Hello Europe: A Youth Guide to Europe and the European Union

A Teaching Guide for the *Hello Europe* CD-ROM

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Introduction

Many of these lessons were designed to be used with the *Hello Europe*: *A youth guide to Europe and the European Union CD*-ROM; however, the CD-ROM is not necessary to complete these assignments if other resources are available. These lessons are designed primarily for sixth grade social studies and high school geography and world history, and were developed following the Texas Essential Knowledge and Skills. For continued update to these lessons and additional lesson plans please check the following web site:

http://international.tamu.edu

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LESSON ONE: Mapping the European Union

SUMMARY: Students will use maps and other resources to locate the fifteen member states and thirteen applicant countries of the European Union. Students will create a map of their own to use during this unit of study.

GRADE LEVEL: 6th-9th

OBJECTIVES:
- Identify the countries involved in the European Union using maps and other resources
- Create a thematic map based on member and applicant states of the European Union

PROCEDURES:
The teacher will provide maps, globes, the Internet and other resources (i.e. *Hello Europe* CD-ROM) to help students locate and identify the member and applicant states of the European Union. The teacher will provide students with handout on "Mapping the European Union." Based on grade level and experience the teacher can vary the requirements for this assignment.

SUGGESTED ACTIVITIES:
1. Students will locate the European Union states using the interactive map on the *Hello Europe* CD-ROM, additional maps, globes, the Internet, and other available resources if needed.
2. Students will identify the fifteen member states and thirteen applicant countries of the European Union by writing the appropriate name within the boundaries of each country.
3. Students will color each member state yellow and each applicant state purple.

MATERIALS:
- Computers with Internet
- Maps, Globes, CD-ROMs, and Encyclopedias
- Colored Map Pencils
- Handout: "Mapping the European Union"

TIME REQUIRED: 50 minutes

EXTENTIONS:

- Have students create maps based on other aspects of these countries (i.e. population, economics, languages, politics, etc.).
- Have students create large maps and display them in the classroom.
- Have students create a map displaying countries that are not participating in the European Union.
- Have students create a physical map of Europe and discuss how these geographical features may influence the relationships between these countries.

Mapping the European Union

<u>Directions</u>: Using the interactive map on the *Hello Europe* CD-ROM, maps, the Internet, and other available resources identify the fifteen member states and thirteen applicant countries of the European Union by writing the appropriate name within the boundaries of each country. Using map pencils color each member state yellow and each applicant state purple.

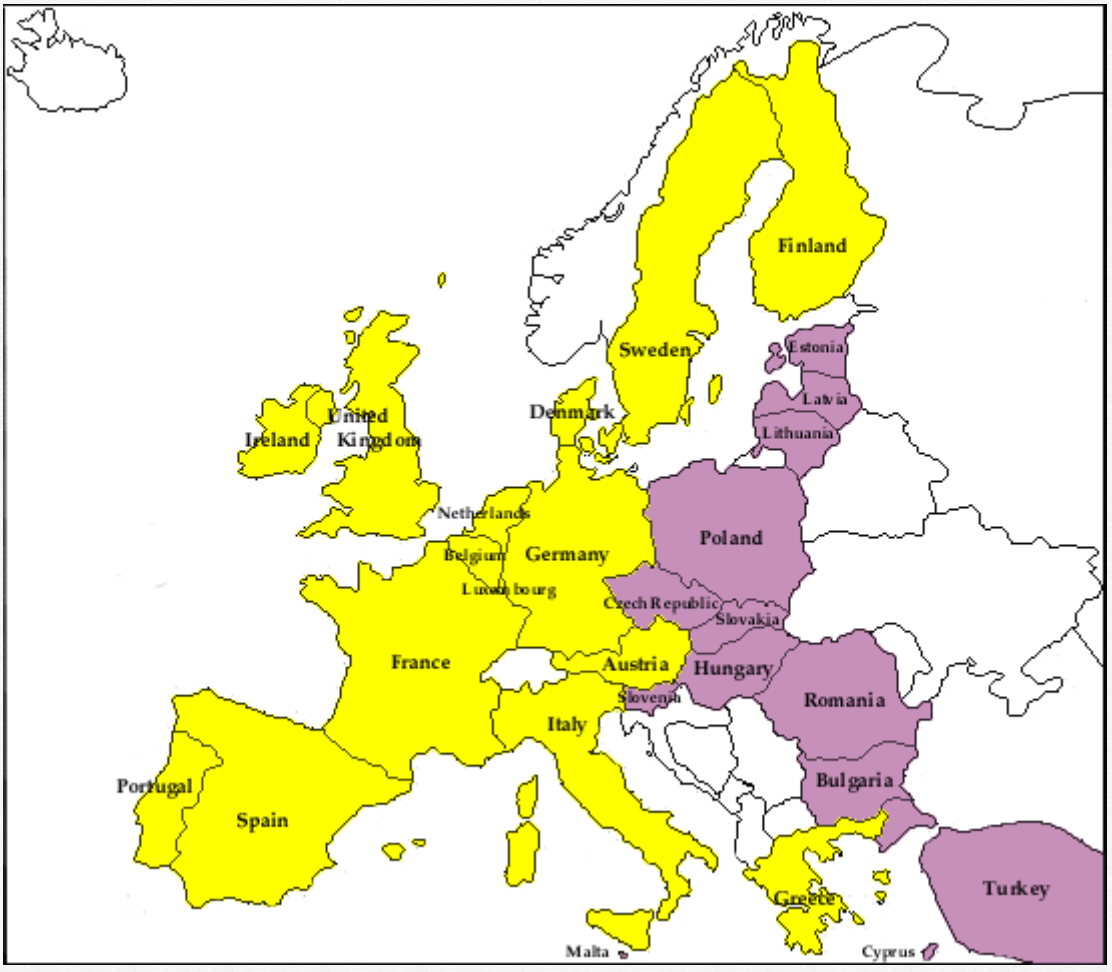
LESSON ONE: Mapping the European Union
Answer Key

Member Countries

1. Austria
2. Belgium
3. Denmark
4. Finland
5. France
6. Germany
7. Greece
8. Ireland
9. Italy
10. Spain
11. Luxembourg
12. Netherlands
13. Portugal
14. Sweden
15. United Kingdom

Applicant Countries

1. Bulgaria
2. Cyprus
3. Czech Republic
4. Estonia
5. Hungary
6. Lithuania
7. Latvia
8. Malta
9. Poland
10. Romania
11. Slovakia
12. Slovenia
13. Turkey



LESSON TWO: The European Union Flag

SUMMARY: Students will identify and compare the symbolism of the European Union and United States flags using various resources.

GRADE LEVEL: 6th-9th

OBJECTIVES:
- Identify the flags of the European Union and the United States of America using textbooks, the Internet, and other resources
- Reproduce these flags
- Discuss what the flag symbols and colors represent.

PROCEDURES:
The teacher will provide the students with the handout "The European Union Flag." Using map colors and available resources the students will color in the European Union and United States flags and answer the questions on the handout. The class will discuss the symbolism of the flags.

SUGGESTED ACTIVITIES:
1. Students will color the flags of the European Union and the United States of America.
2. Students will compare and contrast the two flags.
3. Students will complete the handout questions.
4. Students will discuss their answers.

SUGGESTED WEBSITES:
http://europa.eu.int/abc/symbols/emblem/index_en.htm
http://flagspot.net/flags/us.html

MATERIALS:
- Computers with Internet access
- Colored map pencils
- Textbooks, CD-ROMs, Encyclopedias
- Handout: "The European Union Flag"

TIME REQUIRED: 50 minutes

EXTENTIONS:

- Have students compare and contrast the proposals for the European Union flag.

  http://www.fotw.ca/flags/eur!1.html

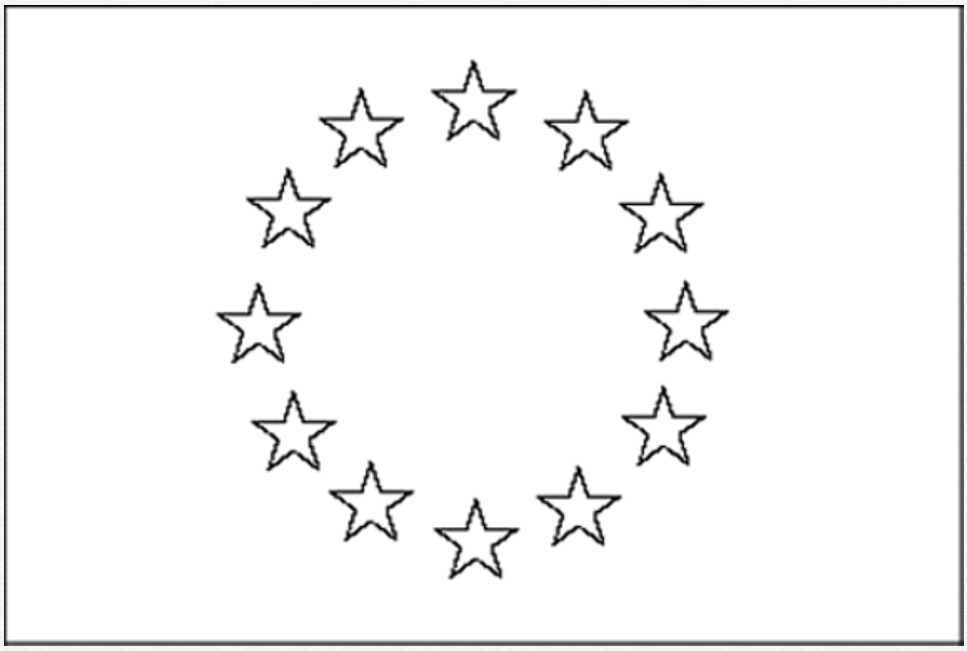
- Have students recreate other versions of the European Union and United States of America flags found on the Internet and display them in the classroom.

  http://www.ushistory.org/betsy/flagpics.html
  http://web8.si.edu/nmah/htdocs/ssb-old/2_home/fs2.html

- Have students create a new flag for the European Union or the United States of America and display them in the classroom.
- Have students create a new flag for a hypothetical union between Europe and the United States and display them in the classroom.

The European Union Flag

In 1986, the European Council adopted the flag that has become the emblem of the European Union. The flag's shapes and colors have symbolic meanings.



<u>Directions</u>. Color the European Union flag with the appropriate colors and answer the questions below. Use the following the Internet website to complete this section of the assignment:
http://europa.eu.int/abc/symbols/emblem/index_en.htm

1. What are the primary colors used in this flag?

   _____

2. What does the circle of stars represent? _____
3. What do the twelve stars represent? _____
4. Do you think this design is appropriate for the European Union?

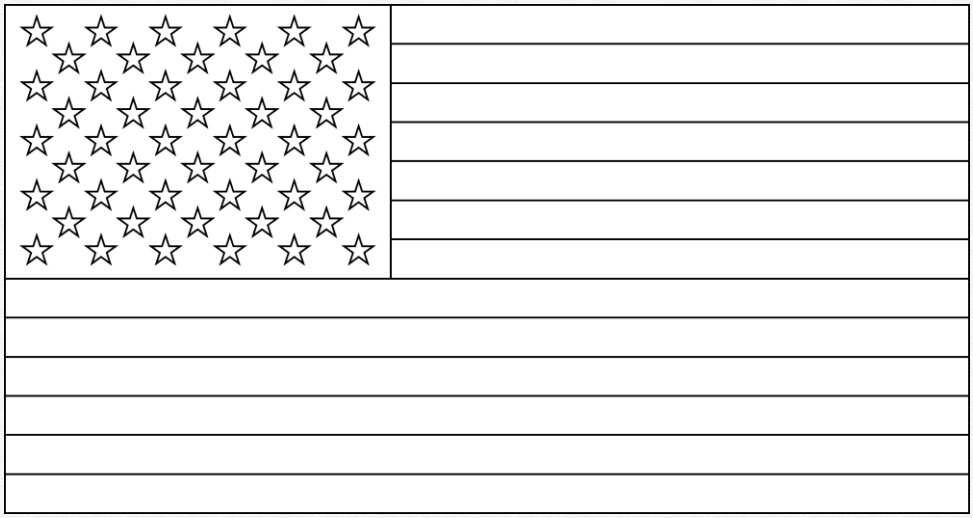
   _____ Why or why not? _____

   _____

The European Union Flag

continued

In 1776, Betsy Ross reported that she sewed the first American flag. The flag has gone through many changes since then.



<u>Directions</u>. Color the United States flag with the appropriate colors and answer the questions below. Use the following the Internet websites to complete this section of the assignment:
<u>http://www.ushistory.org/betsy/flagpics.html</u>
<u>http://web8.si.edu/nmah/htdocs/ssb-old/2_home/fs2.html</u>

5. What are the primary colors of the US flag?

   _____

6. What do the thirteen stripes represent on the US flag?

   _____

7. What do the stars represent? _____
8. How many stars are there on the US flag currently? _____
9. What does the US flag represent to you? _____

   _____

10. What similarities can you find between the US and the EU flags?

    _____

LESSON TWO: The European Union Flag
Answer Key

1. blue and yellow
2. the union of the people of Europe
3. perfection and unity
4. *answers will vary*

5. red, white, and blue
6. the original thirteen colonies
7. the states
8. fifty
9. *answers will vary*
10. *answers will vary*

LESSON THREE: European Union State Study

SUMMARY: Students can be divided into groups or work independently to study one of the member states and/or the applicant states of the European Union. Students will design a multimedia presentation to share the information with the class.

GRADE LEVEL: 6th-9th

OBJECTIVES:
- Conduct research on a European Union state using the *Hello Europe* CD-ROM and other resources
- Design a multimedia presentation on a European Union state
- Share the multimedia presentation with the class
- Evaluate and provide feedback on the presentations of self and others

PROCEDURES:
The teacher will provide maps, encyclopedias, the Internet and other resources (i.e. *Hello Europe* CD-ROM) to help students research a member or applicant state of the European Union. The teacher will provide students with the handout "European Union State Study Planning Document" to help them identify important information during their research.

The teacher may also provide the student with copies of the handout "Multimedia Presentation Storyboard" to help students organize their presentation. Based on grade level and experience the teacher can vary the requirements for this assignment. Websites for evaluation rubrics are provided for the teacher's discretion.

SUGGESTED ACTIVITIES:
1. Students will research a member or applicant state of the European Union using a variety of resources.
2. Students will create a presentation using multimedia computer software, digital cameras, scanners, the Internet, and other available resources.
3. Students will present their research to the class.
4. Students will evaluate their own work.
5. Students will evaluate the work of others.

SUGGESTED WEBSITES FOR RUBRICS:
Kathy Schrock's Guide for Educators – Assessment Rubrics
http://school.discovery.com/schrockguide/assess.html
Rubrics from the Staff Room for Ontario Teachers
http://www.odyssey.on.ca/~elaine.coxon/rubrics.htm
Assessment Rubric Sites on the Internet
http://sesd.sk.ca/teacherresource/rubric/rubrics.htm

MATERIALS:
- Computers with Internet, multimedia computer software
- Maps, CD-ROMs, Encyclopedias
- Digital camera, scanner
- Handout: "European Union State Study Planning Document"
- Handout: "Multimedia Presentation Storyboard"

TIME REQUIRED: two-three weeks

EXTENTIONS:
- Have students turn their research products into web pages and display via the Internet.
- Have students write response papers to themselves or their critics.

European Union State Study Planning Document

Name _____

Country _____

General Information

Capital: _____

Population: _____

Official Language(s): _____

Type of Government: _____

Head of Government: _____

Major products/economical resources: _____

_____

_____

Land: _____

People/Culture: _____

_____

Historical Highlights: _____

_____

_____

Map of Country: Flag:

Multimedia Presentation Storyboard

Your Name _____

Topic _____

Title Slide _____ Topic Slide _____

Notes _____ Notes _____

_____ _____

_____ _____

Topic Slide _____ Topic Slide _____

Notes _____ Notes _____

_____ _____

_____ _____

Multimedia Presentation Storyboard – *page 2*

Topic Slide _____ Topic Slide_____

Notes _____ Notes _____

_____ _____

_____ _____

Topic Slide _____ Conclusion Slide _____

Notes _____ Notes _____

_____ _____

_____ _____

LESSON FOUR: Reading Charts and Graphs

SUMMARY: Students will interpret charts and graphs related to the distribution of the members and political groups of the European Union Parliament.

GRADE LEVEL: 6th-12th

OBJECTIVES:
- Interpret charts and graphs
- Understand the distribution of the members and the political groups of the European Union Parliament
- Understand the concepts of governments

PROCEDURES:
The teacher will provide students with the handout on "Reading Charts and Graphs." The teacher may use the *Hello Europe* CD-ROM to provide students with information about the organization of the European Parliament.

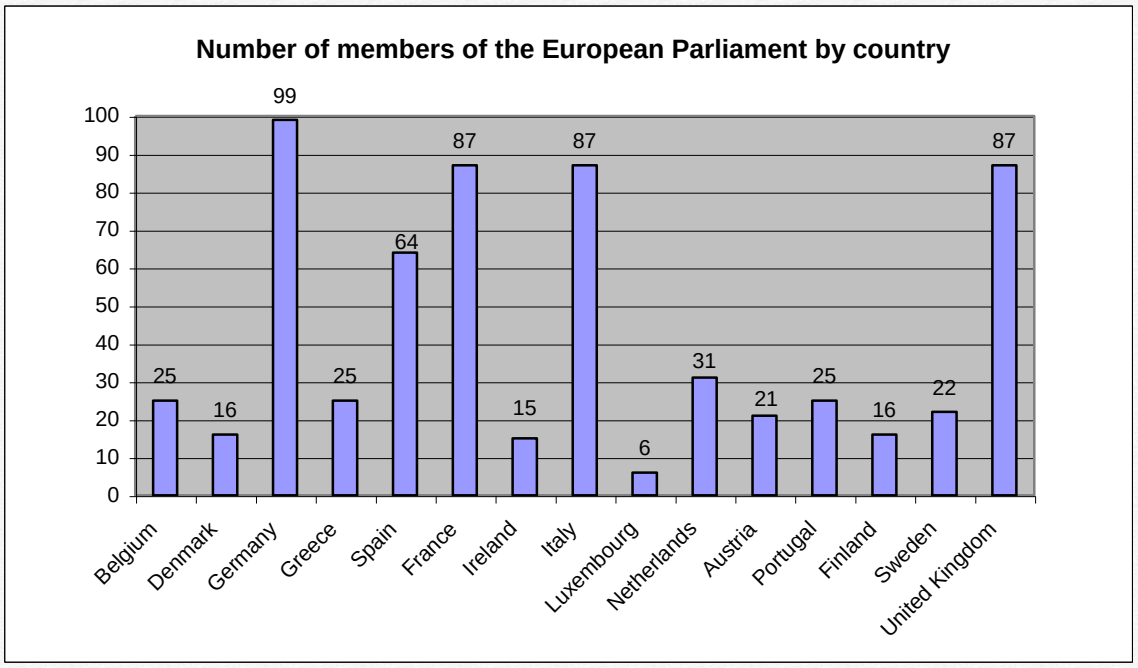
SUGGESTED ACTIVITIES:
1. Students will complete the handout "Reading Charts and Graphs."
2. Students will discuss and explain their answers.

MATERIALS:
- Computers with Internet
- Maps, Globes, CD-ROMs, and Encyclopedias
- Handout: "Reading Charts and Graphs"

TIME REQUIRED: 50 minutes

EXTENTIONS:
- Have students compare and contrast the organization of the United States Congress to the European Parliament.
- Have students compare and contrast the political parties of the United States and the European Union.
- Have students interpret other graphs and charts from the *Hello Europe* CD-ROM.

Reading Charts and Graphs



<u>Directions</u>. Use the graph above to answer the following questions.

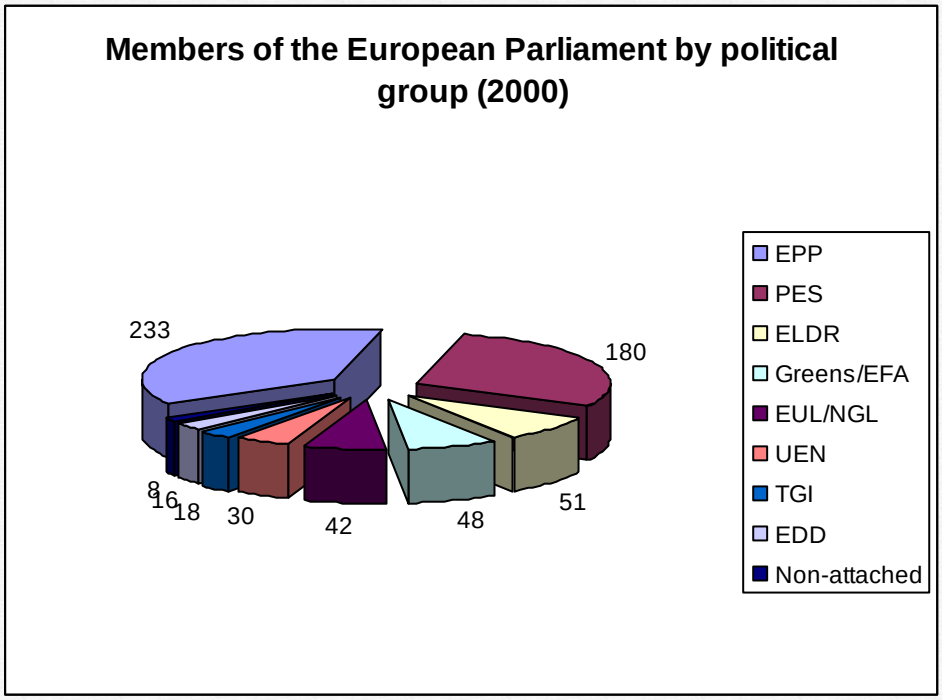
1. Which country has the most members in the European Parliament? _____
2. Which country has the least? _____
3. Why do you think this country has the least? _____

   _____
4. How many countries have more than fifty members? _____
5. Which three countries have 87 members each? _____

   _____
6. What is the total number of European Parliament members?

   _____

Reading Charts and Graphs *continued*



<u>Directions</u>. Use the chart above to answer the following questions.

7. Which political group has the largest representation in the European Parliament? _____
8. Which political group has the least? _____
9. Could the combined voting block of the other political groups outvote the EPP? _____
10. Could the combined voting block of the EPP and the PES outvote the other political groups? _____

LESSON FOUR: Reading Charts and Graphs
Answer Key

1. Germany
2. Luxembourg
3. Smallest, members based on size/population
4. Five
5. France, Italy, United Kingdom
6. In total there are 626 members of the European Parliament
7. EPP – Group of the European People's Party (Christian Democrats) and European Democrats
8. EDD – Group for Europe of Democracies and Diversities (Non-attached are not a political group)
9. Yes, the EPP has 233 members and the other groups total to 393. (626 – 233 = 393)
10. Yes, the combined voting block of the EPP and PES is 413. (626 – 413 = 213)

LESSON FIVE: Creating Charts and Graphs

SUMMARY: Using computers students will create charts and graphs using data provided regarding the area and population of the European Union. Students can be assigned to work in groups or pairs.

GRADE LEVEL: 6th-12th

OBJECTIVES:
- Interpreting charts and graphs
- Demonstrating knowledge about charts, graphs, and spreadsheets
- Recognizing the significance of area and population in the EU

PROCEDURES:
The teacher will provide the handout "Creating Charts and Graphs" to the students along with computers with spreadsheet software (i.e. Excel, Clarisworks/Appleworks). The teacher will guide students through the process of using spreadsheet software and understanding/interpreting charts and graphs area and population.

SUGGESTED ACTIVITIES:
1. Students will use data provided from the handout "Creating Charts and Graphs" to create their own bar graph and pie chart.
2. Students will interpret and discuss the significance of the graphs and charts produced.

MATERIALS:
- Computers with printer capability
- Spreadsheet software
- *Hello Europe* CD-ROM
- Handout: "Creating Charts and Graphs"

TIME REQUIRED: two to three class periods

EXTENTIONS:
- Have students complete the "Extra Practice" handout.
- Have students write their own questions for the graphs and charts they have created.
- Have students use the *Hello Europe* CD-ROM for additional practice in interpreting charts and graphs.

Creating Charts and Graphs

<u>Directions</u>. In a spreadsheet use the data below to recreate the bar graph and pie chart on the following page.

Belgium	31,000	Luxembourg	3,000
Denmark	43,000	Netherlands	41,000
Germany	357,000	Austria	84,000
Greece	132,000	Portugal	92,000
Spain	505,000	Finland	338,000
France	544,000	Sweden	411,000
Ireland	69,000	United Kingdom	242,000
Italy	301,000		

Sample Spreadsheet

Microsoft Excel - Area

File Edit View Insert Format Tools Data Window Help

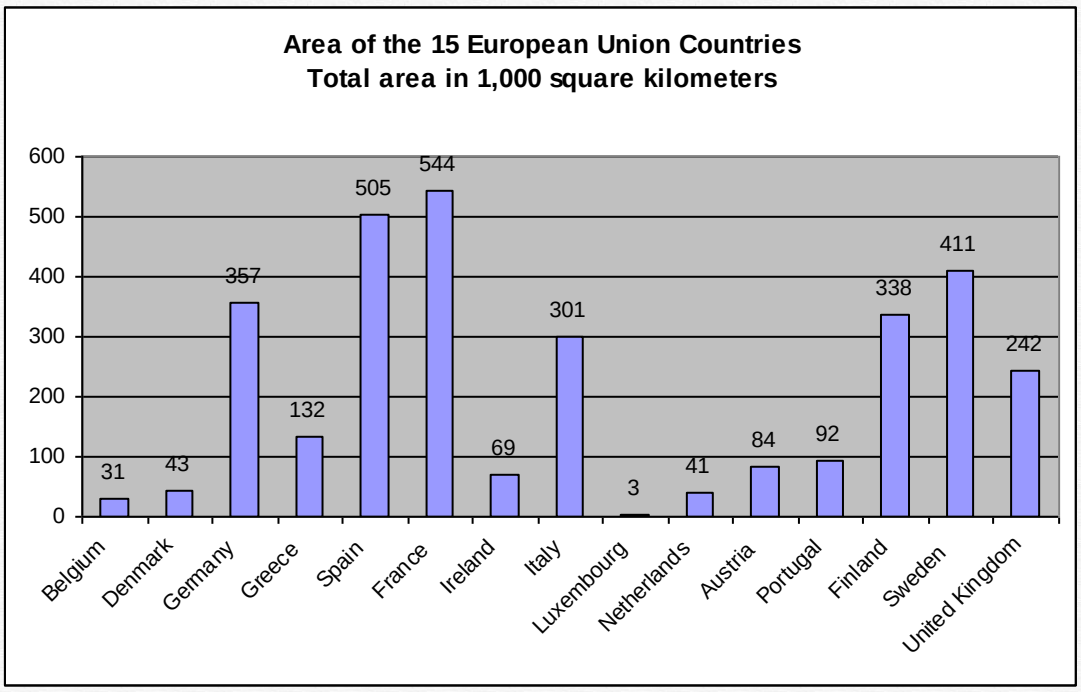
H25 =

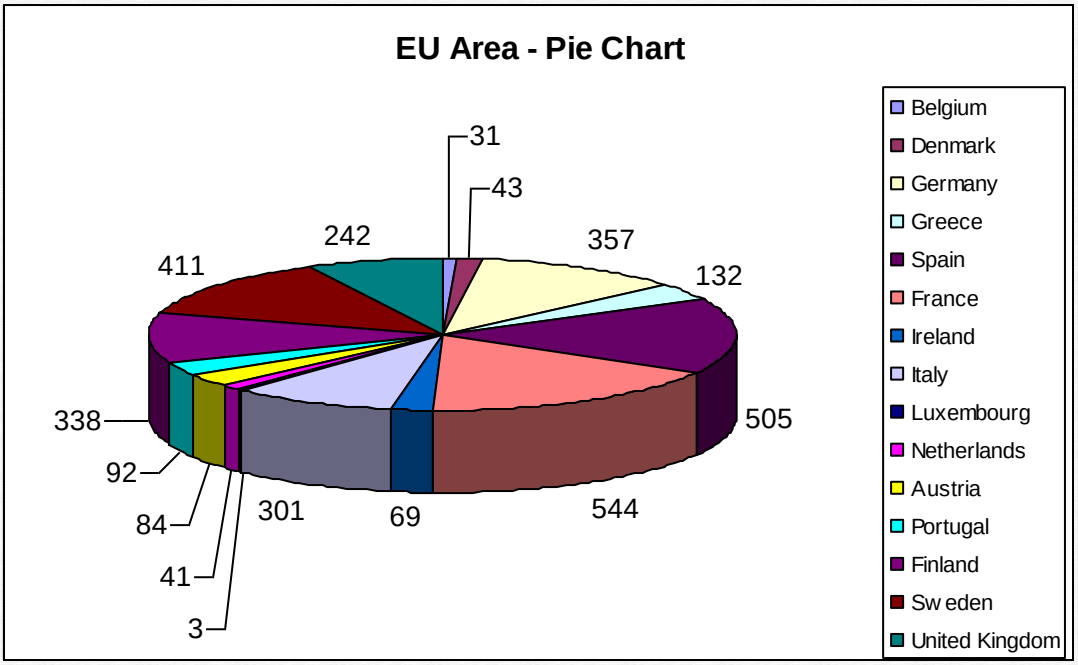
	A	B	C	D	E	F
1	Area: Total area 1,000 square kilometers.					
2	Belgium	31				
3	Denmark	43				
4	Germany	357				
5	Greece	132				
6	Spain	505				
7	France	544				
8	Ireland	69				
9	Italy	301				
10	Luxembourg	3				
11	Netherlands	41				
12	Austria	84				
13	Portugal	92				
14	Finland	338				
15	Sweden	411				
16	United Kingdom	242				
17	Total	3193				
18						
19	The 15 EU-countries have a total area of 3,191,000 square kilometers.					
20						

Creating Charts and Graphs

continued

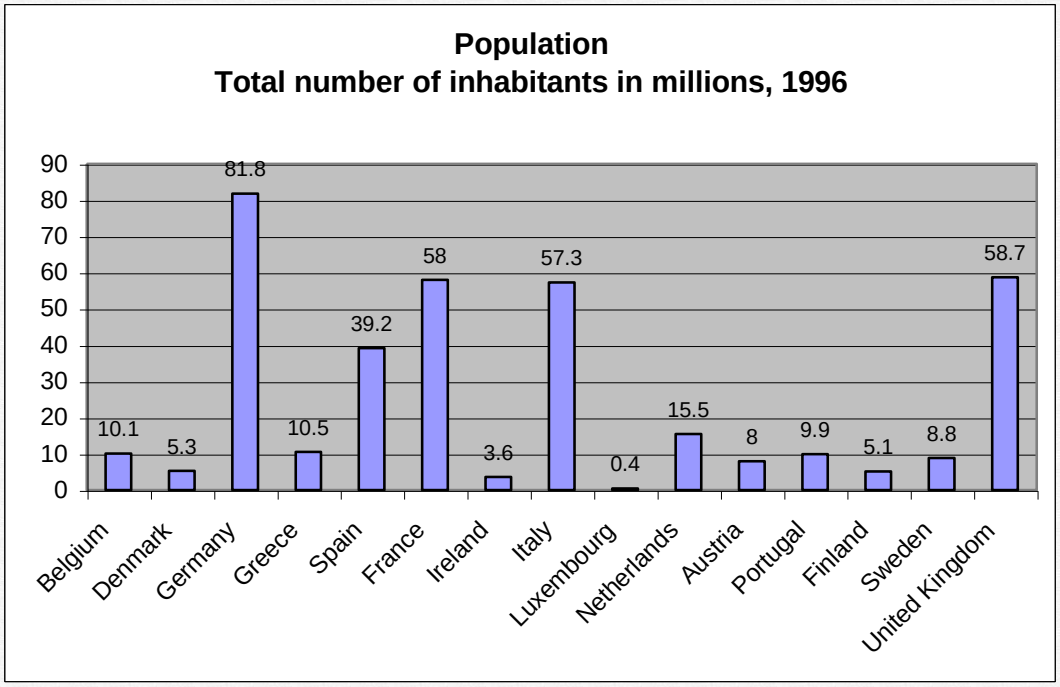
Examples

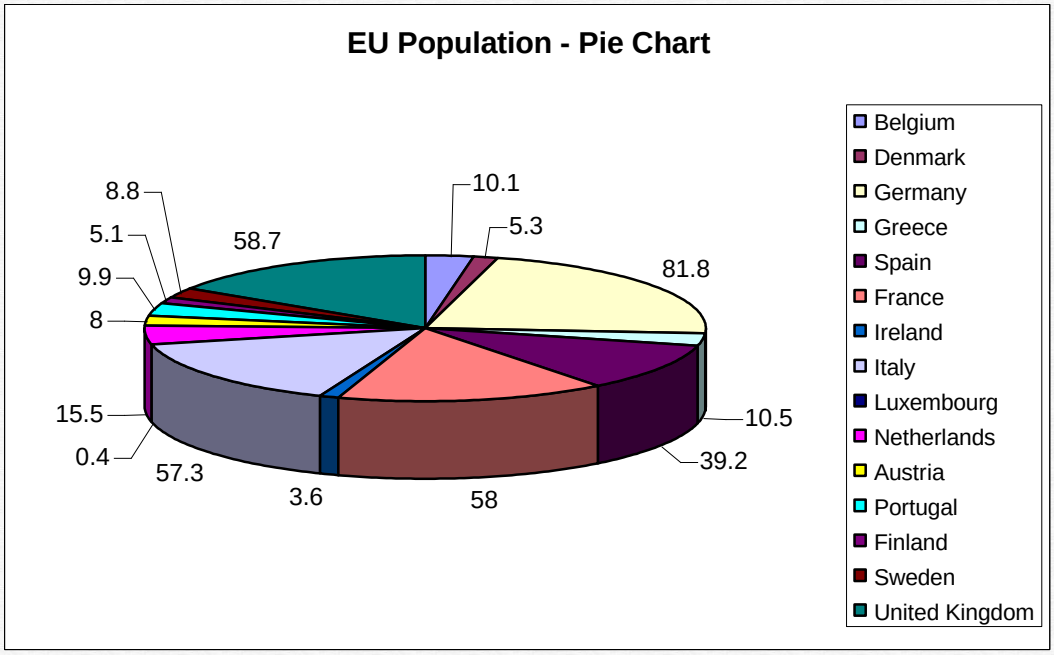




Creating Charts and Graphs – Extra Practice

<u>Directions</u>. In a spreadsheet recreate the bar graph and pie chart below.





LESSON SIX: Founding Fathers of the European Union

SUMMARY: Students will conduct research on the founding fathers of the European Union and share their research through computer-aided presentations. Students may be paired or work in groups for this project.

Konrad Adenauer (1876-1967)
Sir Winston Churchill (1874-1965)
Alcide de Gasperi (1881-1954)
Walter Hallstein (1901-1982)
Jean Monnet (1888-1979)
Robert Schuman (1886-1963)
Paul Henri Spaak (1899-1972)
Altiero Spinelli (1907-1986)

GRADE LEVEL: 6th-12th

OBJECTIVES:
- Identify the Founding Fathers of the European Union.
- Research the Founding Fathers of the European Union.
- Describe problems faced by the Founding Fathers.
- Explore the past through stories of people and compare the past to the present.
- Explore values and contributions of heroic men.

PROCEDURES:
The teacher will introduce the topic of Founding Fathers of the European Union using the *Hello Europe* CD-ROM. The teacher will divide the class into eight groups of two to three students. She will put the names of the eight Founding Fathers on separate sheets of paper and place them in a basket. Each group will draw out one name. Each group will then use the Internet and other available resources to research that person based on the following suggested categories to be adjusted according to level of difficulty for appropriate grade levels:
- Birth date
- Birthplace
- Country he represented

- Life before he became famous/family life/career/etc.
- Factors that made him famous
- How was he a leader in the development of the European Union?
- Major contributions
- How did he exhibit characteristics of honesty, courage, strong leadership, or patriotism? Problems and challenges he faced in his position of leadership. Did his actions have a positive or negative influence on the European Union and the present world overall?
- Cause of death, Date of death

SUGGESTED ACTIVITIES:

1. Students will prepare a report about their Founding Father.
2. Students may use computer software such as Microsoft PowerPoint, Clarisworks/AppleWorks, or HyperStudio to create an electronic presentation or students may prepare a poster.
3. Each group will present the information to the class.

SUGGESTED WEBSITES:
http://www.biography.com
http://www.s9.com/biography/search.html
http://www.historychannel.com
http://www.worldhistory.com/
http://www.eurunion.org/index.htm

MATERIALS:

- Computers with Internet and printer capability
- Computer presentation software
- Encyclopedias, CD-ROMS, books, videos, poster board

TIME REQUIRED: Two to three weeks

EXTENTIONS:

- Have students compare and contrast the American Founding Fathers with the European Union Founding Fathers.
- Have students create posters of American and European Union Founding Fathers for classroom display.

Biographical Data Planning Sheet

Your Name _____

Research Topic _____

Date of birth: _____

Date of death: _____

Place of birth: _____

Country he represented: _____

Early life: _____

_____

Education: _____

_____

_____

Career: _____

_____

_____

_____

_____

Marriage/Family: _____

_____

_____

Major contributions/accomplishments: _____

_____

_____

_____

_____

Other data: _____

LESSON SEVEN: A European Union Timeline

SUMMARY: Students will use the *Hello Europe* CD-ROM, information previously learned in this unit, and other resources to create a timeline of the European Union. This can be an individual, group, and/or class project.

GRADE LEVEL: 6th-12th

OBJECTIVES:
- Identify major historical events of the European Union.
- Sequence major historical events on a timeline.

PROCEDURES:
The teacher will provide the *Hello Europe* CD-ROM, the Internet, encyclopedias, and other resources to help students locate and identify the major historical events leading to the creation of the European Union. Based on grade level, experience, and available technology the teacher can vary the requirements for this assignment.

SUGGESTED ACTIVITIES:
1. Students will research the historical events leading to the creation of the European Union using the *Hello Europe* CD-ROM, encyclopedias, the Internet, and other available resources.
2. Students will identify the important events and organize these events in chronological order.
3. Students will individually create a timeline via database or spreadsheet computer software.
4. Students will then synthesize the materials to create one classroom timeline.

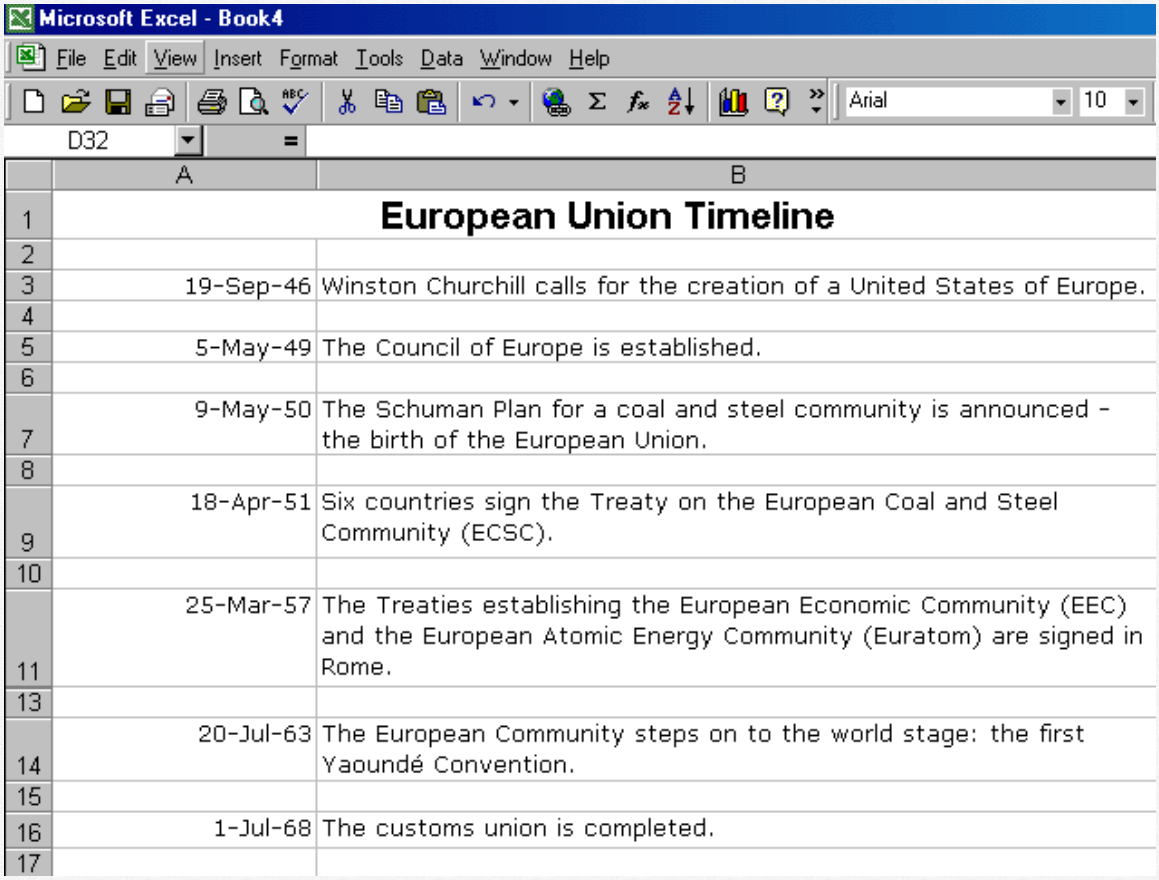
MATERIALS:
- Computers with Internet and printer capability
- *Hello Europe* CD-ROMs, Encyclopedias
- Printer paper, butcher-block paper, markers

TIME REQUIRED: one week

EXTENTIONS:

- Have students correlate other world or American historical events with their timeline(s).
- Make a classroom timeline showing dates of significant contributions of studied Founding Fathers

Sample Student European Union Timeline



	A	B
1		**European Union Timeline**
2		
3	19-Sep-46	Winston Churchill calls for the creation of a United States of Europe.
4		
5	5-May-49	The Council of Europe is established.
6		
7	9-May-50	The Schuman Plan for a coal and steel community is announced - the birth of the European Union.
8		
9	18-Apr-51	Six countries sign the Treaty on the European Coal and Steel Community (ECSC).
10		
11	25-Mar-57	The Treaties establishing the European Economic Community (EEC) and the European Atomic Energy Community (Euratom) are signed in Rome.
13		
14	20-Jul-63	The European Community steps on to the world stage: the first Yaoundé Convention.
15		
16	1-Jul-68	The customs union is completed.
17		

LESSON EIGHT: "The United States of Europe"

SUMMARY: In this lesson students will describe and debate "The United States of Europe" as outlined by Winston Churchill, and compare Churchill's concept with the present-day European Union.

GRADE LEVEL: 6th-12th

OBJECTIVES:
- Analyze the speech of Winston Churchill on "The United States of Europe"
- Research the debate on Churchill's speech
- Discuss the concept of a European Union
- Compare and contrast Churchill's vision with the present European Union

PROCEDURES:
The teacher will show the speech given by Winston Churchill on "The United States of Europe" which is available on the *Hello Europe* CD-ROM. The teacher may also use the suggested websites as background material for research and discussion. The teacher will lead a discussion on this material or have the class debate the different perspectives on Churchill's speech. Students can also debate the need for a European Union. The teacher may vary this assignment based on student abilities and experience.

MATERIALS:
- *Hello Europe* CD-ROM
- Computer with Internet and CD-ROM access

SUGGESTED ACTIVITIES:
1. Students will research Winston Churchill's speech regarding "The United States of Europe."
2. Students will research the historical events leading to Churchill's speech.
3. Students will research the historical events leading to the creation of the European Union.
4. Students will debate Churchill's concept of "The United States of Europe."

5. Students will compare and contrast Churchill's concept and the current European Union.

SUGGESTED WEBSITES:
http://www.winstonchurchill.org/ITJ102.htm
http://www.liv-coll.ac.uk/pa09/europetrip/brussels/churchill.htm
http://www.eurplace.org/federal/churdisco.html
http://www.europa-web.de/europa/02wwswww/202histo/churchil.htm
http://www.bmdf.co.uk/paperchurchill.html

TIME REQUIRED: one week

EXTENSIONS:

- The student will compare and contrast "The United States of Europe" and/or the European Union with the United States of America.

LESSON NINE: European Union Speeches

SUMMARY: In this lesson students will research speeches related to the European Union. They will deliver the speech as though they were the original speaker/author.

GRADE LEVEL: 6th-12th

OBJECTIVES:
- Identify/interpret/recite a speech of a famous person on the topic of the European Union
- Research the historical situation surrounding the speech and the author of the speech

PROCEDURES:
The teacher will show the speech given by Winston Churchill on "The United States of Europe" which is available on the *Hello Europe* CD-ROM. Using the following website as a resource each student will select an appropriate speech on the topic of the European Union to give to the class:
http://www.eurunion.org/news/speeches/speeches.htm

SUGGESTED ACTIVITIES:
1. Students will select a speech of a famous person on the topic of the European Union.
2. Students will research the historical situation surrounding the speech and the author of the speech
3. Students will present a speech of a famous person on the topic of the European Union

MATERIALS:
- Hello Europe CD-ROM
- Internet access
- Optional: minimal props with each speech

TIME REQUIRED: one week

EXTENSIONS:
- Write a speech or essay responding to the selected speech on the topic of the European Union.

LESSON TEN: Utopia Versus Dystopia

SUMMARY: This project deals with the concepts of utopian and dystopian societies. Students will learn the definition and look at examples of these societies. They will research utopian experiments and/or literature.

GRADE LEVEL: 6th-12th

OBJECTIVES:
- Define utopia and dystopia.
- Recognize utopian/dystopian concepts in contemporary music.
- Research utopian/dystopian experiments and literature.

PROCEDURES:
The teacher will provide the students with the handouts "Utopia Versus Dystopia" and "Utopian Concepts in Contemporary Music Lyrics." The teacher will lead a discussion on the definition of utopia and dystopia. The teacher will provide the lyrics for "Imagine," "From A Distance," and "Another Day in Paradise." If possible, play the songs for the students. After reading/listening to the lyrics of each song have the class discuss/interpret the utopian and/or dystopian qualities of each song.

The teacher can either assign or allow students to choose utopian/dystopian experiments and/or literature to research. The teacher may provide websites, CD-ROMS, books, textbooks, encyclopedias, etc. that will provide information or the teacher may use this assignment to teach library research skills.

SUGGESTED ACTIVITIES:
1. Students will define utopia and dystopia.
2. Students will compare and contrast examples of contemporary music lyrics dealing with these topics.
3. Students will research utopia/dystopian experiments and/or literature.
4. Students will report on their research.

SUGGESTED WEBSITES:
Prelude to the Utopian Society
http://www.utopia.it/testi/book_utopia.htm
A Kindler, Gentler Republic: The Effects of Plato's Republic on Thomas More's Utopia
http://www.d-holliday.com/tmore/plato.htm
American Utopia: Llano del Rio Cooperative Colony
http://www.lpb.org/programs/utopia/principles.html
Communism and Utopia: Marx Was Closer Than He Thought
http://wizard.ucr.edu/~clevy/papers/3.html
Utopian Communities
http://www.rci.rutgers.edu/~still/utopia.htm
The Farm, Summerton, Tennessee
http://www.gaia.org/farm
Utopian Alternatives
http://www.plattsburgh.edu/legacy/utopia.html

MATERIALS:
- Handouts "Utopia Versus Dystopia" and "Utopian Concepts in Contemporary Music Lyrics"
- Internet access
- Library access or books, CD-ROMs, encyclopedias, etc.
- Optional – Music CDs with "Imagine," "From A Distance," and "Another Day in Paradise"

TIME REQUIRED: one week

EXTENSIONS:
- Have students use the chart "Utopia Versus Dystopia" to write a five-paragraph essay explaining how each of the three songs discussed in class relate to utopias and/or dystopias.
- Have students find other songs that deal with these concepts or other concepts/themes.
- Have students create a PowerPoint slide show displaying what they have learned from their research.

Utopia Versus Dystopia

Utopia is an ideal, peaceful state or society. Many authors, social reformers, and philosophers have written about the possibility of creating a "perfect" society. The word "utopia" comes from the Greek "ou-topos," which means "a place that does not exist."

Utopias are idealistic, visionary, impractical, foolish, and impossible all at once. Those who seek utopia are driven by the impulse to make life good, to live in a country where things are as good as they ought to be or even better than they can be.

Major authors began to write about "dystopia" the most imperfect and dismal society. These authors write about what might happen if technological, political, sociological, or scientific ideas are carried to extremes, or they write satirically about utopian ideas.

Science fiction writers have for along time explored the dangers of utopia. Their negative responses have probably been fueled by association with totalitarianism, especially the generations after Hitler and Stalin. Arthur Clarke wrote that only utopia can supply the ultimate boredom. Huxley's *Brave New World*, Orwell's *1984*, and Bradbury's *Fahrenheit 451* all look at the dangers of trying to artificially create a utopian world.

The concept of dystopia is generally seen as a dictatorship where power has corrupted and human beings are coerced. Most of the people accept the coercion since it is in the guise of happiness and improvement. Dystopias often focus on a lone rebel who breaks away to pursue his or her own "happiness." For example, in the novel *Fahrenheit 451,* the main character, Montag, represents the lone rebel who gradually become aware of the coercion, especially as he sees his wife's vulnerability to the mindlessness and her final destruction.

Utopian Concepts in Contemporary Music Lyrics

Name _____ Date _____

	Utopia - definition	Dystopia - definition
"Imagine" – John Lennon		
"From a distance" – Bette Midler		
"Another Day in Paradise" - Phil Collins		

"Imagine" - John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today . . .

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
No religion too
Imagine all the people
Living life in peace . . .

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world . . .

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one.

"From a Distance" - (Written by Julie Gold) Bette Midler

From a distance, the world looks blue and green, and the snow-capped mountains white
From a distance, the ocean meets the stream, and the eagle takes to flight
From a distance, there is harmony, and it echoes through the land.
It's the voice of hope, it's the voice of peace, it's the voice of every man.
From a distance, we all have enough, and no one is in need
And there are no guns, no bombs and no disease, no hungry mouths to feed.
From a distance, we are instruments, marching in our common band,
playing songs of hope, playing songs of peace, they're the song of every man.
God is watching us, God is watching us, God is watching us, from a distance.

From a distance, you look like my friend, even though we are at war.
From a distance, I just cannot comprehend, what all this fighting is for?
From a distance, there is harmony, and it echoes through the land.
And it's the hope of hopes, it's the love of love, it's the heart of every man.
It's the hope of hopes, it's the love of love, this is the song of every man.

God is watching us, God is watching us, God is watching us, from a distance
Oh... God is watching us, God is watching, God is watching us, from a distance.

"Another Day in Paradise" - Phil Collins

She calls out to the man on the street
"Sir, can you help me?
It's cold and I've nowhere to sleep,
Is there somewhere you can tell me?"

He walks on, doesn't look back
He pretends he can't hear her
Starts to whistle as he crosses the street
Seems embarrassed to be there

Oh think twice, it's another day for
You and me in paradise
Oh think twice, it's just another day for you,
You and me in paradise

She calls out to the man on the street
He can see she's been crying
She's got blisters on the soles of her feet
Can't walk but she's trying

Oh think twice...

Oh lord, is there nothing more anybody can do
Oh lord, there must be something you can say

You can tell from the lines on her face
You can see that she's been there
Probably been moved on from every place
'Cos she didn't fit in there

Oh think twice...