

European Union Unit Summation

Time- 3 Days of Block or 6 regular Days

Objectives

1) To be able to successfully identify members of the European Union by labeling and naming the states on a blank European map.

2) To be able to describe at least 2 advantages and two disadvantages of membership in the EU.

3) To be able to outline a brief history of the EU from its beginnings to the present time citing reasons for its creation, growth, and challenges it faced over the years.

4) To be able to analyze the effect(s) the Union could have on global trading in the future as it grows.

Standards met with this Unit

A. Geography

A12.4

A12.9

A12.10

A12.13

B History

B12.9

B12.10

B12.13

B12.16

B12.17

C Political Science and Citizenship

C12.1

C12.2

C12.12

C12.14

D Economics

D12.4

D12.6

D12.7

D12.9

D12.12

D12.13

E The Behavioral Sciences

E12.4

E12.6

E12.17

Materials needed-

- 1) Map on Modern Europe
- 2) Vocabulary sheet
- 3) Statistic Study for nations
- 3) Timeline using the dates chosen by the teacher- there can be flexibility on what dates to use.

Sources

Material from the EU Publications Office –
www.europa.eu.int/comm./publications

The World Today, by Henry Brun, Amsco
Publication

The Goethe Institut-
goetheatlanta@mindspring.com

The European Community: Cooperating Nations
or Unified Superstate? (source for brainstorming
North American Congress)
www.crf.usa.bria/bria9

EU Unit

I Introduction

- A) Brainstorm A North American Congress
- B) Oral quiz on the EU- fact fishing from the students

II Research on the EU

- A) Vocabulary and map work in the computer lab
- B) Statistic Study sheet for Nations
- C) Lecture/discussion on the history and evolution of the EU compared to a contemporary World timeline

III Assessment on the EU

(This will be based upon the depth of discussions and research by the Students)

A North American Congress

Nearly every nation in the world has some sort of legislative system that makes the laws for its own people. The Maastricht Treaty, however points Europe in the direction of a legislative authority whose laws would apply to 400 million people living in 15 countries of the EU. Some political scientists argue that this could be a model for other regional lawmaking arrangements.

Assume that sometime in the near future the US, Canada and Mexico have formed a North American Congress. The purpose would be to pass laws beneficial for all North Americans. In small groups brainstorm what areas are of mutual interest and what areas should stay in each country's domain. Be sure to defend your choices of where areas should be placed.

Here are some prompts if needed-

- 1) environment
- 2) working conditions
- 3) minimum wage
- 4) health care
- 5) immigration- no visas or passports

- 6) crime
- 7) tariffs
- 8) agricultural products
- 9) government type
- 10) transportation
- 11) energy use
- 12) media services

European Union Vocabulary Name _____

Identify who, what, where, when, how.

- 1) Jean Monnet-
- 2) May 9,1950-
- 3) ECSC-
- 4) Robert Schuman-
- 5) Treaty of Rome-
- 6) Euratom-
- 7) Benelux countries-
- 8) Acquis communautaire-
- 9) Maastricht Treaty-
- 10) Euro-

Map work on the EU- using the political outline map provided complete the following:

- 1) Identify the original 6 members of the EU by labeling the countries and their capitals and by coloring them blue.
- 2) Identify the countries and their capitals that have joined the EU since 1973 and color them green.
- 3) Identify other potential members of the EU by naming them and their capitals and coloring them red

EUROPE



Political boundaries as of May 1994

Name _____

Date Due _____

Class _____

WORLD HISTORY STATISTICS STUDY Fourth Quarter

Country name: _____

Leader's name and title: _____

Government, type and description: _____

Absolute location: latitude _____ longitude _____

Relative location: (In relation to other countries and features) _____

Geographical description of the country: Include rivers, lakes, mountains, &etc.

Arable land area : Where and percentage _____

Climate: _____

Birthrate: _____

Infant mortality rate: _____

Population density: _____

Ethnic diversity: _____

Ethnic groups within cities and areas: _____

Capital and 5 largest cities: _____

Monetary unit: _____ Compared to United States: _____

Literacy rate: _____

Languages: official _____ Others: _____

Religion: official _____ Others: _____

Gross domestic products: _____

Per capita income: _____

Rural _____

Urban _____

Principle agricultural products: _____

Labor Force: _____

Number of Child laborers- _____

Natural Resources- _____

Exports and to whom- _____

Imports and from whom- _____

Women's status- _____