

<b>Name: Ellen Resnek</b>		<b>Unit Plan: Week of May 18</b>
		<b>Subject/Grade Level: AP European History</b>
<b>Unit Title:</b>	<u><i>Analysis of European Union for AP European History</i></u>	
<b>Standards:</b>	<p><b>From AP College Board:</b></p> <p><b>THEMATIC FOCUS: Economic and Commercial Developments</b> Economic development, especially the development of capitalism, played an important role in Europe’s history, often having significant social, political, and cultural effects.</p> <p><b>THEMATIC FOCUS: National and European Identity NEI</b> Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.</p>	
<b>Objectives</b>		
<b>Learning Objective:</b>		
<ul style="list-style-type: none"> <li>➤ Explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present.</li> <li>➤ Explain how the European Union affected national and European identity throughout the period following World War II to the present.</li> </ul>		
<b>Key Concepts</b>		
<p>KC-4.4.IV European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.</p> <p>KC-4.4.IV.A As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity.</p> <p>KC-4.4.IV.B EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union.</p>		
<b>Essential Questions</b>		
<b>Lesson Focus Question:</b>		

Analyze the common political and economic problems facing Western European nations in the period 1945 - 2020 and discuss their responses to these problems.

**Learning Acquisition and Assessment**

Students will know... (content/concepts)

The goals of the European Union:

- promote peace, its values and the well-being of its citizens
- offer freedom, security and justice without internal borders
- sustainable development based on balanced economic growth and price stability, a highly competitive market economy with full employment and social progress, and environmental protection
- combat social exclusion and discrimination
- promote scientific and technological progress
- enhance economic, social and territorial cohesion and solidarity among EU countries
- respect its rich cultural and linguistic diversity
- establish an economic and monetary union whose currency is the euro.

Students will be able to... (skills, performance tasks)

- Identify and explain the EU goals and values as the the basis of the EU and through examining the Lisbon Treaty and the EU Charter of fundamental rights.

Formative Assessments

Quick Write/Journal

Summative Assessments

Research Project

**Learning Activities (1 week – 5 days): Lesson introduction, body, and closing**

Day  
1

**Opening Activity Quick Write:**

When given this overarching idea:

The European Union (EU) is a unique economic and political union between 27 European countries.

	<ul style="list-style-type: none"> <li>➤ <i>How does this final unit fit into the study of European History? Is it continuity or change over time?</i></li> <li>➤ <i>Think about development in post Cold War History</i></li> </ul> <p><b>Whole class activity: view the short video:</b></p> <p><a href="https://audiovisual.ec.europa.eu/en/video/I-133251">https://audiovisual.ec.europa.eu/en/video/I-133251</a></p> <p><b>Journal and discuss:</b> Why do you believe this video was produced? Is there a bias in this piece?</p> <p><b>Small group activity:</b></p> <p>Using this document students will annotate with big ideas that answer our focus question:</p> <p style="text-align: center;"><i>Analyze the common political and economic problems facing Western European nations in the period 1945 - 2005 and discuss their responses to these problems.</i></p> <p><a href="https://drive.google.com/file/d/1tKLhHSuRm7IbdpWdxbcfCKpTy7EUZjFa/view?usp=sharing">https://drive.google.com/file/d/1tKLhHSuRm7IbdpWdxbcfCKpTy7EUZjFa/view?usp=sharing</a></p> <p><b>Chart Resource:</b></p> <p><a href="https://docs.google.com/presentation/d/18e0Xnu3H_g39Ky9gu197X0qMAMRotz6sbaKr413HjA/edit?usp=sharing">https://docs.google.com/presentation/d/18e0Xnu3H_g39Ky9gu197X0qMAMRotz6sbaKr413HjA/edit?usp=sharing</a></p> <p>Main EU-related concepts/activities: The EU goals and values as the the basis of the EU and through examining the Lisbon Treaty and the EU Charter of fundamental rights.</p>
Day 2	<p><b>Teacher led discussion: on When the charter is used</b></p> <p>The terms of the charter are addressed to</p> <ul style="list-style-type: none"> <li>➤ The institutions and bodies of the EU</li> <li>➤ National authorities only when they are implementing EU law</li> </ul>

	<p><i>For example, the charter applies when EU countries adopt or apply a national law implementing an EU directive or when their authorities apply an EU regulation directly.</i></p> <p><i>In cases where the charter does not apply, the protection of fundamental rights is guaranteed under the constitutions or constitutional traditions of EU countries and international conventions they have ratified.</i></p> <p><i>The charter does not extend the scope of the EU to matters not part of its normal remit.</i></p> <p><b>Whole Class Brainstorm :</b></p> <ul style="list-style-type: none"> <li>➤ <b>Historical and Contemporary events that would be covered under the charter.</b></li> </ul> <p><b>Small Group Research identified events and the EU response:</b></p> <p>Main EU-related concepts/activities: The EU goals and values as the the basis of the EU and through examining the Lisbon Treaty and the EU Charter of fundamental rights.</p>
Day 3	<p><b>Day 3: Continue with Small Group Research identified events and the EU response:</b></p> <p>Main EU-related concepts/activities: The EU goals and values as the the basis of the EU and through examining the Lisbon Treaty and the EU Charter of fundamental rights.</p> <p><b>Useful Resources:</b></p> <p><b>The European Union: Questions and Answers</b>  <a href="https://drive.google.com/file/d/1XjyPqXaTltviIn5Isl2oWqyaE7sy3xOE/view?usp=sharing">https://drive.google.com/file/d/1XjyPqXaTltviIn5Isl2oWqyaE7sy3xOE/view?usp=sharing</a></p> <p><b>EU Member Country Map:</b></p>

## Member States of the European Union in 2020



Several institutions are involved in making decisions at EU level, in particular:

- the **European Parliament**, which represents the EU's citizens and is directly elected by them;
- the **European Council**, which consists of the Heads of State or Government of the EU Member States;
- The **Council**, (also called the Council of the European Union) which represents the governments of the EU Member States; and
- the **European Commission**, which represents the interests of the EU as a whole.

### **Link to Examine the Policy areas of the EU**

<https://op.europa.eu/webpub/com/eu-what-it-is/en/>

Public health	Climate action and the European Green Deal	Economy, finance and the euro	Migration and asylum	Borders and security
Business and industry	Single market	Digital economy and society	Employment and social affairs	Education and training
Research and innovation	Regional policy	Transport	Agriculture and rural development	Maritime affairs and fisheries
Environment	Energy	Foreign affairs and security policy	EU enlargement	European neighbourhood policy
Trade	International cooperation and development	Humanitarian aid and civil protection	Justice and fundamental rights	Food safety
Consumers	Banking and financial services	Competition	Taxation	Customs
Culture and media	Youth	Sport	Budget	Fraud prevention

Decision Making Roles <https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter3>

Decision-making at EU level involves various European institutions, in particular:

- the European Parliament,
- the European Council,
- the Council of the European Union (Council), and
- the European Commission.

Day 4 **Day 4: Presentation of small group research**  
Main EU-related concepts/activities:

Day 5 **AP European History Short Answer Practice**  
Short Answer: SAQ Reminders:

- All answers must be written in complete sentences – no “bullet point” lists.
- You must **answer all parts of the question and label your answers** as to which part of the question you are answering. (Ex: Part A...). Please respond in the same order the questions are asked.
- Each answer must reference **highly specific factual information** in order to earn credit. Each answer should have at least **one specific FACT** in it.
- Make sure you understand what the question is asking you to do...Then, do it!!

Using your knowledge of European history to answer all parts of the question that follows.

***Source: The Global Market and the Coming Storm, William Greider (1997)***

*Imagine a wondrous new machine ... a machine that reaps as it destroys. It is huge and mobile... but no one is at the wheel... It is sustained by its own forward motion, guided mainly by its own appetites. And it is accelerating...*

*The machine is... modern capitalism driven by the imperatives of global industrial revolution. The metaphor is imperfect, but it offers a simplified way to visualize what is dauntingly complex and abstract and impossible diffuse - the drama of a free-running economic system that is reordering the world...*

*The symptoms of upheaval can be found most anywhere, since people in distant places are now connected by powerful strands of the same marketplace. The convergence has no fixed center, no reliable boundaries or settled outcomes... The earth's diverse societies are being rearranged and united in complicated ways by global capitalism. The idea evokes benumbed resignation among many. The complexity of it overwhelms. The enormity makes people feel small and helpless.*

- A. Identify and analyze ONE effect on European economies during the twentieth century that resulted from the development of the European Union and the Global Market.
- B. Identify and analyze ONE effect on European politics during the twentieth century that resulted from the development of the European Union and the Global Market.
- C. Identify and analyze ONE of the continuing challenges to the countries in the European Union and the Global Market.

Main EU-related concepts/activities: The EU goals and values as the the basis of the EU and through examining the Lisbon Treaty and the EU Charter of fundamental rights.

## Resources and Materials

Books/Articles	Worksheets	Social media accounts/other digital resources
<p><a href="https://drive.google.com/file/d/11rYqeL3opLt9_rifdtTz2on2IvdgtyGe/view?usp=sharing">https://drive.google.com/file/d/11rYqeL3opLt9_rifdtTz2on2IvdgtyGe/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1XjyPqXaTltviIn5Isl2oWqyaE7sy3xOE/view?usp=sharing">https://drive.google.com/file/d/1XjyPqXaTltviIn5Isl2oWqyaE7sy3xOE/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1ry03gVt5NwV1jfovwpxE5zHiC0pxIh/view?usp=sharing">https://drive.google.com/file/d/1ry03gVt5NwV1jfovwpxE5zHiC0pxIh/view?usp=sharing</a></p>	<p><a href="https://docs.google.com/presentation/d/18e0Xnu3H_g39Ky9gu197X0qMAMRotz6sbaKr413HjA/edit?usp=sharing">https://docs.google.com/presentation/d/18e0Xnu3H_g39Ky9gu197X0qMAMRotz6sbaKr413HjA/edit?usp=sharing</a></p>	<p><a href="https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter3">https://op.europa.eu/webpub/com/eu-what-it-is/en/#chapter3</a></p>

**K-12 Teacher Lesson Plan Template**