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EU WHO?

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World Geography Academy – Session 2
Wednesday, November 7, 2012
University of Oklahoma, Norman

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EU WHO?

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Grade Level: 7th

Purpose/Overview:

The single market economy and common currency provides a unique situation for the European countries that belong to the European Union (EU). This commonality bridges the differences between governments and languages, but presents difficulties for nations with a higher gross domestic product (GDP) in their attempt to assist developing EU countries.

National Geography Standards from *Geography for Life* Geography Elements and Standards:

Places and Regions

5. That people create regions to interpret Earth's complexity

Oklahoma C3 Standards:

Grade 7 World Geography: Eastern Hemisphere

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

- C. 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.

- B.9. Draw evidence from informational texts to support analysis reflection, and research.

Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

6. Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross Domestic Product (GDP), and balance of trade including
 - A. The European Union's single currency and open single market that link economies and governments

Geographic Themes: Region, Movement

Objectives:

The student will describe the single market economy of the European Union.

The student will name the major import and export trade partners of several European nations.

Materials: "European Union" PowerPoint, LCD projector or Smart Board, computer(s), Internet, political map of Europe, copies of "Find Your Way Around the EU", student political map of Europe, Euro Chart worksheet, large map of Europe/World, yarn or colored tape.

Time Frame: 3 Class Periods

Procedure:

Opening the lesson-

1. Show students the brief "European Union" PowerPoint.
2. Introduce the vocabulary: eurozone, euro, Gross Domestic Product

Developing the lesson-

1. Assign the Internet scavenger hunt "Find Your Way Around the EU" (may be completed in groups or individually, but student maps should contain all answers).
2. Discuss in Class
3. Hand out the Euro Chart worksheet. Assign or have students select a country in the EU to investigate. If there are more than 27 students, assign pairs of students to a country. Using the Internet, research and fill in the information in each of the columns on the worksheet.

Concluding the lesson-

1. Students present the findings of their country.
2. Students place Export and Import partner countries on a large map of Europe with yarn designated a color such as green for import and red for export countries.

Closure-

Discuss which countries import the most and which countries export the most. Speculate as to why this is, if the difference in kinds of imports/exports makes a difference in the economic situation in each country, and how a change in trading partner(s) might change that situation.

Assessment:

1. Have students read the two quotes below about the United Kingdom and the European Union, discuss, and select one with which they agree or disagree.

"The idea of closer economic and political integration is nonsensical. We need to resist all moves to further erode democracy in Europe and closer integration means just that, with Germany's position strengthened and everyone else's hopelessly weakened."

"Give us (the United Kingdom) back our sovereignty or we will walk out. We have to tell them if they don't return some of the important powers they have snaffled from us, we will leave. We have nothing to be scared of."

2. Have students write a persuasive paragraph stating their opinions based on facts from this lesson.

Enrichment:

1. Figure percentages of the amount of imports and exports that remain in the EU and the EFTA compared to outside of the EU.
2. Debate the repercussions if the United Kingdom were to pull out of the EU or if the financial crisis increases.

Connections:

Grade 6-8 Mathematics Process Standards

Process Standard 4: Connections

1. Apply mathematical strategies to solve problems that arise from other disciplines and the real world.

Resources:

1. Outline map of Europe
http://www.eduplace.com/ss/maps/pdf/eur_country.pdf
2. Tabletop map of Europe
http://education.nationalgeographic.com/education/multimedia/europe-mapmaker-kit/?ar_a=1
3. News article featuring quotes above
<http://www.dailymail.co.uk/news/article-2217732/Home-Secretary-Theresa-May-reveals-plan-opt-en-masse-130-criminal-justice-powers-imposed-Brussels.html - ixzz2ABGrYQy2>
4. CIA World Factbook -- a great source for much of the data needed to complete the worksheet
<https://www.cia.gov/library/publications/the-world-factbook/index.html>