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CREECA Workshop-International Cooperation in the 21st century

### Lesson Plan

Course: Asian/Latin American Studies

9th grade, one semester course

Unit: Economics, tie in with culture and government.

### Objectives:

1. The student will be able to define and describe important terms that will assist in their understanding of international organizations. B.12.13, B.12.16.
2. The student will be able to describe the basic structure and purpose of the European Union, and compare it to the structure of the United States. D.12.4., E.12.6.,E.12.12.,E.12.14.
3. The student will be able to determine and predict challenges that the European Union may encounter as they develop. C.12.12.
4. The student will begin to explore the purpose of the "euro" and the effects of its implementation. D.12.4.

Skills: significant events placed chronologically, geographical identification, comparison and contrast, prediction, analysis, evaluation

Vocabulary: international organization, diversification, homogenous, heterogeneous

### Activities:

Use of readings, Internet, discussion, group discussion, brainstorming

### Procedure:

1. Prior to this unit the students will have completed a unit on culture and have a basic understanding of government systems. The unit on culture develops an understanding and identification of our own ethnocentric attitudes along with a vocabulary of common cultural terms. The discussion on government systems identifies the differences between parliamentary and presidential democracies, and authoritative regimes. We introduce what a federal system is and compare it to a confederation. The students will have a basic understanding in order to make comparisons. The students will also have discussed basic economic terms and systems.
2. This discussion would be introduced towards the end of the economic unit, in describing international systems. We would begin with students brainstorming on identifying European nations and describing advantages and differences within the continent. I would ask students to respond to the idea of the creation of a federal system within Europe and ask them to respond to difficulties that such a system may encounter. The focus would be on cultural differences, ethnic tensions, monetary challenges, and work coordination among nations. I would then introduce the European Union, and describe its structure and purpose. I would describe the process of how decisions are

made within the EU, and compare with the US system. The students would then work in small groups to look at ways both system could benefit from each other. I would pose questions regarding the development of 'a' European identity and how that would develop-how will Europe change with greater freedom and agreement!

ent among nations. Another question would be posed regarding membership in the EU and how it would be determined-based on similar traditions, cultures, and history or shared values.

Brainstorming and large group discussion: approximate time 10 min.

- Identify Europe, name the countries. What European customs and ideas are we familiar with? Why?
- How do Europeans deal with each other? Can we identify any disadvantages/ what about advantages?

Small group activity/discussion: 10-15 min.

- What would happen if Europe created a federal system among themselves similar to a United States of Europe? And what about the title "United States of Europe"? (Students should identify cultural stereotypes) What values do we share as Americans? What values do Europeans share? What common experiences do Europeans share? Is there a European identity yet?

Regroup and discussion findings among class. 10 min.

Full group lecture on the EU-purpose and structure. Decision making process and describe US. 30 min. Both Socratic discussion and minimal lecture designed to describe basic structures of the European Union.

Have students regroup into small groups and allow them time to evaluate both systems. What could each learn from the other system wise. 10-15 min.

Regroup into full class and discuss. 10 min.

3. As an ending activity we would introduce the 'euro' and its role in the global economic structure. 10 min.

Assessment: test, and Internet activity involving locating data regarding EU

Upon completion of the internet activity, students would discuss their findings on the nations they researched and determine common patterns.

Alternate assessment/evaluation: essay question/additional supporting notes and information available for students needing additional assistance.

Sources: internet sources (including the European union for Young People), [www.odci.gov](http://www.odci.gov) United Nations sources; "More Unity and more diversity" pamphlet from Europe on the move series.

# **THE EUROPEAN UNION**

**WHAT IS THE EU?**

**WHY THE EU?**

**WHO ARE MEMBERS? WHY?**

**PURPOSE:**

**STRUCTURE:**

**THE EUROPEAN UNION**

COMMISSION

PARLIAMENT

COUNCIL

# THE EUROPEAN UNION

The EUROPEAN COMMISSION  
PROPOSES

PARLIAMENT  
OFFERS OPINION ON PROPOSAL SUGGESTED BY COMMISSION TO

COUNCIL  
HOW ARE DECISIONS MADE?  
CAN ADOPT OR SUGGEST REVISIONS

THE EUROPEAN COUNCIL  
BRINGS THEIR CONCERNS OUT TO DISCUSS, CAN ADOPT A  
COMMON POSITION BY A QUALIFIED MAJORITY

THE EUROPEAN PARLIAMENT  
CAN APPROVE  
CAN AMEND  
CAN REJECT

EUROPEAN COUNCIL  
CAN OFFER A 2ND OPINION  
CAN OFFER SUGGESTIONS

EUROPEAN COUNCIL  
ONCE COMMON DRAFT IS ADOPTED BY THE PARLIAMENT AND  
COUNCIL, THE ACT IS ADOPTED

## Objectives:

1. The student will be able to describe the meaning of the term genocide and provide examples.
2. The student will be able to describe world responses to genocides and the reasons for action/inaction.
3. The student will be able to determine the need for 'humanitarian intervention' and when it should be implemented, by discussion and readings.

· We will preview Humanitarian Intervention; Brainstorm and small group work. Students will come up with their joint responses and list them on a large sheet of paper, which we will post in the room after we have discussed all the groups responses. Each group will present their findings.

- What is Humanitarian Intervention?
- Why should it be used?
- When, what constitutes its necessity?
- Who should determine when it is used?

· After discussing all the responses, I will have the whole class choose the most important on a voting basis for each option presented. This normally involves much discussion and debate within the class, and encourages the student to make choices and prioritize. It is also an invaluable tool in formulating opinions and expressing them.

· Once the class has a set of guidelines, I would refer the students to the 'Responsibility to Protect' document. They compare their choices with those the document supports and discuss the process within the global community and reflect back to their classroom experience.

Assessment: test on China and Japan-essay question asking for a comparison between the Rape of Nanking and additional genocides studied.