



## EUROPEAN UNION LESSON PLAN

**Title of Lesson Plan:** European Union and Nationalism

**Grades:** 9<sup>th</sup> – 12<sup>th</sup>

**Brief Description:** The essential question of this lesson: How does the European Union balance the opposing ideologies of nationalism and supranationalism while still being a viable system of governance for 27 member states?

**Time:** 2 week unit

**Objectives:**

1. Students will create a stance about the European Union.
2. Students will understand E.U. structures of government.
3. Students will gain a deeper understanding of the complex issues that shape modern European politics.

**Materials Needed:**

Computers with internet access

**Teacher background:**

<http://www.esib.org/>  
[http://europa.eu/index\\_en.htm](http://europa.eu/index_en.htm)  
[http://europa.eu/abc/12lessons/lesson\\_1/index\\_en.htm](http://europa.eu/abc/12lessons/lesson_1/index_en.htm)  
<http://www.nationalismproject.org/>

**Teacher Approved links for student based research:**

<http://centers.law.nyu.edu/jeanmonnet/>  
<http://www.guardian.co.uk/politics/2005/oct/04/eu.world>  
<http://www.guardian.co.uk/world/eu>  
<http://www.telegraph.co.uk/comment/columnists/charlesmoore/3614994/Why-the-EU-Constitution-is-bad-for-Britain-and-bad-for-the-US.html>

**Directions:**

1. This lesson unit will fit in after a unit of World War II history.
2. Students in groups of four will brainstorm the concepts of unity and nationalism on a sheet of paper.
3. Students groups will type in their words into [www.wordle.net](http://www.wordle.net) and then the word clouds will be displayed on the class walls.
4. Teacher-based lecture on basics of the European Union and then review of nationalistic ideals of the 19<sup>th</sup> century to World War I.

5. The students will be assigned either a pro European Union stance or a nationalist/Eurosceptic stance. (Teacher can assign lower functioning students with higher functioning students on the same side.)
6. Research their stance using links provided.
7. Two-day Socratic Seminar.

**Assessment:**

Two-day Socratic seminar

Graded class participation (Students will turn in an Analytical Instrument, attached)

\*Teacher can create a rubric that reflects higher order intellectual skills such as: explaining, analyzing, inference, elaboration, and clarification.

**Extension:**

Post seminar reflection: Part D of the Analytical Instrument

**Educational Content Standards:**

NC Standard Course of Study, Social Studies, Grade 9:

Competency Goal 4

4.03 Evaluate the growth of nationalism as a contributor to 19th century European revolutions in areas such as the Balkans, France, Germany, and Italy.

Competency Goal 5

5.04 Trace the course of the Cold War and assess its impact on the global community including but not limited to the Korean War, the satellite nations of Eastern Europe, and the Vietnam War.

5.05 Examine governmental policies, such as the Kellogg-Briand Pact, which were established and the role of organizations including the League of Nations, and the United Nations to maintain peace, and evaluate their continuing effectiveness.

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**School:** Franklin Academy High School

**Subject Area(s):** Social Studies, World History

World History: Analytical Instrument

Name: \_\_\_\_\_

Unit:

Date: \_\_\_\_\_

Text: A

### Form B: Explicating the Logic of a Text (20 pts.)

(An analysis of eight basic structures)

**Directions:** After reading the text express clearly and precisely:

1. The author's **purpose**.
2. The most important **question**, problem, or issue in the excerpt.
3. The most significant **information** or data in the excerpt.
4. The most basic **conclusion** in the excerpt.
5. The most basic **concepts**, theories, or ideas in the excerpt.
6. The most fundamental **assumptions** of the excerpt.
7. The most significant **implications** of the excerpt.
8. The **point of view** in the excerpt.

1.

  
  
  
  

2.

  
  
  
  

3.

  
  
  
  

4.

5.

6.

7.

8.

**Form C: Socratic Seminar (20 pts.)**

<b>Your Seminar Points</b>	<b>Notes on the Dialogue</b>
1.	
2.	
3.	

### Form D: Self Evaluation (20 pts.)

Have any dimensions of your critical thought changed? One paragraph, give details

Taking a position on a question	5	4	3	2	1
Using (factual/statistical) evidence to support a position	5	4	3	2	1
Drawing another person into the discussion	5	4	3	2	1
Asking a clarifying questions	5	4	3	2	1
Highlighting and marking the text with questions/commentary	5	4	3	2	1

Identify a personal goal for the next seminar:

Identify a group goal and how you would be willing to contribute to it: