



**Literacy Design
Collaborative**

Is the European Union (EU) killing Europe economically?

★ TASK ★ LADDER

by Nick Hanna, Missy Rayburn, Cassie Todd, and Robin Smith

How is Europe doing economically? In this unit, students will read about the history of the formation of the European Union and articles about economic problems facing the EU.

Contact Information: Missy Rayburn, missyrayburn@lowndes.k12.ga.us Teachers may select 2-3 articles from those included below and in the Resources section or find more current articles using research databases.

For this project we used the following articles:

The European Farce. Newsweek (5/21/2012)—FERGUSON, NIALL

The article presents the author's views on the subject of the European economic system as of May 2012 and economic conditions after the sovereign debt crisis of 2009. Topics include Germany's policy of austerity spending cuts for weak economies in Southern Europe and the possible creation of Stability Bonds that would put the credit of the European Union, most significantly Germany, behind the national debts of member states.

After the fall. Economist (9/17/2011)—

The article considers the possibility that the financial crisis in the euro area of the European Union (EU) could result in one or more countries leaving the monetary union. Departure from the euro area is forecast to have a serious negative effect on Germany, the union's wealthiest neighbor, and a catastrophic effect on Greece, the country most at risk of defaulting on its public debt.

Still sickly. Economist (3/31/2012)—The article discusses economics in the euro zone in 2012, examining concerns about deficits and recessions in Spain, Greece, and Portugal and arguing that further integration is required to manage the euro zone's banking, growth, and sovereign-debt crises. The article examines a paper by the economist Jay Shambaugh which found that regional imbalances must be addressed through

internal devaluation, which the article says is opposed by Germany.

GRADES

6 - 8

DISCIPLINE

 **Social
Studies**

COURSE

 **6th Grade
World
Studies
(Georgia)**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 1 - Argumentation

After researching articles and your textbook on the history of the European Union and economic problems facing the EU, write an essay that argues your position on whether joining the EU was good for the economies of its member countries. Support your position with evidence from your research.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCR.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCR.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RH.6-8.3

Focus

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.9

Focus

Analyze the relationship between a primary and secondary source on the same topic.

WHST.6-8.1

Focus

Write arguments focused on discipline-specific content.

Georgia Performance Standards for Social Studies - Grade 6

SS6E6.b

Explain why international trade requires a system for exchanging currencies between nations.

SS6E7

Focus

The student will describe factors that influence economic growth and examine their presence or absence in Europe.

SS6E8

The student will analyze different economic systems.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Eco.15.6-8

Focus

Explain the benefits and the costs of trade policies to individuals, businesses, and society.

Texts

The European Farce (STUDENT TEXT)

Ferguson, Nial. Newsweek. (5/21/2012) The article presents the author's views on the subject of the European economic system as of May 2012 and economic conditions after the sovereign debt crisis of 2009.

The German Problem (STUDENT TEXT)

Economist. 11/19/2012. The article offers opinions on the politics and government of Germany, as of November 19, 2011, in terms of the country's leading role in the economy of the European Union. German Chancellor Angela Merkel is described as expressing concern about the future of the euro currency. The opposition of German bankers to bailing out weaker euro zone economies is also discussed.

Still Sticky

Economist. 3/31/2012. The article discusses economics in the euro zone in 2012, examining concerns about deficits and recessions in Spain, Greece, and Portugal and arguing that further integration is required to manage the euro zone's banking, growth, and sovereign-debt crises. The article examines a paper by the economist Jay Shambaugh which found that regional imbalances must be addressed through internal devaluation, which the article says is opposed by Germany.

Why Germany Can't Save Europe, Much Less the World (STUDENT TEXT)

Schuman, Michael Mayer, Catherine Moore, Tristana. Time. 10/3/2011. The article focuses on the role of German Chancellor Angela Merkel in the euro area debt crisis in 2011. Topics include the financial crisis of the integrated European markets, German bailouts given to countries to protect the euro currency, and the risks of the Greek economy in starting a recession in Europe. The economic development and health of Germany before the 2008 global recession, political pressure on Merkel to stop European bailouts, and the dangers for Germany if the European monetary union collapses are also discussed.

After the Fall (STUDENT TEXT)

Economist. 9/17/2011. The article considers the possibility that the financial crisis in the euro area of the European Union (EU) could result in one or more countries leaving the monetary union. Departure from the euro area is forecast to have a serious negative effect on Germany, the union's wealthiest neighbor, and a catastrophic effect on Greece, the country most at risk of defaulting on its public debt.

Exodus, Chapter 1 (STUDENT TEXT)

Economist. 5/19/2012. The article discusses the European Sovereign Debt Crisis. The impact on the

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crisis of large withdrawals of deposits from banks in Greece is examined, particularly the possibility of similar withdrawals in other European Union (EU) countries of the euro area monetary union such as Portugal and Spain. The possibility that Greece will leave the euro area and its implications for EU country banking industry finance are examined.

Student Work Rubric - Argumentation Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes an unclear or unfocused claim.	Makes a general claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear claim that addresses all aspects of the prompt.	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the claim and supporting ideas. Consistently cites sources with minor formatting errors.	Includes well-chosen details, examples, and/or quotations from sources that support the claim and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is minimal or contains minor errors .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claim, reasons, and evidence.	Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .	Groups and sequences ideas to develop the controlling idea. Uses transitions to clarify the relationships among claim(s), reasons, and evidence.	Groups and sequences ideas logically to develop the controlling idea and create cohesion. Uses varied transitions to clarify the relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors, while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose.	Consistently applies standard English conventions, with few errors. Demonstrates varied syntax and precise word choice. Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

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Background for Students

Students will have basic knowledge of Europe's geography, economy, history, and government.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

TEXT SELECTION: Ability to identify appropriate texts

ACTIVE READING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.


EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.


Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns	SHORT CONSTRUCTED RESPONSE In a quick write, record your first reaction to the task prompt. Add some notes of things you know about this issue.	Student meets expectations if he/she does the following: No Scoring	- "Intro" to get the students Buy In to the Task - Task Prompt "Is the European Union (EU) killing Europe economically?" will be displayed on a PowerPoint slide
	Additional Attachments:  European Union Power Point			
15 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	LIST In your own words, what are the important features of a good response to this prompt? What information will you need to complete this task?	Student meets expectations if he/she does the following: Student lists should include a claim (thesis), relevant evidence to support the claim, flow of ideas, and logical sequence.	- Based on Student Responses, create a class list with important features and information necessary for a good response.
Reading Process				
30 mins	TEXT SELECTION: Ability to identify appropriate texts	NOTES For each text, list the needed bibliographic information. Add bullets on what kind of information you think the text will provide that you can use.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Identifies author, title, publisher, date, and any other needed information. Includes reasonable list of information they expect to find in the text. 	<ul style="list-style-type: none"> Provide citation guide and discuss why each element of citation is needed. Ask students how they predict what information will be in an article. Provide access to research sources for students to assess the texts.
30 mins	ACTIVE READING: Ability to identify the central point and main supporting elements of a text.	SHORT CONSTRUCTED RESPONSE What is the author trying to accomplish? Which parts of the text show you that? Use the "The European Farce" text to demonstrate	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Answers questions with 	<ul style="list-style-type: none"> Invite students to brainstorm ways to figure out any author's intent. Ask students to find the evidence the author provides to support his position. Invite students to share and discuss their answers for this text. After the discussion, allow them to add to their notes.

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		how to determine the main ideas and author's goals in an article.	credible response.	<ul style="list-style-type: none"> Have students repeat this process for reading the rest of the selected texts.
Not provided	ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.	SHORT CONSTRUCTED RESPONSE As you read the articles, list words and phrases in your notebook that are essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Lists appropriate words and phrases. Provides accurate definitions. 	- Create an "Essential Vocabulary Foldable" <ul style="list-style-type: none"> European Union (EU) Euro Bailout Bankrupt Currency Currency Exchange Asylum Deficit Migrants Refugee European Commission - Extra Support - Prior Knowledge Vocabulary Organizer Pacing: ongoing
20 mins	ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	LIST Define "plagiarism" and list ways to avoid it.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies. 	<ul style="list-style-type: none"> Explain to the students how they cannot steal an author's or another student's ideas and work Show through a PowerPoint plagiarism and good examples of paraphrasing, and good examples of quoting a source. Students will practice paraphrasing sample paragraphs.
35 mins	NOTE-TAKING: Ability to read purposefully and select relevant information; to summarize and/or paraphrase.	NOTES From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	- Whole Group Note taking and what to look for in a textTeacher models how to take notes using the "The European Farce" text. Students may then work with a partner to read, discuss, and take notes on a second text. After working with a partner, students can read and take notes independently on final texts selected by the teacher or the students. Students may still participate in whole or small-group discussions of the articles, but the goal is for them to move toward reading and identifying relevant information independently.
Additional Attachments:  European Union Vocabulary Organizer				
Transition to Writing				
15 mins	BRIDGING: Ability to begin linking reading	SHORT CONSTRUCTED RESPONSE	Student meets expectations if	- Ticket Out The Door"At this point, do you feel that the European Union is having a negative or positive effect

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	results to writing task.	In a quick write, write about what you know now that you've read about the European Union. Do you think the European Union is good or bad for Europe?	he/she does the following: Use this as a formative assessment to determine if students' examples support their assertions.	on Europe's economy?" - The following day you should follow up on the students' responses
Additional Attachments:				
 Student Sample Essay				
Writing Process				
25 mins	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	Student meets expectations if he/she does the following: - Writes a concise summary statement or draft opening. - Provides direct answer to main prompt requirements. - Establishes a controlling idea. - Identifies key points that support development of argument.	- The students will work in groups and will state their positions and give two pieces of evidence that explain why they have taken their positions. - Groups will then discuss what makes each claim strong or weak.
30 mins	PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.	OUTLINE Create an outline based on your notes and reading in which you state your claim, sequence your points, and note the evidence from your notes that you will use in each paragraph.	Student meets expectations if he/she does the following: - Creates an outline or organizer. - Supports controlling idea. Uses evidence from texts read earlier.	- Show the students the format of the "Outline Organizer" - Students will fill in the organizer to help them put their arguments together.
40 mins	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Using your outline and notes, write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following: - Provides complete draft with all parts.	- Encourage students to re-read the prompt with a peer to check that they are still on track. Students should also use the Class List of features of a good response to make sure they are on track to fulfilling all requirements of the prompt. - Using their outline and all other materials the students will write their first draft.

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			- Supports the opening in the later sections with evidence and citations.	
40 mins	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	LONG CONSTRUCTED RESPONSE Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> - Provides complete draft with all parts. - Supports the opening in the later sections with evidence and citations. - Improves earlier edition. 	<ul style="list-style-type: none"> - The students will use their group members to proofread and provide feedback - The reviewers will point out the skills that the writer needs to improve - Reviewers will use highlighters and pens to help in the review process: Going Green Revision <ol style="list-style-type: none"> 1. Students use GREEN highlighter to highlight all topic sentences 2. Students use YELLOW highlighter to highlight all evidence that supports the main ideas of the essay. 3. Students use PINK highlighter to highlight sentences that explain connections between evidence and the main ideas. 4. Peer Edit/Partner Edit to ensure topic sentences relate to or support the thesis statement. 5. Ensure that students have included appropriate supporting evidence for topic sentences. 6. Ensure that supporting evidence is followed by an explanation of how the evidence supports the writer's position.
30 mins	EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> - Provides draft free from distracting surface errors. - Essays are in the forms that is expected. 	<ul style="list-style-type: none"> ● Briefly review selected skills that many students need to improve. ● Review a short list of proofreading marks. ● Have students work in groups to proofread each other's texts a second time.
30 mins	COMPLETION: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> ● Fits the "Meets Expectations" category in the rubric for the teaching task. 	Not Provided

Instructional Resources

Student Handout

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 **Task Packet**

 **Essay Checklist**

Section 4: What Results?

Student Work Samples

Advanced

 **Sample #1**

 **Sample #2**

Meets Expectations

 **Sample #3**

Approaches Expectations

 **Sample #4**

 **Sample #5**

Teacher Reflection

Not provided

All Attachments

- **Sample #1** : <https://s ldc.org/u/31c9if57hiqwjzbna436ef1tu>
- **Sample #2** : <https://s ldc.org/u/1vfkrc4w5pctfurha1m3u6rf8>
- **Sample #3** : <https://s ldc.org/u/2cfpvk mk70vi80orusc1lmjps>
- **Sample #4** : <https://s ldc.org/u/e5zq56a5fosaz0rixykdxh6wa>
- **Sample #5** : <https://s ldc.org/u/f46m6kaoigqyzcl9rrjpgdcao>
- **Task Packet** : <https://s ldc.org/u/9pme5gkjkpr1zh900ezs1uuvn>
- **Essay Checklist** : <https://s ldc.org/u/2dhv5wjn73xsvqqd7byot9ifi>