
The European Union

What is the European Union



The European Union is made up of 27 countries.

The European Union was created after World War II and a main goal of the EU was to have cooperation with European countries that promoted economic goals and collaboration.

The EU also promotes peace throughout the continent and has over time, made it much easier for the people of Europe to travel from place to place.

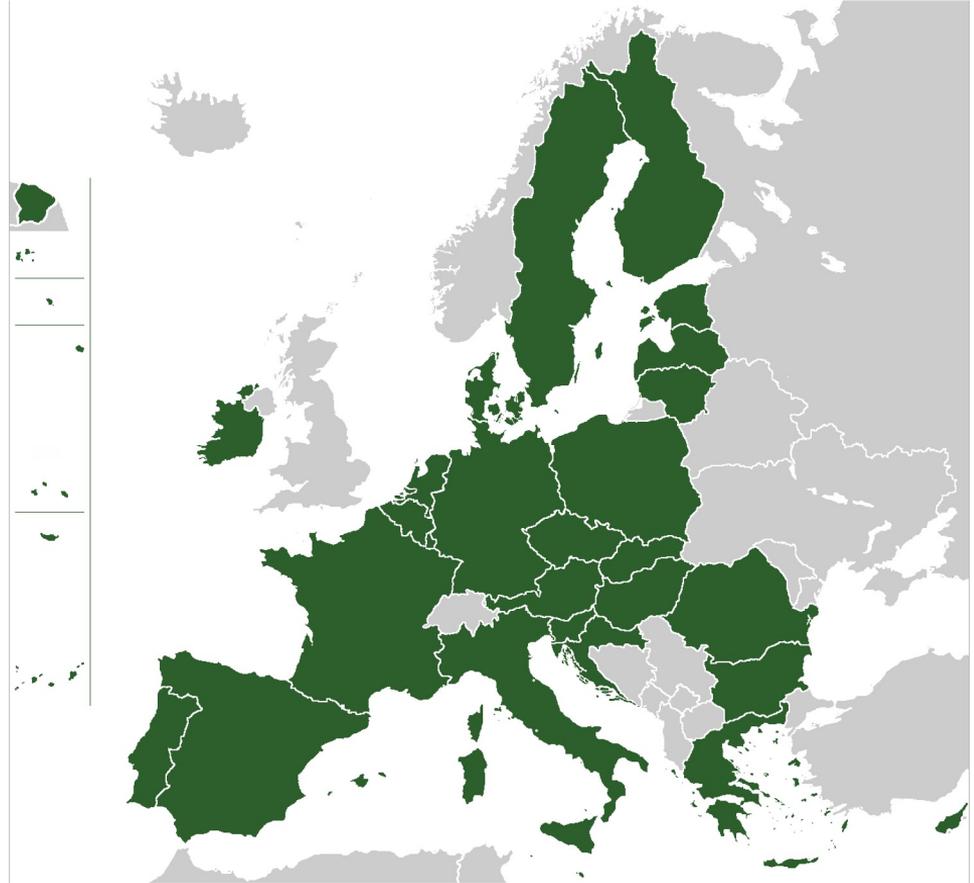
The EU promotes democracy and the countries involved are elected representatives.

Who is involved?

27 countries across the European continent.

Can you name the countries that are highlighted on the map?

List of countries can be found [here](#).



A little video to help further explain the EU



There are Seven European Union Institutions

The European Commission

The European Parliament

The European Council

The European Central Bank

The Council of the European Union

The Court of Justice of the European Union

The European Court of Auditors

SUSTAINABLE DEVELOPMENT GOALS



What is the Euro?



In January 1999, 11 European Union countries made the decision to use one single currency, the euro as their new common currency.

When it began, the euro was only used as an electronic currency. Euro banknotes and coins were introduced three years later in 2002.

Today, the euro is the currency of 19 EU countries and over 340 million Europeans. It is one of the most important currencies in the world and we at the European Central Bank are entrusted with safeguarding its value.

The euro is also the second most widely used currency in the world today.

Today, the euro is equal to the value of the U.S. dollar. However, this has not always been the case.



Activity

You are going to choose one country that is part of the European Union and do some research regarding its role within the European Union.

You will be working with a partner to help with the research process. Each group will be working on a different country so you will need to choose a country you are interested in and let me know ASAP. Once the country is taken by a group, it is off the table as an option.

Norwin School District
Lesson Plan Template

<p>Unit: The European Union</p>	<p>Lessons 1-4</p>	
<p>PACCS/Academic Standard(s)</p> <p>8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450. • Africa • Americas • Asia • Europe</p> <p>7.3.12.B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics. • Cultural conflicts (e.g., over language (Canada), over political power (Spain), over economic opportunities (Mexico) Forces for cultural convergence (e.g., the diffusion of foods, fashions, religions, language)</p> <p>CC.8.5.9-10.D. -Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>		
<p>Objective(s) Determine the role of the European Union and how it has impacted the countries involved.</p>		
<p>Learning Target Statement I can determine the role of the European Union and review the different institutions that make up the EU.</p>	<p>Anticipated Time of Lesson 43 minutes</p>	
<p>Model and Explain (TO) Students will learn what the European Union is via a presentation in class. The presentation can be found here. The presentation will be provided to the students via google classroom/email so they can follow along and view the various websites that explain more regarding the European Union.</p>		
<p>Guided Practice (WITH) Students should follow along in class and watch the video that further explains the European Union and how it operates.</p>		
<p>Performance of Understanding (BY) The students will have time to start reviewing the handout where they will be expected to look up information regarding different countries within the EU.</p>	<p>Look-Fors I can explain what the European Union is and how it impacts the lives of others. I can review the various websites that will be needed in order to complete the project in class. .</p>	
<p>Formative Feedback</p>		
<p>Opportunity for Improved Performance</p>		

Learning Target Statement I can research a country in the European Union and document my findings. .	Anticipated Time of Lesson 129 minutes (3 Class Days)
Model and Explain (TO) Students were provided a handout to start looking up information about a specific country in the EU. As a class, we will go through the expectations including the project that will be due after three days of working in class. Students will be given time to ask questions to clarify anything needed to successfully complete the project.	
Guided Practice (WITH) Students will need to take a few moments to review the list of countries that are part of the European Union and choose one that they would like to learn more about. Since there are 27 countries, each student should be researching a different country. The students will then begin working on a packet where they will document what they discover about their country. The packet can be found here .	
Performance of Understanding (BY) Students will collaborate with each other to formulate a plan using the sustainability goals provided in the presentation.	Look-Fors I can research different countries within the EU. I can review the sustainability goals of the EU. I can research a specific country within the EU and create a plan.
Formative Feedback	
Opportunity for Improved Performance	
Materials Student Handout Promethean Board iPads Google Slides Presentation	
Personal Reflection This lesson can help the students better understand how the EU operates and how the sustainability goals set by the EU are important not only for Europe but the world as well.	
Summative Assessment Students will answer questions regarding what they recalled about culture and the different elements that make up culture.	
Homework Students will be provided with three days in class to research and develop their plan. They will be expected to present their project to their peers. Students are expected to work on this outside of the class if needed.	

Name _____ Period _____

The European Union

Choose a country that is part of the European Union and answer the following questions: The list of countries that are part of the European Union can be found [here](#).

Country: _____

Capital: _____

Map it out! Using the map below, label your country and capital.



1. When did your country join the European Union?
2. Does your country have an official language(s)? If so, list them. Is the official language of your country also one of the official languages of the European Union?
3. Does your country use the Euro as its official currency? If the answer is yes, please write when your country began using the Euro. If your answer is no, then please list what their current currency is.
4. Explain how the European Union is beneficial to the countries involved.
5. What were some major events that have occurred since the European Union was founded.
6. List any information about your country that you feel is important regarding the European Union.

Take a moment to review the sustainability goals for the European Union. If you had to choose a goal to work on, what would it be and why?

Develop a plan to begin implementing your goal. You will be expected to create a presentation where you will present your plan to your peers.

A major goal would be to work with others in class to collaborate on a goal that would work for all of the countries involved in the EU. Take time to work with others to create a well thought out plan.

Your presentation should have at least 10 slides and contain relevant information about your country. You should have pictures and if possible, a video that describes your sustainability goal. If your

country has already started implementing some of the sustainability goal, you will need to put that in your presentation as well.

Please review the rubric for your presentation [here](#).