

The Supranational European Union

An Advanced Placement Comparative Government and Politics Lesson

AUTHOR INFORMATION

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GENERAL INFORMATION

Lesson Grade Span: Secondary (9-12)

Targeted Grade Level/Course: AP Comparative Government and Politics or European History Course

Estimated Time to Complete Lesson:

- A) Introduction and Homework Prep - Day 1 (5 minutes)
- B) Homework to be completed prior to Day 2 (35-40 minutes)
- C) In Class Skills Practice and Formative Assessment - Day 2 (45 minutes)

Total Time To Complete Lesson: 85-90 minutes

FOCUSED QUESTION

Explain how a supranational organization (such as the European Union) can influence and affect national sovereignty.

SOCIAL STUDIES STANDARDS

College Board AP Comparative Government Topic and Learning Objectives:

- Topic 5.5: International and Supranational Organizations
 - Learning Objective: Explain how international and supranational organizations influence domestic policy makers and national sovereignty
 - Essential Knowledge: Supranational organizations such as the Economic Community of West African States (ECOWAS), the European Union (EU), and the World Trade Organization (WTO) have sovereign powers over the national governments that are member states and can apply pressure on policymakers to reduce tariffs and otherwise liberalize trade

Wisconsin Social Studies Standards:

- WI Standard SS.Inq2: Wisconsin students will gather and evaluate sources - 9-12 (h)
 - Inq2.b: Evaluate sources
 - SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
 - Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
 - SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

STUDENT OUTCOMES & LESSON TARGETS

- Students will understand and be able to describe the basic structure and goals of the European Union.
- Students will be able to describe the role of the European Union for member states
- Students will be able to explain how the European Union affects the national sovereignty of its member states.

- Students will be able to explain how European Union policy affects non-member states.

LESSON OVERVIEW

The focus of the lesson is to have students get a basic understanding of the European Union as a supranational. Students are required to understand the role of a supranational as part of Topic 5.5 in the College Board's AP Comparative Government and Politics Course and Exam Description. The lesson will also practice an AP Comparative Government and Politics required skill, source analysis. Students will analyze a governmental official's statement about European Union policy. After completing the lesson, students will be assessed on their understanding of supranationals and their effect on national sovereignty for member and non-member states.

PROCEDURES

Day 1 - Introduction to Lesson and Homework Instructions

1. The teacher and students will review the AP Comparative Government and Politics “Learning Objectives” and “Essential Knowledge” for Topic 5.5 as indicated below to prepare for the homework assignment: (5 minutes)

LEARNING OBJECTIVE

LEG-3.A

Explain how international and supranational organizations influence domestic policymakers and national sovereignty.

ESSENTIAL KNOWLEDGE

LEG-3.A.3

Supranational organizations such as the Economic Community of West African States (ECOWAS), the European Union (EU), and the World Trade Organization (WTO) have sovereign powers over the national governments that are member states and can apply pressure on policymakers to reduce tariffs and otherwise liberalize trade.

2. Students will complete the following tasks as homework in preparation for the follow-up lesson the next day:
 - a. Students will be assigned and will complete the [“A Short Guide to the EU” worksheet \(w/ excerpted readings\)](#) for homework. Students will use information from an excerpted version of the [“A Short Guide to the EU”](#) produced by the Publications Office of the European Union. (estimated 20-25 minutes to complete)
 - b. Students will watch the assigned AP Classroom - “Topic 5.5 - Daily Video #2” (15 minutes)

Day 2 - In Class Skills Practice and Formative Assessment

1. The teacher will collect the students homework worksheet titled [“A Short Guide to the EU”](#)
2. The teacher will lead a short discussion based upon the questions from the worksheet, the assigned AP Classroom video, and by presenting a follow-up presentation titled [“A Short Guide to the EU - Homework Follow-Up Discussion”](#) which will highlight milestones within the European Union. (10 minutes)
3. The teacher will tell students that they will be working on the AP Comparative Government “Practice 4 - Source Analysis” The teacher will provide background information about a new EU border security system, called the “European Entry/Exit System (EES). The EES will remove the requirement to manually stamp passports at the EU’s external border—so called “wet-ink stamps”—and improve physical security by

creating a digital file that links a travel document to a person's identity using biometrics. The teacher will explain this will have a great effect on citizens from the United Kingdom entering and exiting EU member states.

4. Students will be provided [a statement that was given to the United Kingdom's House of Commons by the Immigration Minister of the UK, Seema Malhotra, about the UK government's position on the new EES policy](#). Students will read the statement and analyze it using the following AP Comparative Government "Source Analysis" skills. (25 minutes)

Note: teacher may have the students analyze the statement by writing their answers **or** the teacher may lead a classroom discussion based upon the skill questions below)

- A) Describe Immigration Minister Seema Malhotra's claim(s), perspective, evidence, and reasoning.
 - B) Explain how Immigration Minister Seema Malhotra's argument or perspective relates to how supranational organizations (The EU) influence the United Kingdom's national sovereignty.
 - C) Explain how the implications of the Immigration Minister Seema Malhotra's argument or perspective may affect the United Kingdom's policy making and relationship with the European Union.
5. After completing the source analysis, students will be given a formative assessment with the following multiple choice questions and short answer response from the AP Comparative Government's Topic 5.5

FORMATIVE ASSESSMENT

- Students will answer the following multiple choice and short answer question after completing the lesson (10 minutes)

Multiple Choice Question

1. The European Union (EU) is an example of a
- (A) nongovernmental organization
 - (B) multinational corporation
 - (C) supranational organization
 - (D) special economic zone

Short Answer Question

- (A) Define sovereignty.
- (B) Describe two (2) ways in which member states give up some sovereignty as members of the European Union.

RESOURCE LIST

- College Board - AP Comparative Government and Politics Course and Exam Description
 - <https://apcentral.collegeboard.org/media/pdf/ap-comparative-government-and-politics-course-and-exam-description.pdf>
- “A Short Guide to the EU” worksheet (w/ excerpted readings) created by Dan Hoppe
 - <https://docs.google.com/document/d/1Dy2Fj-1s6oHg895LQ4hrYQSWrMfl-TCVsCJOo1fNAXQ/edit?usp=sharing>
- “A Short Guide to the EU” (full version) published by the Publications Office of the European Union
 - <https://op.europa.eu/en/publication-detail/-/publication/1ee943e8-8a7e-11ee-99ba-01aa75ed71a1>
- “A Short Guide to the EU - Homework Follow-Up Discussion” Presentation
 - https://docs.google.com/presentation/d/1N_vPL44gGhH9D0GxPPvJBVkgEB3fqCValpoSF6rW44Y/edit?usp=sharing
- European Entry/Exit System - Volume 752: debated on Monday 29 July 2024 - Statement by The Parliamentary Under-Secretary of State for the Home Department, Seema Malhotra - Published by the UK Parliament
 - <https://hansard.parliament.uk/commons/2024-07-29/debates/24072928000024/EuropeanEntryExitSystem>

- Modified formative multiple choice and short answer questions from College Board AP Classroom website
 - <https://myap.collegeboard.org/>