

Standards: WH.C&G.1.1 Compare ways in which individuals, groups, and governments have gained and maintained power.

Time Allotment: Three ninety (90) minute class periods should be used for this topic.

<b>Stage 1 Desired Results</b>			
<p><b>ESTABLISHED GOALS</b> Using the model of governance for the European Union, students will be able to identify and evaluate the strengths and weaknesses of different categories of international government.</p> <p>Students will use a variety of learning methods including jigsaws, lecture, and debate to demonstrate learning of the lesson material.</p>	<b>Transfer</b>		
	<p><i>Students will be able to independently use their learning to...</i> Connect the Treaty of Westphalia to modern government using the European Union to explore different choices nations make in how to arrange their internal governments.</p>		
	<b>Meaning</b>		
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<b>Acquisition</b>			
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<b>Stage 2 - Evidence</b>			
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>		
<p>Success of jigsaw learning – students will be able to identify and evaluate different forms of</p>	<p><b>PERFORMANCE TASK(S):</b> Students will research different forms of government within groups and will then regroup with students that researched other forms of government to be able to identify and evaluate the strengths and weaknesses of each.</p> <p>Students will then be presented with information about the European Union and will be asked to argue its categorization.</p> <p><b>OTHER EVIDENCE:</b></p>		

sovereignty without direct instruction from the teacher.

Student notes will have a section for questions – do these questions cover only what was discussed in class, or are there questions that seek advanced understanding in what was covered during class?

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

**Day One:** Treaty of Westphalia, Sovereignty, and the birth of the Nation-State

Before Day One of the lesson plan, students should have covered the topics of the European Renaissance, the Protestant Reformation, and Wars of Religion. The main question for the day will be “What is Sovereignty?”

The class will consist of two parts.

Part I – Lecture – Students will receive approximately 45 minutes of lecture regarding the end of the 30 Years War, its evolution from a religious conflict to a political conflict, and its relationship to earlier wars in the Holy Roman Empire that led to the Treaty of Augsburg. Students will receive selections from the Treaty of Westphalia to source with necessary vocabulary assistance. The teacher will help students make the connection that the Treaty of Westphalia disrupted the old order of Christendom and put secular authorities in charge of sovereign pieces of territory, reducing the influence of both the Protestant and Catholic churches on everyday life.

Part II -

Following lecture students will be shown the following video - <https://www.youtube.com/watch?v=Fpl3EaLfkVQ> – The Caning of Michael Fay in Singapore, 1994

After viewing the video, the teacher will ask the question – “Why was Singapore allowed to cane Michael Fay?” and will invite discussion from the class. The teacher will be careful to avoid discussions with students on whether or not the caning was just, as that is tangential to the goal of the lesson. After helping the students develop the idea that Singapore is an independent country with its own laws, the teacher will define the concept of sovereignty for the students, discussing the idea of territorial law, independence, and monopoly on coercive force.

After students have an understanding on sovereignty, the teacher will divide the class into four to six groups of no more than four people, depending on the class size. The groups will each examine one of the following forms of government –

Unitary States (Post 1955 France, Most African States, the PRC)

Confederal States (Holy Roman Empire, Swiss Confederacy, Confederate States of America, Articles of Confederation government)

Federal States (United States, Germany, Mexico, Canada, Iraq)

International Organizations (NATO, CIS, Union State, OAS, African Union, etc.)

(Optional) Condomina (Oregon Country, Andorra)  
Cultural Unions (Commonwealth, France Community)

Students will choose an example to research, depending on their topic, and will have the remainder of class to locate and examine foundational documents of that country.

**Day Two:**

Students will ask questions from their notes from Day One and the teacher will provide answers to those question. The teacher will then review the definition of sovereignty, if it was not discussed during opening questions.

Part I – Students will be given 45 minutes in their groups to answer the following questions about their form of sovereignty –

What are the perceived strengths of this form of government? Provide examples using the country of your choice.

What are the perceived weaknesses of this form of government? Provide examples using the country of your choice.

Find the total number of modern governments that exercise sovereignty in the fashion. Is it popular or unpopular, in terms of numbers of nations that use it. Evaluate your methods popularity – why is it used frequently or infrequently?

For the international organizations group (if applicable) – what makes sovereign nations choose to join such an organization?

For the unitary state group – would this form of government work as well for a large nation, as well as a small nation?

For the confederal state group – why has this form of government frequently failed to achieve lasting success?

For the federal group – outside of the United States, why have other nations chosen this form of government?

Part II – Jigsaw

Students for the remainder of class will change groups and share their learning. One student from each learning group will regroup with students from the other learning groups so that there is a representative from each learning pod in the new learning groups.

Students will “teach” each other about their respective form of government.

Students will then, as a new group, answer the following questions together –

How do each of these forms of sovereignty fit with the overall definition given on day one?

As a group, which expression of sovereignty do you believe is the longest lasting and why? If you founded a new nation, would you choose one of the forms given in class, or would you arrange it in a different way? If it is a different way, give a quick example of how this new nation would be arranged. The students should not look for “-archy” forms of government, but a foundational way that power of the state is expressed.

Closing for day two – With five minutes left in class, the teacher will give the following homework assignment – Read the following webpage before class tomorrow [https://www.ecb.europa.eu/ecb/educational/explainers/tell-me-more/html/25\\_years\\_maastricht.en.html](https://www.ecb.europa.eu/ecb/educational/explainers/tell-me-more/html/25_years_maastricht.en.html)

### **Day Three:**

Before class starts, students will individually answer the following question in their notes – How is the governmental structure of the EU similar and different from the other forms of sovereignty discussed?

Part I – History of the EU – Teacher will lecture for approximately twenty minutes on foundational treaties of the EU, including the Maastricht and Lisbon treaties.

Part II – Limits of the EU – Group discussion on Brexit and the Ukrainian Crisis – Class discussion on the definition of “Europe” is it geographical, political, cultural, religious, etc?

Part III – Students will use the balance of class, and a minimum of forty minutes to answer the following written prompt – What form of sovereignty discussed in class is the EU most similar to and why? Provide at least five similarities. What form is it least similar to? Provide at least two differences. Students will have access to their notes for this prompt. It may be handwritten or typed.

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