



K-12 Teach EU Studies Bootcamp

Summer 2023

What is the EU?

Jennifer Ordetx
Steinbrenner High School, FL

Social Studies, Grades 8-12



Co-funded by the
Erasmus+ Programme
of the European Union

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Harkness: EU Success - Grades: 8 - 12 - lesson duration 2-3 days

Background Information for the lesson:

Students will have participated in a class discussion about the EU and complete a webquest using the website <https://op.europa.eu/webpub/com/eu-what-it-is/en/> to learn more about the EU. A discussion of the Harkness set up will also be part of the day 1 discussion.

Lesson Learning Objectives:

1. Students will gain a basic understanding of a transregional organization and why these organizations exist.
2. Students will have a basic understanding of the purpose and organization of the European Union (EU) and its member states.
3. Students will better understand the benefits and complications of the social and economic topics of the EU.
4. Students will be able to read and evaluate texts and illustrations and group those texts and illustrations on the EU to a fact based answer.
5. Students will evaluate the success of the EU in meeting the social and economic needs of its member states.

Essential Question (to be answered):

Is the European Union (EU) successful in meeting the social and economic needs of its member states?

Reading Tasks: to be completed in class and at home

1. Read through the debate questions at the bottom of these directions. Make sure you clearly understand the debate questions and the essential question above.
2. Review the definition of the vocabulary terms in the unit (transregional organization, globalization, fiscal policy, monetary policy, NATO, cultural landscapes, migrants, and BREXIT)
3. If students have handouts: Read/look over each of the documents (1-15) and highlight, underline, circle key points that grab your attention, and make you aware of the purpose of the document. If students use the documents on the web: Read/look over each of the documents, and write a brief (1-2 statements) about the document and its purpose (optional: include key details from the document)
4. Prepare for our class discussion by completing the Debate Research Page (see page 2 handout). For each debate statement below (see #5), you will
 - a. Cite the document #
 - b. Determine whether the document chosen somewhat agrees, agrees, disagrees or somewhat disagrees with the debate statement.
 - c. Explain in the provided space, support for your choice in c above.

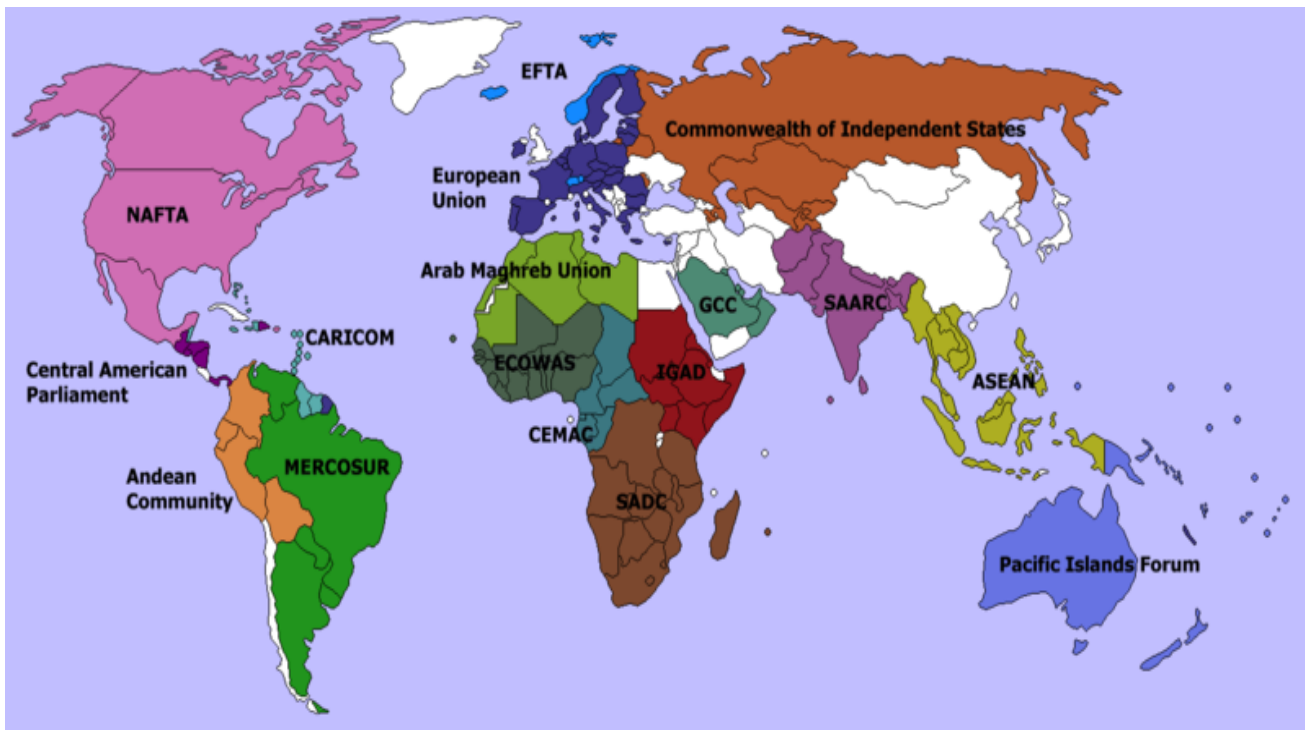
Debate Research Statements

1. It is beneficial that EU law overrides EU member state laws.
2. The European Monetary Union (EMU) should have more control over fiscal policy, and not just monetary policy, of the EU member states.
3. The EU has a responsibility to support Ukraine in its war against Russia.
4. There is a clear definition among EU members about what it means to be European.
5. The EU is a beneficial organization for its member states in an increasingly globalized world.

EU Documents

Document 1

Source Information: https://commons.wikimedia.org/wiki/File:Regional_Organizations_Map.png, Global map showing several regional organizations of non-overlapping memberships.



Document 2

Source Information: Overview of the European Union, <https://libguides.law.ucla.edu/europeanunion>, 12/22

The European Union (EU) is a supranational organization made up of 27 European member states that have chosen to cooperate in developing various social, political, and economic policies.† Although the EU in its current incarnation was officially established in 1993 with the Treaty of Maastricht, its seeds were planted in 1953 when the European Coal and Steel Community, consisting of Belgium, France, Germany, Italy, Luxembourg, and the Netherlands, was created for the purpose of regulating certain industries. Over time, as more countries joined and priorities shifted, the EU developed as the organizational structure for broader European integration. It is currently composed of two separate but intertwined communities: the European Atomic Energy Community (Euratom) and the European Economic Community (EEC).

Headquartered in Brussels, Belgium, the EU currently has a population of close to half a billion and an economy approximately the size of that of the United States. Its member states, in order of accession, include: Belgium, France, Germany, Italy, Luxembourg, The Netherlands, Denmark, Ireland, Greece, Spain, Portugal, Austria, Finland, Sweden, Cyprus, The Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, Bulgaria, and Romania, and Croatia. As of this writing, several countries are pursuing membership, although no timetable has yet been set.

† As of this writing, Switzerland and Norway are not EU members.

Document 3

Source: The European Union, https://european-union.europa.eu/easy-read_en, This site is managed by Directorate-General for Communication and is an official website of the European Union

The European Union is a group of 27 countries in Europe.
These countries came together
to make things better, easier and safer for people.
They agreed to work together and help each other.



Document 4

Source: Summary of Chapter 7, *The Idea of Europe: A Critical History*, Stone Weller, Cambridge University Press, 2021.

Summary

In the wake of the Wall Street Crash in 1929, Europe faced a dramatic economic downturn and mass unemployment. Visions of a peaceful cosmopolitan Europe were soon replaced by ever more extreme nationalist visions, which reached their most appalling incarnation in the racist-nationalist ideology of the Nazis. The 1930s also saw continued attempts to champion and defend a European spirit, by, among others, Julien Benda, Stefan Zweig, Thomas Mann, Joseph Roth, Edmund Husserl, and Martin Heidegger. However, the distinction between such efforts and the nationalist view of Europe grew ever weaker, and following the outbreak of the Second World War, and particularly after the German invasion of Russia in 1941, it was the Nazis who were appealing to the idea of European civilization as threatened by the Asiatic. The non-European was, for them, incarnated by the Jews and by the Russians.

Document 5

Source: https://www.nato.int/cps/en/natohq/topics_37356.htm, NATO, Inc. Webpage, April 2023, Membership Action Plan

The Membership Action Plan (MAP) is a NATO programme of advice, assistance and practical support tailored to the individual needs of countries wishing to join the Alliance. Participation in the MAP does not prejudice any decision by the Alliance on future membership. Bosnia and Herzegovina is currently participating.

Upon decision of the North Atlantic Council, countries participate in the MAP by submitting individual annual national programmes on their preparations for possible future membership. These cover political, economic, defence, resource, security and legal aspects.

The MAP process provides a focused and candid feedback mechanism on aspirant countries' progress on their programmes. This includes both political and technical advice, as well as annual meetings between all NATO members and individual aspirants at the level of the North Atlantic Council to assess progress, on the basis of an annual progress report. A key element is the defence planning approach for aspirants, which includes elaboration and review of agreed planning targets.

Throughout the year, meetings and workshops with NATO civilian and military experts in various fields allow for discussion of the entire spectrum of issues relevant to membership.

The MAP was launched in April 1999 at the Alliance's Washington Summit to help countries aspiring to NATO membership in their preparations. The process drew heavily on the experience gained during the accession process of Czechia, Hungary and Poland, which became members in the Alliance's first post-Cold War round of enlargement in 1999.

Document 6

Source: https://www.nato.int/cps/en/natohq/topics_37356.htm, NATO, Inc. Webpage,

On 4 April 1949, the foreign ministers from 12 countries signed [the North Atlantic Treaty](#) (also known as the Washington Treaty) at the Departmental Auditorium in Washington, D.C.

NATO's founding member countries were: Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the United Kingdom and the United States.

Within the five months following the signing ceremony, the Treaty was ratified by the parliaments of all 12 countries, sealing their membership.

- 1952 – The accession of Greece and Türkiye
- 1955 – The accession of Germany
- 1982 – The accession of Spain
- 1999 – The first wave of post-Cold War enlargement
- 2004 – The second wave of post-Cold War enlargement
- 2009 – The accession of Albania and Croatia
- 2017 – The accession of Montenegro
- 2020 – The accession of North Macedonia
- 2023 – The accession of Finland

Document 7

Source: (A) 1565, *The Harvesters*, Pieter Bruegel the Elder, Bruegel's series is a watershed in the history of Western art. The religious pretext for landscape painting has been suppressed in favor of a new humanism, and the unidealized description of the local scene is based on natural observations, The Met <https://www.metmuseum.org/art/collection/search/435809> (B) Fjord Greenland: A fjord is a narrow part of the ocean between cliffs, steep hills, or mountains. This fjord is in Greenland, the world's largest island, which is located in the North Atlantic Ocean, Photograph by Guiseppe Pimpinella, MYSHOT, https://www.nationalgeographic.org/activity/the-physical-and-cultural-landscape-of-europe/?utm_source=BiblioRCM_Row

A



B



Document 8

Source: Infographic - EU solidarity with Ukraine, The EU stands firmly with Ukraine and its people, and will continue to strongly support Ukraine's economy, society, armed forces and future reconstruction. Since the start of Russia's war of aggression, the EU and its member states have supported Ukraine. A number of unprecedented measures have been taken by the EU to strongly support Ukraine and its people. Figures up to 28 June 2023

<https://www.consilium.europa.eu/en/infographics/eu-solidarity-ukraine/>

EU Action to Support Ukraine

Over €77 billion

- €38.3 billion in economic assistance
- €17 billion in support for refugees within the EU
- €21.16 billion in military support
- €670 million in EU Civil Protection Mechanism

Document 9

Source: European Commission Webpage on the EU's Green New Deal,

https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal/agriculture-and-green-deal_en, webpage updated last March 2021.

A Healthy Food System for People and Planet

The link between healthy people, healthy societies and a healthy planet puts sustainable food systems at the heart of the European Green Deal, the EU's sustainable and inclusive growth strategy. It is designed to boost the economy, improve people's health and quality of life, and care for nature.

The European agriculture and food system, supported by the [Common Agricultural Policy](#), is already a global standard in terms of safety, security of supply, nutrition and quality. Now, it must also become the global standard for sustainability. A shift to a sustainable food system can bring environmental, health and social benefits, as well as offer fairer economic gains. The recovery from the pandemic will put us onto a sustainable path.

The EU's goals are

- to ensure food security in the face of climate change and biodiversity loss
- reduce the environmental and climate footprint of the EU food system
- strengthen the EU food system's resilience
- lead a global transition towards competitive sustainability from farm to fork

The European Commission adopted a set of proposals to make the EU's climate, energy, transport and taxation policies fit for reducing net greenhouse gas emissions by at least 55% by 2030, compared to 1990 levels. [More information on Delivering the European Green Deal](#).

Document 10

Source: *Joint Communication on the Climate Security-Nexus*, June 2023,

https://www.eeas.europa.eu/eeas/joint-communication-climate-security-nexus_en a website for the European Union

2.1. Investments in climate and environment as investments in peace and security

As a global leader in the fight against climate change, pollution and biodiversity loss, the EU is at the forefront of collective efforts to scale up climate and biodiversity finance. This translates to building resilience of low-income and vulnerable countries and communities, including food security, while promoting long-term sustainable approaches to the management of key natural resources. By developing alternative livelihoods and supporting good governance, in a gender-responsive manner, these efforts also contribute to conflict prevention and peace.

[As part of the The Neighbourhood, Development and International Cooperation Instrument]... These funds address some of the links between climate change, environmental degradation and insecurity, while indirectly helping to manage climate displacement and migration. Likewise, through NDICI-Global Europe, and the humanitarian aid budget, the EU also funds actions that are instrumental in strengthening disaster risk reduction, preparedness and anticipatory action. This contributes positively to the climate and security nexus by building resilience. As knowledge and experience regarding this nexus grows, the EU and its Member States should plan engagements accordingly through the Team Europe approach.

Document 11

Source: *How Britain Voted in the E.U. Referendum*, By GREGOR AISCH, ADAM PEARCE and KARL RUSSELL, *New York Times*, UPDATED

<https://www.nytimes.com/interactive/2016/06/24/world/europe/how-britain-voted-brexit-referendum.html>

How Britain Voted in the E.U. Referendum

By GREGOR AISCH, ADAM PEARCE and KARL RUSSELL. UPDATED June 24, 2016

Britons voted on Thursday to leave the European Union. The Leave side led with 17.4 million votes, or 52 percent, versus the Remain side's 16.1 million, or 48 percent, with a turnout of around 72 percent. RELATED ARTICLE

Should Britain remain in the European Union?
 Remain
 Leave
 50% 80%

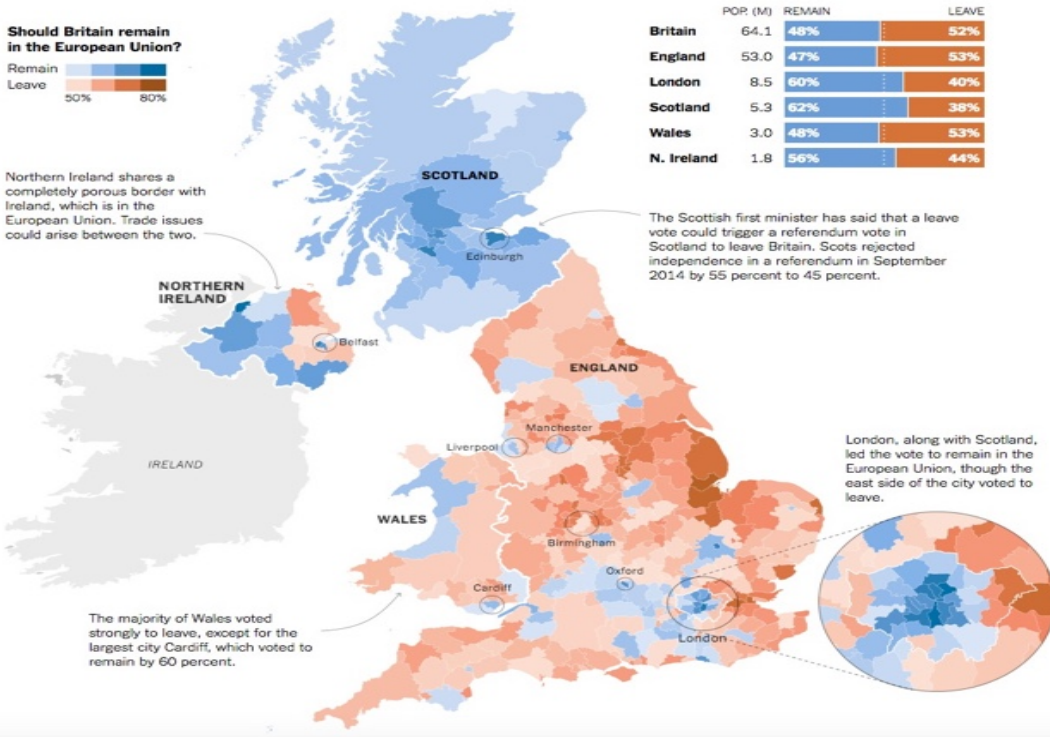
Northern Ireland shares a completely porous border with Ireland, which is in the European Union. Trade issues could arise between the two.

The Scottish first minister has said that a leave vote could trigger a referendum vote in Scotland to leave Britain. Scots rejected independence in a referendum in September 2014 by 55 percent to 45 percent.

The majority of Wales voted strongly to leave, except for the largest city Cardiff, which voted to remain by 60 percent.

London, along with Scotland, led the vote to remain in the European Union, though the east side of the city voted to leave.

	POP. (M)	REMAIN	LEAVE
Britain	64.1	48%	52%
England	53.0	47%	53%
London	8.5	60%	40%
Scotland	5.3	62%	38%
Wales	3.0	48%	53%
N. Ireland	1.8	56%	44%



Document 12

Source: *Charter of the Fundamental Rights of the European Union*, October 2012, European Union Data Protection Supervisor,

<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012P/TXT&from=EN>

TITLE I

DIGNITY

Article 1

Human dignity Human dignity is inviolable. It must be respected and protected

Article 3

Right to the integrity of the person

2. In the fields of medicine and biology, the following must be respected in particular:

(b) the prohibition of eugenic practices, in particular those aiming at the selection of persons;

Article 8

Protection of personal data

2. (b) Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.

Article 14

Right to education

3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

TITLE III

EQUALITY

Article 22

Cultural, religious and linguistic diversity

The Union shall respect cultural, religious and linguistic diversity

TITLE IV

SOLIDARITY

Article 32

Prohibition of child labour and protection of young people at work The employment of children is prohibited. The minimum age of admission to employment may not be lower than the minimum school-leaving age, without prejudice to such rules as may be more favourable to young people and except for limited derogations.

Article 34

Social security and social assistance

3. In order to combat social exclusion and poverty, the Union recognises and respects the right to social and housing assistance so as to ensure a decent existence for all those who lack sufficient resources, in accordance with the rules laid down by Union law and national laws and practices.

Article 35

Health care

Everyone has the right of access to preventive health care and the right to benefit from medical treatment under the conditions established by national laws and practices. A high level of human health protection shall be ensured in the definition and implementation of all the Union's policies and activities.

Article 43

European Ombudsman

Any citizen of the Union and any natural or legal person residing or having its registered office in a Member State has the right to refer to the European Ombudsman cases of maladministration in the activities of the institutions, bodies, offices or agencies of the Union, with the exception of the Court of Justice of the European Union acting in its judicial role.

Document 13

Source: BBC Article, *Greece boat disaster: BBC investigation casts doubt on coastguard's claims*, June 18, 2023, By Nick Beake, Europe correspondent & Kostas Kallergis, senior Europe producer, BBC News in Kalamata, <https://www.bbc.com/news/world-europe-65942426>

The BBC has obtained evidence casting doubt on the Greek coastguard's account of Wednesday's migrant shipwreck in which hundreds are feared to have died.

Analysis of the movement of other ships in the area suggests the overcrowded fishing vessel was not moving for at least seven hours before it capsized.

The coastguard still claims that during these hours the boat was on a course to Italy and not in need of rescue. Greek authorities have not yet responded to the BBC's findings.

At least 78 people are known to have died, but the UN says up to 500 are still missing.

The UN has called for an investigation into Greece's handling of the disaster, amid claims more action should have been taken earlier to initiate a full-scale rescue attempt.

Greek officials maintain those on board said they did not want help and were not in danger until just before their boat sank.

- **Up to 500 people still missing says UN**
- **Capsized boat had 100 children in hold**

The BBC has obtained a computer animation of tracking data provided by **MarineTraffic**, a maritime analytics platform.

Their data shows hours of activity focused on a small, specific area where the migrant boat later sank, casting doubt on the official claim it had no problems with its navigation.

The fishing boat had no tracker so is not shown on the map. Neither are coastguard and military vessels which do not have to share their location.

Document 14

Source: Chapter of a book on the economic crisis faced by the those countries in the Eurozone (those that use the Euro or have an opt of but accept the currency), *The Eurozone crisis: A consensus view of the causes and a few possible solutions*, Francesco Giavazzi and Richard Baldwin, 7 Sep 2015

In the case of the Eurozone crisis, the imbalances were extremely unoriginal. They were the standard culprits that have been responsible for economic crises since time immemorial – namely, too much public and private debt borrowed from abroad. Too much, that is to say, in relation to the productive investment financed through the borrowing.

From the euro's launch and up until the crisis, there were big capital flows from Eurozone core nations like Germany, France, and the Netherland to Eurozone periphery nations like Ireland, Portugal, Spain and Greece. A major slice of these were invested in non-traded sectors – housing and government services/consumption. This meant assets were not being created to help pay off in the investment. It also tended to drive up wages and costs in a way that harmed the competitiveness of the receivers' export earnings, thus encouraging further worsening of their current accounts.

When the Eurozone crisis began – triggered ultimately by the Global Crisis – cross-border capital inflows stopped. This 'sudden stop' in investment financing raised concerns about the viability of banks and, in the case of Greece, even governments themselves. The close links between Eurozone banks and national governments provided the multiplier that made the crisis systemic.

Importantly, the Eurozone crisis should not be thought of as a sovereign debt crisis. The nations that ended up with bailouts were not those with the highest debt-to-GDP ratios. Belgium and Italy sailed into the crisis with public debts of about 100% of GDP and yet did not end up with IMF programmes, while Ireland and Spain, with ratios of just 40%, (admittedly kept artificially low by large tax revenues associated with the real estate bubble) needed bailouts. The key was foreign borrowing. Many of the nations that ran current account deficits – and thus were relying of foreign lending – suffered; none of those running current account surpluses were hit.

Document 15

Source: Map of European Union Member States that use the Euro as currency,

<https://ednh.news/eurozone-reform-makes-timid-entry-into-eu-debate/>, European and Data Journalism of the EU

The eurozone

19 EU members use a single currency



End of Documents

DEBATE RESEARCH PAGE:

This page is to be completed by students. Student will read/examine the documents 1 - 15, and determine their support or rejection of each of the statements in the debate statements below and include evidence.

1. It is beneficial that the EU law overrides EU member state laws.

Agree	Somewhat Agree	Disagree	Somewhat Agree
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Doc #/citation	Factual Support (Evidence from the Documents)

2. The European Monetary Union (EMU) should have more control over the fiscal policy, and not just monetary policy, of the EU member states.

Agree	Somewhat Agree	Disagree	Somewhat Agree
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Doc #/citation	Factual Support (Evidence from the Documents)

JCME EU Bootcamp Lesson Plan, J. Ordetx

3. The EU has a responsibility to support Ukraine in its war against Russia.

Agree	Somewhat Agree	Disagree	Somewhat Agree
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Doc #/citation	Factual Support (Evidence from the Documents)

4. There is a clear definition among EU members about what it means to be European.

Agree	Somewhat Agree	Disagree	Somewhat Agree
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Doc #/citation	Factual Support (Evidence from the Documents)

JCME EU Bootcamp Lesson Plan, J. Ordetx

5. The EU is a beneficial organization for its member states in an increasingly globalized world.

Agree	Somewhat Agree	Disagree	Somewhat Agree
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Doc #/citation	Factual Support (Evidence from the Documents)

JCME EU Bootcamp Lesson Plan, J. Ordetx
FINAL DAY HARKNESS DEBATE

1. Divide students into groups based on your classroom organization and workability. I assign students into groups of 4 or 5. Each student needs the documents (either accessed by their phone or printed) and their completed Debate Research (filled on paper is the only version I accept)
2. Each student in the group is assigned a task* for the debate session:
 - The Diplomat - Introduces the group to the task - discussing the debate questions and leading discussions on the essential question, at the end of the debate session.
 - The Timekeeper - Keeps time during the debate. Each student must speak to the debate question, but is limited to 1:30 for their discussion. The timekeeper can also add in 1-2 minutes for final discussion at the end of each debate question.
 - The Recorder - Keeps a running tab on the number of times and on what topics each of the group members contributes to in discussion.
 - Discussion leaders - the group members who do not have an official task, will keep notes of ideas discussed at the table and lead the discussions on the essential question.*all students are required to contribute to the group discussion during the debate session.
3. Once the debate session is over, group members should discuss the essential question.
4. At the end of the Harkness Debate, students must individually answer the Essential Question on their Debate Research Page, below statement number 5.

ASSESSMENT Information:

Students are graded on 3 criteria:

Debate Research citation and explanation

Debate participation (teacher observation and recorder's sheet)

Student response to the Essential Question (organizes with an argument, cited evidence and explanation of why)

Anticipated Outcomes: Students will have a better understanding of the basics of the multistate-regional organization, and can compare the EU to the USMCA.