The Impact of the European Union
Students investigate the history, cooperative goals, and global impact of the European Union.

<table>
<thead>
<tr>
<th>Author</th>
<th>Barbara Stout and Gale Ekiss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>8 and High School</td>
</tr>
<tr>
<td>Duration</td>
<td>3 class periods</td>
</tr>
</tbody>
</table>

### National Geography Standards

**ELEMENT ONE:**

**THE WORLD IN SPATIAL TERMS**
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

**ELEMENT TWO:**

**PLACES AND REGIONS**
5. That people create regions to interpret Earth's complexity.

**ELEMENT FOUR:**

**HUMAN SYSTEMS**
11. The patterns and networks of economic interdependence on Earth's surface.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

**ELEMENT SIX:**

**THE USES OF GEOGRAPHY**
18. How to apply geography to interpret the present and plan for the future.

### Arizona Geography Standards

#### Grade 8

**Concept 2 Places and Regions**
PO 2 Explain the factors that contribute to political and social change in various world regions (e.g., USSR, Israel, European Union, China, Korea, Germany).

**Concept 4 Human Systems**
PO 5 Explain how cooperation and conflict contribute to political, economic, and social divisions (e.g., United Nations, European Union, NAFTA).

**Concept 9 Contemporary World**
PO 2 Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

**PO 3.** Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.

### Other Arizona Standards

**Grade 8**

**Strand 2 World History**

**Concept 8: World at War**

**PO 13.** Examine the fall of Communism and the unification of European nations:
- a. Germany – reunification, Berlin Wall torn down
- b. Russia – Gorbachev, Glasnost and Perestroika
- c. Union of Soviet Socialist Republics – countries regained independence
- d. European Union formed

**Concept 9 Contemporary World**

**PO 2.** Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

**PO 3.** Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.

**Strand 5 Economics**

**Concept 4 Global Economics**

**PO 4.** Identify interdependence in economic development between nations (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank).

**High School**

**Strand 2 World History**

**Concept 9 Contemporary World**

**PO 3.** Describe the development of political and economic interdependence during the second
The Impact of the European Union

High School
Concept 2: Places and Regions
PO 1. Identify the characteristics that define a region:
a. physical processes such as climate, terrain, and resources
b. human processes such as religion, political organization, economy, and demographics

PO 6. Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).

Concept 4: Human Systems
PO 4. Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism”, trade, outsourcing).

half of the twentieth century:
a. economics, global wage inequalities
b. technology
c. multinational corporations

Strand 5 Economics
Concept 1: Foundations of Economics
PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites.)

Concept 4 Global Economics
PO 2. Describe the effects of international trade on the United States and other nations:
a. how people and nations gain through trade
f. factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries
g. economic connections among different regions, including changing alignments in world trade partners
h. identify the effects of trade agreements (e.g., North American Free Trade Agreement)

Reading Standards for Literacy in History/Social Studies
Key Ideas and Details
6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.
9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
6-8.RH.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Integration of Knowledge and Ideas
6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Text Types and Purposes
6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information
The Impact of the European Union

into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to
Overview

From its post World War II beginnings, the European Union has evolved from the European Economic Community to a vital 27 member trade organization and solid vehicle for socio-political cooperation. The E.U. has become a dynamic force to be reckoned with in the arena of international trade and global politics, and as such, merits closer examination. It is essential that Americans understand the significant role this organization plays in unifying and strengthening the nations of Europe, as well as the ramifications the EU poses for the rest of the world.

Purpose

In this lesson, students learn some of the history of the European Union, its political make up, its use of the euro currency, and its impact on global issues.

Materials

- European Union Countries Map (without country names)
- European Union Countries Map (with country names)
- Map Key of EU member countries and applicant countries
- Computer lab and Internet access
- Resource Books on the EU
- European Union Writing Prompt
- European Union Content Graphic Organizer
- European Union Organization Checklist
- Six Trait Writing Rubric

Other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

6-8.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Objectives

The student will be able to:

- synthesize information on the European Union by using the library, European Union resource books or the Internet.
- read and summarize information for a report.

Procedures

Note: Two European Union Countries Maps are provided. If time is a factor, use the map with the names of the countries labeled. For additional practice in learning the countries of Europe, select the unlabeled map.

Session One

1. Ask students to estimate the number of countries that exist on the European continent. (There are 43-45, depending on how Cyprus and Turkey are categorized.) Pose the question, “Which is larger in land area: the continent of Europe or the United States?” If atlases or almanacs are available, students look up the actual land area figures (if unavailable, record the figures on the board) and do the math. The continent of Europe is slightly larger at 4,056,000 sq. mi. versus the United States at 3,679,192 sq. mi. The difference in area (376,808 sq.mi.) is equivalent to one-half the size of Alaska. Point out that the majority of European countries are the size of the smaller U.S. states.

2. Write this quote from Victor Hugo on the whiteboard. (1848) “A day will come when all
The Impact of the European Union

nations on our continent will form a European brotherhood...A day will come when we shall see...the United States of America and the United States of Europe, face to face, reaching out for each other across the seas." Discuss this quote. What would be the advantages and disadvantages? Is this likely to happen?

3. Distribute the European Union Writing Prompt and European Union Content Graphic Organizer to students. Emphasize that the 10 content issues on the European Union Content Graphic Organizer, must be addressed in the writing assignment. Discuss the criteria listed in the European Union Organization Checklist.

Session Two
2. Using the Internet and resources available, students research information on the EU to incorporate into a two page report.

3. When students have answered the questions in the graphic organizer, give them the map (labeled or unlabeled) to color with the member nations and applicant nations.

SESSION THREE
4. Students complete their research, map, and write their reports. Homework may be necessary if students are not finished.

Assessment

The student report is to be graded in the areas of: 1) Ideas and Content and 2) Organization using the 6 Traits Writing Rubric. A score of 4 or higher on the 6-point rubrics indicate mastery level for each writing trait.

The map can be graded for accuracy in identifying the member and applicant countries. Mastery will be considered 80% or higher.

Extensions

Write compare and contrast paper on the European Union and the United States.

Sources

Wikipedia entry on European Union
http://en.wikipedia.org/wiki/European_Union

Official website of European Union
http://europa.eu/index_en.htm

CIA World Factbook