

Instructional Lesson Plan				
Subject	Economics	Unit	International Trade	
Lesson Topic	Turkey and the European Union	Date	5/20/2015	Grade 11 Class Size 22
Teacher	Todd Sautters	School	Canal Winchester High School	
Student Outcome(s)	Students will compare geographic, political, economics, and cultural issues in Turkey and Europe in order to determine if Turkey should be admitted into the European Union.			

Opening Activities/Motivation

(3 minutes) To open the lesson, students will be posed the Drill question to pull from prior learning. Students will write down the day's objective and answer the following question:

What do you know about the country of Turkey? The question posed should help the teacher assess student prior knowledge.

Procedure

(12 minutes) Background of Turkey, its History and Geography. Using Google Maps, allow students to see its location relative to other significant countries. Pay close attention to the role of the Black Sea, Middle Eastern countries, and Europe itself. Use the following YouTube Video to help provide background knowledge and history:

<https://www.youtube.com/watch?v=Yol3z0kbjig> "A Brief History of Turkey - 40,000 years in 8 minutes"

(15 minutes) Introduction to the Motion Introduce students to the motion in which they will be voting: Turkey should join the European Union. Students will compare arguments for and against the motion in the following four categories: geography, politics, economics and history, culture, and religion. To do so, pass out handout titled: "Motion: Turkey Should Join the European Union". Students will work in partners and draw a consensus for each category regarding their stance. After pairs have drawn a consensus, students should circle the winner and identify the reason for their selection. Students should identify the most important reasons to support their stance.

(10 minutes) At the conclusion, the class should be given 1-2 minutes to discuss if they are FOR or AGAINST the motion overall. Students should identify their opinion and consider their top 3 reasons to support their stance from all categories. Survey the class to see how many votes each side receives.

After making their decision, conduct a class discussion high-lighting the reasons by writing arguments on the board. After the group discussion, conduct a separate survey to see if there were any changes towards regarding results.

The teacher should try to use online surveys like beta.socrative.com or www.polleverywhere.com

Assessment/Evaluation

(15 minutes) To assess student knowledge, direct students to create a political cartoon that illustrates the arguments FOR or AGAINST the inclusion of Turkey in the European Union.