

Resource Guide for Educators



# EUROPE GOES GREEN?

## ENERGY, ENVIRONMENT, POLITICS, & SECURITY IN THE EU

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



**AUGUST 17TH, 2021**  
**9:00AM-5:00PM PT**

Compiled By: Ryan Hauck, Julianna  
Patterson, Abigail Dean, & Isabel Wilson



ELLISON CENTER FOR  
RUSSIAN, EAST EUROPEAN  
AND CENTRAL ASIAN STUDIES

UNIVERSITY of WASHINGTON  
The Henry M. Jackson  
School of International Studies



CENTER FOR WEST EUROPEAN STUDIES  
& EU CENTER

UNIVERSITY of WASHINGTON  
The Henry M. Jackson School of International Studies

# How to Use This Guide



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

**GLOBAL CLASSROOM WANTS TO KNOW  
HOW YOU HAVE USED THIS RESOURCE  
PACKET IN YOUR CLASSROOM!**

**EMAIL [GC@WORLD-AFFAIRS.ORG](mailto:GC@WORLD-AFFAIRS.ORG)  
AND TELL US YOUR STORY**



If you haven't already, **SUBSCRIBE** to our Global Classroom Bi-Weekly Newsletter for updates on our upcoming programs, professional development and virtual opportunities for teachers and students.

Check out our latest newsletter, [here](#), and subscribe today!



# Table of Contents

Outlining Standards .....	pp. 5-6
Washington State K-12 Social Studies Learning Standards.....	p. 5
College, Career, & Civic Life C3 Frameworks for Social Studies State Standards.....	p. 6
Educating for Global Competence.....	p. 7
Historical Background of the European Union (EU).....	pp. 8-9
European Union Geography.....	pp. 10-11
Geography Activity.....	p. 12
Sustainable Development Goals (SDGs).....	p. 13
Module 1: Europe's Twin Transitions   Climate Neutrality & Digital Transformation.....	pp. 14-31
Introduction to Session Speaker.....	p. 15
Key Terms.....	p. 16
Learning Objectives.....	p. 17
Climate & the Digital Future.....	pp. 18-21
European Green Deal.....	pp. 22-30
Climate Neutrality.....	p. 31
Module 2: Balancing Green Energy, Energy Security, & Geopolitical Security.....	pp. 32-42
Introduction to Session Speaker.....	p. 33
Key Terms.....	p. 34
Learning Objectives.....	p. 35
Energy Security.....	pp. 36-39
Climate & Geopolitical Security.....	pp. 40-42
Module 3: The Rise of Green Parties in European & EU Politics   Germany.....	pp. 43-50
Introduction to Session Speaker.....	p. 44
Key Terms.....	p. 45
Learning Objectives.....	p. 46

# Table of Contents

The Green Party.....	pp. 47-48
The Green Party   Germany.....	pp. 49-50
Module 4: Tricky Tradeoffs between Sustainability, Energy, and Economics in the EU.....	pp. 51-63
Introduction to Session Speaker.....	p. 52
Key Terms.....	p. 53
Learning Objectives.....	p. 54
EU Environmental Policy.....	pp. 55-56
Economics & EU Sustainability.....	pp. 57-58
Europe's Sustainable Energy.....	pp. 59-61
Climate Action.....	pp. 62-63
U.S.—EU Relations.....	p. 64
Photo Bibliography.....	pp. 65-71
Thank You to Our Sponsors.....	p. 72



# Outlining Standards

## A Note on Learning Standards Presented in this Guide

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.

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

## 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

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLU- SIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> <li>Civics</li> <li>Economics</li> <li>Geography</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.

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

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

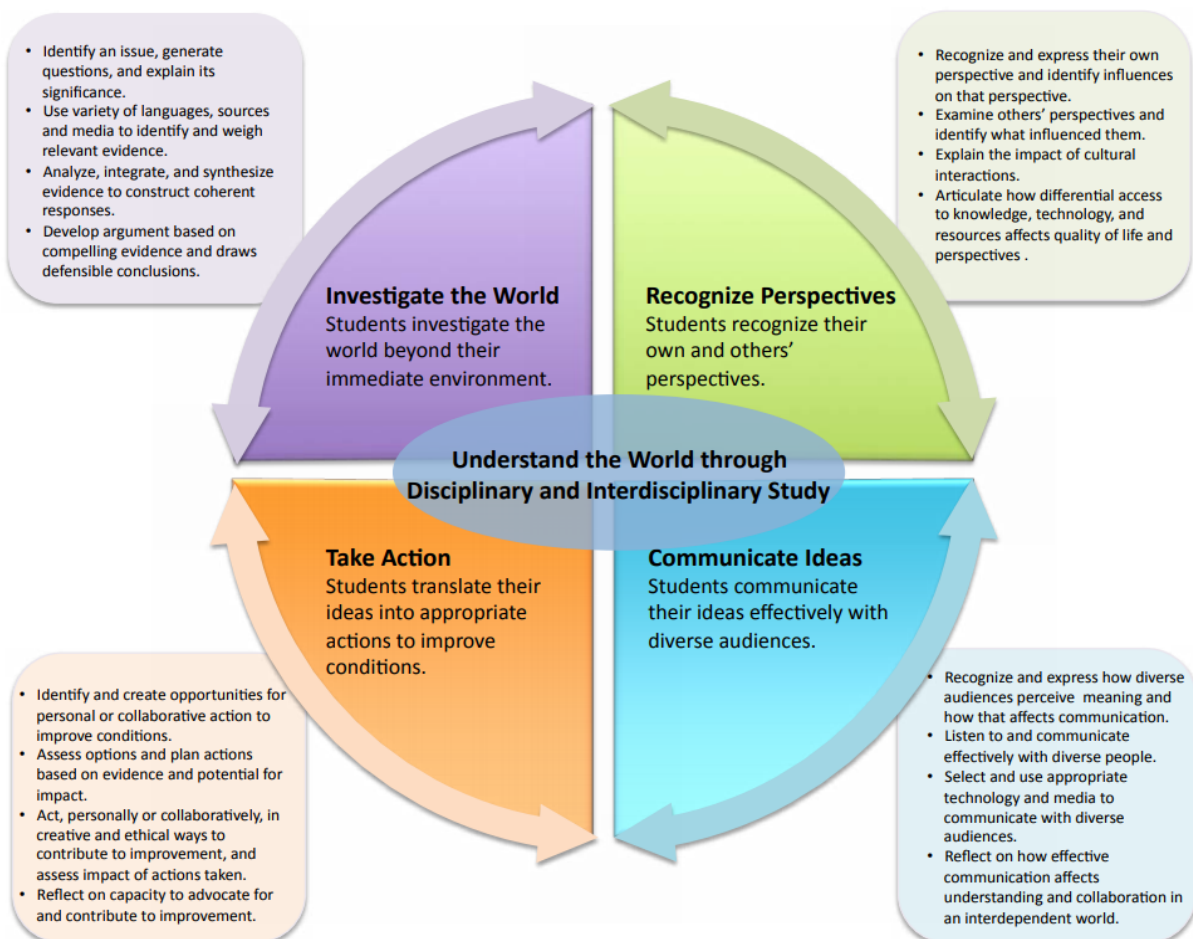
# Educating for Global Competence

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



# Historical Background of the European Union (EU)



## [European Union—The History of the European Union](#)

From resistance fighters to lawyers and parliamentarians, the EU pioneers were a diverse group of people who held the same ideals: a peaceful, united and prosperous Europe.

## [EU Members Countries in Brief](#)

This list of EU member states includes information about each country's capital, population size, flag, languages, currency, and more!

## [European Union—Countries](#)

The EU was not always as big as it is today. When European countries started to cooperate economically in 1951, only Belgium, Germany, France, Italy, Luxembourg and the Netherlands participated. Over time, more and more countries decided to join. The Union currently counts 27 EU countries. The United Kingdom withdrew from the European Union on 31 January 2020.



# Historical Background of the European Union (EU)

## [EU Symbols](#)

Symbols of the European Union include its blue flag with a circle of yellow stars, but it also has an anthem and motto.



## [History—Consilium](#)

The European Council, one of the main governing institutions of the European Union, has selected pivotal

events that have shaped the EU following its creation after World War II. This webpage features an interactive timeline with images, key treaties, policies, and enlargements, as well as several videos and a documentary tracing the history of the European Council.

## [#EUArchives—50 Years of the EU in the World](#)

With images and videos from the archives of the European Union, this video from the European Commission showcases how the EU has changed the face of Europe with increased stability and prosperity across the region.

## [EU Learning—Introduction](#)

Intended for enriching Canadian secondary school students about the European Union, this launchpad from Carleton University provides all secondary school educators resources about the history, politics, economics, and culture of the EU as well as lesson plans, programs, and games.

## [Resources For Teachers](#)

Straight from the European Union itself, this page offers lesson plans divided by age group, for students 9-15+. Ranging from videos and presentation slides to teaching kits, brochures, and more, these EU-approved learning materials are an asset to learning about the history of the union.

# European Union Geography



## [Europe in a Global Context: Geographical Perspectives](#)

Columbia University's journal, EuropeNow, gives a thorough history and description of the geography's uses and significance in understanding Europe's politics, especially in the last century. It provides a background for subjects that would become paramount to the European Union's policymaking, including the European Green Deal, geography in economics, and Europe's success in achieving the UN SDGs. The source also explores the relationship between the European Union and the European Association of Geographers (EUROGEO).



## [European Union Maps](#)

Maps depicting the various enlargements of the European Union, the total number EU member states (prior to Brexit), and some candidate countries provide a great visual for students to understand the breadth of EU territory and its role across the 20 and 21st centuries.

# European Union Geography



## [Geography: The Language of Europe](#)

The Royal Geographical Society has put together a cross-cultural lesson plan outline for introducing the geography of the European Union. It focuses on understanding which countries are in the EU, what the EU's primary goals are and why, and how the EU prioritizes unity in light of its diversity.

## [The Geography of EU Discontent](#)

In response to the growing opposition to the European Union, the EU conducted a study to determine which constituents and geographical areas were more likely to have discontent with the EU. They looked at demographics pertaining to region, age, education levels, and more. This source also has an interesting interactive map.



## [Learn Europe—Educational Open E-Tools](#)

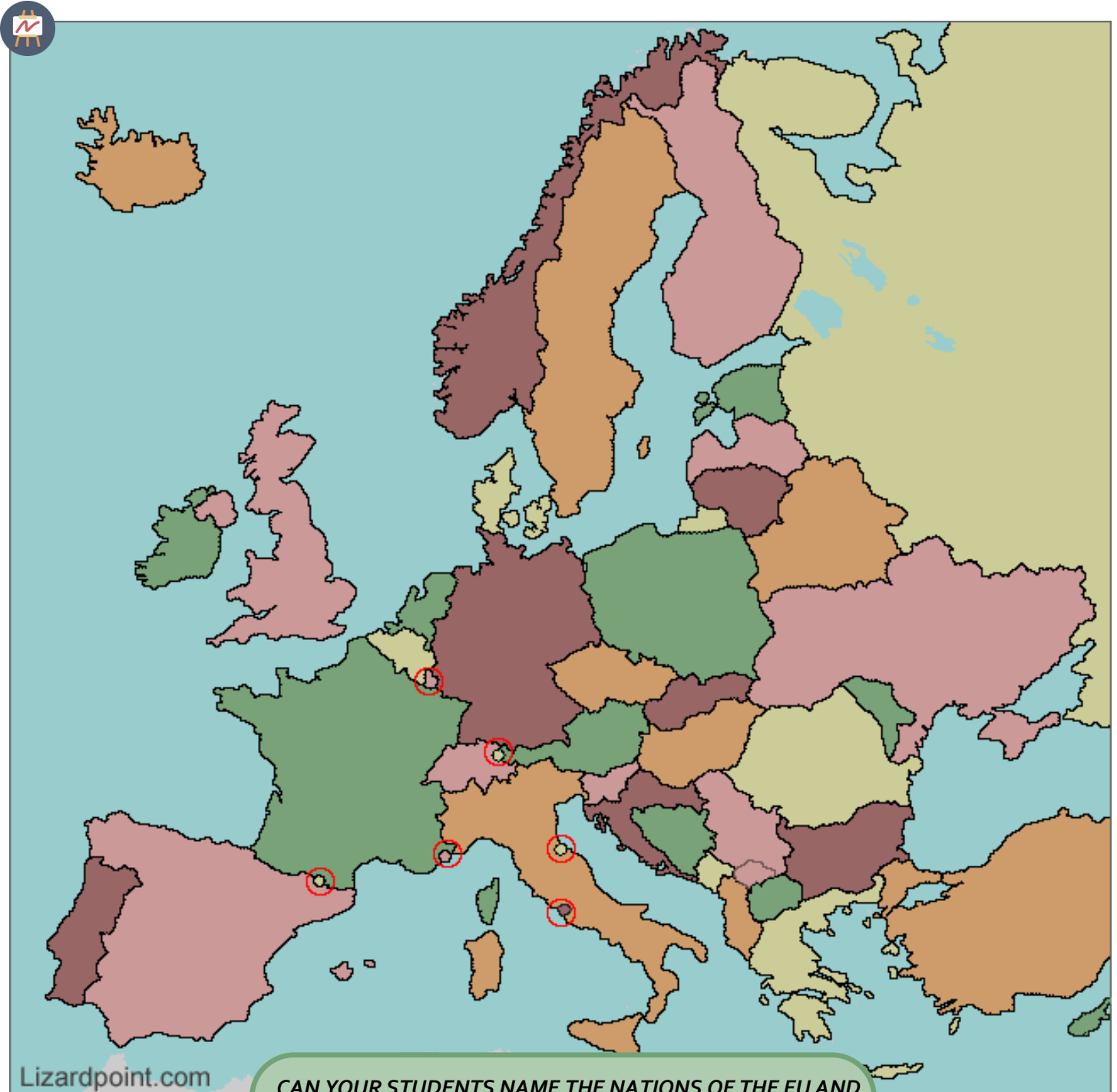
This website gives a teaching guide (lesson planning resource) for educators who wish to teach about the foundations of the European Union through geography, history, and the economy. It also provides topics (e.g. energy policy, fisheries policy, sustainable development) for classroom debates, mirroring the conversations being held among the EU.



### ***Did You Know?***

There are 24 official languages in the European Union. The most commonly used are English, French, and German!

# Geography Activity



**CAN YOUR STUDENTS NAME THE NATIONS OF THE EU AND EUROPE?**

**HAVE YOUR STUDENTS IDENTIFY THE NATIONS ON THE MAP IN SMALL GROUPS OR AS A CLASS.**

**HOW DO THEY THINK EUROPE'S GEOGRAPHY MIGHT IMPACT ITS CLIMATE POLICY?**





# Sustainable Development Goals (SDGs)



## [The SDGs in Action](#)

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

## [SDGs Working Group](#)

These working groups engage young people in the work of GCE, providing the opportunity to have an active role in EU decision making and be heard on climate and environmental issues. Each working group is managed by two coordinators. The currently working groups are: Biodiversity, Circular Economy, Climate Justice, Clean Mobility, and the Sustainable Development Goals.

## [The SDGs Explained For Business](#)

No matter how large or small, and regardless of their industry, all companies can contribute to the SDGs. While the scale and scope of the global goals is unprecedented, the fundamental ways that business can contribute remain unchanged. The UN Global Compact asks companies to first do business responsibly and then pursue opportunities to solve societal challenges through business innovation and collaboration.