

European Union



Day 1-2

What is the E.U.?

- 27 European countries joined by treaties (called Member States)
- Work together for things like trade, security, and social justice.
- Organized with 5 main parts
 - European Union Parliament
 - Council of the European Parliament
 - European Union Commission
 - European Union Court of Justice
 - European Union Court of Auditors
- There are 24 official languages
- Only Democracies may be Member States
- Largest member is Germany, smallest is Malta
- Member states common values: Democracy, Human Dignity, Freedom, Equality, rule of law, and Human rights for all.

What is the E.U.?

History:

After World War II, Some European Leaders were determined to prevent future conflicts. Between 1945 and 1950 they began the structures to unite Europe and create peace and prosperity.

May 9, 1950: Robert Schuman (French Foreign Minister) put forth a notion that coal and steel should be co-managed to ensure no one country could arm itself in secret. This created the European Coal and Steel Community (the beginnings of the modern day E.U.) founded by Belgium, France, Germany, Italy, Luxembourg, and the Netherlands.

What is the E.U.?

History:

In 1957 they signed the Treaty of Rome creating deeper cooperation economically and saw success in their connection.

In 1973 Denmark, Ireland, and United Kingdom (left in 2020) joined.

Greece joined in 1981 and Portugal and Spain in 1986.

In 1995 Austria, Finland, and Sweden became members.

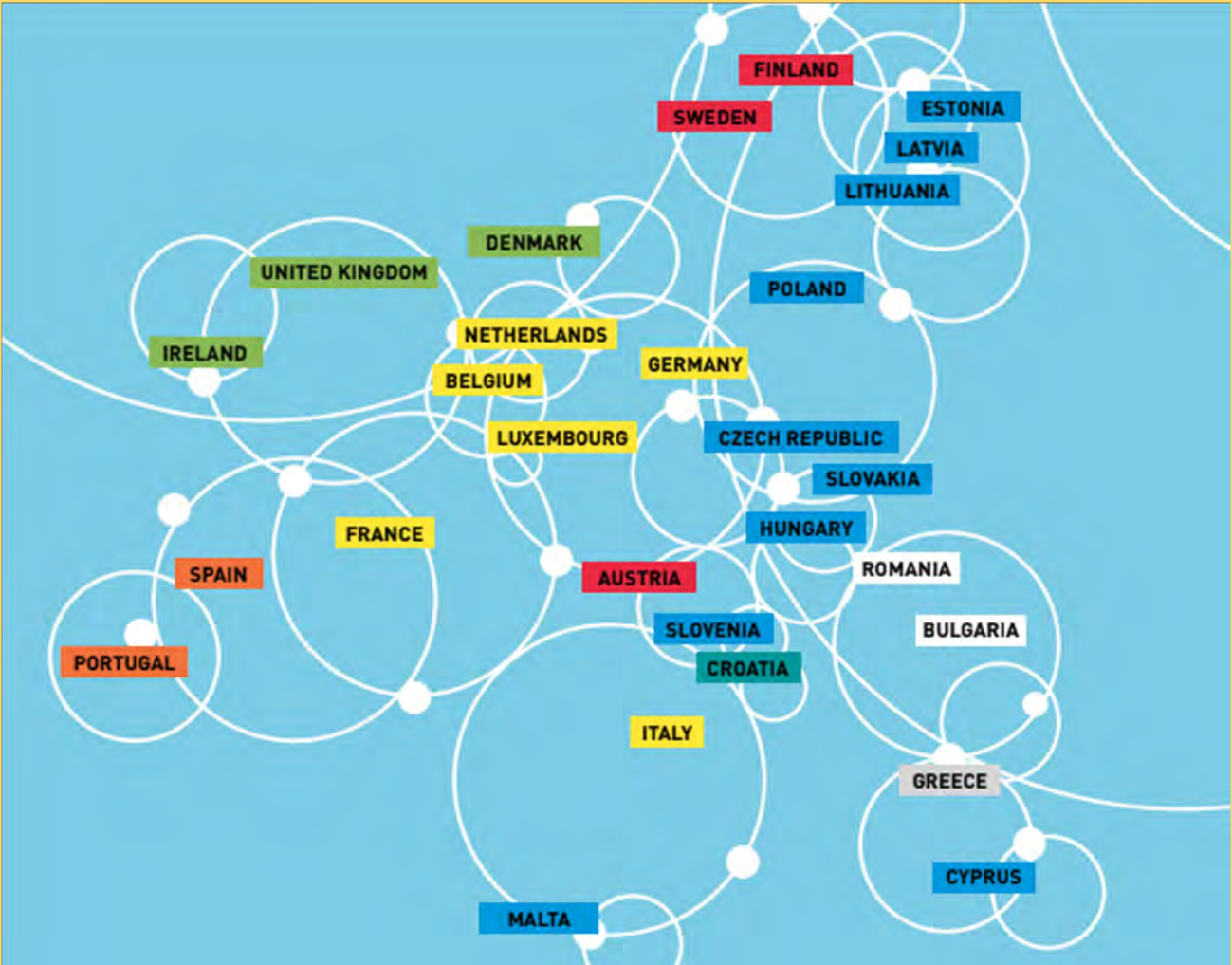
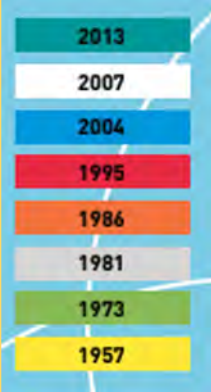
2004 saw 10 more countries join. Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, Slovenia, Malta, and Cyprus.

In 2007 the E.U. added Bulgaria and Romania.

The last country to join the E.U. (currently) was Croatia in 2013

What is the E.U.?

History:



EUROPEAN UNION



AUSTRIA



BELGIUM



BULGARIA



HUNGARY



GERMANY



GREECE



DENMARK



IRELAND



SPAIN



ITALY



CYPRUS



LATVIA



LITHUANIA



LUXEMBOURG



MALTA



NETHERLANDS



POLAND



PORTUGAL



ROMANIA



SLOVAKIA



SLOVENIA



FINLAND



FRANCE



CROATIA



CZECHIA



SWEDEN



ESTONIA

**THE MEMBER STATES OF
THE EUROPEAN UNION**



Council of the
European Union

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www.consilium.europa.eu



What is the E.U.?

Parliament:

- Made up of 751 representatives that are elected every 5 years by the citizens of every member state.
- The representatives meet 17 times a year.
- The number of representatives a country (member state) has depends on its size (population).
- Parliament works jointly with the European Council to create laws. Both must agree or the law will not be enacted.
- Elects the president of the European Commission and approves the 27 members of the commission
- Approves the budget of the European Union



What is the E.U.?

European Council:

- Works with Parliament to create laws for the E.U.
- 10 configurations depending on the subject being worked on
- Ensures unity and consistency of external action including humanitarian aid, defense, and trade
- Negotiates international agreements
- Adopts the E.U. budget
- Responsible for coordinating member states' policies in fields like
 - Economic and fiscal
 - Education, culture, sport
 - Employment policy



What is the E.U.?

European Union Commission:

- 27 Members appointed every 5 years by Parliament
- Develops and oversees overall E.U. policy
- Every 5 years the Commission President decides political priorities for their term
- Proposes laws to Parliament and Council
- Helps member states implement legislation
- Works with the Court of Justice to ensure laws are followed
- Supports International development and aid



What is the E.U.?

European Court of Justice:

- Ensures EU law is interpreted and applied the same way in each EU country.
- Ensures countries and EU institutions abide by EU law.
- Court of Justice: 1 judge from each country plus 11 advocates general.
- General Court: 2 judges from each country.
- Established in 1952 in Luxembourg
 - Website: [Home - Court of Justice of the European Union](#)



What is the E.U.?

European Court of Auditors:

- A collegiate body with one member from each member state.
- Appointed by the council after consulting with the parliament for renewable 6 year terms.
- Members elect one of themselves to be president for a renewable 3 year term.
- Organized into 5 chambers
 - Sustainable use of natural resources
 - Investment for cohesion, growth and inclusion
 - External action, security and justice
 - Regulation of markets and competitive economy
 - Financing and administering the Union

European Union



Day 3-4

What is the Euro and how was it developed? Symbol/Paper



Coins



History of the paper bills.

- First used January 1, 1999 but actual banknotes and coins were not available until January 1, 2002
- The name “Euro” decided in Madrid in an 1995 European Council meeting.
- The symbol “€” is based on the greek letter epsilon
- Come in different sizes to easily recognize
- In 2021 the European Central Bank announced It would redesign the notes. New design Expected in 2024.



On the front of both series, **windows** and **doorways** are shown. They symbolise the European spirit of openness and cooperation

On the back of both series, **bridges** symbolise communication between the people of Europe and between Europe and the rest of the world.

Banknotes (first series) show **architectural styles** from various periods in Europe's history.



€5: Classical



€10: Romanesque



€20: Gothic



€50: Renaissance



€100: Baroque and Rococo



€200: 19th century iron and glass architecture



€500: Modern 20th century architecture.

The 500 banknote was withdrawn in 2019

SECURITY FEATURES

To check the authenticity of banknotes, the simple **'Feel-Look-Tilt'** method can be used

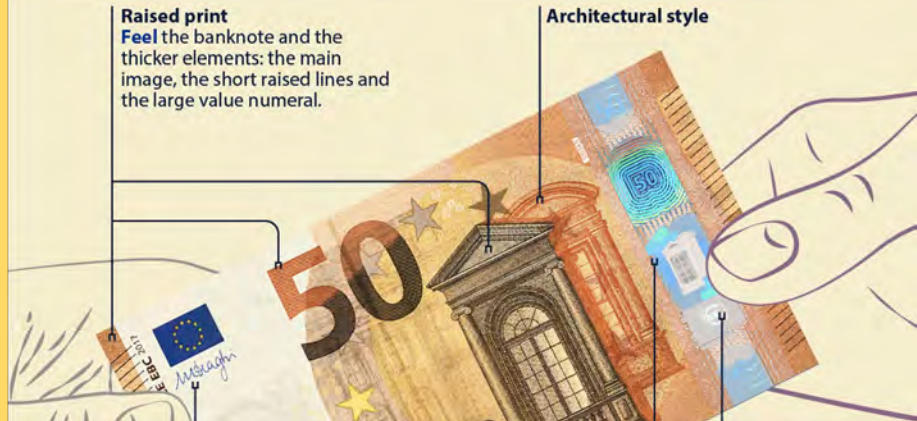
8 security features for first series

+5 security features for Europa series

Raised print

Feel the banknote and the thicker elements: the main image, the short raised lines and the large value numeral.

Architectural style



Initials of the European Central Bank

Portrait hologram

Tilt the banknote. The hologram – the silvery stripe on the right – reveals a portrait of Europa. The stripe also shows a copy of the main image and the value of the banknote.

Signatures

Banknotes from the Europa series bear the signature of either former European Central Bank Presidents or current President Christine Lagarde. Banknotes with either signature are equally valid.

Portrait watermarks

Look at the banknote against the light. In the second series of banknotes the window in the hologram becomes transparent and reveals a portrait of Europa on both sides of the note.

Signatures

Banknotes from the Europa series bear the signature of either former European Central Bank Presidents or current President Christine Lagarde. Banknotes with either signature are equally valid.

Emerald number

The shiny number changes colour from emerald green to deep blue and displays an effect of the light that moves up and down.

Portrait watermarks

Look at the banknote against the light. In the second series of banknotes the window in the hologram becomes transparent and reveals a portrait of Europa on both sides of the note.

This figure from Greek mythology was included because it adds a human touch to the banknotes. The image was taken from a vase in the Louvre museum in Paris.



Stars of the European flag

The 12 stars represent the union between European nations. The number 12 symbolises perfection and harmony.

"Euro" in different alphabets

Latin
Greek
Cyrillic

Map of Europe recreated using satellite photographs

Turn and talk: Tell your partner one thing you learned about the Euro.

If you were able to redesign our 1 dollar bill, what would you choose? Take a few minutes and think about what you would want to include. People, buildings, colors? It is your decision as long as you can explain why.

Turn and talk with your partner about the ideas you have to redesign the dollar bill.

Now you will get a paper where you will create your new design of the front and back of the dollar bill. You will also include a paragraph telling us why you picked the things you did to include on your design.



European Union

Day 5



How does the E.U. Parliament decided what they will do?

- **3 main ways decisions are made**
 - **Ordinary legislative procedure**
 - **Consultation**
 - **Assent**

Ordinary legislative procedure

This procedure is the standard decision-making procedure used in the European Union, unless the treaties specifically state one of the special legislative procedures is to be applied to a particular subject. Before the Treaty of Lisbon came into force late 2009 it was referred to as the *co-decision procedure*. The essential characteristic of this procedure is that both the Council of Ministers as well as the European Parliament have a deciding vote in the legislative process, and both institutions may amend a proposal.

Consultation

This procedure is one of the special legislative procedures used in the European Union. The consultation procedure is used for politically sensitive issues, where the member states bear responsibility for policy making and where the member states make decisions based on unanimity.

Assent

This procedure is one of the special legislative procedures used in the European Union. The assent procedure is used for several very important decisions, as well as for matters where the member states wish to retain a larger degree of control. The word assent refers to the role the European Parliament (EP) plays in the procedure. It has to approve or disapprove a proposal, but cannot amend it.

The Council of the European Union

For some items the Council has to vote unanimously for items to pass.

- * Most common foreign and security policy issues
- * Citizenship
- * EU Membership
- * Harmonisation of national legislation on indirect taxation
- * EU Finances
- * Certain justice and home affair issues
- * Harmonization of national legislation on social security and social protection

For more voting information: [Qualified majority - Consilium](#)

School issues

In groups you will discuss situations at our school that you believe need attention. You will need to work together to decide on one issue to share with the group when we reconvene whole group.

Once groups are done we will share out all of the school problems identified and make a chart. We will use this chart in our next lesson.

European Union



Day 6-7

Day 1 will be a discussion around all of the different problems we identified in our last session. Teams will take turns discussing the problem they picked, why they think it is important, and why they picked it.

Once all the teams have presented, there will be group discussion and/or clarifying questions ending in a vote for which problem is the most important. The discussion and votes will continue until the class can come to a consensus vote on which problem to work on.

If time allows teams will begin discussing/researching how to solve the problem identified through consensus.

Day 2 will be a continuation of the research/discussion by groups to decide how they would solve the problem identified in the last lesson. Once all the teams have their decision on how they would fix the problem they will present their solution to the whole class.

Once all the teams have presented, there will be group discussion and/or clarifying questions ending in a vote deciding how to solve the problem. The discussion and votes will continue until the class can come to a consensus vote on which solution should be implemented.

End this section of the lessons by having students write about this experience of trying to find consensus around a school problem and solution. Remind them to tie it into their understanding of how difficult this must be at the E.U. level.

European Union Unit

2nd Grade

Name: CJ Skelskey	Unit Plan: 5 lesson Unit
	Subject/Grade Level: 2nd Grade Literacy/Social Studies
Unit Title:	What is the E.U.?
Unit Narrative:	Compare the E.U. to the U.S. giving students a better understanding of what the E.U. is and how it supports its members.
Standards:	<p>CCSS.ELA-Literacy.RI.2.1 (Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.)</p> <p>CCSS.ELA-Literacy.RI.2.4 (Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.)</p> <p>CCSS.ELA-Literacy.RI.2.6 (Identify the main purpose of a text, including what the author wants to answer, explain, or describe.)</p> <p>CCSS.ELA-Literacy.RI.2.7 (Explain how specific images contribute to and clarify a text.)</p> <p>CCSS.ELA-Literacy.RI.2.9 (Compare and contrast the most important points presented by two texts on the same topic.)</p> <p>CCSS.ELA-Literacy.W.2.2 (Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.)</p> <p>CCSS.ELA-Literacy.W.2.8 (Recall information from experiences or gather information from provided sources to answer a question.)</p> <p>CCSS.ELA-Literacy.SL.2.2 (Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.)</p> <p>CCSS.ELA-Literacy.SL.2.3 (Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.)</p> <p>CCSS.ELA-Literacy.SL.2.6 (Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.)</p>
Objectives	
<p>The learner will identify and recognize a map key or legend.</p> <p>The learner will recognize the importance of a community and their neighborhood and compare it to the E.U.</p> <p>The learner will recognize and apply grade level vocabulary relating to the topic.</p> <p>The learner will apply comprehension skills such as compare/contrast, cause/effect, fact vs. opinion, sequencing, main idea, and details.</p> <p>The learner will compose a writing sample with the main idea and several details.</p>	
Big Ideas	

European Union Unit

2nd Grade

E.U. organization, resources, and importance.

Essential Questions

What is the E.U. and what makes it important?

Learning Acquisition and Assessment

Students will know... (content/concepts) What the E.U. is, how it works, its resources, and how consensus works.	Students will be able to... (skills, performance tasks) identify important items that could be included on classroom identifiers (money, flag) and will be able to engage in a mock parliament working on consensus to solve a school problem.
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Formative Assessments Observations around discussion and Kahoot “exit tickets”	Summative Assessments Written descriptions of identifiers and parliamentary experience.
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Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

Day 1-2	<p>Included Google slides and resources support teaching of the lessons in class. You will need these lessons to teach daily as they go deeper into what is being done each day.</p> <p>Skelskey Companion slides for European Union Lessons</p> <p>What is the E.U.? (members, maps, organization, reasons, including flags and meanings of E.U. flag, and 1-2 country flags. Students will create a flag for their school and explain their design in writing.) This lesson may take 2-3 days.</p>
Day 3-4	<p>Introduction to the Euro and importance. Basic explanation of the designs and students will recreate the U.S. dollar bill and explain their design in writing. Day 1 of this lesson will be laying the foundation of the Euro and day 2 will be time for students to design their dollar bill.</p>
Day 5	<p>Identifying the ways the E.U. makes decisions and how countries agree to abide by them. Students will identify 2-3 school problems they might be able to try and solve using a similar format. Keep the school problem chart you create as a class for the next two days lessons.</p>

European Union Unit

2nd Grade

Day 6-7 (possibly 8)	<p>Teacher will choose one of the previously identified school problems, or use one they identify. Students will work in an E.U, format to come to a consensus decision on how to solve the identified problem. They will work in teams of 2-3 to research ideas and then present to entire classroom parliament. Students will write a response explaining this experience including pros and cons of consensus.</p> <p>Day 1 will be discussions around all of the problems that were identified and coming to a consensus vote around which one to tackle. Then groups will research/discuss the ways they feel the problem can be solved.</p> <p>Day 2 groups will present their ideas and whole group discussions will take place with a consensus vote at the end of the lesson to decide which solution to adopt. Teacher will be moderator and present clarifying questions, redirection, and guidance for student groups as they discuss their solutions and come to a consensus vote.</p> <p>Day 2 or a 3rd day if needed students will write about the experience of trying to come to consensus and tie it to their understanding of how the E.U. makes decisions.</p>
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Resources and Materials (Links Below)

Information included in the Google slides that accompany these lessons were found in the resources included here.

European Union Unit

2nd Grade

[European Union - Kids | Britannica Kids | Homework Help](#)

[EU and Me.pdf](#) Good resource for working with kids 14-18 on learning about the E.U. Teachers of younger grades may find it useful for support.

[History and purpose](#). Money of the E.U.

[20 years of banknotes EURO.jpeg](#)

[20 years of Banknotes and coins Euro.jpeg](#)

[The Council of the European Union](#)

[About the European Commission](#)

[Court of Justice of the European Union \(CJEU\)](#)

[Governance | EUROPEAN COURT OF AUDITORS](#)

[Decision-making procedures in the European Union - EU monitor](#)

[Qualified majority - Consilium](#)

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MEET EU

an initiative by
UNC-Chapel Hill
University of Pittsburgh
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EUROPEAN UNION