

EU Lesson Plan

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School: Oakland Schools

Title of Lesson Plan: The European Union: United in Diversity

Grades: 6th or 7th

Description:

This lesson introduces the students to the countries of the European Union through mapping and discussion sessions. The students will use materials from the European Union to label a classroom map with information about the member countries. They will identify which countries use the Euro and discuss why not all of them do so. The students will complete a map of the European Union for their own use. The lesson ends with a discussion of the future of the European Union.

Time: Two class periods

Objectives:

The student will identify the countries of the European Union, classifying them according to the year they joined the union.

The student will identify the countries of the European Union that currently use the Euro and discuss the significance of this.

Materials Needed:

A large wall map of Europe

Three pads of different colors of small sized Post-it Notes

A list of the countries of the EU, cut into individual pieces (See Appendix)

Copies for each student of the booklet “United in Diversity”

(To order: Go to the EU bookstore, <http://bookshop.europa.eu/> . Click on the “EN” box for English. In the search box type “United in Diversity.” Choose the 2007 version of the booklet and place your order.)

Copies for each student of a blank map of Europe (See Appendix)

Directions: (For the teacher)

1. Introduce the concept of the European Union to the students using a large wall map of Europe or having them look at a map in their textbooks. Discuss the number of countries are found there (45 countries). List on the board the advantages and disadvantages of this number. Ask the students if there is anywhere else that they can compare with Europe. Guide students to suggest the United States. Be sure to stress that the United States is one country with 50 states, which is different than Europe; however this may help them to understand some of the issues. Discuss what travel would be like in the U.S.A. if different states had their own languages, and monetary system.

2. Give the students an explanation of the European Union. Here is information from the *Europa* website at http://europa.eu/abc/panorama/index_en.htm :

The European Union (EU) is a family of democratic European countries, committed to working together for peace and prosperity. It is not a State intended to replace existing States, nor is it just an organisation for international cooperation. The EU is, in fact, unique. Its member states have set up common institutions to which they delegate some of their sovereignty so that decisions on specific matters of joint interest can be made democratically at European level.

The historical roots of the European Union lie in the Second World War. The idea was born because Europeans were determined to prevent such killing and destruction ever happening again. In the early years, the cooperation was between six countries and mainly about trade and the economy. Now the EU embraces 27 countries and 490 million people, and it deals with a wide range of issues of direct importance for our everyday life.

Europe is a continent with many different traditions and languages, but also with shared values such as democracy, freedom and social justice. The EU defends these values. It fosters cooperation among the peoples of Europe, promoting unity while preserving diversity and ensuring that decisions are taken as close as possible to the citizens.

In the increasingly interdependent world of the 21st century, it is more necessary than ever for every European citizen to work together with people from other countries in a spirit of curiosity, openness and solidarity.

3. Give each student their own copy of the EU booklet “United in Diversity”. Look through the introductory pages with the students, discussing the symbols that are used there for area, population and the Euro. Draw students’ attention to a large wall map of Europe and tell them that they are going to make it into a special purpose map of the European Union using Post-it Notes. First they need a map key. Make three different categories with the three colors of Post-it Notes. Write “Founding Countries, 1957” on one, “Building Years, 1972-1995” on another and “Recent Countries, 1998-2007” on the third. Place these key notes along side of the map. Discuss the categories with the students, giving them a historical perspective on events that led to these countries joining, such as the end of World War II and the fall of communism in Europe. (See appendix for a list of the countries.)
4. Assign each student one of the EU countries in the booklet, “United in Diversity”. If the class is larger than 27, pair up some of the students. One way to randomly assign the countries is to have students draw a slip of paper with the country name on it. A list of the countries can be found in the Appendix. Another way to assign the countries is have students count off starting with the page number of the individual countries in the booklet. Whatever number they have, corresponds to the page and country in the booklet.
5. Have the students research their assigned countries. They each choose a Post-it Note color to match with the year the country joined the EU. On their note they write the name of their county, the year it joined the EU and they draw the symbol for the Euro if their country uses it. The students also practice saying hello in their country’s language and research one other interesting fact about the country, using their booklets. The students, one at a time, place their Post-it Notes on the

large map. They tell the class the name of the country, when it joined the EU, whether they use the Euro, how to say hello and one interesting fact about the country.

6. Give each student a blank copy of the map of Europe. Instruct them to label the countries and create their own key, coloring the map to represent the European Union and the countries using the Euro. The students place their completed maps in their notebooks to use for future reference.
7. Once all of the countries are covered, have the students discuss what they have learned. Some ideas are that there are many languages that the EU has been around since 1957, that not all countries use the Euro, etc. Focus the end of the discussion on the new monetary system using the Euro. Students discuss the positive and negative effects of this system.

Assessment:

Have students write three facts that they have learned about the European Union. The students then do a “pair-share”. They team up with another classmate and compare notes. They write on their own paper any new information that they learn from their partner. This technique may be repeated with different partners if time permits.

Extension:

Ask students to collect articles from magazines and newspapers and reports of news programs on any of the EU countries. Bring these to class and display them around the large map of Europe on the classroom wall. Discuss if and how the news article relates to the European Union.

Appendix:

Countries of the EU by year (for use in mapping)

“Founding Countries” (6 countries)

1957 Germany, France, Italy, Belgium, Netherlands, Luxemburg

“Building Countries” (9 countries)

1972 Denmark, Ireland, United Kingdom

1981 Greece

1986 Spain, Portugal

1995 Austria, Finland, Sweden

“Recent Countries”

2004 Poland, Estonia, Latvia, Lithuania, Czech Republic, Slovakia, Slovenia,
Hungary, Cyprus, Malta

2007 Bulgaria, Romania

Alphabetical List of All EU Countries

Print and cut apart. Have students to pick a slip to assign a country.

Austria
Belgium
Bulgaria
Cyprus
Czech Republic
Denmark
Estonia
Finland
France
Germany
Greece
Hungary
Ireland
Italy
Latvia
Lithuania
Luxembourg
Malta
Netherlands
Poland
Portugal
Slovakia
Slovenia
Spain
Sweden
United Kingdom

Map of Europe



About.com: Geography. 17 August 2007

<http://geography.about.com/library/blank/blxeurope.htm>