiming Benefits in Germany Surges by 169 percent https://www.reuters.com/article/us-europe-migrants-germany-benefits-idUSKCN11B11M</p> <p>→ Discussion Board: What do you think was happening in some of the countries to cause people to leave? Looking at the charts from the first article you can see that Germany is taking in a lot of refugees however because of Germany's larger population the refugees aren't as big an impact on the country. However, using the second article is everyone in Germany happy with the numbers being allowed in? How can you tell from the article. Respond to at least two other students posts.</p> <p>→ Google SlideShow:</p> <p>Students will use the article Migrant Crisis: Migration to Europe explained in Seven Charts https://www.bbc.com/news/world-europe-34131911 as the starting point.</p> <ol style="list-style-type: none"> 1. Use the graph the "Top ten origins for people applying for asylum in the EU" Pick three of those countries and have each country on a separate slide list the reasons why people are leaving and asking for asylum (which means that generally things are bad in their home country). 2. Next you will have three countries that are having many asylum seekers; you will have the following Germany, Hungary, and Sweden. Each country will be on an individual slide. You will answer the following - why are the asylum seekers applying in that particular country (what do they get or gain from going there - are their people that speak their language, jobs, etc.). Then on the next slide for that country you will have the response of the country (what has the government done, are people in the country upset with the asylum seekers). 3. So you will have the following <ol style="list-style-type: none"> a. Title slide - Asylum Seeking in Europe and your name. b. First country that people are leaving c. Second country that people are leaving d. Third country that people are leaving e. Germany (why the seekers are going there) f. Germany (what is the government and people's response) g. Hungary (why the seekers are going there)



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	<ul style="list-style-type: none">h. Hungary (what is the government and people’s response)i. Sweden (why the seekers are going there)j. Sweden (what is the government and people’s response)k. Conclusion (your thoughts on asylum)l. List of sources used <p>4. You should have a theme running throughout the slide show, also each slide should have no more than three bullet points per slide and no more than ten words for each bullet point</p> <p>5. Grading rubric -</p> <ul style="list-style-type: none">a. A - all slides present, factual content, well thought out points, less than five grammar/spelling errorsb. B - all slides present, factual content, more than five grammar/spelling errorsc. C- 9-11 slides present, factual content, more than five grammar/spelling errorsd. D- 7-8 slides present, some content errors, more than five grammar/spelling errorse. Redo - 6 or fewer slides present, numerous content errors, <p>Main EU-related concepts/activities: Which countries are most impacted by the refugee movement in Europe.</p>
	<ul style="list-style-type: none">→ Bellringer/Journal Topic: What are two things you learned about the European Union or migration this week?→ Video - Breaking Down the Migrant Crisis in Europe https://www.cbsnews.com/video/breaking-down-the-migrant-crisis-in-europe/→ Continue with Google SlideShow from day 4 and submit→ Reflection Paper: Answer the following questions and explain: What did you like about your project? What would you have liked to have added? What reasons would cause you (personally) to immigrate to another country. Which country could you see yourself living in (other than the U.S.) and why? <p>Main EU-related concepts/activities: How different European Union countries handled large numbers of refugees and how was their country impacted.</p>

Resources and Materials





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Books/Articles	Worksheets	Social media accounts/other digital resources
<ul style="list-style-type: none">→ BBC Article - Is London really France's Sixth Biggest City? https://www.bbc.com/news/magazine-26823489#:~:text=Johns on%20says%20there%20are%20250%2C000,the%20French%20consulate%20in%20London.→ Employment, Social Affairs, and Inclusion https://ec.europa.eu/social/main.jsp?catId=1172&langId=en→ Migrant Crisis: Migration to Europe explained in Seven Charts https://www.bbc.com/news/world-europe-34131911→ Number of migrants claiming benefits in Germany surges by 169 percent https://www.reuters.com/article/us-europe-migrants-germany-benefits-idUSKCN11B11M	<ul style="list-style-type: none">→ Outline Map https://www.freeworldmaps.net/printable/europe/europe_outline.pdf→	<ul style="list-style-type: none">→ Ed Puzzle Video - immigration https://edpuzzle.com/media/5f22daca5d1f483fe353dc06→ Breaking Down the Migrant Crisis in Europe https://www.cbsnews.com/video/breaking-down-the-migrant-crisis-in-europe/

As many of us are dealing with remote learning I have created a lesson that can be completed asynchronous and digitally through learning platforms.





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https://www.freeworldmaps.net/printable/europe/europe_outline.pdf

List of member states (countries of the European Union) Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden

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