

# Graphic organizer for the structure of the European Union

**Directions:** Research the role and functions of each of the following institutions of the European Union. Follow the following link, then click on “Institutions and bodies”, then on “types of Institutions and Bodies”.

## Institutions and bodies

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### Institutions and bodies profiles

Search for all EU institutions, organisations and agencies by type.

### Types of institutions and bodies

The European Union's institutional set-up is unique. Find out about the organisations involved in EU decision-making and their functions.

From there, scroll down to the hyperlinked (blue) title of each of the following institutions, and complete the following chart.

## Institutions

The powers, responsibilities and procedures treaties of the EU: the [Treaty on the Functioning of the European Union](#) (1992). More recently, the [Treaty of Lisbon](#) (2007) and additions to their competencies.

The 4 main EU institutions, with their distinct roles and initiate and coordinate EU law-making.

In general, the European Council does not initiate legislation. In most cases, the European Parliament, the Council of the European Union produce the policies and laws that apply through the [Ordinary Legislative Procedure](#).

In principle, the Commission proposes new laws. The member states of the Union adopt them. The member states of the Union ensure that the laws are properly applied.

- [European Parliament](#)

Represents the citizens of EU countries and makes laws jointly with the Council of the European Union. It runs a network of [liaison offices](#) in EU capital cities.

- [European Council](#)

Institution	
European Parliament	<p data-bbox="378 233 440 260">Role:</p> <p data-bbox="378 342 1089 369">How do people get selected (or elected) for this institution?</p> <p data-bbox="378 449 732 476">Briefly describe how it works:</p>
European Council	<p data-bbox="378 630 440 657">Role:</p> <p data-bbox="378 737 1089 764">How do people get selected (or elected) for this institution?</p> <p data-bbox="378 844 732 871">Briefly describe how it works:</p>
European Commission	<p data-bbox="378 1060 440 1087">Role:</p> <p data-bbox="378 1167 1089 1194">How do people get selected (or elected) for this institution?</p> <p data-bbox="378 1274 732 1302">Briefly describe how it works:</p>
European Court of Justice	<p data-bbox="378 1491 440 1518">Role:</p> <p data-bbox="378 1598 1089 1625">How do people get selected (or elected) for this institution?</p> <p data-bbox="378 1772 732 1799">Briefly describe how it works:</p>

For the United States, go to the following websites embedded in the chart to analyze information about the 3 branches of the United States national government:

Branch of Government	
<p>Congress (the Legislative branch) The House of Representatives</p> <p><a href="https://www.house.gov/">https://www.house.gov/</a></p>	<p>Role:</p> <p>How do people get selected (or elected) for this institution?</p> <p>Briefly describe how it works:</p>
<p>The Senate</p> <p><a href="https://www.senate.gov/">https://www.senate.gov/</a></p>	<p>Role:</p> <p>How do people get selected (or elected) for this institution?</p> <p>Briefly describe how it works:</p>
<p>President (the executive branch)</p> <p><a href="https://www.whitehouse.gov/">https://www.whitehouse.gov/</a></p>	<p>Role:</p> <p>How do people get selected (or elected) for this institution?</p> <p>Briefly describe how it works:</p>
<p>The Supreme Court (the judicial branch)</p> <p><a href="https://www.supremecourt.gov/">https://www.supremecourt.gov/</a></p>	<p>Role:</p> <p>How do people get selected (or elected) for this institution?</p> <p>Briefly describe how it works:</p>

Graphic organizer on consent to be governed

1. Use the following website to explore various treaties and how various nations in the European Union consented to be governed via passage of these treaties:

[https://european-union.europa.eu/principles-countries-history/principles-and-values/founding-agreements\\_en](https://european-union.europa.eu/principles-countries-history/principles-and-values/founding-agreements_en)

Name of the treaty	
The Treaty of Lisbon	Briefly describe the founding treaty/what it did.  Briefly describe how members of the European Union approved of this treaty. (describe the procedure for approval in 2 different member countries)
The Maastricht Treaty	Briefly describe the founding treaty/what it did.  Briefly describe how members of the European Union approved of this treaty. (describe the procedure for approval in 2 different member countries)

2. Go to the following website to research how the U.S. Constitution was ratified.

<https://constitutioncenter.org/interactive-constitution/learning-material/ratification>

U.S. Constitution	Briefly describe who attended the Philadelphia Convention and the basic ideals of the US Constitution.  Briefly the ratification (approval) process for the United States Constitution:
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# Brussels-Lux Study Tour 2022

## K-12 Teacher Unit Planning Template

Name: Abby Dupke		Unit Plan: Weeks of
		Subject/Grade Level:
<b>Unit Title:</b>	Separation of Power and Consent to be governed: the EU and the U.S.	
<b>Unit Narrative:</b>	In this unit, students will analyze the structure of the European Union and compare it to the separation of powers of the United States. They will additionally compare and contrast the way that citizens of the United States and citizens of European nations consented to be governed, in keeping with democratic principles.	
<b>Standards:</b>	<p>From National Council for the Social Studies:</p> <p><b>Theme 9:</b>  <b>GLOBAL CONNECTIONS</b>  The realities of <b>global interdependence</b> require an <b>understanding of the increasingly important and diverse global connections among world societies</b>.  This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, <b>political science, government</b>, and technology.</p> <p><b>Theme 10:</b>  <b>CIVIC IDEALS AND PRACTICES</b>  <b>An understanding of civic ideals and practices</b> is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, <b>political science</b>, cultural anthropology, and fields such as <b>global studies</b>, law-related education, and the humanities.</p> <p><b>From the Arizona History and Social Studies Standards</b>  Process, rules, and laws direct how individuals are governed and how society addresses problems.</p> <ul style="list-style-type: none"> <li>• HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three <b>branches</b> and at the local, state, tribal, national, and <b>international levels</b> in terms of the civic purpose achieved.</li> </ul> <p style="padding-left: 40px;">And</p> <p>Civic virtues and democratic principles are key components of the American political system.</p> <ul style="list-style-type: none"> <li>• HS.C1.3 Explain and use deliberative processes implemented in <b>various civic and political institutions</b>.</li> </ul> <p style="padding-left: 40px;">And</p> <ul style="list-style-type: none"> <li>• HS.C2.3 Evaluate the evolution of <b>ideals</b> and rights established in <b>historical documents</b>, legislation, executive actions, and court cases.</li> </ul>	
<b>Objectives</b>		
→ Describe the major institutions of the European Union.		
→ Explain the major functions of European Union institutions.		

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## K-12 Teacher Unit Planning Template

<p>→ Compare and contrast the major functions of the European Union institutions to the major functions of the three branches of the U.S. national government.</p> <p>→ Explain (and compare and contrast) how people consented to join the European Union and how people consented to be governed under the United States Constitution.</p>	
<b>Big Ideas</b>	
<p>→ Principles of democracy can be achieved by different structures of government.</p> <p>→ Separation of powers can be found in national as well as supra national governments.</p> <p>→ Consent of the governed can be demonstrated in national and supranational governments</p>	
<b>Essential Questions</b>	
<p>→ How does the European Union distribute powers to differing governing bodies and how does that compare and contrast to the distribution of powers in the United States' government?</p> <p>→ How do/did citizens of European nations consent to be governed by rules/laws of the European Union and how does that compare/contrast to how citizens of the United States consent(ed) to be governed by the United States Constitution?</p>	
<b>Learning Acquisition and Assessment</b>	
<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> <li>→ The functions of the major governing bodies of the European Union</li> <li>→ The treaties which member states approved to give governing authority to the European Union</li> <li>→ The functions of the branches of the U.S. national government</li> <li>→ The ratification process of the U.S. Constitution</li> </ul>	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> <li>→ Compare and contrast the structure of the U.S. government and that of the European Union by accurately completing a graphic organizer with the information about both entities.</li> <li>→ Compare and contrast the way consent to govern was given by U.S. and EU citizens by accurately completing a graphic organizer with the information about both entities</li> <li>→ (optional) write a brief essay comparing and contrasting the structure of the U.S. government and that of the European Union</li> </ul> <p style="text-align: center;">OR</p> <p>Write a brief essay comparing and contrasting the way consent to govern was given by U.S. and EU citizens</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> <li>→ Chart comparing and contrasting EU and US separation of powers</li> <li>→ Chart comparing and contrasting EU and US consent to be governed</li> </ul>	<p>Summative Assessments</p> <ul style="list-style-type: none"> <li>→ Essay (or class discussion) comparing and contrasting the structure of the U.S. government and that of the European Union</li> </ul> <p style="text-align: center;">OR</p>

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## K-12 Teacher Unit Planning Template

	<p>Essay comparing and contrasting the way consent to govern was given by U.S. and EU citizens</p>	
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>		
Day 1	<ul style="list-style-type: none"> <li>→ Watch videos overview on how the European Union works.</li> <li>→ Define terms: separation of powers, consent to be governed, legislative, executive, judicial. Supranational government</li> <li>→ Groups of 4 read the sections on the 4 institutions of the EU in “How the European Union Works”—each partner does one section and shares information about their section with the other partners.</li> </ul>	
Day 2	<ul style="list-style-type: none"> <li>→ (day 1 activity continued, if necessary)</li> <li>→ Research and chart on separation of powers in the United States and in the European Union</li> </ul>	
Day 3	<ul style="list-style-type: none"> <li>→ Research and chart on consent to be governed in the United States and in the European Union</li> </ul>	
Day 4	<ul style="list-style-type: none"> <li>→ Work with a partner to color code the charts—shade similarities in separation of powers in one color and differences in separation of powers between the U.S. and the European Union in another color.</li> <li>→ Work with a partner to color code the charts—shade similarities in consent to be governed in one color and differences in separation of powers between the U.S. and the European Union in another color.</li> <li>→ Partner or whole class discussion on the charts. Optional—work with a partner to outline answers to either essay prompt.</li> </ul>	
Day 5	<ul style="list-style-type: none"> <li>→ (optional) write essay on either comparing/contrasting separation of powers OR comparing/contrasting consent to be governed.</li> </ul>	
<b>Resources and Materials</b>		
<ul style="list-style-type: none"> <li>→ Government textbook or electronic resources to look up vocab terms.</li> <li>→ Read/group share read text “How the European Union works” <table border="1" style="margin-left: 20px; width: 50%;"> <tr> <td style="text-align: center;"> <a href="https://eeas.europa.eu/archives/delegations/singapore/documents/more_info/eu_publications/how_the_european_union_works_en.pdf">https://eeas.europa.eu/archives/delegations/singapore/documents/more_info/eu_publications/how_the_european_union_works_en.pdf</a> </td> </tr> </table> </li> <li>→ Watch brief videos the institutions: <ul style="list-style-type: none"> <li><a href="https://european-union.europa.eu/principles-countries-history/principles-and-values/founding-agreements_en">https://european-union.europa.eu/principles-countries-history/principles-and-values/founding-agreements_en</a></li> <li><a href="https://youtu.be/9eufLQ3sew0">https://youtu.be/9eufLQ3sew0</a></li> </ul> </li> <li>→ Graphic Organizers (attached to this unit plan) also—see websites embedded in the graphic organizers.</li> </ul>		<a href="https://eeas.europa.eu/archives/delegations/singapore/documents/more_info/eu_publications/how_the_european_union_works_en.pdf">https://eeas.europa.eu/archives/delegations/singapore/documents/more_info/eu_publications/how_the_european_union_works_en.pdf</a>
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