

TURKEY LESSON PLAN OUTLINE

TITLE

Model EU

AUTHOR

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INTRODUCTION

Briefly state the concept for the lesson, how this lesson fits into your unit/course, as well as information notes you want to share about the population you teach, the approach you took, etc. Please note the prior knowledge students will need to participate successfully.

The concept of the entire lesson is the history of the European Union. The students should also comprehend and apply aspects of the EU and the influence on world affairs throughout the past to the present. Jurosic: I have students from 17 different countries who speak 14 different languages. This group then has inner city African Americans with Appalachian whites. Prior knowledge would be the start of the Cold War and the development of economic and currency zones for trade. Also included would be the theories for international relations by democratic and globalization peace. The idea being that countries that trade together do not wage war against one-another.

LEVEL

9-12 Social Studies

OBJECTIVES

Objectives should encompass skill and content goals for the lesson.

Master basic role EU plays in global affairs.

Criteria for different member countries

Case study with Russia and EU sanctions

Case study with Turkey's versus Greece in economic comparison

Debate skills, problem solving, organizational, reading comprehension, listening skills, and comparison.

CONNECTIONS TO STANDARDS

List the state, national, or district standards you will address in teaching this lesson. If applicable, describe any other curricular themes you will touch on in this lesson.

Common Core:

RH 9-10.6 Reading and comparison vantage points and creating argumentative points for discussion.

WHST. 9-10 1. Writing arguments.

RH 11-12 7 Integration of Knowledge and ideas.

WHST. 11-12 9 Draw evidence for informational text to support analysis, reflection, and further research.

TIME

Number of class periods required to teach the lesson with minutes per period.

This lesson with the case study on Turkey would probably take one day with a fifty minute period.

MATERIALS

List relevant supplies and required sources.

http://europa.eu/index_en.htm

<http://www.nationaldebtclocks.org/>

<http://query.nytimes.com/search/sitesearch/?action=click&contentCollection=TopBar&WT.nav=searchWidget&module=SearchSubmit&pgtype=Homepage#/turkey and Eu>

link to common core accountable talk format.

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CCsQFjAF&url=http%3A%2F%2Fcurriculum.dpsk12.org%2Fflang_literacy_cultural%2Fliteracy%2Felem_lit%2Fcurric_instruc_assess%2Finterdisc_units%2FAccountableTalkFeaturesandLanguageStems.pdf&ei=V7TqU_WhPIOjyATQtIKQBQ&usq=AFQjCNETbSg6nx6SxYxf1FjbRhwtMb_ATA

BACKGROUND ESSAY (YOU CAN COMBINE THIS INTO THE INTRODUCTION)

Turkey is being excluded from the European Union and a trade deal with the United States of America. Turkey is dependent upon Russia for most of its petroleum needs. This means that despite being aligned with the United States, through NATO, they (Turkey) are forced to be dependent upon Russia. This also means that Turkey is being left out of Europe again which may push them further towards the Russian camp. This is placing our ally in a tough spot. When the Cold War ended many countries became Economic miracles behind the iron curtain. Turkey stood by the United States and their development is still not that of newly liberated Eastern European countries. This should be addressed if we are going to continue to call Turkey our ally. It should also be noted that former communist block countries are being considered for the EU and not Turkey. Students specifically in my class do not want to be excluded. The opening activity is to have them remember an exclusion event and what it is like to be held out for no reason. I am interested to see their remedies and push them to see if they can do more.

PROCEDURES

Number the steps in your procedure and take care to explain in detail how you will execute this lesson. If your procedures include a discussion, please include sample questions and answers (if appropriate).

1. Have students draw straws and complete bell ringer about leaving people out and tension that would cause in the room or any other circumstance they can think of.
2. Break students into groups with the short straws being Turkey. Each group is going to be responsible for gathering data and presenting a case. One group will be Greece, another group will be Germany, and finally one France. The groups will have to make a case for or against Turkey's inclusion into the EU. Turkey obviously will. The rest of the groups have to offer reasons. Each person in the group is going to be responsible for researching one of the sources listed above and using the facts to build their arguments.
3. Finally, students may create graphs and data to present their cases.
4. Using the accountable talk formula students should then debate
5. Close debate and then vote.
6. Then problem solve as a class Turkey's options for gaining entry into the Euro Zone.

ASSESSMENT

Problem solving; Homework, will be weighting possible options for Turkey.

EXTENSION IDEA

Have interested students write Congress members and Senate members.

SOURCES

Harman, Chris. *A People's History of the World*. London: Bookmarks, 1999.

Held, David. *A Globalizing World?: Culture, Economics, Politics*. London: Routledge in Association with the Open University, 2000.

Hollis, Martin, and Steve Smith. *Explaining and Understanding International Relations*. Oxford: Clarendon Press ;, 1990.

Briggs, Asa, and Patricia Calivn. *Modern Europe: 1789-present*. Revised/Expanded ed. London: Pearson Longman, 2003.

HANDOUTS

Cagaptay, Soner. "The E.U. Needs Turkey." *The New York Times*. December 20, 2013. Accessed August 13, 2014.

Adapted from Institute for Learning, 2003

Accountable Language Stems

Agreement

"I agree with _____ because _____." "I like what _____ said because _____." "I agree with _____; but on the other hand, _____."

Disagreement

"I disagree with _____ because _____." "I'm not sure I agree with what _____ said because _____." "I can see that _____; however, I disagree with (or can't see) _____."

Clarifications

"Could you please repeat that for me?" Paraphrase what you heard and ask, "Could you explain a bit more, please?" "I'm not sure I understood you when you said _____. Could you say more about that?" "What's your evidence?" "How does that support our work/mission at _____?"

Confirmation

"I think _____." "I believe _____."

Confusion

"I don't understand _____." "I am confused about _____."

Extension

"I was thinking about what _____ said, and I was wondering what if _____." "This makes me think _____." "I want to know more about _____." "Now I am wondering _____." "Can you tell me more about _____?"

Review

"I want to go back to what _____ said."

Adapted from Institute for Learning, 2003

Features of Accountable Talk Accountability to the Learning Community

- a. Careful listening to each other
- b. Using and building on each other's ideas
- c. Paraphrasing and seeking clarification
- d. Respectful disagreement e. Using sentence stems

Accountability to Accurate Knowledge

- f. Being as specific and accurate as possible
- g. Resisting the urge to say just "anything that comes to mind."
- h. Getting the facts straight
- i. Challenging questions that demand evidence for claims

Accountability to Rigorous Thinking

- j. Building arguments
- k. Linking claims and evidence in logical ways

- l. Working to make statements clear
- m. Checking the quality of claims and arguments