



K-12 Teach EU Studies Bootcamp Summer 2023

What Does it Mean to be European?

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World History, Geography, Grades 9-12



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

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What does it mean to be European?	
Compelling Question	What does it mean to be European?
Lesson Overview	In evaluating the term, “What it Means to Be European” students will develop an evaluative conclusion as to the extent or lack thereof, what is required for someone to be considered a “European”. Furthermore, students will be able to determine the boundaries of Europe, and cultural heritage, both tangible and intangible, which contributes to the idea of Europe/European. Students will employ both written and video resources as well as information from the World Heritage Site
Time Required	3-4; 60 minute class periods.
Grade Level/Course	High School, World History, AP Human Geography, Comparative Geography, Global Studies
Topics	Political boundaries, cultural heritage, tangible and intangible culture, assimilation, acculturation
Staging the Question	The purpose of this lesson is to help students understand what Europe is and what it means to be a European. There is a unique history and culture associated with being a European, this unique history is presented in both tangible and intangible ways. This lesson is designed to help students to learn about and have a better understanding of the location, boundaries, and criteria to being a European country and in turn, a member of the European community. To help students with these concepts, the lesson will also provide background information regarding the history and understanding of the European Union.
Key words	acculturation, assimilation, European Union, cultural heritage, tangible culture, intangible culture, World Heritage Site, UNESCO, unified, economic, sanction, rule of law, peaceful protest, free press, independent judiciary, free roaming,

Lesson
Procedure

Step by step instructions:

Day 1: After an initial discussion of Europe, and a look at how the boundaries of Europe have changed over time using the website visual capitalist, lead students through completing a current map of Europe using the provided resources.

Day 2: Review the map of Europe and the definitions discussed the day before. Explain that the students are going to watch two different videos on “What it means to be European”. The first one is by Robert Phillips and he is speaking to a group of Europeans. Have the students take free range notes- jotting down phrases that they feel answers the inquiry question. (13 min long) Discuss main points- what did the students take away from the video? Next, show the 2nd video, this one was produced by the Erasmus program, it features students (3 min long) being asked what it means to them to be European. Again, ask the students to jot down key phrases that they hear from the video that answers the inquiry question.

Following the viewing of the two videos, ask the students to compare the two videos; What did they have in common? How were they different?

As a summative assessment, have them write up a short paragraph formulating in their own words, What does it mean to be European? Using what they have learned over the past 2 days.

For homework, or if there is time left in class, have the students read the two articles (one from the Washington Post and the other from e-medine addressing our inquiry question.

Day 3: Address the third and final sub question to the inquiry “ What does it mean to be European? “ This is the question of “What is cultural heritage and what does it mean to you?” This will be a student driven activity. First discuss the concept of cultural heritage. Use the article from *examples lab* to discuss the concepts of tangible and intangible cultural heritage. Then use the World Heritage site and have each student choose a World Heritage site that is currently listed or on the proposed list that is located in a current member state of the European Union. Ask them to research their chosen/assigned site and prepare a 1-3 slide presentation to the class on the importance of the site to the cultural heritage of Europe. Ask them to also address whether or not this site has presented a problem to any group within Europe or if they predict it will be a problem in the future. [this activity may take more than one day depending upon length of class, level of students, etc.

Day 4: This can be done as an in class writing or a take home, but should be used as a final assessment for this short mini unit. Ask students to write an essay [again these parameters are up to you- based on your students] answering the question “What does it mean to be European? “ They should use the CER method and include evidence from each lesson of the unit in their essay.

See below for possible extension activities.

Part 1	Part 2	Part 3
Where is Europe?	What does it mean to be European? Is European only a political status?	What is cultural heritage and what does it mean to you?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Identify Europe and its boundaries on a world map.	<p>Show the two videos on “What it Means to be European”.</p> <p>What do the videos have in common? How are they different?</p> <p>Use the short essay from the Washington Post and the article from e-Medine</p> <p>Ask the students, “ What makes Europe unique?”</p> <p>Write up a definition of what it means to be a European (based on what you have learned so far.)</p>	Use the World Heritage site and have each student choose a site that has a World Heritage Site listed. Assign each student a site/country. They will research and present to the class on what makes the site part of European heritage/culture. Discussion on how any of the presented sites may present a problem for certain groups of people. Solutions?
Featured Sources	Featured Sources	Featured Sources
<p>*Labeled map of Europe</p> <p>*Blank map of Europe</p> <p>*Blank map of the world</p> <p>Discuss how the idea of Europe as a unified area evolved.</p> <p>https://op.europa.eu/webpub/com/eu-what-it-is/en/</p> <p>website: Visual Capitalist: https://www.visualcapitalist.co</p>	<p>https://www.ted.com/talks/robert_phillips_what_does_it_mean_to_be_european</p> <p>https://www.youtube.com/watch?v=j_rQwOSLySY Erasmus video of students</p> <p>What does it mean to be European - Washington Post Article</p> <p>What does it mean to be European - e-medine article</p>	<p>https://whc.unesco.org/en/list/</p> <p>Examine Lab article on Cultural Heritage Link</p>

m/2400-years-of-european-history/		
Summative Performance Task	Essay	Write an essay titled: What does it mean to be European? Use evidence from the 3 days of class, must include evidence from all three lessons. Basic writing rubric- LINK
	Extension	Discuss further in depth the history of the EU. Taking a deeper dive into the migration patterns and issues of the EU.
Taking Informed Action	How are the people of Europe different from Americans in describing themselves and discussing the advantages of being part of something larger than their own individual countries? How are our alliances to our home states different from Europeans' allegiance to their home countries?	