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| Name: Caitlin Salerno | | Unit Plan: Unit 8: 21st Century Geopolitics Weeks of January 4th - 14th | |
| | | Subject/Grade Level: NC HS World History or Global Awareness | |
| Unit Title: | Supranational Organizations | | |
| Standards: | <p>WH.E.1 Understand the economic relationships between groups and nations in terms of power and interdependence.</p> <p>WH.C&G.2 Evaluate international diplomacy and the policies of a nation in terms of influence on global conflict and resolutions</p> | | |
| Objectives | | | |
| <ul style="list-style-type: none"> → WH.E.1.4: Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world → WH.C&G.2.2: Critique the effectiveness of cooperative efforts among nations, groups, and international organizations in resolving conflicts and maintaining international stability, now and in the past | | | |
| Key Concepts | | | |
| <ul style="list-style-type: none"> → Supranationalism → Sovereignty → Interdependence → Economics | | | |
| Essential Questions | | | |
| <ul style="list-style-type: none"> → When is it worth giving up some of your national sovereignty? | | | |
| Learning Acquisition and Assessment | | | |
| Students will know... (content/concepts) | | Students will be able to... (skills, performance tasks) | |
| <ul style="list-style-type: none"> → European Union → Brexit → Advantages of the EU → Disadvantages of the EU | | <ul style="list-style-type: none"> → Determine the origin, context, and bias of primary and secondary sources | |





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| <p>Formative Assessments</p> <ul style="list-style-type: none"> → Video Questions → Pro/Con Chart → Class discussions | <p>Summative Assessments</p> <ul style="list-style-type: none"> → Infographic: Should South America Create a Supranational Organization? |
| <p>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</p> | |
| <p>Day 1</p> | <ul style="list-style-type: none"> → Warm Up: Have students look up and write down the definition for Supranational Organization. As a class, go over the answer and brainstorm any supranational organizations they can think of (UN, NATO, etc.) → Direct Instruction: Teacher will explain that they will be studying the EU as a case study for a Supranational Organization. The teacher will give a brief overview of the history of the EU for students to have some knowledge going into the rest of the lessons. → Students will then watch What is the European Union? BBC Newsbeat (YouTube overview) & Is the European Union Worth It? (YouTube overview) and answer the first 9 questions on the worksheet. The last question will have them weigh whether or not they think a supranational organization like the EU is worth it. <p>Main EU-related concepts/activities: What is a supranational organization? What is the EU and why was it created?</p> |
| <p>Day 2</p> | <ul style="list-style-type: none"> → Warm Up: Have students discuss whether they think the EU is worth it. Have them practice supporting their opinions with facts → Direct Instruction: Teacher will explain Brexit and the UK's decision to leave the EU. This will directly lead into the day's lesson of looking at the Pros and Cons of the EU. → Students will read 18 Advantages and Disadvantages of the European Union and Brexit: Pros and Cons of Being in the EU and fill in a T chart with all the pros and cons they can find. The more they have, the more successful they will be in the next day's assignment. <p>Main EU-related concepts/activities: What is Brexit? What are the Pros and Cons of the EU?</p> |
| <p>Day 3</p> | <ul style="list-style-type: none"> → Warm Up: how the students The Pew Research Center: The European Union. Why do you think some countries feel more favorably about the EU than others? → As a class, led by the teacher, they will compile their t charts from the day before together to make a full class diagram. → The class will then be split into two groups (teacher made, at random, ect.). One group will be arguing for supranational organizations, and one group will be arguing against. The students will then be given time to prep their debate arguments |





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| | <p>→ Debate! Debate Structure Example</p> <p>Main EU-related concepts/activities: What are the Pros and Cons of the EU? Is a supranational organization worth the benefits?</p> |
| Day 4 | <p>→ Warm Up: Can you see a supranational organization forming in any other continent? Why or why not? (and potentially where?)</p> <p>→ Propose a fictional scenario to them: South America is considering creating a South American Union, should they?</p> <p>→ Give the students time to research current issues facing the continent and whether or not cooperation could help or hurt them (economics, resources, governments, diversity, refugees, etc.)</p> <p>→ Come back together as a class to discuss their findings to help prepare them for their summative performance task.</p> <p>→ Summative Performance Task: Create an advertisement (on blank paper, a google doc, google draw, or canva) for the countries of South America either encouraging or discouraging them to form their own version of the European Union called the South American Union. The ad should incorporate the positive or negative aspects of the EU, particularly economic and political sovereignty and be persuasive - in either stance you choose.</p> <p>Main EU-related concepts/activities: Is a supranational organization worth the benefits?</p> |
| Day 5 | <p>→ If needed, give more time on the advertisement</p> <p>→ Warm Up: Poll (site suggestions: Poll Everywhere or Mentimeter) the students about whether they think South American should form a supranational organization.</p> <p>→ Students will then respond to a discussion board with their advertisement, their opinion and their reasoning. They will then look at classmate's work and have to comment meaningfully on their work.</p> <p>→ End with a class discussion about what was learned and how they can apply that knowledge in the real world.</p> <p>Main EU-related concepts/activities: What are the Pros and Cons of the EU? Is a supranational organization worth the benefits?</p> |

Resources and Materials

| Books/Articles | Worksheets | Social media accounts/other digital resources |
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| → 18 Advantages and Disadvantages of the European Union | → EU Worksheet | → What is the European Union? BBC Newsbeat - YouTube overview |





EUUnited

Teacher Fellows Program

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| <p>→ Brexit: Pros and Cons of Being in the EU</p> | | <p>→ Is the European Union Worth It? - YouTube overview</p> <p>→ What Does the EU Do for Its Citizens</p> <p>→ Debate Structure Example</p> <p>→ The Pew Research Center: The European Union</p> <p>→ Canva</p> <p>→ Poll Everywhere</p> <p>→ Mentimeter</p> |
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