



K-12 Teacher EU Studies Bootcamp

Summer 2022

Soccer Europa: How the Rest of the World Uses Foreign Policy

Raymond Carr
Bishop Middle School, FL

Civics, Grade 7

Time Needed: (1) 50-minute class period

Objective:

- Students will recognize the difference between domestic and foreign policy.
- Students will identify issues that relate to U.S. domestic and foreign policy.
- Students will analyze the domestic implications of U.S. domestic and foreign policy.
- Students will identify the goals and objectives of U.S. domestic and foreign policy.
- Students will identify major international organizations in which the government plays a role.
- Students will recognize that international organizations may be located outside of the United States.
- Students will describe ways that individual citizens and government can seek participation in international organizations.
- Students will examine the ways that governments and individuals may support international organizations.

Essential Question:

What are the ways governments and individual citizens' support and play a role in foreign affairs?

Lesson Standards:

SS.7.C.4.1 Differentiate concepts related to U.S. domestic and foreign policy.

SS.7.C.4.2 Recognize government and citizen participation in international organizations.

SS.7.C.4.3 Describe examples of how the United States has dealt with international conflicts.

Lesson Overview:

00:00-05:00 Warm-Up (Bellringer), Take Attendance, Review

05:00-20:00 First half of PowerPoint presentation, allowing for time for conversations

20:00-26:33 [EU Video](#)

26:33-49:00 Finish presentation with allowing more time for conversation

49:00-50:00 Question for Understanding

Lesson:

00:00 - As the class walks into the room, they will be given a guided notes activity (appendix a). This is the work that will be used as notes, study guide, and assessment.

Class will begin with a Bell-Ringer (Activation) work posted on the board. Students will do their bell-ringers in their binders. This will be a review question as the chapter assessment has been taken. As they are completing that task, I will be taking attendance.

Upon completion, I will then ask the students for their answers. We will discuss the merits of answers and activate knowledge about the content topic of Foreign Policy (topic). (5 Minutes)

05:00 - Start PowerPoint 9.4 presentation (appendix b). We will follow the presentation and have conversation surrounding the material.

Roughly 25:00 - In the middle of the presentation, there is a video about the formation of the EU. This will lead to a conversation. The Questions for that conversation are attached at the bottom (appendix c).

35:00 - When the logical conclusion to the conversation can be found, and a segway into the 2nd half of the presentation can commence, move the conversation back to the presentation.

48:00 - Introduce and go over the main Critical Thinking questions. See if there are questions about the assignment. Finish any major content presentations.

49:00 - With any remaining time, I will ask questions for clarification. I will check the students' understanding by asking questions over the materials covered.

Gradual Release Model:*Direction Instruction (I Do)*

I will post on the board the agenda, benchmarks, success criteria, and warm-up (activation question.)

I will take attendance.

I will scaffold the discussion questions about the activation question.

I will scaffold the discussion questions about the video.

I will present the powerpoint about the content.

I will prepare guided notes that follow along with the powerpoint.

If time, I will ask questions for student understanding.

I will hand out the exit ticket.

Guided Practice (We Do)

We will discuss the activation question. Questions should be asked from both sides.

We will discuss the video using, but not limited to, the questions below.

We will follow the presentation and complete the guided notes where indicated.

We will run a successful and informative review activity.

The next class period, we will go over the results of the exit ticket.

Independent Practice (You Do)

Students will begin class by grabbing their binders and doing their bell-work (activation question).

Students will then be asked to engage with the presentation.

Students will then engage in the video

Students will be asked to fill in the guided notes. At the end of the notes will be an exit ticket, (Critical Thinking Question), that the students should be able to answer.

Students may be asked questions for clarity, if time allows.

Students will finally be asked to complete the exit ticket.

Homework/Exit Ticket

On the bottom of the guided notes are 3 critical thinking questions for homework. These will also be redrawn for formative assessments at the end of the Unit.

Assessment:

- Informal assessments, (thumbs up, thumbs down', '0-4 fingers how much you understand) will be given throughout the lesson. Checks of understanding or clarity will be asked regularly. If time, at the end a more formalized version will be given checking for understanding.
- A Formal assessment will be given after discussion based on vote tallies from the exit ticket.
- A Summative assessment for the overall chapter has already been given. Remediation can be given here based on the results of that assessment. This will also be reviewed before the final assessment of the class. The End of Course exam will be given in May.

Attachments:

- Guided Notes Sheet
- [PowerPoint Presentation](#)
- Video and Discussion Questions

Guided Notes Sheet

SUCCESS CRITERIA:
I CAN...

It Matters Because...

1. REVIEW: What is an International Organization?

2. Why are International Organizations important (2 Reasons):
 - a.
 - b.

3. Define Diplomat:

4. What does EU stand for?

5. VIDEO QUESTION: Why was the EU originally established?

6. Currently, there are _____ (number) of nations in the EU.

7. When is 'Celebration of Europe' day? What activities do they have to celebrate?

8. What is one way the US and the EU are similar?

9. What is one way they are different?

CRITICAL THINKING: These can be repeated answers, but make sure you adapt them to the new question. Please make sure to answer in complete sentences and use examples.

10. Why is it important to have and use International Organizations?

11. What is one example of how the United States uses international organizations to its benefit?

12. What is one example of how other countries use international organizations to their benefit?

13. Are there any disadvantages to using international organizations?

WELCOME WORK:

What is a cultural identity?

Describe American identity.

Describe another cultural identity.

WELCOME WORK:

Traits of American Identity:

Possible answers:

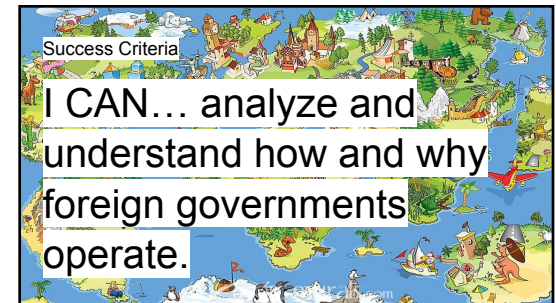
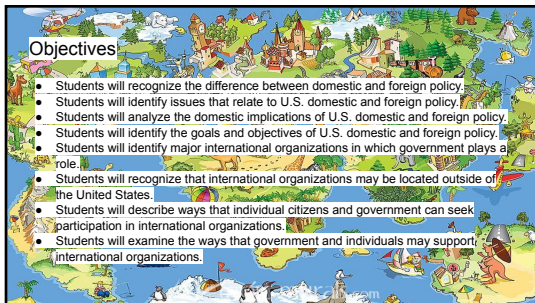
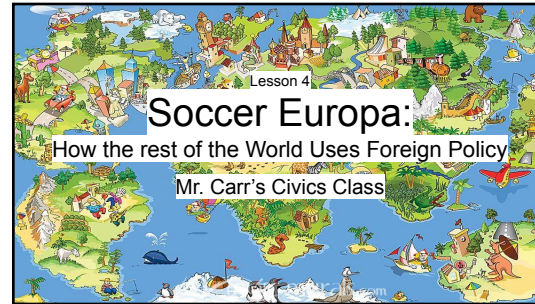
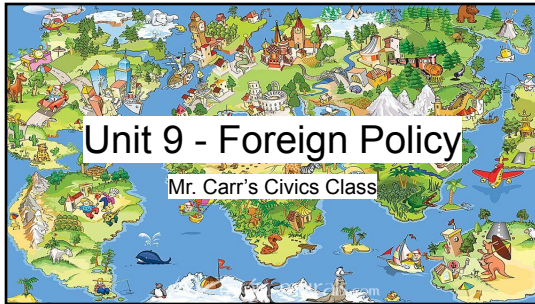
- Freedom
- Red, White, Blue
- Less Educated
- Boot-Straps
- Independence
- BIG - Cars, Houses, States, EVERYTHING
- Hipsters
- No Healthcare
- Sports
- Guns
- Evangelical Christianity
- American Exceptionalism

WELCOME WORK:

Traits of European Identity:

Possible answers:

- Socialism
- Higher Taxes
- Better Mass Transportation
- Many Languages
- Less Guns
- Multi-Party Democracies
- Healthcare
- Smaller Landmass
- Different Languages
- Many Economic Currencies
- More Diverse Religions
- Sports (FUTBOL!)



IT MATTERS BECAUSE...

International Organizations help nations communicate and work together to solve global problems

REVIEW

Review



What is...
An International Organization?

Review

According to your textbook, an International Organization, or 'I.O.' for short, is institution drawing membership from at least three states (Nations), whose members are held together by a formal agreement (Remy, Ch 25, Ls 2).



Review

These groups include the United Nations (UN) (pictured here), European Union (EU), North Atlantic Treaty Organization (NATO), or the World Trade Organization (WTO).



Review

They are created for a number of reasons:

- Common Defense
- Economic Reasons (Trade)
- Scientific Reasons
- Political Interactions between countries.



Review

What are some of the I.O.s that the American Government are a part of?

Review

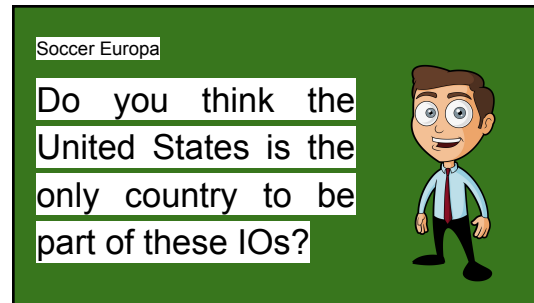
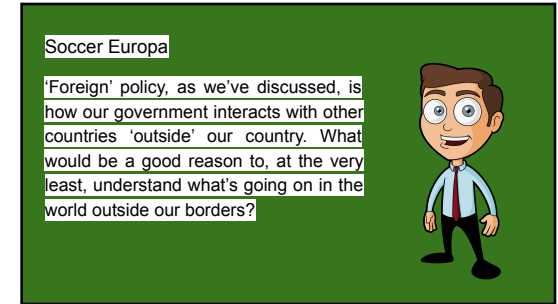
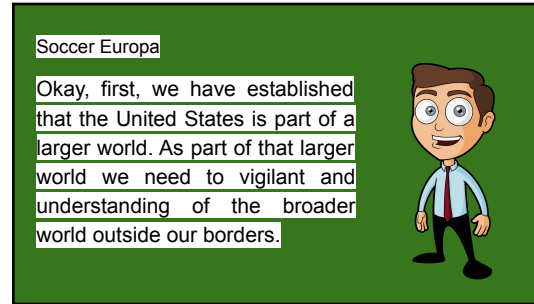
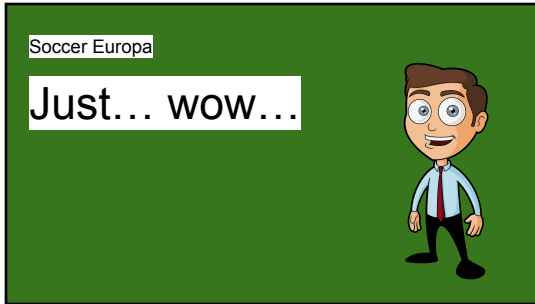
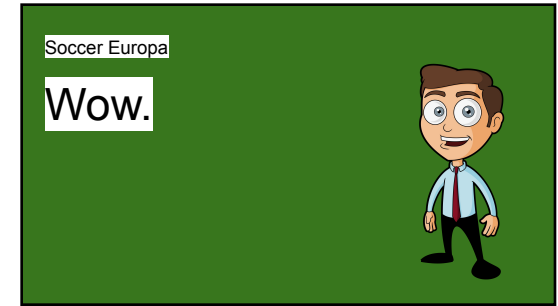
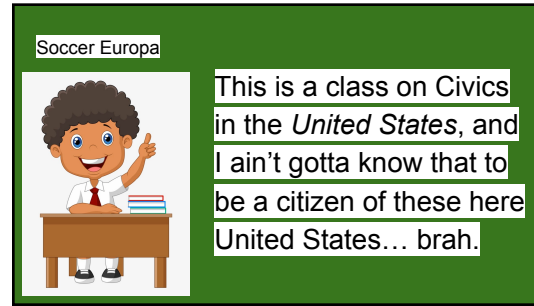
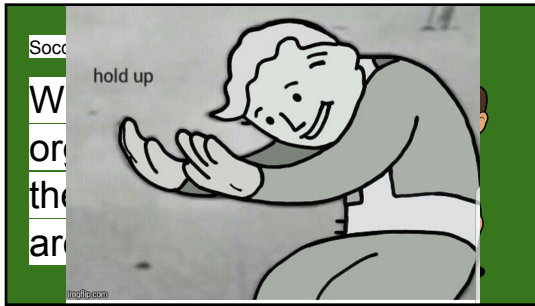
What are some of the I.O.s that the American Government are a part of?



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What are some organizations that countries other than the United States are a part of?





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Countries all over the globe use their governments and diplomats to work together for different reasons.



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Diplomats - a person whose job is to represent his or her country in a foreign country, for example, in an embassy (Oxford Learners Dictionary)



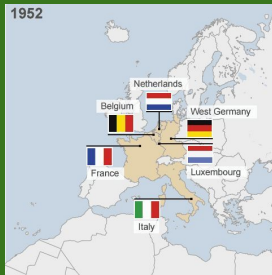
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The European Union, or E.U., is one such of these groups.



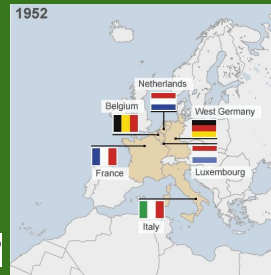
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In 1951, six countries (Belgium, France, Germany, Italy, Luxembourg and the Netherlands) founded the European Coal and Steel Community. In 1958, this became known as the European Economic Community (EEC), and its name was changed to the European Union in 1993. (europa.eu).



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CONTEXT -
This was created after what major conflict had recently ended?



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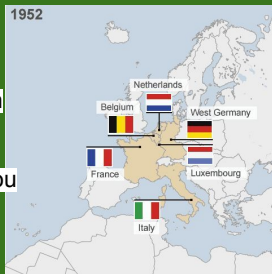
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But what about that name: "the European Coal and Steel Community."

What problems do you think these 6 gov'ts looked to fix. (HINT: USE THE NAME!!)



Soccer Europa

But what about that name: "the European Coal and Steel Community."

What problems do you think these 6 gov'ts looked to fix. (HINT: USE THE NAME!!)

The Creation of the EU



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Over the years, 22 more countries joined the original 6.
The United Kingdom left in 2020 for several reasons.
The EU currently has 27 member countries (europa.eu).



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So with all these different cultures and countries participating in this group, it should go smoothly to operate, right?



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... Umm....



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You see, there are so many differences between countries like Denmark and France and Romania that it makes it just as difficult as running the United States gov't.



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Just like the US has several different states, the EU has several different countries that have to work together.



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Unlike the US, the EU is made up of several different independent nations that have sole priority over their own laws and abilities.



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Many of the similarities and differences are due to the history we've talked about [Unit 3: Rome -> Reformation and Unit 9: Lesson 1 Modern World Politics (Foreign Policy)].



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Just check out the differences between the US and EU maps!!



	European Union	United States of America
Area (land)	4,236,251 km ²	9,547,583 km ²
Population	453,007,802	334,998,398
Population density (people per km ²)	106.9	36.6

Source: CIA Factbook (2012)

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Back to the Warm-up Work: Can a people, nation, ethnic group, 'Them', use sport to identify their cultural identity?

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One way to look at differentiation in cultures it is through sport. The U.S. has our major league sports:



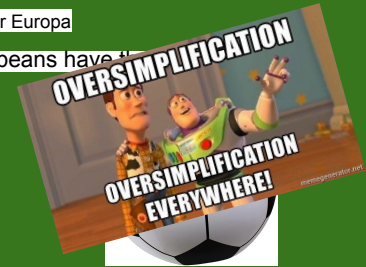
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Europeans have theirs...



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Europeans have their



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There's a concept called 'Banal Europeanism. OVERSIMPLIFIED:

Things we do everyday express and reinforce our cultural or national identity.

Sport is one of the most applications of this concept. Football, Soccer in Europe, is a great way to dive into their cultural heritage. In context, it shows divisions and unity within the greater scope of 'Europe'. Much like just looking at Florida Sports vs National Sports would here in the United States (Billig).



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ITS SO IMPORTANT:

There is a Europe Day of Celebration. All EU members arrange activities on May 9th. Many of these celebrations involve the use of the sport of football.



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Or more so:



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NOT TO MENTION:



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Let's use our most popular sport: Football.



In the National Football League, there are 32 teams that will be in the league no matter how bad they stink... (I'm from Cleveland... I know how bad a team can be.)

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Let's use their most popular sport: Futbol.



The United European Football Association (UEFA), has several levels of leagues your club can be a part of, depending on if they win. If you team wins, it's promoted into the big leagues. If your team loses, you can be regulated, or sent to a less prestigious minor league.

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UEFA's top league is called the 'Champions League'.

It has the top teams from all over Europe. Other leagues like the British Premier League, their local nations top league, can send several teams that are the champions of their league to the Championship league.

If you can't win your local league, you can be sent down to the minor leagues like the 'Europa League', or just not allowed to compete.

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This pro/reg system forces teams to focus on being good now, not just existing.

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There are several differences as well. Things like: TV rights, relocations, ownerships, the draft, trading players are all different between the way the US holds it's leagues then the European Model.

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KEY REASON: The Europeans have to deal with several countries. That means, they have to take into account the French, Bulgarians, Serbians, Italians, Swedes, and many more gov'ts and rules. The NFL just has to deal with America.

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Using what you've learned through this unit of Foreign Policy, answer the following questions:

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1. Why is it important to have and use International Organizations?

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2. What is one example of how the United States uses international organizations to it's benefit?

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3. What is one example of how other countries uses international organizations to their benefit?

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4. Are there any disadvantages to using international organizations?

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HOMEWORK:

Finish the Guided Notes

Answer the Critical Thinking Questions

TOMORROW:

POP QUIZ!

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Video and Discussion Questions

Level 1 Knowledge

-Who was the video about?

-What is the E.U.?

Level 2 Comprehension

-Summarize the Video for me.

Level 3 Application

-Was the video for or against the EU? Why or Why Not? Give Examples

Level 4 Analysis

-Was the Unionization of Europe bound to happen? Why or why not?

-If the EU didn't happen, how would trade look in Europe now?

Level 5 Synthesis

-If we lived in France, how would we treat a country we play in soccer compared to a nation we didn't have that relationship with? Is that a fair comparison? Do we treat other countries differently? Is that okay to do?

Level 6 Evaluation

-What was the purpose of the video? -(Information on the EU)

-Is the European Union Good for Europe as a whole? Can we assume if you're not in the EU that it may cause more problems/conflict?

-If I am a European Nation without the Euro currency, am I in Europe?