

Unit Overview

This unit teaches students about the founding and function of the European Union, and consists of three lessons.

- Lesson #1: Explores industrial production during WWII across several participating nations; emphasizes the role which coal and steel played in WWII industrial production.
- Lesson #2: Explores the historic rivalry between France and Germany; then presents the Schuman Declaration as a plan to forge a new relationship between France and Germany.
- Lesson #3: Explores the transformation of the European Coal and Steel Community into the European Union; looks at some of the benefits and accomplishments of the EU.

All auxiliary resources can be found with the Drive folders. Students will need internet access and headphones to complete some of the learning activities.

Note on Assessments: Formative assessments are included within each lesson. A summative assessment must be created in alignment with the specific learning needs of your students.

EU Lesson #1: Building for War

SWBAT:

- Describe the type of equipment needed to wage war on a large scale
- Explain that steel and coal are needed to create most equipment for a “modern” war.
- See the correlation between wartime production and the increased production of the “core” material inputs (steel and coal)
- Compare wartime production between the nations involved in WWII
- Locate major deposits of “core” materials on maps of Europe

Class Brainstorm: Scribe Recording Answers

- Question 1: What does a nation need to fight a war?
 - Question 1b: Other than weapons, what does a nation need to fight a war?
- Question 2: In a war, does the country with the most stuff usually win?
- Question 3: How does the industrial revolution connect with WWI and WWII?

Image Exploration: Equipment of a D-Day Soldier (in Drive)

- Discuss the list in its particular context of D-Day (remind students that many D-Day soldiers were arriving on naval landing craft).
- Ask students to make a list of other “personal” equipment which would also be useful
- Help students understand that both “personal” and “collective” equipment are needed for soldiers to be successful in war.

Video Exploration (<https://youtu.be/FlvDNOAtVzw?t=892>; Watch only 15:00 - 20:00)

- Watch the above youtube video together which shows and describes a USA military tank assembly line. Tanks were one piece of “collective” equipment which soldiers used.

Analysis Worksheet: Production of Military Equipment Worksheet (in Drive)

- Worksheet is divided into two parts. Assign some or all of the worksheet to your students. Students could work individually or in groups. Part 2 of the worksheet requires students to access and navigate two websites (linked below). The final page of the worksheet is designed for AIG students.

Website 1#:

<http://enroll.nationalww2museum.org/learn/education/for-students/ww2-history/ww2-by-the-numbers/wartime-production.html>

Website 2#:

<https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/research-starters-us-military-numbers>

Core Insights Slides: The Importance of Coal and Steel

- Google Slides presentation allows teacher to explore the role of core natural resources like coal and steel in wartime production. This emphasis sets up students for success in

the following lesson which focuses on the European Coal and Steel community (the institutional predecessor of the European Union)

- https://docs.google.com/presentation/d/1UxgE01cyam8nnOS7RBL5Bw5377fxrdt2sgDellynaxE/edit#slide=id.g2f22f698c9c_0_49

EQUIPMENT OF A D-DAY SOLDIER

Learn about what a soldier carried during the D-Day Invasion and then outfit your own soldier with the same equipment!

HELMET

A soldier's helmet is made of metal and painted "Olive Drab" to help him blend in with his environment. It does not protect his head from bullets, but it does protect him from shrapnel, pieces of metal or wood that fly during an explosion.



UNIFORM

A soldier's uniform identifies him as an American. It is also "Olive Drab" to help him blend in with his environment, but made out of wool and khaki. The reason why it is made out of wool is because it is durable, helps to repel water, and will keep him warm in the winter.



GAS MASK

During World War I, poisonous gas was used during warfare. Although it was against the law to use gas as a weapon in World War II, the Americans all had a gas mask just in case. It provided a filter for clean air in case poisonous gas was detected in the area. He would wear it on his chest for easy access.

BACKPACK

A soldier kept most of his supplies in his backpack. Supplies included ration boxes of food, emergency drinking water in a can, bullets, grenades, and socks. Soldiers who landed on June 6, 1944 as a part of the D-Day invasion did not know when they would be resupplied so their backpacks weighed anywhere from 70-100 pounds!

LIFEBELT

Instead of carrying a life vest that would go over his shoulders and cover his back and stomach, a D-Day soldier was given a life belt. Many soldiers assumed that it would go around their waists, but it was actually supposed to be worn under the armpits to keep one's head above water. When he wears it on his waist, he might flip over in the water because of the weight in his backpack.



CANTEEN

A soldier carried a canteen of water that they would use for drinking water, similar to a water bottle. He would carry it on his belt.

Out-Producing the Enemy: Part 1

How Much Did the US Produce During the War?

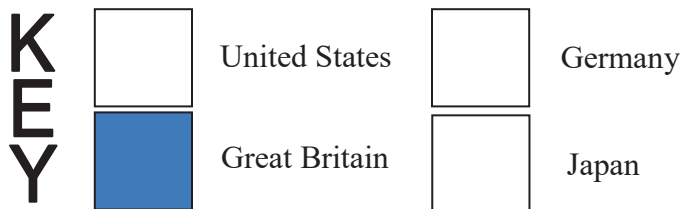
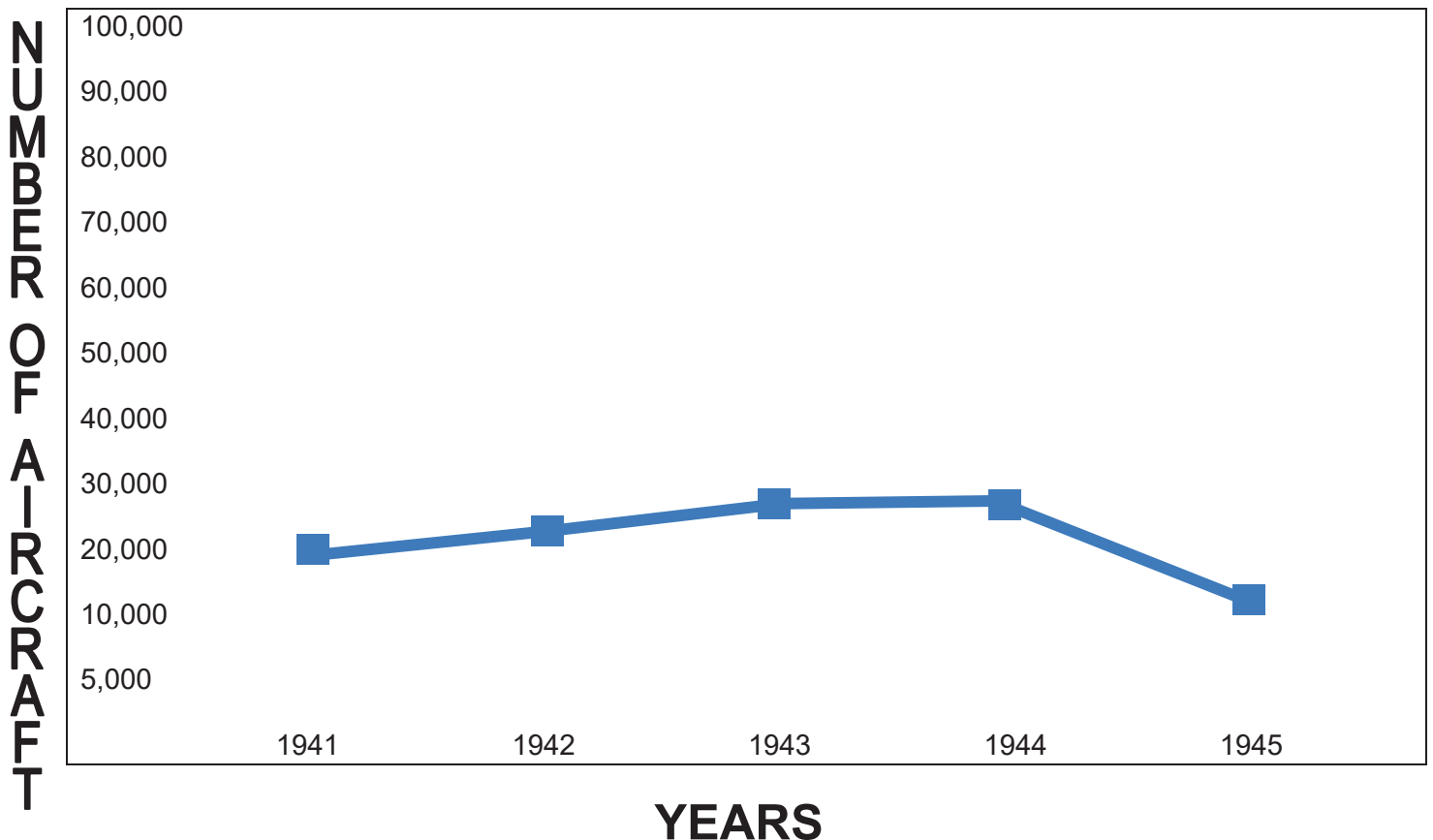
Student Worksheet

WWII Aircraft Production by Country

Directions: The US produced an incredible amount of weapons during the war. How much was it producing compared to other countries like its ally Great Britain, and its enemies, Germany and Japan? To find out, use the aircraft production table below, and plot the production levels of each country to complete the line graph. Great Britain has already been graphed for you. When you are finished graphing, answer the following questions about the graph.

A. Amount of WWII Aircraft Production By Country, 1941-1945 (all types)

	1941	1942	1943	1944	1945
United States	19,433	47,836	85,898	96,318	46,001
Great Britain	20,094	23,672	26,263	26,461	12,070
Germany	12,401	15,409	24,807	40,593	7,540
Japan	5,088	8,861	16,693	28,180	8,263



**Out-Producing the Enemy:
How Much Did the US Produce During the War?**
Student Worksheet

B: Use your completed line graph to answer the following questions:

1. What year did US aircraft production surpass:
 - Great Britain?
 - Germany?
 - Japan?
2. Using your prior knowledge of WWII history, give 2-3 reasons why you think US aircraft production rapidly increased while the other three countries started to slow down during the war.

Total US Military Production in WWII (1941-1945)

Directions: From its entry into the war in 1941 until 1945 when WWII ended, the United States was able to out produce both its allies and its Axis enemies. How much did the US actually produce during the war? Below is a table of the total amount of war supplies that the United States produced during the 45 months that it was at war during WWII (1941-1945). Calculate approximately how much of each item was produced by the US each month during this 45 month time period to complete the table below.

Total US Wartime Military Production Table:

Military Item:	Total Number Produced During War:	Approximate Number Made Per Month (Total Number Produced ÷ 45 months at war)
Aircraft Escort Carriers	110	about 2.5 per month
Tanks	60,973	
Airplanes	310,000	
Rifles, and Carbines	12.5 million	
Bullets	41 billion	

Out Producing the Enemy: Part 2

Factory Production and Military Personnel (Soldiers)

Instructions: For the second part of the worksheet, please use your Chromebook. Using two websites (see below), please respond to the questions below.

Website #1: The National WWII Museum of New Orleans: By the Numbers: Wartime Production
<http://enroll.nationalww2museum.org/learn/education/for-students/ww2-history/ww2-by-the-numbers/wartime-production.html>

Most of the weapons for WWII were made in factories. Most wartime factories used two natural resources more than any others: Coal and Steel

- Burning _____ makes energy which causes the machines to work.
- _____ is used to build factory machines and used to make weapons.

How many tons of steel did the US military make during WWII? _____

How many yards of cotton cloth (textiles) did the US military make during WWII? _____

List 3 more weapons/vehicles the US Military produced for WWII and their quantities.

Weapons/Vehicles	Quantities (number made)

Website #2: The National WWII Museum - Research Starters: US Military by the Numbers
<https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/research-starters-us-military-numbers>

US Military Personnel:

How did the total number of US Military personnel change between 1939 and 1945?

Profile of a US Serviceman:

Out of every 1,000 American soldiers who fought in WWII, almost 9 were killed in action, nearly 18 were wounded, and 3 from causes other than fighting. What do you think caused deaths of WWII soldiers other than fighting?

Minority Participation In The Military:

Which minority ethnic group participated in WWII the most? Why do you think this group participated most?

Women in the US Military:

How many US women participated directly in WWII (round to the nearest 10,000)?

US Military Casualties In WWII:

Casualties are people who are either injured or killed during fighting. Which two branches of the US military had the most casualties in WWII?

A black and white photograph showing a vast industrial factory floor where multiple tanks are being assembled. The tanks are arranged in long rows, stretching into the distance. Workers in white uniforms are visible around the tanks, some standing and others working on the machinery. The factory has a high ceiling with large steel beams and various industrial equipment. The overall scene depicts a large-scale manufacturing operation for military hardware.

Building For War



Building For War: Coal and Steel



Most of the weapons for WWII were made in factories. Most wartime factories used two natural resources more than any others: **Coal** and **Steel**

- Burning **COAL** makes energy which causes the machines to work.
- **STEEL** is used to build factory machines and used to make weapons.



To fight a modern war you need tons (literally)
of coal and steel.

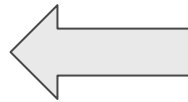


Mining Coal and Steel (Iron Ore)

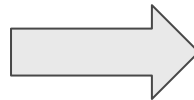
- Coal and Iron Ore (for making steel) must be mined from underground
- For countries to get enough coal and steel to build weapons and equipment was a very challenging task.



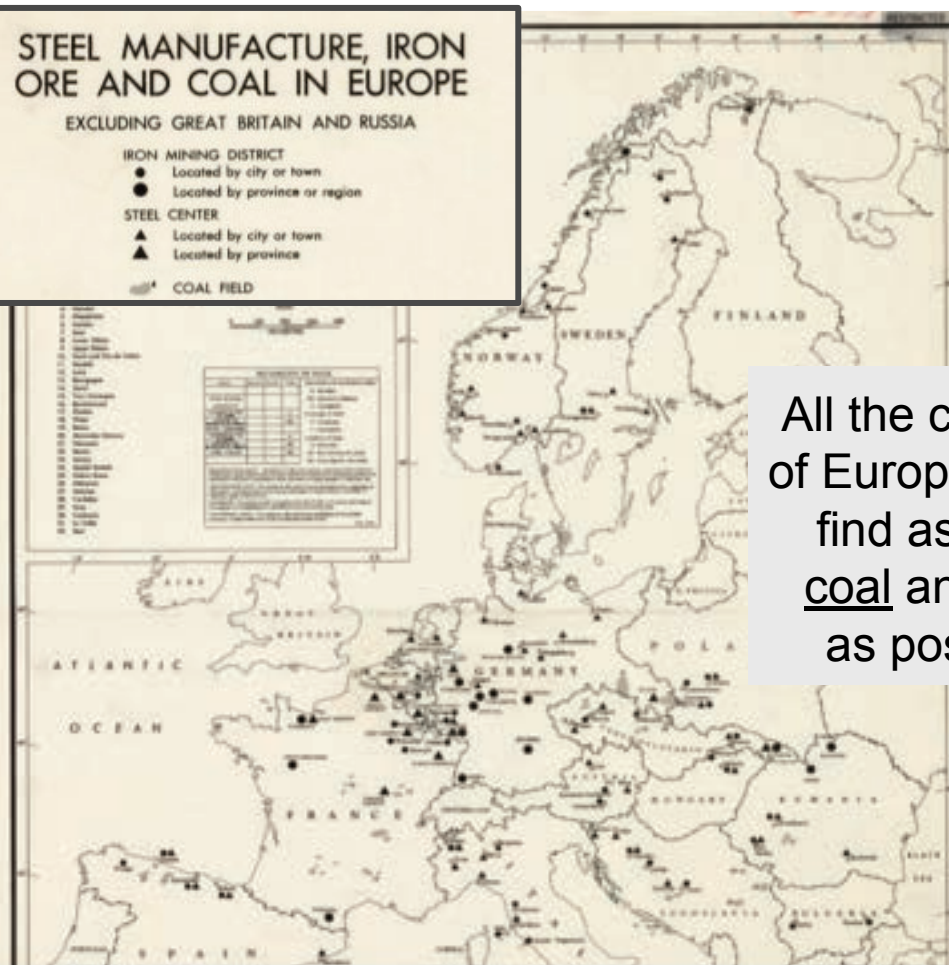
Coal Mine



Iron Ore
Mine



Finding Iron Ore (for Steel) and Coal



All the countries
of Europe tried to
find as much
coal and steel
as possible!

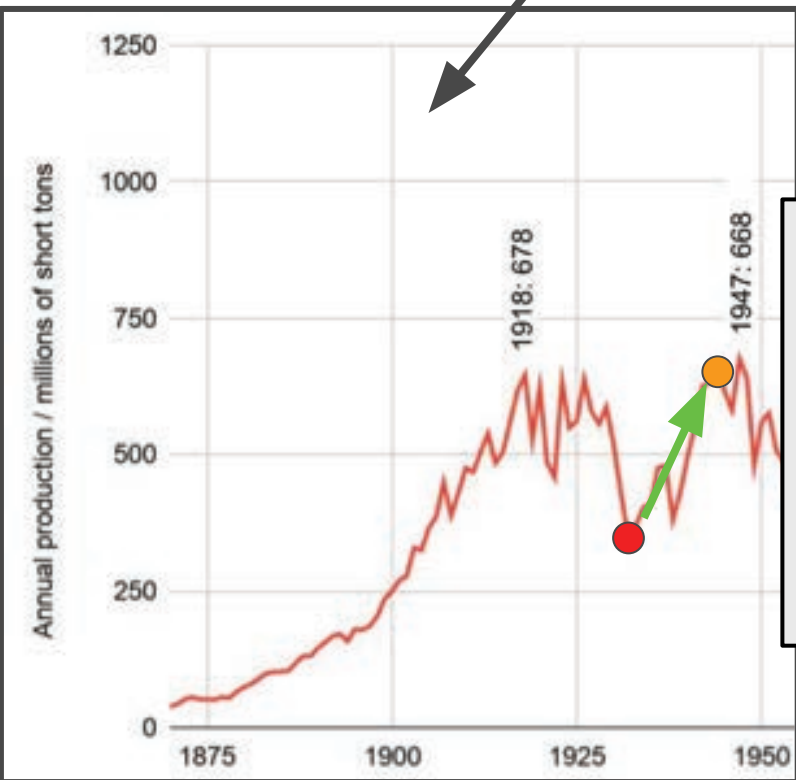


Thinking Together

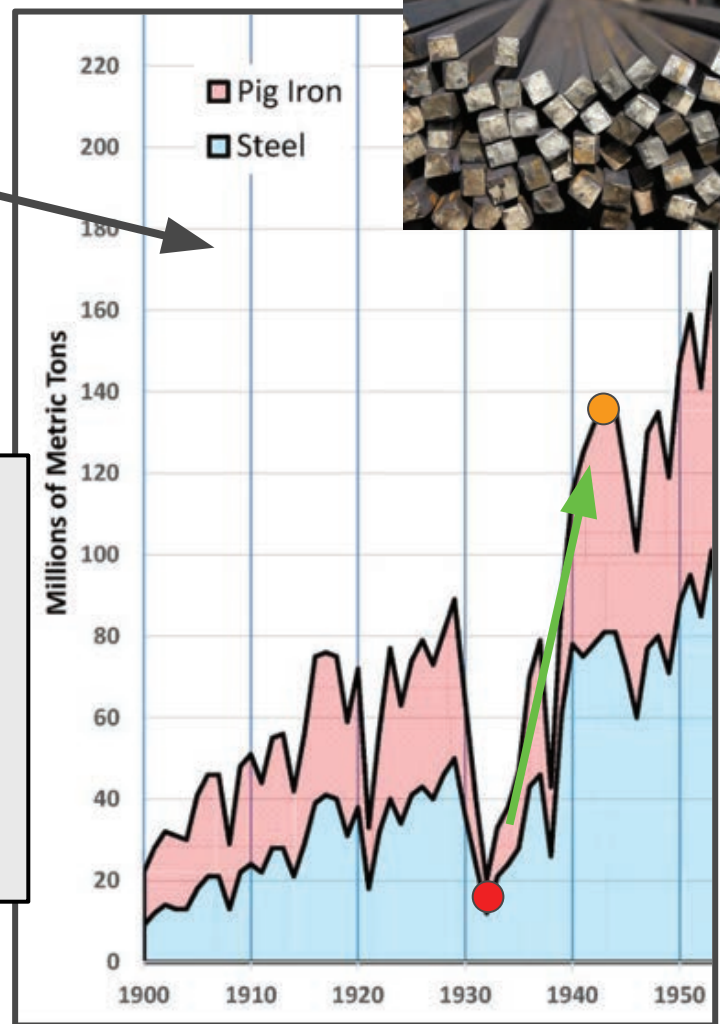
Do you think the countries in WWII changed the amount of coal and steel they made in response to the war?



Wartime Production Coal and Steel



Yes! Countries increased coal and steel production as much as possible during WWII



EU Lesson #2: Building Peace

SWBAT:

- Understand that French and Germanic peoples have had a history of feuds and rivalry, stretch back hundreds of years before either WWI or WWII
- Identify the area of land (region) between France and Germany as the Alsace-Lorraine region. Understand this region has many deposits of iron ore (for steel).
- Realize that Germany and France needed to forge a new relationship if they were going to prevent future wars
- Understand that Robert Schuman presented a plan which would force France and Germany to work together in the production and trade of coal and steel

Class Brainstorm: Scribe Recording Answers

- Question 1: How would you try to get two people who do not like each other to become friends?
- Question 2: Why do you think some rivalries can last so long?

Hook: Enemies - Hallie and Annie

- Watch the following video (<https://www.youtube.com/watch?v=Jv7lQUhEL1o>). Explain that the parent trap was a movie from your childhood. Hallie and Annie (protagonists) begin the film feuding as rivals.

Historical Context: Rivalry Between Germany and France

- Use the slides presentation linked below to explore the historical rivalry between France and Germany. The final slide introduces the Schuman Declaration!
(https://docs.google.com/presentation/d/1e2k1Pry68qeogzjEPil6t7LgGTOkKv9wKv2k_pOMuoU/edit#slide=id.g2f28a61e120_0_71)

Building Peace: Changing The Relationship Worksheet

- Students will learn about the Schuman Declaration and the creation of the European Steel and Coal Community by looking at (3) resources. They will use the three resources to complete a handout (in Drive). Post links where students can easily access.
 - 1st Resource: Article on the Schuman Declaration (two levels available).
 - 2nd Resource: Videos about the Schuman Declaration (start - 1:30 for both)
 - Video #1: <https://www.youtube.com/watch?v=c3zYnnpnBUKs>
 - Video #2: <https://www.britannica.com/video/191091/overview-history-European-Union>
 - 3rd Resource: EU Interactive Timeline
(https://learning-corner.learning.europa.eu/eu-timeline_en#/years/1950)
 - Look particularly at

- 1950: The Schuman Declaration
- 1951: The Six Founding Countries
- 1951: The Coal Market Opens
-

Ender

- Watch the final clip together as a class. Show that enemies can sometimes become friends (<https://www.youtube.com/watch?v=v8v9QoxFhRw>).

Schuman declaration May 1950

european-union.europa.eu/principles-countries-history/history-eu/1945-59/schuman-declaration-may-1950_en

70 YEARS OF SOLIDARITY



#EuropeDay 

The Schuman Declaration was a plan presented by French government worker Robert Schuman on 9 May 1950. It planned the creation of a group called the European Coal and Steel Community. All countries which joined the group would have to work together to make coal and steel.

The European Coal and Steel Community (ECSC) was joined by six countries at first: France, West Germany, Italy, the Netherlands, Belgium and Luxembourg. The ECSC was successful at keeping peace in Europe. This led to the creation of the "European Union".

Historical context

In 1950, the nations of Europe were still struggling. World War II had ended 5 years earlier but many countries were not doing well.

These countries did not want another war to happen in Europe. So European governments came up with idea for the European Steel and Coal Community. They hoped that if countries started working together they would stop fighting. You cannot fight without having coal and steel to make weapons. So if countries mined coal and made steel side-by-side, then maybe they would not want to use it to hurt each other.

The plan soon started to work. Many countries in Europe became richer and they stopped fighting against each other like they did before.

Building Peace

Instructions: You will learn now about the plan to keep peace between France and Germany called the Schuman Declaration! You will look at three resources to help you answer the questions about the plan!

1st Resource: Article

2nd Resource: Videos

3rd Resource: Interactive Timeline

Questions:

1. What did the Schuman Plan hope to create?
2. Why would working together to produce steel and coal keep Germany and France from fighting?
3. Which countries were a part of the European Steel and Coal Community when it began?
4. What is Europe Day? What day is it? Why is it on that day?

EU Lesson #3: Growing and Changing

SWBAT:

- Understand that the European Steel and Coal Community grew and changed to become the European Union which exists today
- Name some of the 27 member states of the European Union
- Identify some of the major benefits of the European Union to its members including common currency (Euro), free travel (Schengen), and multilingualism.
- Understand that the EU has the power to make laws for its members

Review Discussion

- Question 1: What are the two most important natural resources for building weapons and materials for war?
- Question 2: What was the name of the group which helped Germany and France start working together to prevent another war?

Transformation

- Watch the video together (https://www.youtube.com/watch?v=wS_v543O1jo). Explain to students the European Coal and Steel Community really changed and grew over time and is now called the European Union.

The European Union and its Benefits

- Use the following slides presentation to introduce students to the European Union and some of the benefits of being a part of the European Union.
https://docs.google.com/presentation/d/1GOI62G-NmiwkJxCh1y_98I5_SHLToAR0GtxX_NOLvrl/edit#slide=id.p

Exploring the Map of Europe

- Have students work on and complete the “Exploring the European Union” Worksheet (in the Drive). They will use an interactive map to expand their knowledge of the EU.

The EU Today

- As an extension activity, students can read an article about recent EU laws which have affected the lives of people in the EU. The article is titled “EU Law Making” (in Drive). After reading, discuss the laws and ask the students if they think these laws should exist in the United States.

Ender

- End class by showing once again the video from the beginning of class. The video will reinforce several of the learnings from the lesson and provide a helpful summary of the history of the European Union https://www.youtube.com/watch?v=wS_v543O1jo

EU Cell Phone Laws

europa.eu/youreurope/citizens/consumers/internet-telecoms/mobile-roaming-costs/index_en.htm



When you **travel outside your home country** to another EU country, **you don't have to pay any additional charges** to use cell mobile phone. This is known as "roaming" or "roam like at home". Your calls, text messages and Internet use are charged at the same price as calls, texts and Internet use within your home country.

The same rule also **applies to any calls or text messages your receive** while you're out of your home country - you aren't charged extra money to receive calls or texts while roaming, even if the person calling you is using a different cell phone company.

Sample story

Michael lives in Ireland and pays €0.10 a minute for calls and €0.05 for each text message within Ireland. When he goes on a business trip to Spain, Michael doesn't have to worry about paying extra for any calls he makes or receives.

Callers from Ireland will be charged the normal amount when they call Michael. If he calls a local Spanish number, his family in Ireland or any other EU country, he will pay Irish prices of €0.10 a minute for these calls. His text messages within Spain, to Ireland or to any other EU country will cost €0.05 - just like at home.

Many people who live in Europe travel between countries very often. This European Union law that companies cannot charge customers extra money for using their cell phone outside of their home country has saved people lots of money! This law is a huge success.

EU Plastics and Styrofoam Laws

environment.ec.europa.eu/topics/plastics/single-use-plastics/eu-restrictions-certain-single-use-plastics_en



Energy, Climate change, Environment
Environment



EU laws to ban single-use plastics and Styrofoam

The EU is reducing plastic pollution. From 3 July 2021, single-use plastic plates, silverware, straws, and other items cannot be sold in the stores of the EU Member States. In addition, most Styrofoam products cannot be used in the European Union anymore.

Single-use plastic products are made of plastic and are usually used just once or for a short period of time before they are thrown away. Under the new rules, certain throwaway plastic products for which alternatives exist are banned. Specific measures are also introduced to reduce the use of certain products.

Why is the EU tackling plastic litter?

More than 80% of ocean litter is plastics. Plastic builds up in seas, oceans and on beaches in the EU and worldwide. Plastic pieces are found in marine animals – such as sea turtles, seals, whales and birds, but also in fish and shellfish, and therefore in the human food chain.

While plastics are a convenient, useful and evaluable material, they need to be better used, re-used and recycled. When littered, these pieces of plastics cause big problems. First, people must be paid to clean them up. Second, litter scares tourists away from beautiful places when lose lots of money as a result. These laws to get rid of single-use plastics and Styrofoam are good for the environment and make people healthier too.

Exploring the European Union

Instructions: Explore the map linked below or on your Canvas page. Use the map and its interactive tabs to answer the questions below! Please use complete sentences!

Map: https://european-union.europa.eu/principles-countries-history/eu-countries_en#header_countries_list

Questions:

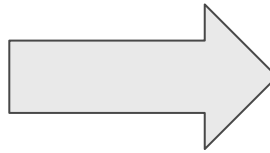
1. How many countries are in the European Union (EU)?
2. What is the country's name in the center of Europe that is NOT part of the EU?
[Complete sentence not needed here]
3. Which two countries joined the EU in 1986?
4. Do all the countries of the European Union use the Euro currency (money)?
5. Which countries are not in the European Union but ARE a part of the Schengen border-free travel area?

The European Union

The image shows the flag of the European Union, which is a blue field with twelve five-pointed gold stars arranged in a circle. The flag is waving in the wind against a clear blue sky with some white clouds at the bottom. A silver flagpole is visible on the right side of the frame.

Building the Future of Europe

History of the European Union



At first there was the European Coal and Steel Community and only six countries were members of the group. During the last 70 years, the group grew and changed a lot!

The group took a new name in 1993: The European Union (EU). Now 27 countries are part of the group and it does many things to strengthen Europe by creating and passing laws.

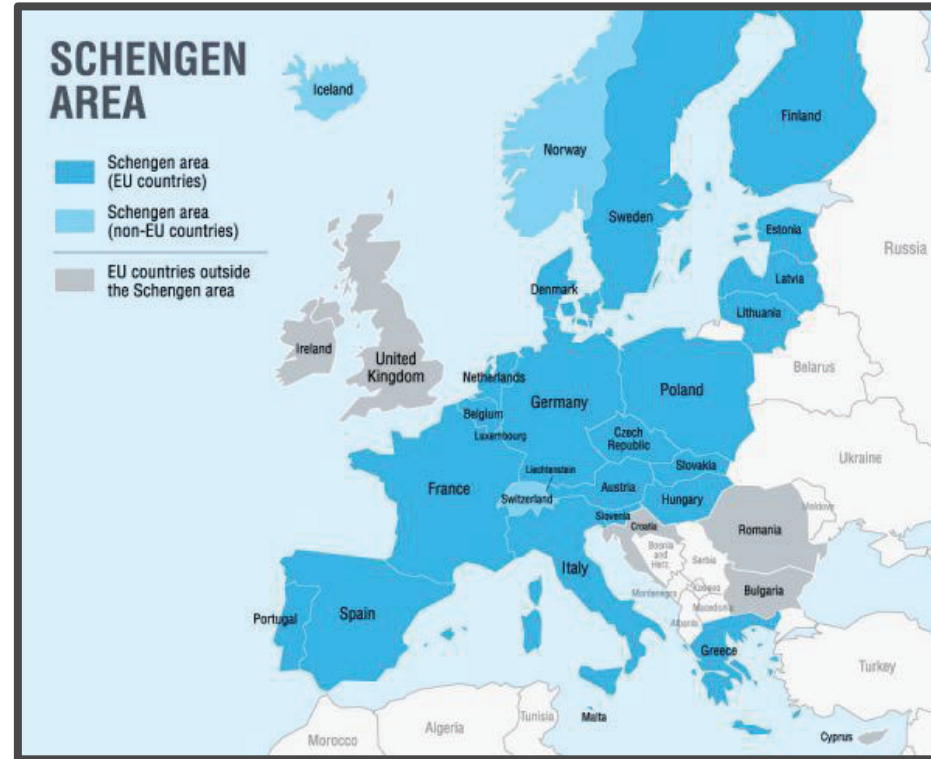


Countries of the European Union Today



Benefits of the European Union

One benefit of the European Union is easy travel! Most countries of the European Union agreed to allow people from other European countries to travel into theirs without needing to wait in line to have their passports checked. The easy-travel area is called the Schengen Area!



Benefits of the European Union

Another benefit of the European Union is that many of the countries agreed to start using the same money (currency). This currency is called the Euro! One Euro is worth a little more than one US Dollar. Using the same money allows people to travel very easily!



Play with money of the European Union: [Click Here](#)

Benefits of the European Union

A third benefit of the European Union is its multilingualism. This means the speaking of many languages. Because people in the European Union travel often, many people there learn and speak 2, 3, 4, or 5 languages!

There are 24 official languages of the European Union



Watch the video above to hear all the official languages of the European Union