

United Lesson Plan Arletta Knox	<u>Title:</u> Comparing the purpose and structure of the European Union and the African Union.
	<u>Subject/Grade Level:</u> AP World History High School <i>*Lesson should take 3-4 90-minute blocks</i>

Stage 1 Desired Results		
<p>Thematic Focus: Governance (Gov) <i>A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.</i></p> <p>Thematic Focus: Cultural Developments and Interactions (CDI) <i>The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.</i></p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ○ Explain how a historical development or process relates to another historical development or process. (5.B) ○ Explain the point of view, purpose, historical situation, and/or audience of a source. (2.B) ○ Compare the processes by which various peoples pursued independence after 1900. (Unit 8: Learning Objective F) ○ Explain various reactions to existing power structures in the period after 1900. (Unit 8: Learning Objective I) 	
	Meaning	
<p>HISTORICAL DEVELOPMENTS</p> <ul style="list-style-type: none"> ○ <u>KC-6.2.II.A:</u> Nationalist leaders in parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule. ○ <u>KC-6.2.II.B:</u> Regional, religious, and ethnic movements challenged colonial 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ○ How did people pursue independence after 1900? ○ What political changes led to territorial, demographic, and nationalist developments and the economic shifts that resulted? 	

	<p>rule and inherited imperial boundaries. Some of these movements advocated for autonomy.</p> <ul style="list-style-type: none"> ○ KC-6.2.V: Although conflict dominated much of the 20th century, many individuals and groups- including states- opposed this trend. 	<ul style="list-style-type: none"> ○ What were differing reactions to existing power structures after 1900?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ○ How and why the European Union and the African Union came into existence. ○ What is their purpose? ○ How do they function? 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ○ Reading/Annotation ○ Self/Peer Revision ○ Guided Discussion ○ Quickwrite and Debriefing ○ Creating Representation ○ Making Connections ○ Analyzing Sources
Stage 2 - Evidence		
Assessment Evidence		
	<p>FORMATIVE ASSESSMENTS</p> <ul style="list-style-type: none"> ○ Quickwrites ○ Analyzing documents for audience, point of view, purpose, or situation ○ SOLE Poster ○ Research ○ Homework 	

SUMMATIVE ASSESSMENTS

- Group Presentations
- DBQ
- Unit 8 Test

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

DAY ONE:

1. ***Bellringer***- Begin with the question How can governments be categorized? Discuss responses.

2. ***SOLE***- Lead students in a SOLE research activity.

Links here for information:

<https://startsole.org/>

https://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud?language=en

https://www.youtube.com/watch?v=N9f8Lb_ugrk

Here is a Power Point I use at the start of a SOLE for my students:

https://onslowcountyschools-my.sharepoint.com/:p/g/person/arletta_styons_onslow_k12_nc_us/ERCXvxajzi5Ot7xGegto2AEBZ3UnAYse5Smtx_oAFccKqgw?e=ZRobQQ

The Big Question: How does nationalism affect national unity?

*At the conclusion of the SOLE students present their chart posters. This will take the rest of the class period.

DAY TWO:

1. ***Bellringer***: How does conflict lead to change across varying levels of society? Give time for discussion.

2. ***Class Research***: Students will be researching the European Union and the African Union. Each partnership (students sit in teams of two) will be responsible for two of the four categories of research: 1) History (how did these organizations come to be?), Purpose and Mission, 2) Democracy, Law, and Human Rights, 3) Structure and Organization, and 4) Priorities and Future Goals

Some partnerships will be assigned the European Union, others will be assigned the African Union.

This information can be found using the following websites:

https://european-union.europa.eu/index_en

<https://au.int/en>

DAY THREE:

1. ***Think-Pair-Share:*** At your table groups, share three things you learned from your research yesterday. How can we connect this to decolonization after 1900? (Help students solidify and deepen understanding of content, if needed).
2. ***Finish research*** (*if needed)
3. ***Creation of a Presentation:*** Students will create a presentation using the medium of their choice. In the presentation they will present their research findings to the class.

DAY FOUR:

1. ***Finish presentations*** (*if needed)
2. ***Class presentations-*** students should take notes on a Four-Square graphic organizer (fold your paper into four squares, one for each research category) on the organization they did not conduct research on. *This may need an additional day for presentation.
3. ***Wrap-Up (Writing a DBQ):*** Students will complete a DBQ based on the following question: *“Develop an argument that evaluates the extent to which decolonization had an impact on the political actions of former colonial powers and newly independent nations during and after the Cold War.”* *The documents used in this DBQ tie directly to the European Union and the African Union.
In their response students should do the following:
 - Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using at least six documents.
 - Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
 - For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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