



K-12 Teach EU Studies Bootcamp

Summer 2023

Transformation of Power in Europe from Ancient to Modern Times

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History, Grades 6-12



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Lesson Plan Title: Transformation of power in Europe from ancient times to modern times using primary resources.

Standard: SS.6.W.1.3 Interpret primary and secondary sources.

Grades 6-12

Duration: One week.

Scaffolding for this lesson: Use timelines and graphic organizers to illustrate the transformation of power. Pre-teach vocabulary related to political transformation and the EU.

Course: European History: Comparison of Ancient and Modern Forms of Government in Europe with a Focus on the EU

Week: 1

Day 1 - Introduction to Historical Inquiry, Primary Resources, and Overview of European Forms of Government

Objective: To explain the concept of historical inquiry, the importance of primary resources, and introduce an overview of European forms of government from ancient times to the modern era.

Essential Question: What is the role of primary resources in understanding the transformation of power structures in Europe?

Learning Activities:

Lecture on the methods of historical inquiry, the relationship between history and other social sciences, and an overview of European forms of government, highlighting the concept of the EU with whole group discussion. (30 mins)

Small Group Activity: Discuss the importance of primary resources in understanding historical changes in governmental structures, using examples related to both ancient forms of government and the EU. (15 mins)

Assessment: Read a brief overview of the history of government forms in Europe and the EU. Identify if the source is a primary or secondary source. https://european-union.europa.eu/principles-countries-history/history-eu_en
Read a brief overview of the history of the EU and its primary founding documents.

Primary Sources Used: Schuman Declaration - https://european-union.europa.eu/principles-countries-history/history-eu/1945-59/schuman-declaration-may-1950_en

Day 2 - Power in Ancient Europe and Comparison with the EU

Objective: To understand power structures in ancient Europe and compare them with the EU.

Essential Question: How do ancient forms of government in Europe compare to the modern governmental structure of the European Union (EU), and what primary resources can we use to understand these similarities and differences?

Learning Activities:

Lecture on Ancient Europe focusing on city-states in Greece and the Roman Empire. Explore primary resources like "Histories" by Herodotus and Roman legal codes. (45 mins)

Comparison Discussion: Introduce the EU's governmental structure. Discuss the similarities and differences between ancient forms of government and the EU's structure, focusing on concepts like democracy, representation, and rule of law. (45 mins)
Assessment: Write a response paper comparing the power dynamics in ancient European governments and the EU.

Primary Sources Used: Treaty of Rome - <https://www.europarl.europa.eu/about-parliament/en/in-the-past/the-parliament-and-the-treaties/treaty-of-rome>

Histories by Herodotus - <https://academic.oup.com/book/33719/chapter-abstract/288332615?redirectedFrom=fulltext>

The Twelve Tables - <http://www.csun.edu/~hcfl004/12tables.html>

Day 3 - Transformation of Power: From Ancient Europe to the Formation of the EU

Objective: To understand the transformation of power from ancient times to the formation of the EU.

Essential Question: How has power transformed from ancient Europe to the formation of the EU, and what role do primary resources play in understanding this transformation?

Learning Activities:

Lecture on the evolution of power structures from ancient times, through feudal and monarchic systems, to the formation of the EU, using primary resources like the Magna Carta, Treaty of Westphalia, and the Treaty of Rome. (1 hour)

Small Group Activity: Analyze these primary sources in terms of how they reflect the transformation of power. (30 mins)

Assessment: Write a reflection on how power structures have evolved from ancient times to the formation of the EU.

Primary Sources Used: Treaty of Rome - <https://www.europarl.europa.eu/about-parliament/en/in-the-past/the-parliament-and-the-treaties/treaty-of-rome>

Magna Carta - <https://magnacarta.com/read/magna Carta 1215>

Treaty of Westphalia - https://avalon.law.yale.edu/17th_century/westphal.asp

Day 4 - Power Dynamics within the EU and Comparison with Ancient European Governments

Objective: To analyze the structure and transformation of power within the EU and compare it with ancient European governments.

Essential Question: How does the power distribution within the EU compare with ancient European forms of government, and what insights can we gain from primary resources?

Learning Activities:

Lecture on the power dynamics within the EU, focusing on the roles of the European Commission, European Parliament, and the European Council, using documents like the Treaty of Lisbon. (45 mins)

Small Group Comparison Discussion: Compare the power dynamics within the EU with ancient European governments.

Discuss elements like the separation of powers, representation, and citizens' rights. (45 mins)

Assessment: Reflect on how power is distributed within the EU and how it compares with ancient European forms of government.

Primary Sources Used: Treaty of Lisbon - <https://www.europarl.europa.eu/factsheets/en/sheet/5/the-treaty-of-lisbon>

Other Sources: https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/search-all-eu-institutions-and-bodies/european-commission_en#:~:text=The%20European%20Commission%20is%20the,the%20Council%20of%20the%20EU.

Day 5 - The EU's Power on the Global Stage and Comparison with Ancient European Powers

Objective: To understand the EU's role and power in the global political sphere and compare it with ancient European powers.

Essential Question: How does the influence of the EU on the global stage compare with the influence of ancient European powers, and how do primary resources help us understand this comparison?

Learning Activities:

Lecture on the EU's global influence and relationships with non-EU countries, using primary resources like trade agreements, climate accords, etc. (45 mins)

Small Group Discussion: Discuss how ancient European powers influenced the world stage and compare it with the influence of the EU today. (45 mins)

Assessment: Write a comparative essay on the transformation and comparison of power in Europe, focusing on the rise of the EU and ancient European governments, using the primary sources discussed in class as evidence. You may use the contents of previous assignments. You must cite from a minimum of three primary sources in APA or MLA format.

Primary Sources Used: Maastricht Treaty - https://www.ecb.europa.eu/ecb/educational/explainers/tell-me-more/html/25_years_maastricht.en.html
<https://www.europarl.europa.eu/about-parliament/en/in-the-past/the-parliament-and-the-treaties/maastricht-treaty>

Final Assessment: At the end of the week, students will be assessed based on their participation in group activities, homework, and their final essay. *rubric at end of lesson plan

End of Week Learning Outcomes: By the end of the week, students should be able to:

- Describe the methods of historical inquiry.
- Understand the importance

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*Students will be given access to the sources compiled by the gracious John Quinones -

<https://europeanunionufbootcamp.weebly.com/>

Related Vocabulary:

Historical Inquiry: The process of gathering and examining evidence about past events to draw conclusions.

Primary Resources: Original documents and objects that were created at the time under study.

European Union (EU): A political and economic union of 27 European countries.

Government: The governing body of a nation, state, or community.

Power Structure: The system of authority and influence within a society or organization.

City-States: A city that with its surrounding territory forms an independent state.

Roman Empire: The post-Republican period of ancient Rome.

Democracy: A system of government where the citizens exercise power by voting.

Representation: The action of speaking or acting on behalf of someone or the state of being so represented.

Rule of Law: The principle that all people and institutions are subject to and accountable to law.

Feudal System: The dominant social system in medieval Europe.

Treaty of Rome: The international agreement that led to the founding of the European Economic Community.

European Commission: The EU's politically independent executive arm.

European Parliament: The EU's legislative body.

European Council: The EU institution that defines the general political direction and priorities of the Union.

Treaty of Lisbon: The international agreement that amends the two treaties which form the constitutional basis of the EU.

Separation of Powers: An act of vesting the legislative, executive, and judicial powers of government in separate bodies.

Citizens' Rights: The rights of citizens as defined by law.

Global Influence: The impact a country or organization has on others around the world.

Trade Agreements: An agreement between two or more countries about the conditions of trade.

Climate Accords: An agreement between countries to address issues related to climate change.

Comparison: The act or instance of comparing.

Transformation: A thorough or dramatic change in form or appearance.

Ancient Europe: Referring to the historical period in Europe preceding the Middle Ages.

Modern Europe: Referring to Europe from the end of the Middle Ages to the present.

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Rubric for final essay

	3	2	1	0
Content	Content is accurate and thorough. There are a minimum of five paragraphs with five full sentences in each paragraph.	Content is mostly accurate but not thorough. There are less than five sentences in each paragraph and/or paragraphs in the essay.	Content has errors and is lacking in detail. Only half of the writing requirement is met.	There is no relevant and/or accurate information. Less than half of the writing requirement is met.
Citations	All sources are cited fully and properly.	Sources are cited but there may be errors or a source may be missing.	Sources are limited and/or not cited.	Sources are not used and/or not cited.
Mechanics	Writing is free of any spelling or grammatical errors.	There are some minor spelling or grammatical errors.	There are errors but the author's message is still clear.	There are numerous errors making the author's message unclear.
Sources	4 or more primary and secondary sources are identified.	3 primary and secondary sources are used and cited.	Less than 3 sources are used and they may not be cited properly.	One or fewer sources were used.

Jean Monnet Center of Excellence at University of Florida

- Transformation of power in Europe from ancient times to modern times using primary resources.
- *Standard: SS.6.W.1.3 Interpret primary and secondary sources.*
- *Grades 6-12*
- Presentation by Lisa Marmorato



Jean Monnet Center of Excellence
at the University of Florida

Objective: "To explain the concept of historical inquiry, the importance of primary resources, and introduce an overview of European forms of government from ancient times to the modern era."

Essential Question: "What is the role of primary resources in understanding the transformation of power structures in Europe?"



What is Historical Inquiry?

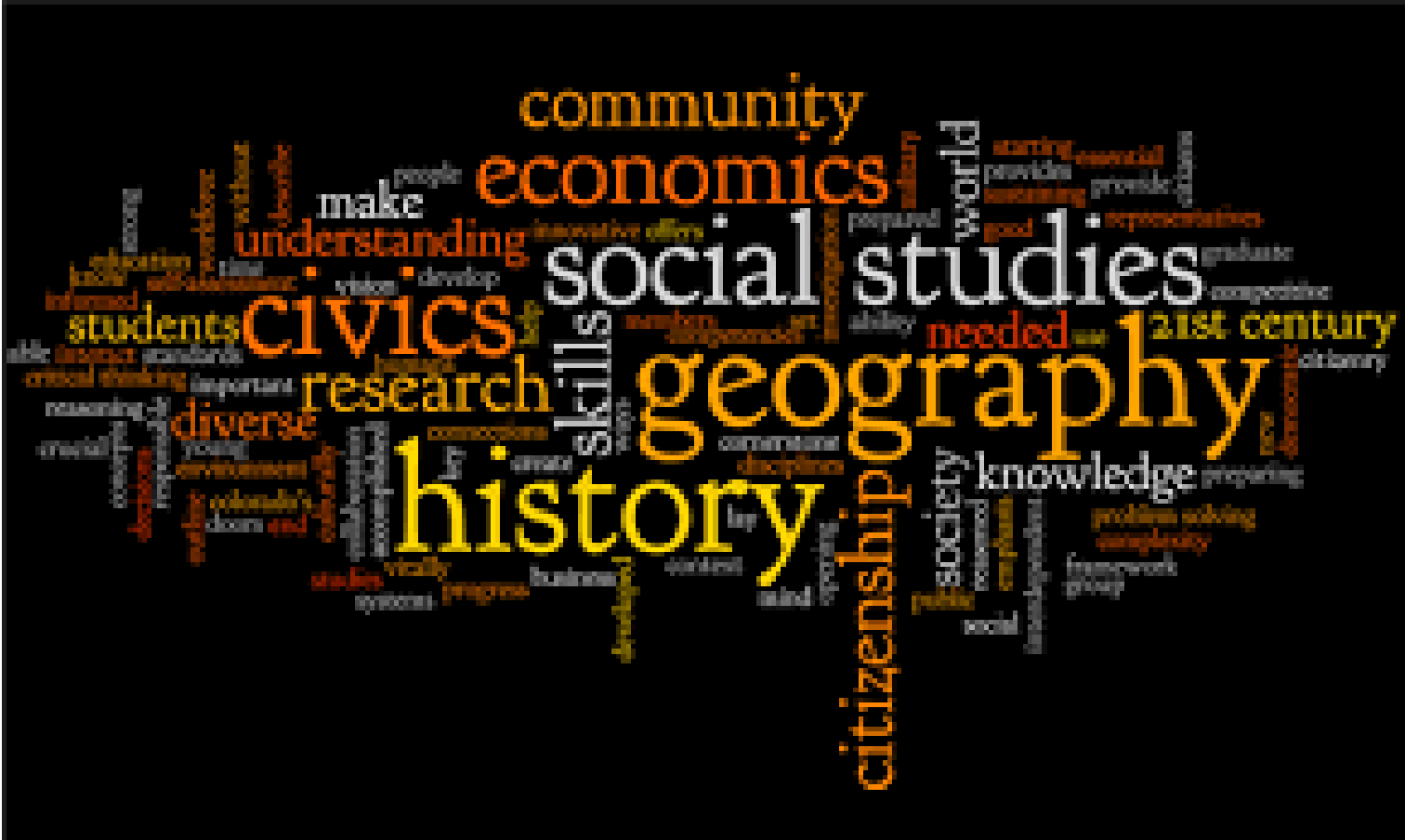
Historical inquiry is a bit like being a detective, but instead of solving mysteries, you're figuring out what happened in the past and why. It's a way of asking questions and searching for answers to better understand our history. You see, history isn't just about remembering dates or memorizing facts about important people or events. Instead, it's about investigating the past and interpreting the stories it tells us. Now, you might wonder how history is connected to other social sciences like sociology, anthropology, or geography. These subjects all help us explore different aspects of human society. For example, sociology can help us understand how people interacted in groups in the past, anthropology can tell us about the cultures of ancient civilizations, and geography helps us understand where historical events took place and how the location influenced them. So, all these subjects together, including history, help us paint a complete picture of our past.



Interactive Activity- What comes to mind when you hear the phrase "social studies"

- (teacher will need to set this up beforehand and post the code on this slide follow the instructions below if you have never used Poll Everywhere before)
- Go to www.polleverywhere.com (create a free account, click on the blue button that say "Activity +" - then you are presented with options for this lesson you will use "Word Cloud". Enter the interactive prompt, "What comes to mind when you hear the phrase "social studies"". Next, click the blue button that says "create". You will then be brought to a screen with the option of giving the students a web address or a code to text".
- Students will use their phones or devices to participate in this activity. A word cloud will be created in real-time. An example of a word cloud is on the next slide.

Sample
Word Cloud





European Forms of Government

- **Monarchy:** This is a form of government where a king or queen is the head of state, with power usually inherited within a single family. Examples include the United Kingdom, Spain, and Sweden.
- **Parliamentary Democracy:** In this system, the government is elected by the people, and the head of the state is usually a ceremonial role with real power held by the head of the government (e.g., a Prime Minister). Examples include Germany, Italy, and Belgium.
- **Presidential Democracy:** This system has a president who is both head of state and head of government. The president is elected separately from the legislature (the group of people making laws), and has considerable power. France is a semi-presidential democracy.
- **Constitutional Republic:** In this system, the country's head of state is elected, not a monarch, and the rights of the majority are balanced by the rights of the individual and minorities. Example includes Portugal.
- **European Union (EU):** The EU is a political and economic union of 27 European countries. It has its own parliament and makes decisions on certain issues at the Europe-wide level, such as trade agreements and human rights laws.

Basics of the European Union

The European Union (EU) is a unique political and economic partnership that currently consists of 27 European countries.

It was created after World War II to foster economic cooperation, with the idea that countries that trade together are more likely to avoid conflict.

The EU operates through a system of supranational institutions and intergovernmental-negotiated decisions by the member states. Key institutions include the European Commission, the Council of the European Union, the European Council, the Court of Justice of the European Union, and the European Central Bank.

The EU has developed a single market through a standardized system of laws applicable in all member states, ensuring the free movement of people, goods, services, and capital.

It maintains common policies on issues such as agriculture, fisheries, and regional development, and enacts legislation in areas like justice and home affairs.

The Euro (€), a common currency, is used by 19 of the member countries, known as the Eurozone.

EU policies aim to ensure the preservation of peace, promote inclusion and democracy, and enhance economic, social, and territorial cohesion.

Small Group Work

- Students will break off into cooperative learning groups to discuss assigned paragraphs from the Shuman Declaration - https://european-union.europa.eu/principles-countries-history/history-eu/1945-59/schuman-declaration-may-1950_en
- Students will use their Chromebooks to read and look up words (printed copies should be on hand in case there is a technology issue)

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Essential Question: How do ancient forms of government in Europe compare to the modern governmental structure of the European Union (EU), and what primary resources can we use to understand these similarities and differences?



Review- Ancient European Power Structures

Ancient Greece (Democracy):

1. In ancient Greece, particularly in the city-state of Athens, the concept of democracy was born. This political system allowed all male citizens to participate directly in government decisions through mass meetings. This system is referred to as a direct democracy.

Ancient Rome (Republic and then Empire):

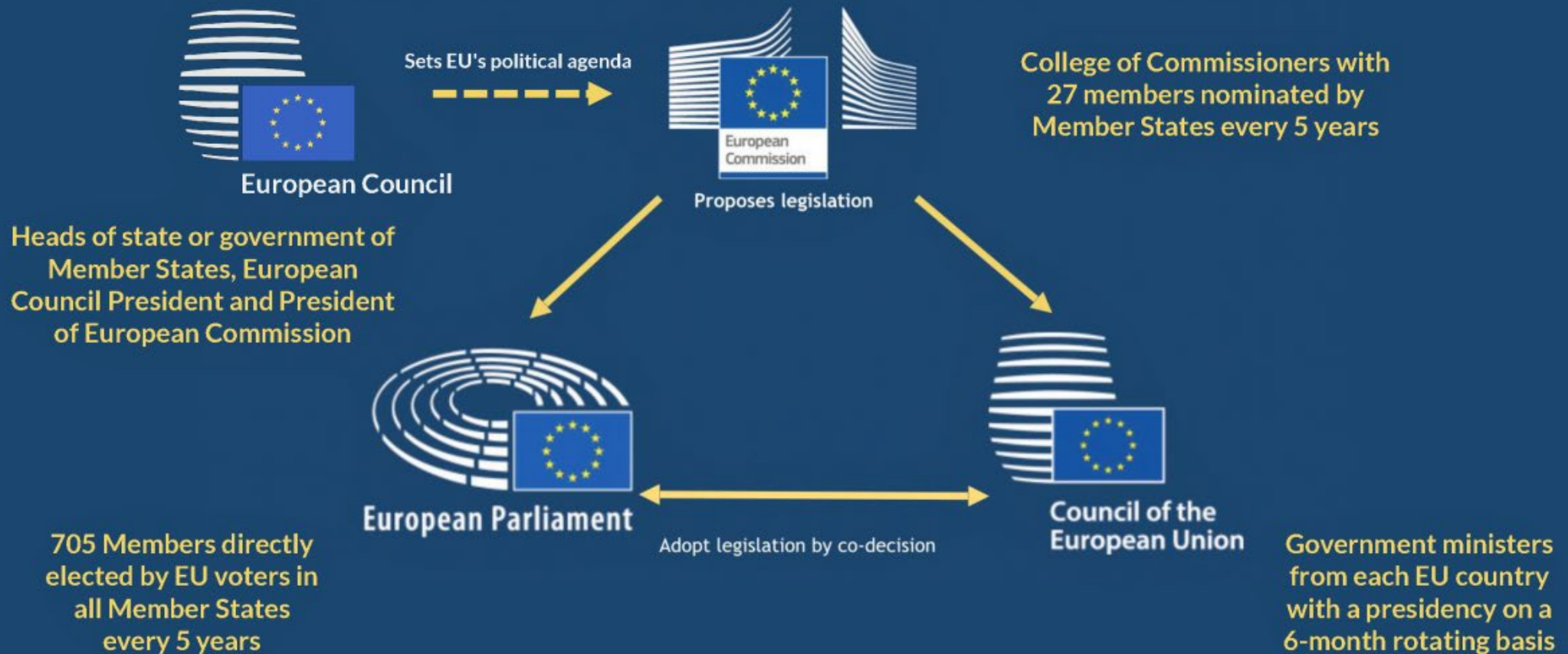
1. The Roman Republic, which preceded the Empire, was a complex form of government with elements of democracy, oligarchy, and monarchy. It involved elected officials (senators) and popular assemblies.
2. Later, the Republic transformed into the Roman Empire, a form of government ruled by an emperor. Power was centralized, and the Emperor held supreme authority.

Middle Ages (Feudal System):

1. During the Middle Ages, the feudal system was prevalent. This was a hierarchical system where land was exchanged for service. Kings granted land to Lords (Nobles) in exchange for military service, while Lords granted land to vassals (Knights) also for military service. At the bottom were serfs, who worked the land in exchange for protection.

How does the EU work?

How does the European Union work?



The Institutions of the European Union

EXECUTIVE

European Council
The EU's 27 national leaders
Sets policy agenda

European Commission
27 commissioners, nominated by the European Council and approved by Parliament
Proposes and implements legislation

LEGISLATIVE

European Parliament
705 members, directly elected by EU citizens
Approves or rejects legislation

Council of the European Union (Council of Ministers)
27 national ministers, grouped by policy area
Approves or rejects legislation

JUDICIAL

Court of Justice of the European Union
Two courts, with judges appointed jointly by national governments
Interprets EU law and settles disputes

European Court of Auditors
27 members, appointed by the Council of Ministers
Audits budget

FINANCIAL

European Central Bank
President and executive board appointed by the European Council
Maintains the stability of the euro and oversees the European financial system

Source: European Union.

COUNCIL on FOREIGN RELATIONS

EU Members and Institutions

Institutional headquarters

1. Brussels
Commission, Council of Ministers, European Council, Parliament

2. Frankfurt
Central Bank

3. Luxembourg City
Secretariat of the Parliament, Council of Ministers, Court of Justice, Court of Auditors

4. Strasbourg
Parliament



Compare and Contrast

- Ancient Greece Democracy:

In ancient Greece, specifically Athens, a direct democracy allowed all male citizens to participate in government decisions through assemblies.

- European Union Democracy:

The European Union (EU) practices a representative democracy. The citizens of member countries elect representatives to the European Parliament. These representatives make decisions on their behalf.

While in ancient Greek democracy participation was limited to a subset of the population, the EU's democracy is inclusive, extending the right to vote to all citizens above a certain age, regardless of gender or social status.

The EU, similar to the ancient Greek concept, allows for democratic decision-making but at a much larger and complex scale, incorporating multiple nations with diverse cultures and political systems.

Small Group Work

- With your cooperative learning groups, pick one form of government you have studied before and compare it to the EU.
- Students will need to use one of the following documents in their analysis: Treaty of Rome - <https://www.europarl.europa.eu/about-parliament/en/in-the-past/the-parliament-and-the-treaties/treaty-of-rome>
- Histories by Herodotus - <https://academic.oup.com/book/33719/chapter-abstract/288332615?redirectedFrom=fulltext>
- The Twelve Tables - <http://www.csun.edu/~hcfll004/12tables.html>
- Maastricht Treaty - https://www.ecb.europa.eu/ecb/educational/explainers/tell-me-more/html/25_years_maastricht.en.html
- Treaty of Lisbon - <https://www.europarl.europa.eu/factsheets/en/sheet/5/the-treaty-of-lisbon>