Resource Guide for Educators

EUROPE GOES GREEN?

ENERGY, ENVIRONMENT, POLITICS, & SECURITY IN THE EU

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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.


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.
The C3 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 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.

### C3 Framework Organization

<table>
<thead>
<tr>
<th>CIVICS</th>
<th>ECONOMICS</th>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic and Political Institutions</td>
<td>Economic Decision Making</td>
<td>Geographic Representations: Special Views of the World</td>
<td>Change, Continuity, and Context</td>
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<tr>
<td>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</td>
<td>Exchange and Markets</td>
<td>Human-Environment Interaction: Place, Religions, and Culture</td>
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<td>Processes, Rules, and Laws</td>
<td>The National Economy</td>
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<tr>
<td>The Global Economy</td>
<td></td>
<td>Global Interconnections: Changing Spatial Patterns</td>
<td>Causation and Argumentation</td>
</tr>
</tbody>
</table>
“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)

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.
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.

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.

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.

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?
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.