

# Europe in the Age of COVID-19

## MODULE FOUR: Crisis and the Limits of European Solidarity



Resources compiled by:

Ryan Hauck, Ryan Quinn, Sarah Rose Shuer, and Noor Hamwy

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## A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.



## WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### (1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### (2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### (3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### (4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### (5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

### C<sub>3</sub> Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> <li>• Civics</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering and Evaluating Sources</li> <li>• Developing Claims and Using Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>

Dimension 2 has four disciplinary subsections: (1) **Civics**; (2) **Economics**; (3) **Geography**; (4) **History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

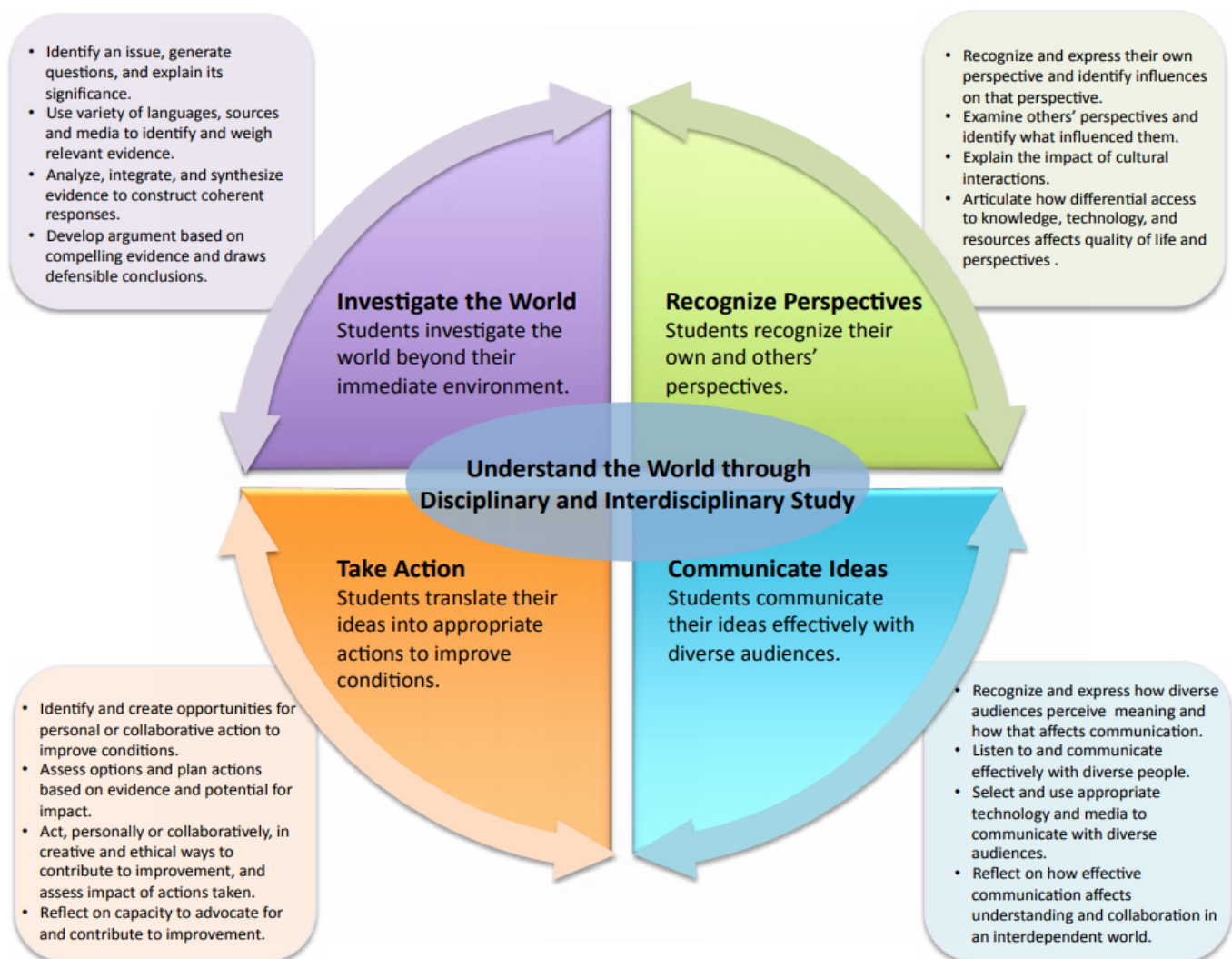
## EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**“Global competence is the capacity and disposition to understand and act on issues of global significance”** (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



## Learning Objectives (all modules)

1. Students will be able to identify and evaluate the European Union's response to the COVID-19 pandemic. In addition, students will be able to analyze the role of the EU as a supranational organization and its effectiveness at addressing a pandemic affecting its member states.
2. Students will be able to identify and analyze policy responses (political, economic, and social) created by individual nations such as Germany, Spain, Italy, UK, Hungary, and/or Russia. In addition, students will compare policy responses across nations and assess how these nations worked with the EU to address the COVID-19 pandemic.
3. Students will be able to identify and evaluate EU citizens' expectations of government and the role they play in mitigating crisis such as the COVID-19 pandemic. In addition, students may compare these popular expectations with citizen expectations about the role of government in nations outside of Europe (such as the United States).
4. Students will be able to explain and analyze the role of women leaders in the EU COVID-19 response. In addition, students will be able to compare the role of women in EU and national European institutions with other nations outside the region.
5. Students will be able to evaluate the impact of the COVID-19 pandemic on the future of the European Union, including possible political, economic, and social consequences.
6. Students will be able to identify and analyze potential limitations to European solidarity and propose future policy responses to address the impact of future crisis (such as COVID-19).
7. Students will be able to analyze data in their assessment of COVID-19 and its impact on EU member states politically, economically, and socially.
8. Students will be able to identify and evaluate how populist leaders (such as Hungary's Viktor Orbán) have utilized the COVID-19 pandemic to increase political power.

## Guiding Questions (all modules)

1. What strategies has the European Union utilized to address the COVID-19 pandemic? Which of these strategies have been effective and which have encountered challenges in terms of results or implementation?
2. What has been the role of individual EU member states in addressing the COVID-19 pandemic? How have individual member states created their own measures to addressing COVID-19, but also collaborated at the regional level with EU policymakers?
3. How have EU countries addressed testing challenges, rising COVID cases, lockdown procedures, and re-opening measures?
4. To what extent will the EU change (politically, economically, and/or socially) as a result of the COVID-19 pandemic? Will there be limits to European solidarity in the future? Why or why not?
5. How has the EU response (and individual member states) been similar and/or different from the United States?
6. What has been the role of women leaders in addressing COVID-19 within individual member states and across the European Union?
7. How have leaders, such as Hungary's Viktor Orbán, utilized the pandemic to increase political power? Should Europeans be concerned with perceived authoritarian policies connected to the pandemic response? Why or why?
8. What are the popular expectations of government (both at the EU level and within individual member states) by European citizens, especially in the context of addressing the COVID-19 pandemic? Does the role of the EU (and individual member states) in addressing the pandemic match citizen expectations? Are these expectations similar or different across nations, including the United States?
9. How can we utilize and analyze data to better understand the COVID-19 pandemic in the EU and other contexts? What might this data analysis help key stakeholders address global health crisis and its consequences?
10. How has the European Union collaborated with other nations or supranational organizations to address the COVID-19 pandemic?

# Key Terms (all modules)

**Antibodies:** A substance produced by special cells of the body that counteracts the effects of a disease germ or its poisons.

**Brexit:** The withdrawal of the United Kingdom from the European Union.

**Contact Tracing:** The process of identification of persons who may have come into contact with an infected person and subsequent collection of further information about these contacts.

**COVID-19:** COVID-19, also called coronavirus disease 2019, is the respiratory disease caused by SARS-CoV-2, the technical name for the new coronavirus. COVID-19 is part of a family of coronavirus diseases that include the common cold, SARS, and MERS.

**Epidemiology:** The branch of medicine which deals with the incidence, distribution, and possible control of diseases and other factors relating to health.

**Essential Workers:** Those who conduct a range of operations and services that are typically essential to continue critical infrastructure operations. Critical infrastructure is a large, umbrella term encompassing sectors from energy to defense to agriculture.

**Eurobond:** A debt instrument that's denominated in a currency other than the home currency of the country or market in which it is issued. Eurobonds are frequently grouped together by the currency in which they are denominated, such as eurodollar or Euro-yen bonds.

**European Green Deal:** A set of policy initiatives by the European Commission with the overarching aim of making Europe climate neutral in 2050.

**European Union:** An economic and political association of European countries as a unit with internal free trade and common external tariffs.

**Eurozone:** The group of European Union nations whose national currency is the euro.

**Flattening the Curve:** When viewed on a graph, a sudden surge in people getting sick with COVID-19 over a very short period (within a few days) can look like a tall, narrow curve, similar to a spike. The United States and countries around the world want to "flatten the curve" if possible, meaning that a smaller number of people are sick with coronavirus at any one time.

**Healthcare:** The organized provision of medical care to individuals or a community.

**Herd Immunity:** A form of indirect protection from infectious disease that occurs when a sufficient percentage of a population has become immune to an infection, whether through vaccination or previous infections, thereby reducing the likelihood of infection for individuals who lack immunity.



# Key Terms (all modules)

**Immunocompromised:** People who are immunocompromised have a weakened immune system, meaning their white-blood-cell counts are low or they have other conditions that make it harder to fight off infections and diseases.

**Isolation/Quarantine:** If a person has a confirmed case of coronavirus, they are instructed to practice isolation, which may be at home or in the hospital, depending on how sick the person is. It's meant to keep sick people from infecting other people by keeping them away from everyone.

**Multilateral Organizations:** Organizations formed between three or more nations to work on issues that relate to all of the countries in the organization.

**Pandemic:** A pandemic is the global outbreak of a disease; pandemics are usually classified as epidemics first, which is when a disease is spreading rapidly in a particular area or region.

**PPE (Personal Protective Equipment):** Protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection.

**Social Distancing:** Physical distancing, commonly referred to as social distancing, is the deliberate increase of physical space between people to keep them from spreading illness. Experts recommend staying at least six feet away from other people to reduce your risk of catching the coronavirus.

**Stimulus:** In economics, stimulus refers to attempts to use monetary or fiscal policy to stimulate the economy. Stimulus can also refer to monetary policies like lowering interest rates and quantitative easing.

**World Health Organization:** An agency of the United Nations, established in 1948 to promote health and control communicable diseases.

**Vaccine:** A biological preparation that provides active acquired immunity to a particular infectious disease.

## A Note on Articles and Paywalls

Some of the resources found within this packet require a subscription or other payment in order to be viewed. If you do not have free access to these resources through your home institution, you may be able to access them through the University of Washington's borrowing program for educators. To find out how to utilize this program, please follow the link below:

<http://www.lib.washington.edu/services/borrow/card/eligible>

## About the Speakers



**Phil Shekleton** – *Crisis and the Limits of European Solidarity*

Phillip is a part-time lecturer in the Foster School of Business at the University of Washington. He is the Faculty Advisor for the Europe Track in the Certificate in International Studies in Business (CISB) program for undergraduate students and was the former Managing Director of the University of Washington's Center for West Europe Studies and European Union Center. He received his M.A. in Political Science from the University of Washington and his B.A. in Political Science and History from the University of California San Diego.



**Ryan Hauck** – *Workshop Facilitator*

Ryan Hauck teaches AP Comparative Government & Politics, Psychology, and World History at Glacier Peak High School in Snohomish, WA. Passionate about international education, Ryan is also the Director of the Global Classroom Program at the Seattle World Affairs Council. In this role, Ryan creates and manages global education resources and opportunities to empower teachers and students to become globally competent. Ryan completed his master's degree in Globalization and Educational Change from Lehigh's Comparative & International Education Department. In this program, Ryan worked with classmates to enhance teacher training and student learning in Cambodia. In addition, Ryan worked on a library project in the Niger Delta region of Nigeria with a local NGO and returned to the area 6 times to develop and implement educational initiatives. Most recently, Ryan participated in the U.S. State Department's Fulbright Teachers for Global Classroom Program to Senegal (2016), Transatlantic Outreach Program (TOP) to Germany (2017), and National Consortium for Teaching about Asia (NCTA) to Taiwan. When Ryan isn't teaching or traveling, he's attending his nephew's baseball games, rooting for his hometown Seahawks, and enjoying the mountains and water of the Pacific Northwest.

**Mr. Shekleton's lecture was recorded and is available on Soundcloud and iTunes. Find it [HERE](#).**

# Crisis and the Limits of European Solidarity

## Historical Overview

### Brexit

#### **EU Budget: Who Pays Most in and Who Gets Most Back? - May 28, 2019**

<https://www.bbc.com/news/uk-politics-48256318>

The UK was a net contributor to the EU which means it contributes more to the EU budget than it receives back from it. It paid the 4th biggest proportion of its gross domestic product (GDP) - a measure of the amount produced in an economy in a year - in 2017 with 0.32% of GDP.

#### **Brexit: All You Need to Know About the UK Leaving the EU - July 13, 2020**

<https://www.bbc.com/news/uk-politics-32810887>

Brexit refers to the UK's exit from the EU. It formally left the EU after a public vote (referendum) on 31 January 2020. There is a transition period whereby the UK will continue to follow all of the EU's rules and its trading relationship will remain the same. Many other aspects aside from trade also need to be decided such as data sharing and security.

#### **The Brexit Vote's Lasting Impact on Britain and Europe - October 17, 2019**

<https://www.economist.com/films/2019/10/17/the-brexit-votes-lasting-impact-on-britain-and-europe>

The effects of Brexit have been difficult to quantify with various conclusions drawn by experts. Watch an excerpt to learn more about the challenges facing the EU and its relationship with Brexit.

#### **The EU's Recovery Fund is a Benefit of Brexit - May 30, 2020**

<https://www.economist.com/europe/2020/05/30/the-eus-recovery-fund-is-a-benefit-of-brexit>

Europe is taking steps that would have been blocked by its former member Britain. EU officials hope that a €750bn (\$825bn) recovery fund proposal from Brussels would help the struggling economies of southern Europe, paid for with debt issued by the bloc.

#### **Four Years After Brexit, Support for the EU Surges in Britain - June 26, 2020**

<https://edition.cnn.com/2020/06/25/uk/uk-supports-eu-four-years-after-brexit-intl-gbr/index.html>

New research shows that the majority of British voters would now opt to remain inside the European Union.

## Lesson Plan

### **European Union Teaching Resources**

<http://www.activecitizensfe.org.uk/european-union-teaching-resources.html>

This is a collection of resources for teaching learners about the European Union and Brexit; including detailed lesson plans and activities as well as items that teachers can use in developing their own plans.

# Historical Overview

## 2008 Financial Crisis

### Bad Times Ahead - October 16, 2008

<https://www.economist.com/europe/2008/10/16/bad-times-ahead>

This article from 2008 outlines consequences of the financial crisis. Fear of job losses would undermine the EU's whole climate package which in effect is a pact of solidarity between generations. Another foreseeable threat is the "politics of nostalgia" whereby the combination of unemployment, home repossessions and inflation could benefit extremist parties from left and right, derailing Europe's parliament.

### Causes of the Eurozone Crisis: A Summary - February 21, 2014

<https://commonslibrary.parliament.uk/research-briefings/sno6831/>

The causes of the eurozone crisis are summarised in this two-page overview, which examines why Greece, Ireland, Portugal, Spain and Cyprus have had to take emergency loans - or "bailouts" - from other eurozone and EU governments and the IMF.

### Eastern Europe's Misery - October 23, 2008

<https://www.economist.com/news/2008/10/23/eastern-europes-misery>

With stock markets plummeting, currencies under pressure, Eastern Europe looked to be hit the worst by the intensifying global financial instability and ensuing economic slowdown. Forecasts showed that eastern Europe as a whole was set to decline to 4.3% in 2009 from an estimated 6.3% in 2008, and a high of 7.6% in 2007 testing its resilience.

### How Did the Financial Crisis Change Europe? - December 18, 2015

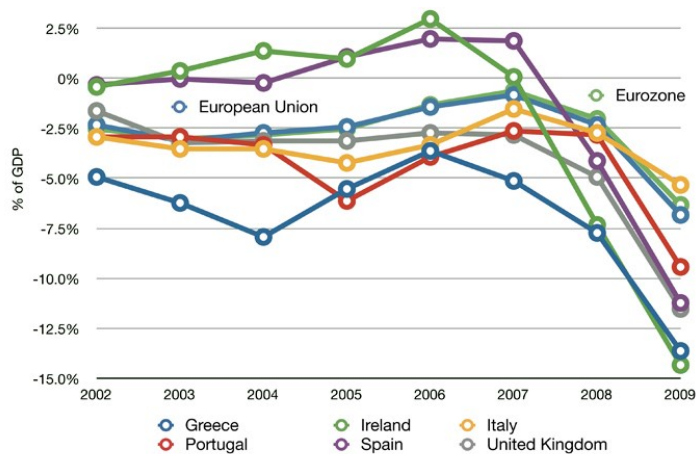
<https://www.weforum.org/agenda/2015/12/how-did-the-financial-crisis-change-europe/>

This is an assessment of the approaches taken in Europe following the financial crisis. It draws conclusions that in many cases, the fiscal response was not well enough to make the most of the opportunity. We may currently have to settle for reforms that do not add to existing deficiencies.

### The 2008 Financial Crisis: Crash Course Economics #12—October 21, 2015

<https://www.youtube.com/watch?v=GPOv72Awo68>

This is a video by Crash Course that talks about the 2008 financial crisis and the US Government's response to the troubles.



<https://www.aljazeera.com/indepth/>

# Historical Overview

## Eurozone crisis

### Timeline: The Unfolding Eurozone Crisis—June 13, 2012

<https://www.bbc.com/news/business-13856580>

This is a timeline on the twists and turns for the countries that use the euro. It starts with the official existence of the euro in 1999 and ends in 2012.

### The Eurozone in Crisis—February 11, 2015

<https://www.cfr.org/background/eurozone-crisis>

Following the global financial crisis in 2007-2008, liquidity dried up, revealing unsustainable deficits and large public debt that was most largely felt in Greece. To combat the potential crises that could face other countries across Europe in the event Greece exits from the euro, the European Financial Stability Facility was formed to provide Greece with a \$163 billion bailout loan. The terms of its bailout evolved and at the end of 2011, the center of the debt crisis shifted to Italy. Countries like Greece underwent years of political and economic turmoil before emerging again as a crisis point in 2015. Structural reforms have been implemented as countries continue to face high unemployment, weak banking systems, and huge debt.

### The European Debt Crisis Visualized Bloomberg Business—February 22, 2015

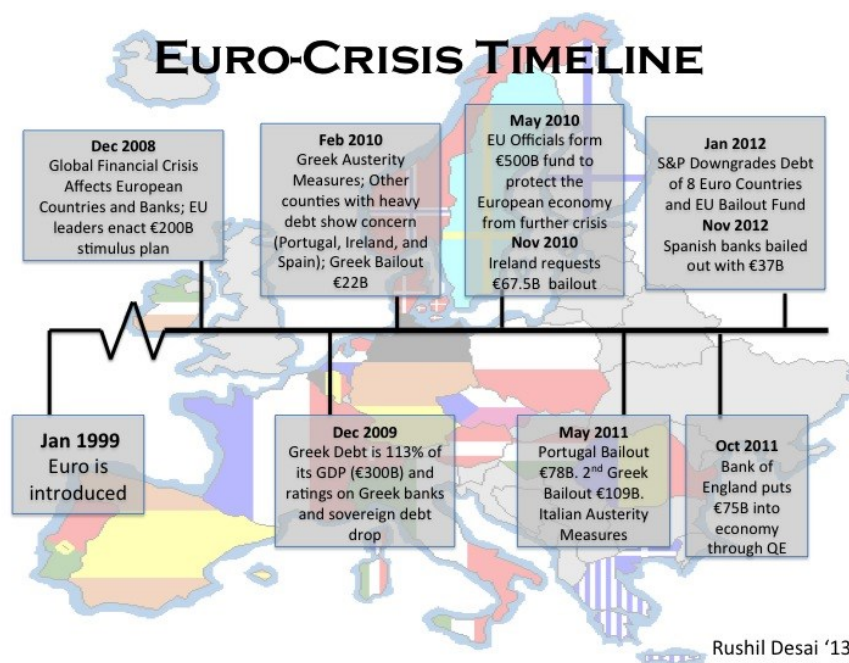
<https://www.youtube.com/watch?v=kbcvdKwmCtg>

A visualized video explaining the euro crisis and the flawed system behind it beginning with looking at the euro currency that ties together 18 countries.

### Why the European Debt Crisis Is Likely to Get Worse—February 23, 2019

<https://fee.org/articles/why-the-european-debt-crisis-is-likely-to-get-worse/>

High economic growth coupled with low-yield investment seems to be dragging indebted countries towards insolvency and possibly another global recession. Job creation is still low despite monetary assistance and policy support.



<https://eurozonecrisistimeline.weebly.com/eurozone-crisis-timeline>

# Historical Overview

## Border Management

### **Why is the EU struggling with Migrants and Asylum? - March 3, 2016**

<https://www.bbc.com/news/world-europe-24583286>

The EU has faced difficulties with harmonizing the asylum policy as each member state has their own police force and judiciary. Furthermore, putting the rules into practice is a whole other challenge. Advocating for the rights of migrants continues to be a distant ideal.

### **Migrant Crisis: Migration to Europe Explained in Seven Charts—March 4, 2016**

<https://www.bbc.com/news/world-europe-34131911>

More than a million migrants and refugees crossed into Europe in 2015, with the conflict in Syria constituting the biggest driver of migration. Some countries faced a disproportionate influx creating tensions in the EU and divisions over how best to resettle people.

### **The EU's Migration Crisis: When Solidarity and Sovereignty Collide—September 9, 2015**

<https://www.cfr.org/blog/eus-migration-crisis-when-solidarity-and-sovereignty-collide>

A plan was proposed by the European Commission President Jean-Claude Juncker of Luxembourg that all twenty-eight EU member states accept binding quotas for accepting refugees and develop a common European list of safe countries of origin. It also mandates shares of refugee admissions of which some believe is the only way to equitably distribute the number of asylum-seekers. Divergent national attitudes about how much national sovereignty to sacrifice put European solidarity to the test.

### **European Solidarity: Social & Political Impact of the Refugee Crisis—May 28**

<https://medium.com/discourse/european-solidarity-social-political-impact-of-the-refugee-crisis-b45830e752ad>

Nationalism garnered so much support in Europe following the crisis as citizens were uncomfortable with rising immigration, pessimistic about globalization, apprehensive about Islam, and threatened by Islamic terrorism. The rise of nationalist movements across the continent undermined EU solidarity and reinforced pessimism.

### **Towards an Effective and Principled EU Migration Policy—June 18, 2018**

<https://www.hrw.org/news/2018/06/18/towards-effective-and-principled-eu-migration-policy>

Recommendations of what course the EU should take with regards to an effective Migration Policy. This includes adopting a commitment of shared responsibility for saving lives at sea, implementing a dedicated rescue mission with an operational plan, and more.



<https://www.hstoday.us/subject-matter-areas/border>



# Corona Bonds, the Euro, EU North v. South Divide

## **A Practical Solution for Europe to Fight COVID-19—March 30, 2020**

<https://www.brookings.edu/blog/up-front/2020/03/30/a-practical-solution-for-europe-to-fight-covid-19/>

There is a proposed solution for the EU in the wake of the coronavirus pandemic. Eurobonds are seen as a solution but financially stronger states oppose them as they would underwrite the debt for financially weaker ones like Italy. The solution to this contentious struggle, according to this article is for richer countries to abandon ESM conditionality, make ESM affordable, and scale up their available resources.

## **Nine European Countries Say it is Time for 'Corona Bonds' as Virus Death Toll Rises—March 25, 2020**

<https://www.cnbc.com/2020/03/25/nine-eu-countries-say-its-time-for-corona-bonds-as-virus-deaths-rise.html>

As the death toll rises in the EU, the debate of issuing Corona Bonds, a debt instrument that would combine securities from different countries, resurfaces. Nine EU leaders issued a joint statement declaring their support for it.

## **'Corona Bonds': Here are Three Reasons Why Germany and the Netherlands Oppose the Idea—April 8, 2020**

<https://www.cnbc.com/2020/04/08/corona-bonds-reasons-why-germany-and-the-netherlands-oppose-the-idea.html>

This article discusses populism, fragile coalitions, and the ECB stimulus that deter EU powers like Germany and the Netherlands from the idea of corona bonds. Nine EU nations have said this new debt instrument, which would combine securities from different countries, is needed to mitigate the vast economic impact of the coronavirus pandemic.

## **Corona Bonds: Europe's Path to Resurgence? - April 7, 2020**

<https://www.youtube.com/watch?v=d7EzfPNJZgw>

There is a polarizing dispute happening over corona bonds in the EU as a response to the coronavirus pandemic. Italy, having a high amount of debt and thus the highest amount of owed interest rates, would favor corona bonds in order to ease the burden and help its economy. However, this is not in favor of stronger economies like Germany.

## **Coronavirus Outbreak Eats into EU Unity—April 3, 2020**

<https://www.bbc.com/news/world-europe-52135816>

While Germany assisted EU members by acts like taking in coronavirus patients from France and Italy into its hospitals for treatment, it has also rejected a plea by Italy, Spain, France and others to share out coronavirus-incurred debt in the form of corona bonds (or Eurobonds). There is a seemingly lack of cooperation between EU governments as the coronavirus crisis brings into question what the EU is all about.

## **Europe and The Existential Challenge of Post-COVID Recovery—April 20, 2020**

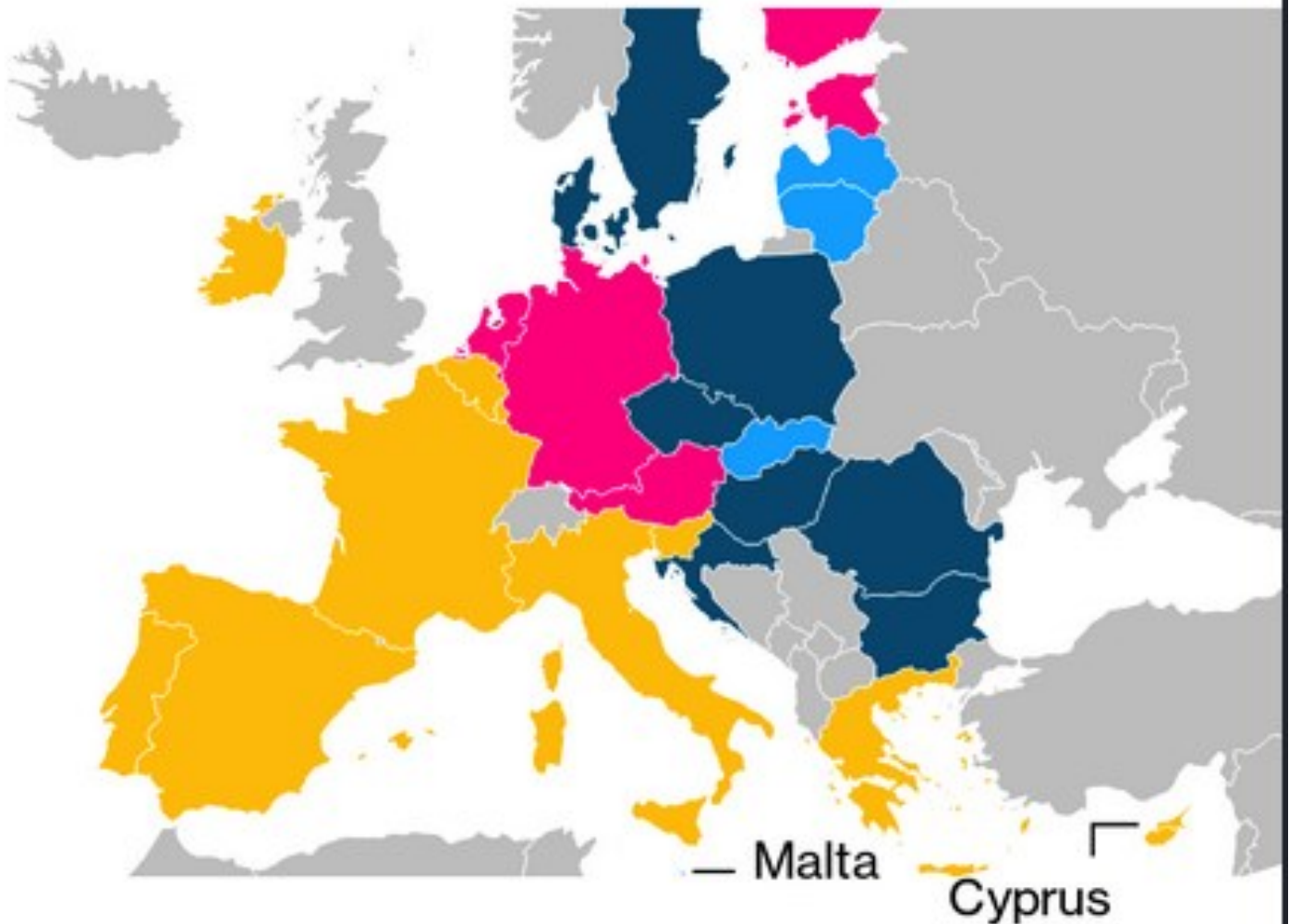
<https://www.brookings.edu/blog/order-from-chaos/2020/04/20/europe-and-the-existential-challenge-of-post-covid-recovery/>

The issues putting pressure on the EU are putting a lot at stake. Corona Bonds reopened the earlier divide which reflects the costs and benefits EU or euro area membership itself. Failure to cooperate would undermine the EU's single market and lead to internal fragmentation which could further weaken EU negotiating power with other countries.

## Bond Dispute

EU countries are split on issuing joint coronavirus bonds

- Supports bonds
- Opposes bonds
- Other euro members
- Other EU members



Source: Bloomberg

**Bloomberg**



# Corona Bonds, the Euro, EU North v. South Divide

## **Revisiting the Euro's North-South Rift—November 7, 2020**

<https://www.economist.com/finance-and-economics/2019/11/07/revisiting-the-euros-north-south-rift>

The North and South divide has caused numerous fights over monetary policy as the Northerners fear transfers going to the South as the South need backing of their national sovereign debt. The listed divisions make reforming the currency union a difficult task.

## **Pandemic Won't Cause Euro Debt Crisis, but a North-South Divide—April 22, 2020**

<https://www.reuters.com/article/us-health-coronavirus-eu-debt-analysis-idUSKCN224oN6>

Markets and eurozone officials are worried about the huge debt that will be incurred on Southern European and the potential risk of eurosceptic parties in the South to swing public opinion against the EU. In order to prevent a greater divide between the North and South, the EU is attempting to prevent the buildup of debt in the south.

## **Coronavirus Widens Europe's North-South Economic Divide—April 28, 2020**

<https://www.wsj.com/articles/coronavirus-widens-europes-north-south-economic-divide-11588069310>

Political tensions between the North and South are being exacerbated by the pandemic's greater effect on the South while the north enjoys a lighter lockdown and more fiscal power.

## **Economic Response To Coronavirus Again Exposes North-South Divide In EU—April 6, 2020**

<https://www.npr.org/2020/04/06/828303901/economic-response-to-coronavirus-again-exposes-north-south-divide-in-eu>

A discussion about the resurfacing divide discussing the loss of employment differences in the countries affected by the pandemic. Countries in the North are unsupportive of assistance to Southern countries which opens the wounds of the euro crisis.

## **The Coronavirus Could Tear the EU Apart—April 21, 2020**

<https://www.vox.com/world/2020/4/21/21228578/coronavirus-europe-eu-economic-crisis-eurozone-debt>

Solidarity is the key to the survival of the EU as the South bears the brunt of the pandemic's impact. Officials are echoing the belief that countries with financial power need to step up and assist their neighbors.

## Lesson Plans

### **Gathering Ideas About Europe**

<https://www.nationalgeographic.org/lesson/gathering-ideas-about-europe/>

Students gather their ideas about the land and peoples of Europe. They map and create lists of things they know about Europe and generate questions they have about the land and peoples of Europe. Grades 6, 7, 8

### **How to Teach Kids About the European Union**

<https://kidworldcitizen.org/how-to-teach-kids-about-the-european-union/>

Download the Europe in a Nutshell information sheet and lesson plan at the bottom of the page and access other resources to learn more.

# What Will Be the Outcome of COVID-19 in the EU?

## **As Europe Confronts the Coronavirus, What Shape Will Solidarity Take? - April 8, 2020**

<https://www.nytimes.com/2020/04/08/world/europe/eu-coronavirus-aid.html>

European officials report broad agreement on some measures such as a loan program valued at 100 billion euros that would help member countries with unemployment benefits, but consensus has yet to be reached regarding the euro area bailout fund. The survival of each individual economy and potentially the euro is at stake if a solution to the damage caused by the pandemic is not reached.

## **Coronavirus: Europeans Say EU was 'irrelevant' During Pandemic—June 24, 2020**

<https://www.theguardian.com/world/2020/jun/23/europeans-believe-in-more-cohesion-despite-eus-covid-19-failings>

Newly released polling across the European continent has reflected the sentiment towards the EU's failed performance in the wake of the pandemic. 63%, including 55% in Germany, 80% in Spain and 91% in Portugal, believed the pandemic reflected the need for EU governments to act more cooperatively.

## **In the Wake of Covid-19: Troubled Waters Ahead for the European Union—April, 2020**

<https://isdpeu.org/publication/in-the-wake-of-covid-19-troubled-waters-ahead-for-the-european-union/>

The narrative has pointed out the lack of a cohesive European government response and that the medical equipment was being provided by other countries like China. Some European member countries have further issued draconian measures that will remain in place even after the pandemic is over. Questions remain about how the EU can strengthen solidarity in the wake of a mass recession and security challenges.

## **The European Union Will Survive COVID-19—April 30, 2020**

<https://www.fpri.org/article/2020/04/the-european-union-will-survive-covid-19/>

This article sees plenty of chances to make things right for the EU. The real reason the EU may not survive is not due to not mutualizing debt, but because of a political crisis of legitimacy.

## **Will the EU Survive the Coronavirus? - April 8, 2020**

<https://fpif.org/will-the-eu-survive-the-coronavirus/>

The failure of European solidarity for Italy and Germany's tightfistedness in the midst of the crisis only add on to the pre-existing conditions that the EU was facing. Nathalie Tocci, a former adviser to the EU foreign policy chief, described the situation as a "make-it-or-break-it moment for the European project". Uncertainty still looms about the EU's survival, but we can be certain to expect a difference regardless of the outcome.

## **Seven Early Lessons From the Coronavirus—March 18, 2020**

[https://www.ecfr.eu/article/commentary\\_seven\\_early\\_lessons\\_from\\_the\\_coronavirus](https://www.ecfr.eu/article/commentary_seven_early_lessons_from_the_coronavirus)

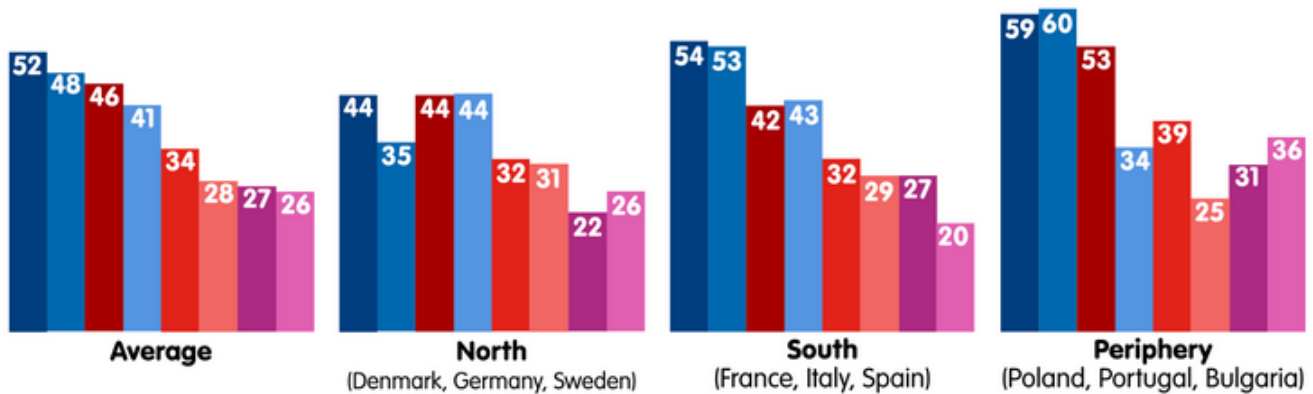
Views from the European Council on Foreign Relations with regards to how COVID-19 will reshape the EU's response to all other crises it has shaped in the last decade.

## **EU Nationals Flee UK Workforce as COVID Crushes Hospitality - April 11, 2020**

<https://www.bloomberg.com/news/articles/2020-08-11/eu-nationals-flee-u-k-workforce-as-covid-crushes-hospitality>

The number of EU citizens working in the U.K. shrank to the lowest since 2015 as the hospitality industry buckled. EU citizens make up a greater proportion of staff in Britain's accommodation and food services than any other industry, and have seen that sector among the hardest hit by a pandemic that shuttered many businesses and prevented people from traveling.

## How should the coronavirus crisis change Europe? (%)

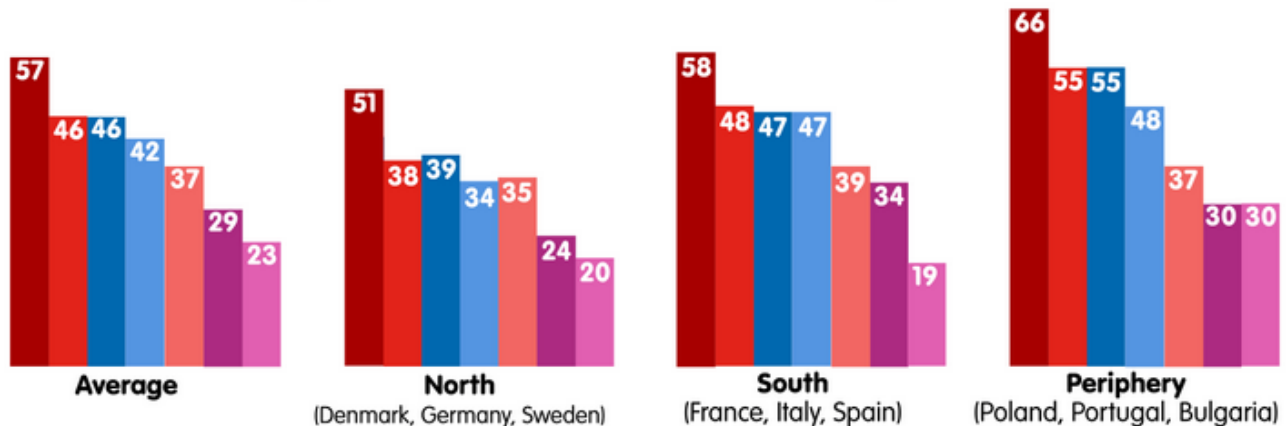


- The EU should have a more unified response to global threats and challenges
- Member states should be more prepared to share the financial burden of a crisis
- The EU should have more control over its external borders
- Member states should push businesses to produce more medical goods in the EU
- Member states should have more control over their borders with one another
- Member states should push businesses to produce more non-medical goods in the EU
- Some EU powers should return to member states
- Citizens should think twice before working, living, or travelling abroad

Source: ECFR



## Which measures have you become more supportive of since the crisis began? (%)



- Stricter border controls
- Surveillance of individual behaviour for reasons of public health
- Respect for the rule of law, human rights, and democracy
- Fulfilment of climate change commitments
- Higher government spending
- Reform of the capitalist system
- Greater powers for leaders and governments

Source: ECFR



# What Will be the Outcome of COVID-19 in the EU?

## **What We Can Learn From Europe's Response to the COVID-19 Crisis - August 10, 2020**

<https://www.weforum.org/agenda/2020/08/europe-response-covid-19-coronavirus-economic-crisis-euro-fiscal-monetary-policy-green-deal/>

Despite the crisis, Europe has firmly stood by the concept of multilateralism – collaborating to seek solutions and showing solidarity with hard-hit nations within and – equally important – outside the European Union. The EU's bold monetary and fiscal response demonstrated solidarity and strengthened Europe's position globally.

## **Asia Can Learn From Europe's Response to COVID Crisis - May 30, 2020**

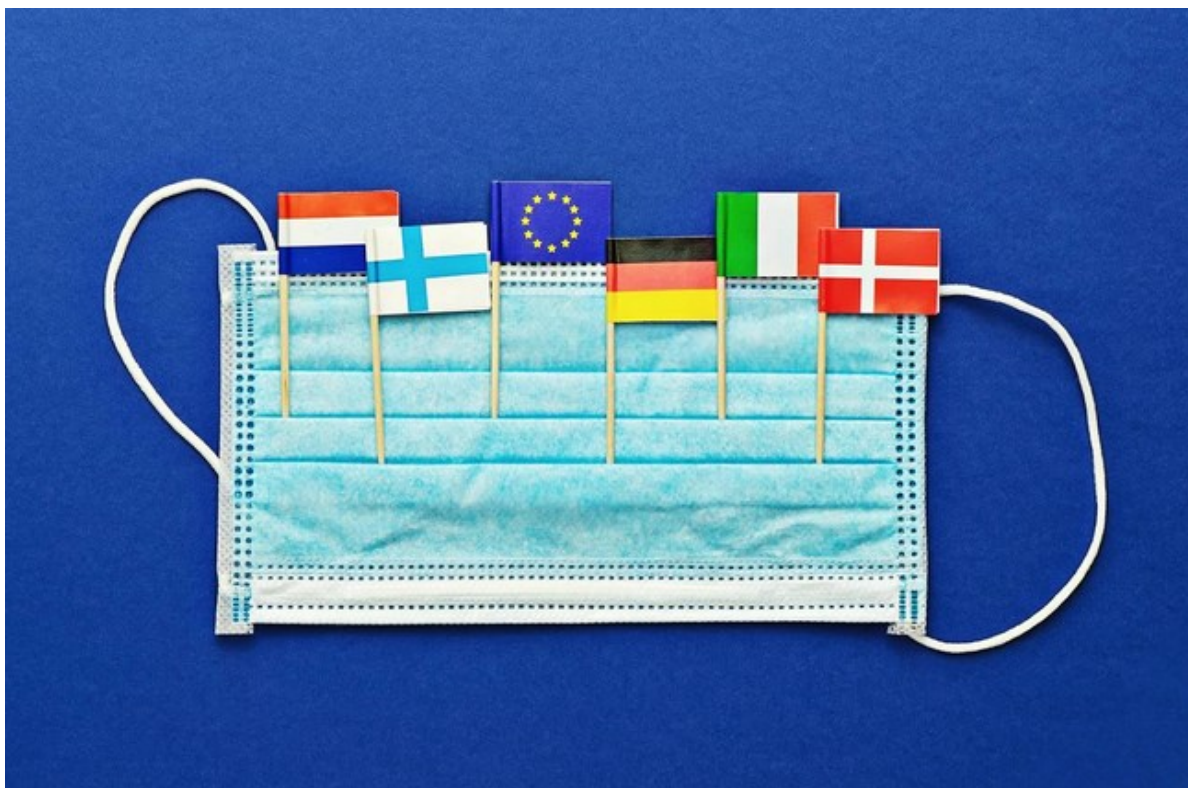
<https://www.asiatimesfinancial.com/asia-can-learn-from-europe-s-response-to-covid-crisis>

Asia can learn from the efforts Europe is making to reinforce the foundations of its economy and to demonstrate solidarity between stronger and weaker nations. There is a lot Asia could do to help itself and promote regional interdependence at a time when globalization is fracturing and the institutions of international governance are under attack.

## **Positive Outlook for Financial Services Work in Europe - August 13, 2020**

<https://www.fm-magazine.com/news/2020/aug/positive-outlook-financial-services-work-in-europe.html>

Some researchers provided an in-depth forecast that looks ahead to 2030, highlighting that the current health crisis has accelerated certain shifts, such as automation, that had been on the horizon before the COVID-19 pandemic.



# Curriculum Resources (all modules)

## **Coronavirus Lesson Plans and Resources**

<https://sharemylesson.com/collections/coronavirus>

Sample lesson Plans discussing Coronavirus and other infectious diseases.

## **COVID-19, Coronavirus, and Pandemics**

<https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/>

A developing set of resources for teachers and the community for all age groups to teach about the COVID-19 pandemic through math.

## **Teaching Our World: The Coronavirus**

<https://classroommagazines.scholastic.com/support/coronavirus.html>

Resources to teach young learners about what germs are and how they spread. There are also links to other organizations with their own listed tools and resources.

## **Pandemic Lesson Plan**

<https://www.aidr.org.au/media/5273/aidr-pandemic-lesson-plan.pdf>

The pandemic lesson plan provides teachers and students with an opportunity to investigate pandemics through individual classroom activities

## **Student Journal Assignment During Covid-19 Pandemic**

[https://docs.google.com/document/d/116FGQAow7uAbu1vJLAX2jnHeWljyrMoGvH4h1tRH7uA/edit?fbclid=IwARoHdX3G\\_stpH4ncvsoROAhmYd8gpaXSdvkD5aykmczYvJ55MX2dy7mpDXQ](https://docs.google.com/document/d/116FGQAow7uAbu1vJLAX2jnHeWljyrMoGvH4h1tRH7uA/edit?fbclid=IwARoHdX3G_stpH4ncvsoROAhmYd8gpaXSdvkD5aykmczYvJ55MX2dy7mpDXQ)

**Note:** This assignment was created for a high school history class, but it could be used across content areas and adapted across grade levels. We hope you are inspired to make a copy and revise it for your context.

## **Lesson Plan—(Password to access= “fruitfly”)**

<https://www.scienceandmathwithmrsLau.com/free-resource-library/>

In her molecular genetics class, Ronstadt plans to introduce a lesson by the popular curriculum developer Bethany Lau that looks at how the virus replicates and dives into the viral RNA genome. (The lesson is being offered by Lau for free; the password to access it is “fruitfly.”)

## **Coronavirus Worksheets**

<https://www.teacherspayteachers.com/Browse/Search:coronavirus/>

## **COVID-19, Coronavirus, and Pandemics – Math Resources: Teaching and Using Mathematics to Understand our World**

<https://www.nctm.org/Coronavirus-and-Pandemics-Math-Resources/>

A developing set of resources for teachers and the community to teach through the mathematics associated with the COVID-19 pandemic and learn math. Discussion also in the MyNCTM community.

## **Epidemiology: Solve the Outbreak**

<https://www.common sense.org/education/lesson-plans/epidemiology-solve-the-outbreak>

This is a middle school science lesson for students on the field of epidemiology and the dissemination of diseases.



# Curriculum Resources (all modules)

## **How to Talk to Your Kids About Coronavirus**

<https://www.meetthehelpers.org/meet-the-helpers-coronavirus/>

How to Talk to Your Kids About Coronavirus

## **G3-4 - Google Doc**

<https://drive.google.com/drive/folders/1nXPsuaz3ghXfTY1ZPuJk1SoVkYAtmEIRg>

A document for teachers to access and teach grades 3-4

## **G5-6 - Googledoc**

[https://drive.google.com/drive/folders/1\\_7lW\\_rDHjKmjeWZMOJ4qF83ZwTP8ub1S](https://drive.google.com/drive/folders/1_7lW_rDHjKmjeWZMOJ4qF83ZwTP8ub1S)

This document includes quizzes and a class sheet to teach about the pandemic for grades 5-6.

## **What is a Pandemic?**

<https://www.teacherspayteachers.com/Product/What-is-a-Pandemic-Freebie-5331387>

For Kindergartners, 1st, 2nd, and 3rd graders. Free ebook (20 pages) on What is a Pandemic?

## **As Coronavirus Spreads, Racism And Xenophobia Are Too**

<https://www.npr.org/2020/03/09/813700167/as-coronavirus-spreads-racism-and-xenophobia-are-too>

As Coronavirus Spreads, Racism And Xenophobia Are Too - 13 minute listen for kids.

## **Coronavirus Syllabus - File of Resources**

[https://docs.google.com/document/d/1dTkJmhWQ8NcxhmjeLp6ybT1\\_YOPhFLx9hZ43j1S7DjE/edit](https://docs.google.com/document/d/1dTkJmhWQ8NcxhmjeLp6ybT1_YOPhFLx9hZ43j1S7DjE/edit)

An open access crowdsourced cross-disciplinary resource since 12 March 2020 with articles, books, videos, syllabi, teaching resources, and more.

## **Pandemic: A Lesson Plan**

<https://www.mathalicious.com/lessons/pandemic>

In this lesson, students use exponential growth and logarithms to model how a virus spreads through a population and evaluate how various factors influence the speed and scope of an outbreak.

## **The Flu in Context: Epidemics, Vaccines and Prevention**

[https://www.educationworld.com/a\\_lesson/flu-epidemics-vaccines-science.shtml](https://www.educationworld.com/a_lesson/flu-epidemics-vaccines-science.shtml)

For grades 5-12, students learn about epidemics and pandemics, as well as vaccines and other precautions that can help prevent infections such as influenza.

## **Best Instructional Videos: Pandemics Through the Years**

[https://www.educationworld.com/a\\_lesson/best-instructional-videos-pandemic-plague.shtml](https://www.educationworld.com/a_lesson/best-instructional-videos-pandemic-plague.shtml)

This video lists three videos with links on smallpox, the black death, and the Spanish Flu.

## **Pandemic & Epidemic Lesson Plan**

<https://study.com/academy/lesson/pandemic-epidemic-lesson-plan.html>

To unlock this lesson you must be a Study.com Member. This lesson plan familiarizes students with past and present pandemics and epidemics through a video and a text lesson.

# Curriculum Resources (all modules)

## **Viruses and Outbreaks**

<https://www.discoveryeducation.com/corona-virus/>

Discovery Education has created a special channel within Discovery Education Experience—the Viruses and Outbreak Channel—featuring digital content that helps educators discuss the Coronavirus outbreak with students.

## **From My Window: Children at home during COVID-19**

<https://issuu.com/unpublications/docs/from-my-window>

This United Nations book for young readers looks at the lives of housebound children during the coronavirus epidemic.

## **Comic Series: Baffled Bunny & Curious Cat**

<https://sph.nus.edu.sg/covid-19/public-education/>

In the midst of the 2019 novel coronavirus outbreak, Baffled Bunny and Curious Cat seek advice and clarification from Doctor Duck in this comic series.

## **A Comic Strip On Coronavirus For Kids – Kids, Vaayu & Corona: Who Wins The Fight?**

<https://countercurrents.org/2020/03/a-comic-strip-on-coronavirus-for-kids-kids-vaayu-corona-who-wins-the-fight/>

A comic strip on coronavirus for kids.

## **My Hero is You: Story Book for Children**

<https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf>

This is a story developed for and by children around the world.

## **Oaky and the Virus**

<https://www.oaky.co.za/>

Free Download picture book for children in many languages.

## **Explaining Covid-19 to Kids**

<https://sacoronavirus.co.za/category/explaining-covid-19-to-kids/>

Explaining covid 19 to kids through these short cartoon videos

## **Just For Kids: A Comic Exploring The New Coronavirus**

<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

This comic explaining the coronavirus is also available in chinese and Spanish

## **Coronavirus: A Book for Children**

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/>

free audio edition of the book, read by Hugh Bonneville.

# Curriculum Resources (all modules)

## **Covid-19 Comics**

<https://www.graphicmedicine.org/covid-19-comics/>

Graphics/comics tailored towards adults

## **The Class That Can: Coronavirus**

<https://www.citizensofcan.com/>

This book will teach children in grades K-4 about coronavirus and what they can do to stay safe.

## **A kids book about COVID-19**

<https://akidsbookabout.com/pages/covid-19>

English, Spanish, and Printable versions available for kids to learn more about covid-19.

## **Film - The Seventh Seal (1957) - \*one resource says 14+**

<https://www.criterion.com/films/173-the-seventh-seal>

About: Returning exhausted from the Crusades to find medieval Sweden gripped by the Plague, a knight (Max von Sydow) suddenly comes face-to-face with the hooded figure of Death, and challenges him to a game of chess.

