



# EUnited

Teacher Fellows Program

Name: Katie Willett	Unit Plan: Comparing Governmental Structures through the Lens of citizens
	Subject/Grade Level: High School civics, economics or history classes. <i>This lesson has been intentionally designed to be used as enrichment for advanced learners.</i>
<b>Unit Title:</b>	<b>Exploring the European Union as citizens</b>
<b>Standards:</b>	<b>North Carolina Civics and Economics: FP.C&amp;G.2.5</b> Compare United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations  <b>NC AIG Standards:</b>  Standard 3a) Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including
<b>Objectives</b>	
→ Explore the structure of the European Union and consider it's similarities and differences to the United States through the lens of citizenship	
<b>Key Concepts</b>	
→ Governmental values, cultural values, governmental structures, rights of citizens,	
<b>Essential Questions</b>	
→ How does the European Union work for its citizens? → How does the European Union and the United states compare	
<b>Learning Acquisition and Assessment</b>	



<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> <li>→ Governmental structures</li> <li>→ Contemporary issues facing government</li> </ul>	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> <li>→ articulate the origins of the European Union</li> <li>→ explain how the European Union has impacted at least one geographical area of Europe</li> <li>→ explain how the European Union has impacted at least one area of EU citizens individual lives.</li> <li>→ explain at least one of the EU policies.</li> <li>→ Consider how the United States compares to the EU through the lens of citizenship</li> </ul>
<p>Formative Assessments</p> <ul style="list-style-type: none"> <li>→ EU Passport Activities</li> </ul> <p>In their EU Passport, students will complete a variety of activities that requires them to reflect and respond to various aspects of history and modern workings of the EU. This will include readings from the European Union and ways to process what they know about the United States government</p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <li>→ Create a presentation explaining and evaluating the EU to local elected officials (argument)</li> </ul>
<p><b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b></p>	
<p>Day 1</p>	<ul style="list-style-type: none"> <li>→ Students will be introduced to the concepts of passports and what the learning passport will entail</li> <li>→ The teacher will introduce the first website that allows students to look at the EU Goals</li> <li>→ Students will work together (and individually) to rank the goals of the European Union and provide justification</li> <li>→ Students will then work to define what each of the values of the European Union mean and how they relate to the goals</li> </ul> <p><b>Main EU-related concepts/activities: EU Goals and Values</b></p>
<p>Day 2</p>	<ul style="list-style-type: none"> <li>→ Students will work with the Learning Passport.</li> <li>→ Students will read about the EU and its interaction both within member nations as well as the rest of the world.</li> <li>→ Students will create an infographic to explain what they've learned.</li> </ul> <p><b>Main EU-related concepts/activities: EU and the World</b></p>
<p>Day 3</p>	<ul style="list-style-type: none"> <li>→ Students will work with the Learning Passport</li> <li>→ Students will read about the EU in two regions (choice)</li> <li>→ Students will read about the EU in two areas (choice)</li> <li>→ Students will then summarize the information they've learned and compare it to what they know about the United States in those topics</li> </ul> <p><b>Main EU-related concepts/activities: EU in My Region, In My Life</b></p>
<p>Day 4</p>	<ul style="list-style-type: none"> <li>→ Students will work in the Learning Passport</li> <li>→ Students will read about two areas the EU is involved in (choice)</li> <li>→ Students will summarize what they learn about these topics and create arguments around the policies.</li> </ul>





# EUUnited

Teacher Fellows Program

	<b>Main EU-related concepts/activities: EU in Focus</b>	
Day 5	<ul style="list-style-type: none"><li>→ Students will work on the summative task.</li><li>→ They will have a choice of developing an interactive presentation (choice format) or written narrative (choice format)</li><li>→ Students will complete RAFT activities</li><li>→ Develop their summative assessment (must compare to the USA and what they know)</li></ul> <p>Main EU-related concepts/activities: EU and the United States (summative task)</p>	
Resources and Materials		
Books/Articles	Worksheets	Social media accounts/other digital resources
→	<a href="https://drive.google.com/file/d/1iFfJl2kG7IT6zu-Y2C-NUn6AXORn5z5_/view?usp=sharing">https://drive.google.com/file/d/1iFfJl2kG7IT6zu-Y2C-NUn6AXORn5z5_/view?usp=sharing</a>	<ul style="list-style-type: none"><li>→ #EUandME</li><li>→ together.eu</li><li>→ <a href="https://www.europarl.europa.eu/unitedkingdom/en/european-elections/what-europe-does-for-me.html">https://www.europarl.europa.eu/unitedkingdom/en/european-elections/what-europe-does-for-me.html</a></li><li>→</li></ul>

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## European Union Learning Passport

**Directions:** This is an inquiry, designed to allow you to explore the question(s):

- How does the European Union work for its citizens?
- How does the European Union and the United States compare?

It is designed intentionally to allow you, the learner, freedom of choice of choosing topics that are of interest to you. You'll have a choice in your culminating activity. Your choices:

- Create an interactive presentation or
- Write a narrative

In each of these choices, you'll be required to answer both inquiry questions and to make an argument that explains what your thoughts on the European Union.

Bon Voyage!



# European Union Learning Passport

## The Goals and Values of the European Union

1. Navigate to the website [https://europa.eu/european-union/about-eu/eu-in-brief\\_en](https://europa.eu/european-union/about-eu/eu-in-brief_en)
2. Read through the goals of the European Union. Consider which you think are the most important and which are not as important.
3. After you've considered which are the most important which aren't as important, use your thoughts to rank the goals of the European Union. In the Justification column, indicate why you believe this is the appropriate justification for this goal

<b>Goal of the European Union</b>	<b>Ranking</b>	<b>Justification</b>
- Promote peace, its values and the well-being of its citizens		
- Offer freedom, security and justice without internal borders		
- Sustainable development based on a balanced economic growth and price stability, a highly competitive market economy with full employment and social progress, and environmental protection		
- Combat social exclusion and discrimination		
- Promote scientific and technological progress		
- Enhance economic, social and territorial cohesion and solidarity among EU countries		
- Respect its rich cultural and linguistic diversity		
- Establish an economic and monetary union whose currency is the euro		

4. Class/Group Discussion: In your small groups follow these steps for discussing the goals of the European Union and your rankings. Be sure to record your answers.

## European Union Learning Passport

- a. Which did each individual think was the most important goal of the European Union? Why?
  - b. Did each group member have the same goal as the number one? Why or why not? What areas did you agree upon? Where did you disagree?
  - c. Now, as a group, rank the goals of the European Union, having a discussion and record why your group has ranked them this way (justification).
  - d. Each group reports out their rankings
5. **Individual Practice:** In the first journal entry page of your EU Passport write a reflection based on these questions to this part of the lesson:
- a. What surprised you about the other groups' rankings?
  - b. Use your prior knowledge about the European Union and consider whether the EU meets these goals
  - c. Do you think most Americans know about these goals of the European Union?
  - d. Do you think most Europeans know about these goals for the European Union?

# European Union Learning Passport

## European Union Values Activity

1. Navigate to the website [https://europa.eu/european-union/about-eu/eu-in-brief\\_en](https://europa.eu/european-union/about-eu/eu-in-brief_en)
2. Read through the values of the European Union.
3. In your EU Passport, summarize what each of the values mean for the European Union

<b>Value</b>	<b>Summary</b>
Human Dignity	
Freedom	
Democracy	
Equality	
Rule of Law	
Human Rights	

4. Consider: Which value do you think is the most important for a citizen of the European Union? Why?

## European Union Learning Passport

### **European Union: From economic to political union and stability, a single currency, mobility and growth ,**

1. Navigate to the website [https://europa.eu/european-union/about-eu/eu-in-brief\\_en](https://europa.eu/european-union/about-eu/eu-in-brief_en)

#### **From economic to political union**

2. Read through From economic to political union.
3. Create an annotated timeline for the European Union. Be sure to include: economic cooperation, European Economic Community (EEC), single market, United Kingdom, 1993

#### **Stability, a single currency, mobility and growth Transparent and democratic institutions The EU in the World**

- 4 .Read Stability, a single currency, mobility and growth; Transparent and democratic institutions, and The EU in the World
- 5.Create an infographic that would explain this to the rest of the world.



# European Union Learning Passport

## In My Region

1. Log on to the website: <https://www.what-europe-does-for-me.eu/en/portal>
2. Choose two locations (could either be near or far from each other) and complete the following chart:

<b>Country &amp; Location</b>	<b>What do you observe about this location and the EU?</b>	<b>How do the projects compare to projects in the other location?</b>

<b>Country &amp; Location</b>	<b>How do these projects compare to what you know about projects in the United States?</b>

## European Union Learning Passport

### In My Life

1. Log on to the website: <https://www.what-europe-does-for-me.eu/en/portal>
2. Choose two topics from the wheel. Read about those two topics and what the European Union does regarding those two topics.

<b>Topic</b>	<b>What would you explain about this topic and the EU to an elected United States official? Be sure to use evidence from your readings.</b>

# European Union Learning Passport

## In Focus

1. Log on to the website: <https://www.what-europe-does-for-me.eu/en/portal>
2. Choose two topics to explore. Capture important notes about what you learn and what you wonder (things you've got questions about) in regards to the topic and how it connects to the United States.

Topic	Notes (Notes, wonder?)	Compare to the US?

# European Union Learning Passport

## Sharing Your Experience

Summative Directions: Now that your journey through the lens of an EU citizen is through, it is time for you to record your findings. Think of this as if you've just been on a really amazing trip and you can't wait to talk about it with your friends and family. Use this planning sheet to get started

<b>ROLE</b> (Choose your role)	
<b>Audience</b> (Choose your audience)	
<b>Format</b> Create an interactive presentation or Write a narrative	
<b>Topic</b> <ul style="list-style-type: none"><li>• How does the European Union work for its citizens?</li><li>• How does the European Union and the United States compare?</li></ul>	