Crisis, Challenge and Change in the European Union

A RESOURCE GUIDE FOR EDUCATORS

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Using This Resource Guide
NOTE: Many of these descriptions were excerpted directly from the source website

Recommended Resource
Visual Media
Lesson Plan
Audio
English/Language Arts
Charts and Graphs
Fast Fact/Did You Know?

Find this packet and more at
world-affairs.org/program/globalclassroom

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

EMAIL GC@WORLD-AFFAIRS.ORG
About the Speakers

Christine Ingebritsen – E.U. Adaptions to Climate Change
Christine Ingebritsen is a political scientist who teaches and conducts research on the position of small states in international relations. Her work seeks to explain how and why Scandinavian governments (Denmark, Sweden, Norway, Finland and Iceland) have responded differently to contemporary challenges — from a more globalized international political economy to an integrated Europe. Collectively, Scandinavia seeks to export best practices to international institutions and acts as a “norm entrepreneur” in several important issue-areas (the environment, human rights and security).

Niko Switek – The EU after the European Elections 2019: How strengthened far-right forces, the demise of the Spitzenkandidaten and continuing tensions with the US threaten European integration
Niko Switek is DAAD Visiting Assistant Professor for German Studies at the Henry M. Jackson School for International Studies and the Department of Political Science at the University of Washington. His research interests focus on political parties and party systems as well as on coalition politics. He wrote extensively about the German green party ‘Bündnis 90/Die Grünen’ and the green party family in Western Europe. In addition he worked on parties on a European level (‘Europarties’) and recently compiled a volume on fictional TV series about politics.

Beatrice Magistro – Populism and Nationalism in an age of Globalization and Migration
Beatrice Magistro is a PhD student in Political Science at the University of Washington. She holds a Bachelor of International Economics, Management and Finance from Bocconi University (Italy), a Master of Science in Policy Studies from the University of Edinburgh, a Master in Public Policy and Social Change from the Collegio Carlo Alberto (Italy) and an MA in Political Science from the University of Washington. Her fields are comparative politics, political economy and political methodology. Recently she has been working on political trust in crisis-hit European countries, and on the effects of financial and economic literacy on individual economic policy preferences in the UK and Italy.
About the Speakers

Phil Shekleton – Brexit: The Never-ending Story
Phil 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 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 educational initiatives. Most recently, Ryan participated in the U.S. Fulbright Teachers for Global Classroom Program (Senegal), Transatlantic Outreach Program (Germany), and National Consortium for Teaching about Asia (NCTA) to Taiwan.

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.


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.
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

C3 Framework Organization

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Developing Questions and Planning Inquiries</td>
<td>• Civics</td>
<td>• Gathering and Evaluating Sources</td>
<td>• Communicating and Critiquing Conclusions</td>
</tr>
<tr>
<td></td>
<td>• Economics</td>
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<tr>
<td></td>
<td>• Geography</td>
<td>• Developing Claims and Using Evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• History</td>
<td></td>
<td>• Taking Informed Action</td>
</tr>
</tbody>
</table>

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

<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>
</tr>
<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>
<td>Perspective</td>
</tr>
<tr>
<td>Processes, Rules, and Laws</td>
<td>The National Economy</td>
<td>Human Populations: Spatial Patterns and Movements</td>
<td>Historical Sources and Evidence</td>
</tr>
<tr>
<td>The Global Economy</td>
<td>The Global Economy</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 participating reflectively.
Key Terms

Section 1: The EU, European Elections, and Influence of Germany and U.S.

**European Union:** A group of 28 countries that operates as a cohesive economic and political block. Nineteen of the countries use the euro as their official currency.

**NATO (North Atlantic Treaty Organization):** An alliance of 28 countries bordering the North Atlantic Ocean. It includes most European Union members, the United States, Canada, and Turkey.

**Trade Tariffs:** Taxes on imports or exports between states in order to regulate foreign trade and safeguard domestic industry.

Section 2: Populism and Nationalism in an Age of Globalization and Migration

**Asylum:** The protection granted by a nation to someone who has left their native country as a political refugee.

**Euroskeptic:** A person who is opposed to increasing the powers of the European Union.

**Globalization:** The process by which businesses or other organizations develop international influence or start operating on an international scale.

**Nationalism:** Identification with one’s own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.

**Populism:** A political approach that strives to appeal to ordinary people who feel that their concerns are disregarded by established elite groups.

Section 3: The EU and Climate Change

**Cap and Trade Principle:** Under the ETS (explained below), a maximum (cap) is set on the total amount of greenhouse gases that can be emitted by all participants. Allowances for emissions are then auctioned off or allocated for free, and can be traded. If emissions exceed what is permitted by its allowances, a participant must purchase allowances from others.

**Carbon Tax:** A fee imposed on the burning of carbon-based fuels such as coal, oil and gas.

**Climate Neutrality:** Climate-damaging greenhouse gases are completely avoided or gases that have already been emitted are saved elsewhere.

**European Commission:** The European Commission is the executive branch of the EU. The Commission proposes legislation, implements decisions, upholds treaties and manages the daily running of the EU. The Commission proposed the climate neutrality goals for 2050.

**EU Emissions Trading System (EU ETS):** Launched in 2005 to fight global warming, ETS was the first large greenhouse gas emissions trading scheme in the world, and remains the biggest.

**Paris Agreement:** A 2016 agreement within the United Nations Framework Convention on Climate Change, under which each signatory country must determine, plan and regularly report on its contribution to the mitigation of global warming.
Key Terms

Section 4: Brexit, the Never-Ending Story

**Brexit:** British Exit, the withdrawal of the United Kingdom from the European Union.

**Conservative Party:** Also known informally as the Tories. An ideologically conservative, center-right political party in the United Kingdom. It has been the governing party since 2010 and is the largest in the House of Commons.

**Northern Ireland Border Poll:** A referendum in 1973 on whether Northern Ireland should remain part of the United Kingdom or join the Republic of Ireland to form a united Ireland.

**Customs Union:** A trade bloc that allows free trade between EU countries but charges an import tariff on other countries to protect their goods from cheap foreign imports.

Section 5: Twenty Years of the Euro

**Economic and Monetary Union:** An umbrella term for the group of policies aimed at converging the economies of member states of the EU at three stages.

**European Central Bank (ECB):** The central bank for the euro which also administers monetary policy within the Eurozone.

**European Monetary System:** An arrangement established in 1979 where most nations of the European Economic Community linked their currencies to prevent large fluctuations relative to one another.

**Eurozone:** A monetary union of 19 of the 28 European Union member states which have adopted the euro as their common currency and sole legal tender.

Teaching Strategy: Text-to-Self, Text-to-World

https://www.facinghistory.org/resource-library/teaching-strategies/text-text-text-self-text-world

Facinghistory.org has provided this guide to three strategies which can help students develop the habit of making these connections between their own beliefs and experiences to the larger world and their understanding of history. Think about how you could apply this guide to the resources listed in the sections below as you find specific texts that you would like to use in your classroom.

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
Lesson Outcomes/Objectives:

Students will be able to identify and evaluate specific policy issues (or challenges) facing the European Union and assess possible courses of action. In addition, students will be able to analyze the role of Germany in the EU, the impact of recent EU Parliamentary elections, and current EU-U.S. relations.

Guiding questions:

What specific political, economic, and social challenges face EU countries and how are policymakers addressing these issues?

How has Germany played a leadership role in addressing key challenges facing the EU and how effective are they in producing collaborative solutions across member states?

What role does the United States play in influencing EU policy and how is President Trump’s relationship with the EU similar and/or different from previous administrations?

What was the outcome and significance of the recent EU Parliamentary elections (2019)? How do these results reflect current discourse and opinions in the EU? What impact will the election have on current policymaking?

The EU, European Elections, and Influence of Germany and U.S.

Learning Standards

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- SSS3: Deliberates public issues

GEOGRAPHY Anchor Standard: The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.
- G3.11-12.3 Analyze how the geography of globalization affects local diversity.
- G2.11-12.7 Evaluate current opportunities and obstacles connected with international migration.
- G1.11-12.6 Assess the social, economic, and political factors affecting cultural interactions

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, regional, state, tribal, national, and world history in order to evaluate how history shapes the present and future.
- H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

C3 Framework D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

C3 Framework D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.


C3 Framework D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

C3 Framework D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
The EU, European Elections, and Influence of Germany and U.S.

Trump Accuses Europe of Bolstering Its Economy at America’s Expense
This article reports on President Trump’s accusation that the European Central Bank is trying to prop up Europe’s economy and weaken its currency to gain a competitive edge over the United States. Includes information about the ECB and the Euro.

Donald Trump: European Union is a Foe on Trade
Brief video clip of a CBS interview with President Trump on his belief that European countries are taking advantage of the US and not paying their NATO bills. Article also included.

Macron Urges Trump to ‘Clarify His Position’ on E.U.
Article on France’s President Macron urging President Trump to clarify his position on the European Union after Trump’s support of a hard Brexit and Steve Bannon’s attempt at forming a nationalist alliance in Europe.

Trump, Brexit and the Transatlantic Relationship: The New Paradigms of the Trump Era
https://journals.openedition.org/lisa/10235
A highly analytical article into the relations between the current US administration and the EU, with information provided on the history of transatlantic trade and Trump’s opinion on Brexit.

Trump Helped Europe Lose Its Illusions, Says Tusk
Video of Donald Tusk, the President of the European Council, speaking to reporters before an EU summit in Bulgaria. He accused Washington of “capricious assertiveness” in abandoning the Iran nuclear deal and imposing tariffs on steel and aluminum imports.

Trump is Poised to Bombard the E.U. With More Tariffs
Forbes article which discusses the likelihood of trade tariffs on goods imported from the EU to the United States, and what these goods might be.

Trump and Johnson: Allies in Disruption
New York Times article which compares the attitude of the US President towards the EU to that of the new British Prime Minister.

Trump’s Case Against Europe
https://www.wsj.com/articles/trumps-case-against-europe-11559602940
This analysis of Trump’s critique of the European Union provides a potential reason for his attitude and actions towards the international organization.

Europe Is Running Out of Options to Hold Back Trump’s Aggression
Article which assesses Europe’s options and weakness in the face of Trump’s trade tariffs.

News Coverage of Donald Trump’s First 100 Days
https://shorensteincenter.org/news-coverage-donald-trumps-first-100-days/?utm_source=POLITICO.EU&utm_campaign=ab6d830a9d-EMAIL_CAMPAIGN_2017_05_19&utm_medium=email&utm_term=0_10959ede6-189799085
A Harvard study which considered how European and US news outlets discussed Trump and his policies within his first 100 days.
The EU, European Elections, and Influence of Germany and U.S.

Donald Trump Blasts Europe Ahead of G20 Summit
This short article reports on Trump’s comments made in a Fox News interview that Europe “treats [America] worse than China.” Also discusses the tariffs Trump is threatening to impose on Europe.

Trump Administration Wants UK to leave EU, says adviser John Bolton
Article on the Trump administration’s urging the UK to leave the European Union, saying Brexit was an opportunity for the UK to become a “strong and independent country.”

Views from the Capitals: Europe Reacts to President-Elect Trump
https://www.ecfr.eu/publications/summary/us_election_the_view_from_the_capitals7182
This article provides a contrasting perspective by considering how various countries within the EU perceived the election of Trump. The article features a number of commentaries from European countries.

Trump’s New EU foil: Another ‘Strong Female German Leader’
This Politico article considers the relationship between the new president of the European Commission, Ursula von der Leyen, and Donald Trump.

Trump Fast Facts
- Trump has said he wants to strike a trade deal with England after they leave the EU.
- The US had $807 billion in total goods trade with European Union countries in 2018.

Classroom Activity/Lesson Plan:
Lesson Plan into the EU as a supranational organization.

https://hinessocialstudies.files.wordpress.com/2016/06/international-organizations-student-materials.pdf
Lesson plan on international organizations and their purposes.
The EU, European Elections, and Influence of Germany and U.S.

Merkel's G7 Photo Says Everything about Trump's diplomacy – or Does It?
Article on the infamous photo of President Trump being confronted by various world leaders. Included are the countries he has had diplomatic activity with recently and the outcomes of these visits.

Americans and Germans Sharply Divided Over Their Countries' Relations, New Research Shows
CNN article analyzing the difference in American and German opinions on their relationship.

Merkel On Trump's 'Go Back': 'This Is Something That Contradicts The Strength Of America'
https://www.youtube.com/watch?v=G7vauUz3DyM
Youtube video of the German chancellor confirming that she felt solidarity with the women who were targeted in President Trump’s tweets.

'Washington Has Become Much Rougher': Germany Is Still Recalibrating With Trump
Article on the U.S. relationship with Germany and how it has changed with Donald Trump becoming president.

Trump, Merkel Present Friendly Front Despite Simmering Tensions
Article on the meeting of Merkel and Trump at the Group of 20 Summit and the issues discussed there. Gives a brief background of why Trump has criticized Germany in the past.

The Erosion of the German-US Relationship
An interview with German MP Metin Hakverdi discussing the relationship between the US and Germany, and the ramifications of this relationship within the EU more broadly.

Angela Merkel Accuses US of Running Trade Surplus if Trade Calculations are Updated
This article addresses one of the primary concerns of the U.S. with regard to the EU, trade, and expands on the German leader’s opinion of it.

Germany Fast Facts
- Germany is the world’s third-largest exporter after China and the United States.
- Germany has been a member of the EU since 1958.
The 2019 E.U. Parliament Elections

European Elections 2019: Brexit Party Dominates as Tories and Labour Suffer
A comprehensive look at the 2019 European elections, which shows the polarization in the UK over Brexit. The article considers the main takeaways, how pro- and anti-Brexit parties did, results by region, and the Tory and Labour party losses.

Nigel Farage’s Populist Brexit Party Wins Big in European Parliament Elections
Description of the European elections process, as well as why Nigel Farage’s Brexit Party was able to win seats and the after-effects of this election for Britain.

Sure, the Populists Gained, but the Real Winners May Be For Europe
Article on how liberal and green parties intend to use their positions to effect change in the running of the EU and its policies. The new majority will also be able to stand up to the populist and nationalist right.

European Election Results Show Growing Split Over Union’s Future
New York Times article on the push and pull between an electorate wanting change and backing the far-right and pro-European forces fearing a takeover, coming together in one election.

Pro-Kremlin Media 'Spread False Claims that EU has Nazi Roots'
The European commissioner for security claims that disinformation acts aimed at influencing EU elections spread false claims that the EU has Nazi roots, which was done through Pro-Kremlin social media accounts.

https://www.churchtimes.co.uk/articles/2019/10-may/comment/opinion/europe-s-alt-right-gears-up-to-bring-disruption
The 2019 E.U. Parliament Elections

How the European Parliament and the EU work
Webpage with 10 comprehensive, short clips that answer the question: What do the European Parliament and the EU do and how do they work?

European Parliament 2019 Elections Results
Bloomberg article which considers the voting patterns within the EU generally and within each specific European Union country.

European Elections 2019: What’s Next?
Explanation of the process that begins after the Parliament is elected. Comprehensive and includes an infographic.

4 Takeaways From the European Parliament Election Results
https://www.npr.org/2019/05/27/727293356/4-takeaways-from-the-european-parliament-election-results
NPR article which considers the biggest takeaway points from the 2019 European Parliament Election.

European Election 2019: Results in Maps and Charts
BBC article on the results of the European Parliament Election, with information given in the form of maps and charts.

2019 European Election Results
https://election-results.eu/
European Parliament website providing interactive map for students to explore results by country in a more hands-on approach.

The 2019 European Election
https://www.ecfr.eu/specials/scorecard/the_2019_European_election
Written prior to the election in May, this website sought to discuss controversial topics within the EU in order to defend it against anti-European parties.
The right-wing and populist groups did best in Italy, France and the UK.
David Sassoli Elected President of the European Parliament
Article explaining the background on the newly elected Italian President of the European Parliament. Included are quotes from Sassoli on the priorities of the parliament in the coming years.

Germany's Ursula von der Leyen Elected First Female European Commission President
Informative article on the newly elected European Commission President, who sits at the head of the executive branch of the European Union. Included is background on Ursula von der Leyen, who will be responsible for proposing legislation and upholding EU treaties, and more.

This is How Europe Got its New President. It was a Difficult and Controversial Process
https://www.washingtonpost.com/politics/2019/07/17/this-is-how-europe-got-its-new-president-it-wasnt-pretty-process/?utm_term=.d0a2bc104785
Article explaining the process that the European Parliament goes through to elect the President of the European Commission. Included is information on how the process used to work, and the new, more democratic process that the European Parliament wanted to implement for this presidency.

The Quick Read About the New President-elect of the European Commission
Comprehensive article explaining the background on the European Commission and its elections, as well as why this one matters, how other leaders feel about Ursula von der Leyen, and the major misconception about the election.
EUROPEAN COMMISSION
HOW TO ELECT...

THE PRESIDENT OF THE EUROPEAN COMMISSION

Taking into account the results of the European elections, the president of the European Council consults with the EP on a possible candidate for the presidency of the Commission.

Following the consultation, the President of the European Council proposes a candidate to the European Council.

The European Council decides on its proposal for candidate by qualified majority.

Election of the Commission President by the European Parliament by a majority of its component members (at least 376)

DUTIES

- Gives political guidance to the Commission
- Calls and chairs meetings of the college of the Commissioners
- Leads the Commission’s work in implementing EU policies


Lesson Plans on the European Parliament


Pamphlet full of helpful infographics and explanations on the European parliament’s power, roles, institutions, budgets and structure.
Democratic Backsliding in Europe

The Nature of Democratic Backsliding in Europe
Article on the decline of democracy in some European countries as increasingly authoritarian leaders undermine the post–Cold War liberal order by targeting media freedom, individual rights, and the rule of law. Includes helpful graphs and visual aids.

It’s the taking part that counts
Democracy index, sub-category scores
Based on 167 countries and 60 indicators
10 = most democratic

7
Civil liberties
Electoral process and pluralism
6
Political culture
5
Functioning of government
4
Political participation

Source: Economist Intelligence Unit
*No data

The Economist

Democracy in Europe 'Has Declined More Than Any Other Region'
https://www.euronews.com/2019/01/09/democracy-in-europe-has-declined-more-than-any-other-region
Examines which country’s democracy has declined the most in Europe. According to the Economist Intelligence Unit, democracy has declined more in Europe than any other region in the world. Also included in the article is a short video clip.

Can Liberal Democracy Survive in Europe?
https://www.nytimes.com/2019/06/14/podcasts/the-daily/europe-liberal-democracy-germany.html?searchResultPosition=1
Podcast segment examining the upsurge of populism and those that are rejecting liberal political systems and the EU, looking particularly at Germany. The Berlin bureau chief for The New York Times is interviewed.
Democratic Backsliding in Europe

The State of Democracy in Europe and Eurasia: Four Challenges
https://www.afsa.org/state-democracy-europe-and-eurasia-four-challenges
In-depth analysis of democratic backsliding in Europe and how Brexit is an example of this. Also discussed are concerns for democracy in Poland and Hungary, who transitioned from communist systems to democracies at the end of the Cold War.

The Unsteady Evolution of Democracy
Article on the complicated history of democracy in Europe, with excerpts from the book “Democracy and Dictatorship in Europe” by Sheri Berman, a professor of political science. This article examines why democracy or dictatorships flourish in Europe.
Democratic Backsliding in Europe

This is How Democratic Backsliding Begins

Article detailing the many recent instances of democratic decline that follow the pattern of disabling internal monitors of government and changing the designs of institutions. Included are examples from Hungary, Poland, and the United States.

Lesson Plan: Is Democracy at Risk?

Included in this lesson plan is a warm up, four classroom activities, and a wrap up. Activity one contains a five-minute video, “Is There Something Wrong With Democracy?” by Max Fisher and Amanda Taub. While they watch, students should take notes on the reasons democracies either fail, weaken, or never take hold in the first place.
Case Study: Diminishing Democratic Practices in Poland

Poland is Sliding into Authoritarianism. Now We See if the E.U. Can Stop the Drift.
A 2018 article on Poland’s backward slide into authoritarianism after their successful transition from a Soviet communist satellite to a democratic member of the EU. Poland’s ruling party has been dismantling judicial checks and balances, silencing media, and stirring nationalist passions, leading to a decrease in democracy.

Poland is Illegally Dismantling its Own Constitution. Can the E.U. Do Anything?
Article describing how the Polish government is undermining the independent judiciary branch using a reform plan. Article includes details of the EU investigation into Poland for this infraction, which breaks certain treaties Poland signed when they joined the EU, and considers whether the EU can enforce punishment.

Journalist: Poland's Shift Toward Authoritarianism is a 'Red Flag' For Democracy
An audio clip from NPR, as well as the full transcript, detailing the changes taking place in Poland and how they mirror similar shifts in the U.S. Journalist Anne Applebaum talks about the rise of conspiracy theories and attacks on the free press.

Polish PM Responds to Accusations that His Government is Authoritarian
Video clip of the Polish Prime Minister explaining why democracy in Poland is in “much better shape than it used to be.”
Case Study: Diminishing Democratic Practices in Poland

Debating the Future of Europe with Mateusz Morawiecki
https://www.youtube.com/watch?v=RJXJyt9vpgc
A YouTube clip of Mateusz Morawiecki, Prime Minister of Poland, and Valdis Dombrovskis, Vice-President of the European Commission, debating the future of Europe from 2018. Morawiecki discusses how each country has a right to set up their legal systems in line with their traditions.


There Are No Good Options for Dealing with Poland’s Government
https://www.economist.com/europe/2017/12/19/there-are-no-good-options-for-dealing-with-polands-government
Details the struggle of dealing with Poland’s authoritarian government. The EU urges Poland to respect article seven of its treaty but the Polish ruling party dismisses them as meddling foreigners.

Poland is Pushing the EU into Crisis
https://www.youtube.com/watch?v=P8MQTgdjcLE
Comprehensive Youtube video on how Poland’s far-right party is subverting democracy and setting the country on a collision course with the EU.

Poland Fast Facts

- Poland has both a president and a prime minister.
- Court judges are appointed for life by the president.
- The president serves for five years and can be reelected once.
Case Study: Diminishing Democratic Practices in Hungary

What is Viktor Orban? Hungary’s Authoritarian Prime Minister to Visit the White House Today


CBS article describing the far-right populist party Prime Minister of Hungary. Explains his stance on immigration and the EU, as well as why his rhetoric was described as “the hate campaign”.

Outside Hungary’s State Television: A Protest


Description of how Hungary’s Prime Minister has taken control of the news and created a state media machine that is loyal to him. Helpful in learning about the steps it takes to diminish democracy.

Hungary Creates New Court System, Cementing Leader’s Control of Judiciary


A New York Times article about Viktor Orban’s alternative court system, put into place in 2018. This system gives the executive branch power over the judiciary, chipping away at judicial independence.
Case Study: Diminishing Democratic Practices in Hungary

Hungary Country Report
A comprehensive look at Hungary’s Freedom House democracy report from 2018. Included are the score changes from the previous report and declines in ratings for electoral process, civil society, independent media, and corruption.

Hungary’s Democracy Just Got a Failing Grade
An in-depth analysis from the Freedom House report on Hungary, as well as the rest of the world. The report found a consistent pattern of democracy in retreat, which is discussed within the article.

On the Surface, Hungary Is a Democracy. What Lies Underneath
New York Times article describing the Hungarian government’s undemocratic actions, including their recent closure of a college in Budapest that spoke out against the administration.

Classroom Activity: How to Assess the Strength of a Democracy
https://www.facinghistory.org/educator-resources/current-events/assessing-strength-democracy
This teaching idea provides students with an opportunity to explore and deepen their understanding of the concept of democracy and equips them with a framework to assess the health of a democracy, as well as make meaning of current news stories that report on democracies at risk in the world today. Facing History will continue to provide teaching ideas, resources, and strategies to help you explore the state of global democracies in more depth. We recommend that you keep the concept maps the class creates in the activities below on display in the classroom throughout the year. They will serve as a useful reference as students explore subsequent current events throughout the year.
Lesson Outcomes/Objectives:

Students will be able to identify and explain the rise and influence of populism and nationalism within the EU. In addition, students will evaluate the role and impact of migration and globalization patterns on populist and nationalist attitudes in Europe.

Guiding Questions:

Why has there been a rise in populism and nationalism within and across EU countries?

How has increased migration into the EU and the enhanced interconnectedness of Europe (and the world) affected populist and nationalist attitudes in member countries? Why?

How are populist and nationalist attitudes reflected in some European political parties, as well as recent elections, within and across the EU?

How does globalization shape economic, political, and social events?

Populism and Nationalism in an Age of Globalization and Migration:

Learning Standards

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- SSS3: Deliberates public issues.

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, regional, state, tribal, national, and world history in order to evaluate how history shapes the present and future.
- H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.
- C3.11-12.2 Critique relationships among governments, civil societies, and economic markets.
- C3.11-12.3 Evaluate the impact of international agreements on contemporary world issues.

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.
- E4.11-12.3 Evaluate how individuals and different groups affect and are affected by the distribution of resources and sustainability.

C3 Framework D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.


C3 Framework D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

C3 Framework D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
Populism and Nationalism in the E.U.

What is Populism, and What Does the Term Actually Mean?
A thorough explanation of what populism is, and why it is on the rise in Europe and in the United States.

Europe and Right-Wing Nationalism: A Country-by-Country Guide
A comprehensive guide detailing each European country’s far-right populist parties, their stances on key issues, and how they’ve done in past elections.

Classroom Activity: Simulation of European Populist Groups

Students will be able to express a position to the question: What have major political parties in Europe proposed as a solution to increasing globalization and the ongoing immigration crisis?

1) Split up the class into eight groups, if possible. Assign each group one of the following populist movements to research: Swiss People’s Party (Switzerland), Freedom Party (Austria), Fidesz (Hungary), Brexit Party (UK), Finns Party (Finland), National Rally (France), and Law and Justice (Poland).

2) Allow groups time to conduct research on their assigned political movement, and ask them to focus on their party’s stance on recent social and economic issues. How does the party feel about the European Union, immigrants, and Brexit?

3) Have each group give a brief statement outlining their mission, country, and at least three stances on various issues involving globalization.
Populism and Nationalism in the E.U.

Right-Wing Movements and Neo-Nationalism in Central Europe
https://www.youtube.com/watch?v=dnJStOzZ8lK
A video from the Watson Institute of International and Public Affairs at Brown University on two panelists discussing their research involving the motivations, goals, and ideologies that animate the right-wing and neo-nationalism movements in Central Europe.

Election Puts Europe on the Front Line of the Battle With Populism
https://www.nytimes.com/2019/05/27/world/europe/europe-election-results-populism.html
An article on how Matteo Salvini’s far-right League Party dominated the European Parliamentary elections, making him the face of Europe’s populists. Examines the trend towards euroskeptic parties and their anti-immigrant rhetoric.

How Nationalists are Joining Together to Tear Europe Apart
https://time.com/5568322/nationalism-in-europe/
This article takes an in depth look at the strategy of nationalists across Europe and how they plan to advance their power.

Right-wing Nationalists are on the Rise in Europe — and There’s No Progressive Coalition to Stop Them
This article explains the weaknesses of the progressive parties in Europe and the diplomatic spat which became a symbol of the struggle for Europe.

Global Rise In Nationalism Challenges Germany, A Nation Built On Partnerships
A radio clip which discusses the rise of nationalism in Germany in the context of its complicated history.
Lesson Plan: Echoes of History?
A Lesson Plan About the Recent Rise of Europe’s Far-Right Parties

In this lesson, students will analyze the growth of far-right movements in Europe and around the world. They will explore the movements’ origins, uncover their core messages, and compare and contrast their leaders across time and place.

Populism and Nationalism in the E.U.

How Populism Took Root in France
This article provides a full overview of populism in France and how it took root.

Explained: The Rise of Populism in Europe
This video is a great resource for explaining the rise of European populism in a visual and easy to follow media format.

'Italian first': How the Populist Right Became Italy's Dominant Force
Guardian article which gives a robust review of how the far right in Italy rose to power.

Is There a Secret Recipe for Preventing Far-Right Populism?
https://foreignpolicy.com/2019/05/09/is-there-a-secret-recipe-for-preventing-far-right-populism/
Article which provides an analysis of how Portugal, Ireland, and Malta have managed to be the last countries in Europe without extreme nationalists in parliament.

Results as of 2 p.m. ET on Monday, May 27. Euroskeptic parties include those with policies that seek to weaken the E.U. and devolve power away from it, both on the left and right. For the purposes of this map, we omitted Britain, which is in the midst of a tumultuous process of trying to leave the E.U. - Source: European Parliament
Migration to the E.U.

**EU Migration Crisis: What Are the Key Issues?**
A quick summary on the who, what, when, where and why of the migration crisis in Europe.

**The UK, the Common European Asylum System, and EU Immigration Law**
https://migrationobservatory.ox.ac.uk/resources/videos/uk-common-european-asylum-system-eu-immigration-law/
A video of Dr. Cathryn Costello, of the Migration Observatory at the University of Oxford, speaking to Rob McNeil about migration into the EU.

**Dozens Drown as Migrant Boat Capsizes Off Tunisia**
This article captures the tragic realities migrants face when fleeing by boat from their home countries. This shipwreck is one of the deadliest involving migrants since the start of 2019.

**Migration Data in Europe**
https://migrationdataportal.org/regional-data-overview/europe
The Migration Data Portal collects data on migration and disseminates the information in Europe to ensure that migration data are of high quality and comparable across countries.

**Discussion Question: What is the World’s Responsibility to Refugees in Europe?**
http://pulitzercenter.org/builder/lesson/reporting-refugee-camps-europe-18146
Using details from the resources in this packet, have students discuss the question above with their classmates. Consider the following:
Why might some countries resist admitting refugees?
What might be some of the challenges and benefits to opening borders to refugees?
How has an increase in refugees influenced the popularity of populism?

**Lesson Plans on Migration**
http://pulitzercenter.org/builder/lesson/reporting-refugee-camps-europe-18146
Students analyze how a journalist reporting on a refugee camp outside of Greece uses language to achieve different tones in order to create social media campaigns.

http://pulitzercenter.org/builder/lesson/refugees-and-island-lesbos-17536
Students analyze several articles about the Greek island of Lesbos, and consider its representation in media.

http://pulitzercenter.org/builder/lesson/libya-after-liberation-16279
Students debate what policy Italy should implement with migrants from Libya after their role in overthrowing Gaddafi.
Migration to the E.U.

Migration to Europe in Charts
Useful analysis of immigration in Europe through charts showing global migration patterns, asylum seekers, and those crossing the Mediterranean.

European Union: Events of 2018
Detailed report on the migration events in 2018. Listed by European country, the report provides an analysis of the discrimination and intolerance surrounding the issue of migration in certain countries and how the EU reacted.

Migration to Europe - Why Now? BBC News
https://www.youtube.com/watch?v=cScilia3cpL0
Youtube clip explaining how the migration crisis started in Syria, and what the push and pull factors are that have led to this surge in population movement.

Immigrants, 2017
(Per 1,000 inhabitants)

The Mediterranean and Migration: Postcards from a ‘Crisis’
https://www.ecfr.eu/specials/mapping_migration
Website provides extensive information on the reality of demographics involved in the European migration ‘crisis’ and the perception of Europeans towards the problem.

Europe Situation
The UN Refugee Agency consideration of the European situation, including information on what the UN is doing and images of integration.
Migration to the E.U.

**Migration Through the Mediterranean: Mapping the EU Response**
[https://www.ecfr.eu/specials/mapping_migration](https://www.ecfr.eu/specials/mapping_migration)
Informative and interactive webpage on the migration crisis. Included are segments on Niger, Libya, Tunisia, the crisis through the eyes of migrants, Europe’s initiative to tackle the root causes of migration in Africa, and the perceptions versus realities of the crisis.

**EU Emergency Trust Fund for Africa**
[https://ec.europa.eu/trustfundforafrica/index_en](https://ec.europa.eu/trustfundforafrica/index_en)
Webpage on the European Union Emergency Trust Fund for stability and addressing root causes of irregular migration and displaced persons in Africa. Explains the activities this trust is implementing across three regions of Africa, as well as their full plan to help prevent migration from Africa to EU countries.

**EU External Investment Plan**
Factsheet from the European Commission on the EIP, which was adopted to boost investment and tackle the root causes of migration mainly in Africa. Included is an explanation of the plan and how it works, along with helpful infographics.

**EU Immigration Rules in 90 Seconds - BBC News**
[https://www.youtube.com/watch?v=uQqmRkhuMWU](https://www.youtube.com/watch?v=uQqmRkhuMWU)
Short and informative Youtube clip on the EU’s immigration rules for migration, including Germany, who suspended the Dublin regulation for Syrians—a system where asylum seekers must make their applications in the first EU country they reach.

**Lesson Plan: Migration—European Union Case Study**
This teacher unit planning template uses the current European Union migration crisis as a case study to understand human migration. Students will be able to discuss specific examples of how the decision to migrate is made, as well as varying barriers to migration. This is a complete lesson plan with learning activities that span five days and have a lesson introduction, body, and closing. A resource and material list is provided, as well as objectives, essential questions, and learning assessments.
Case Study: Italy

Italy Migrant Crisis: Government Passes Tough Bill
Article on how the Italian government has passed a decree which will make it easier to deport migrants and strip them of Italian citizenship.

Italy Adopts Decree that Could Fine Migrant Rescuers Up to €50,000
Article on a new bill passed in Italy that would fine the NGOs that have been bringing migrants to shore without permission. These rescue boats could face fines up to €50,000.

Italy Migrants: Migrants Allowed off Charity Ship Despite Ban
Comprehensive article on the charity ships that are attempting to bring rescued migrants to safety in Italy, as well as background information on the migration crisis.

Italy Shuts Mineo Migrant Camp and Tightens Sea Rules
Article on policies being adopted by Italy's populist government to stop migrants from reaching Italy, such as closing ports to rescued migrants and shutting down migrant camps.

Italy Migrants: Rescue Ship Reaches Lampedusa Despite Warnings
Article on the conflict between the Sea-Watch 3, a rescue boat attempting to bring migrants to safety, and the Deputy Prime Minister Matteo Salvini, who said they would not be permitted to disembark.
**Case Study: Greece**

![Migrants and refugees chart](https://ichef.bbci.co.uk/news/624/cpsprodpb/10B09/production/_102416386_chart-migrants_italy_greece_spain-4sp79-nc.png)

**Greece**


Brief but informative webpage on the Greek refugee population and the government’s approach to the influx of refugees into the country.

**Migrant Crisis: Inside a Greek Camp About to Be Shut Down**

[https://www.youtube.com/watch?v=SwUB2HI_n5g](https://www.youtube.com/watch?v=SwUB2HI_n5g)

Youtube video on how human rights groups have urged the Greek government to end overcrowding and unsafe conditions for thousands of migrants living on island between Greece and Turkey.

**How This Greek Island Proves European Migrant Crisis Isn’t Over**


Audio clip of a special correspondence report on the Greek island of Samos, where the migration crisis that the European Union says is over may be worse than ever. Included are interviews with migrants.

**Greece Races to Move Refugees from Island Likened to a 'New Lesbos'**


Article on the Greek island Samos, which has an overflowing migrant camp with almost 4,000 people. The country’s migration minister warned that Samos was Greece’s biggest problem and they needed to find appropriate housing.

**'Education is a Basic Human Right' but How Many Refugees and Asylum Seekers Have Access to that Right in Greece?**

[https://www.infomigrants.net/en/post/15278/education-is-a-basic-human-right-but-how-many-refugees-and-asylum-seekers-have-access-to-that-right-in-greece](https://www.infomigrants.net/en/post/15278/education-is-a-basic-human-right-but-how-many-refugees-and-asylum-seekers-have-access-to-that-right-in-greece)

Article on the difficulties migrant children face gaining and maintaining access to formal education. In Greece, refugees have a right to the country’s state education but less than half are not signed up for formal education.
Section 3: The EU and Climate Change

Lesson Outcomes/Objectives:

Students will be able to identify and critically analyze EU policies toward climate change. Students will evaluate courses of action within and across the EU and be able to critique these efforts at mitigating the consequences of climate change.

Guiding Questions:

What impact has climate change had on Europe and EU member countries?

How has the EU (and individual member countries) addressed the consequences of climate change?

How have individual countries, such as Sweden, addressed climate change through proactive policies?

What role do international organizations play in mitigating the impact of climate change locally and globally? How effective are these collective efforts and what incentives do countries have to develop collaborative policies addressing climate change?

https://www.economist.com/europe/2008/03/19/the-hot-air-of-hypocrisy
The E.U. and Climate Change:
Learning Standards

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- SSS3: Deliberates public issues

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.
- E2.9-10.1 Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.
- E4.9-10.1 Evaluate how people across the world have addressed issues involved with the distribution of resources and sustainability.

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, regional, state, tribal, national, and world history in order to evaluate how history shapes the present and future.
- H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

C3 Framework D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

C3 Framework D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

C3 Framework D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
GHG Emissions by Sector in European Union
Transportation accounted for 25% of all emissions

Data from European Union (27 Countries), 2009
Adapted from European Environment Agency, 2012
**E.U. and Adapations to Climate Change**

**Tackling Climate Change in the EU**  
This website offers an overview of the actions the EU is taking to combat climate change. It also includes information on the international agreements, reform of the EU emissions trading scheme, the 2030 climate and energy scheme, and the Paris Agreement on climate change.

**EU Climate Action Tracker**  
https://climateactiontracker.org/countries/eu/  
This website provides a visual aide to explain the progress the EU has made in taking action against climate change. It also includes an interactive map and ratings of the rest of the world’s countries. This website can also be used as a source for the EU’s current policies and projections of their success and the pledges and targets it has set for itself.

**Climate Change: EU Aims to be ‘Climate Neutral’ by 2050**  
Article that explains exactly what climate neutrality is, how countries hope to achieve this, why it’s important.

**EU Emissions Trading System (EU ETS)**  
https://ec.europa.eu/clima/policies/ets_en  
Explains the EU’s emissions trading system, a cornerstone of the EU’s policy to combat climate change. The ETS works on the ‘cap and trade’ principle, which is also explained. Includes a short clip.

**The Paris Agreement for Climate Change**  
https://www.youtube.com/watch?v=I-4F5MJEeqs  
This video has easy to follow graphics which detail the history of The Paris Agreement on climate change.

**EU Leaders Face Critical Vote on Climate Neutrality, Paris Agreement Commitment**  
https://www.wri.org/blog/2019/06/eu-leaders-face-critical-vote-climate-neutrality-paris-agreement-commitment  
This article discusses the possibility of EU climate neutrality and the attitude towards climate neutrality through EU countries.

**European Environment Ministers Agree 35 Percent Car Emission Cut by 2030**  
Brief and informative article on the key points of the emissions cut on car emissions, and how it will affect the car industry and their employees.
Will the EU Deliver on Climate Change with Finland at the Helm?
https://www.youtube.com/watch?v=WNNbwPpJEE4
Youtube video about Finland, who just assumed the European Union’s six-month rotating presidency, and their urge to place climate change at the top of the agenda. Included are interviews with a climate activist and the Finnish Foreign Minister.

Proposal to Spend 25% of EU Budget on Climate Change
BBC article on eight European countries that have called for an ambitious strategy to tackle climate change, hoping to have net-zero greenhouse gas emissions by 2050 at the latest.

EU Leaders Face Pressure to Deliver on Climate Change
Comprehensive article on issues affecting the EU’s fight against climate change, including information on the student-led protests, new EU leadership, asylum seekers, and the digital future.

Families Appeal EU Court Dismissal of ‘People’s Climate Case’
Article on families from across the world who tried to sue the European Union to compel it to do more to tackle climate change, as they claim their livelihoods are suffering due to the increased climate disruption.
Climate change impacts in Europe’s regions

Climate change is projected to impact the availability of water in Europe, putting additional pressure on southern regions already facing water stress. Other parts of Europe are expected to experience frequent flooding events, while low-lying regions are at risk from storm surges and sea-level rise.

https://www.eea.europa.eu/signals/signals-2018-
In Europe, a Historic Heat Wave is Shattering Records with Astonishing Ease, may Hasten Arctic Melt
https://www.washingtonpost.com/weather/2019/07/24/europe-historic-heat-wave-is-shattering-records-with-astonishing-ease-may-hasten-arctic-melt/?noredirect=on&utm_term=.18cea891b5d9
This article discusses the record heatwave that hit Europe this summer and describes how the effects go beyond Europe.

Every One of Europe’s 571 Cities is Destined for Worse Heat Waves, Droughts, or Floods
This article from 2018 examines the issues that many European cities will face due to climate change including heat waves, droughts, and floods.

Economic Impact of Climate Change in Europe
https://www.youtube.com/watch?v=Y1RGyfQpl0
This video gives a brief explanation of the economic impact that climate change will have in Europe. The graphics and narration provide an easy to follow experience for students.

Europe’s Heat Wave Shows How Climate Change Could Impact Tourism
The article examines how rising temperatures will shift tourism in Europe.

Lesson Plan: EU Climate Change Policy
This lesson plan will provide students with a detailed, but easy to understand, overview of EU climate change policy. The module is separated into four lesson plans, each with its own activity and video(s) attached to each respective section, in an effort to provide an interactive component. Domestically, the EU has developed a plan for reducing GHG and limit temperature increase to less than 2 degrees Celsius above pre-industrial levels. The EU is also a key player at international negotiations, while working at the same time with developing nations by providing funding and investment in green solutions to those imperatives most at risk from climate change.

Classroom Activity: Sustainable Online Game
http://ec.europa.eu/environment/sustainablesaun/game_en.htm
This game, designed by the Sustainable Learning team in the UK, is free to play and challenges young people to build their own sustainable city by balancing five themes: food, nature, energy, transport and resources, whilst inspiring children to think about green issues. Sustainable Learning has also developed a number of teaching resources to help you learn how to play Sustainable Shaun with your class. Available in English, these resources include lesson plans, picture cards, specific problems to solve and more.
https://www.sustainablelearning.com/resource/sustainable-shaun
Tourism on the Move in a Changing Climate

Rising temperatures, higher sea levels and degraded habitats will have serious impacts on almost every sub-sector of the tourism industry. But options exist to help the industry adapt to climate change.
Case Study: Sweden

The Climate Policy Framework
https://www.government.se/articles/2017/06/the-climate-policy-framework/
An Article from the Ministry of the Environment regarding Sweden’s climate policy and climate goals.

Sweden Tackles Climate Change
https://sweden.se/nature/sweden-tackles-climate-change/
Sweden’s government website that includes its international commitments, public awareness policy, a roadmap to 2050, sustainable solutions, and energy efficiency surrounding climate change.

Sweden’s Carbon Tax
Website explaining Sweden’s carbon tax and their emissions trading system, as well as how it will be used to curb carbon emissions.

Waste to Energy
https://smartcitiesweden.com/focus-areas/waste-to-energy/
This website offers an insight into one of the methods Sweden uses to achieve its climate change goals, using waste as a resource.

Why Does Sweden Import Waste from Other Countries?
https://www.rioonwatch.org/?p=54109
This article explores the Swedish waste management system, which has proven so successful that waste is exported to Sweden from other countries.

Sweden Recycles 99 percent of its garbage. Here’s How They Do It
Short video and article regarding recycling in Sweden and why it is so successful.

Sweden Fast Facts
- 93% of glass was recycled in 2016.
- 47% of Plastic was recycled in 2016.
- 82% of paper was recycled in 2016.
- 50% of household waste was turned into energy.

Climate change: the EU is delivering on the Paris Agreement

THE COURSE IS SET FOR 2030 TARGET

REDUCTION OF AT LEAST 40% GREENHOUSE GAS EMISSIONS BY 2030

- 20%
- 40%

- 22%
In 2017, EU already reduced by 22%

- 45%
EU’s predicted reduction 45% by 2030

1990 2017 2020 2030

2050
EU's long-term strategy to be submitted by 2020

KEEP GLOBAL TEMPERATURE INCREASE TO WELL BELOW 2°C AND PURSUE EFFORTS TO LIMIT TO 1.5°C

2°C
1.5°C

Case Study: Sweden

The Swedish 15-year-old who’s Cutting Class to Fight the Climate Crisis
Article on Greta Thunberg’s school strike outside parliament in order to get politicians to act on climate change. Greta decided to plan these protests following Sweden’s hottest summer ever. (See below)

Activist Greta Thunberg Warns Politicians Not to Be ‘Greatest Villains’
https://www.youtube.com/watch?v=J3yLEW7zW40
Youtube clip of an interview with Swedish climate activist Greta Thunberg. She claims children shouldn’t have to protest against climate change, but they are being forced to because adults and politicians are not acting on this issue.

Young People Won’t Accept Inaction on Climate Change, and They’ll be Voting in Droves
Webpage which considers the affect that Greta Thunberg’s protests have had on the youth movement against climate change worldwide.

Chart 1: Treatment of municipal waste in Sweden 2009
http://www.socresonline.org.uk/18/1/9.html

Lesson Outcomes/Objectives:

Students will be able to explain what Brexit is and evaluate its potential impact on Britain and the European Union. In addition, students will identify and assess the challenges faced by British leaders in securing a Brexit agreement, as well as the projected economic, political, and social consequences within the UK.

Guiding Questions:

What led to the Brexit vote and how has it affected political discourse among citizens and policymakers?

How does the Brexit vote reflect varied opinions in the UK about the EU? How can we understand these attitudes or beliefs through the lens of geography or demographics?

How will Brexit impact political, economic, and social policy within Britain and across the EU?

Why has securing a Brexit agreement within the British parliament been so difficult? What factors have influenced this process?

https://theconversation.com/what-happens-if-parliament-rejects-a-brexit-deal-103939
Brexit: The Never Ending Story: Learning Standards

SOCIAL STUDIES SKILLS Anchor Standard: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- SSS3: Deliberates public issues.

HISTORY Anchor Standard: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, regional, state, tribal, national, and world history in order to evaluate how history shapes the present and future.
- H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

CIVICS Anchor Standard: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, national, and tribal/international issues and to demonstrate thoughtful, participatory citizenship.
- C3.11-12.2 Critique relationships among governments, civil societies, and economic markets.
- C3.11-12.3 Evaluate the impact of international agreements on contemporary world issues.

ECONOMICS Anchor Standard: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.
- E4.11-12.3 Evaluate how individuals and different groups affect and are affected by the distribution of resources and sustainability.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.


C3 Framework D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

C3 Framework D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

C3 Framework: D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.
Brexit: The Never-Ending Story

A comprehensive review of what Brexit is and the current deadlines and issues involved. Included is a detailed map of the vote results by location.

Brexit: All you need to know about the UK leaving the EU (includes 2 videos)
BBC provides a thorough overview of Brexit and the European Union. This article answers all the questions about the steps being taken for a Brexit transition and how long it will take.
Video 1: How does the European Union work?
Video 2: “The Backstop” - Explaining the “backstop” between Ireland and Northern Ireland

Theresa May Tears Up As She Announces Resignation
A BBC video of United Kingdom’s Prime Minister, Theresa May, (now former P.M.), announcing her resignation after another failed attempt at passing a Brexit bill.

Tory leadership: Who Gets to Choose the UK’s Next Prime Minister?
A thorough examination of the process to elect a new prime minister in the UK. Included are a breakdown of the Conservative Party by members, key issues, and their stance on Brexit.

Boris Johnson Is Summoned to Court Over Brexit Claims
An article on Boris Johnson, who recently replaced Theresa May as prime minister. Explains why he is being summoned to court for three counts of misconduct in public office.

Brexit Fast Facts
- The Brexit vote was held on June 23, 2016.
- Scotland and Northern Ireland voted to stay.

The Brexit timeline

**June 2016**
UK public vote to leave the EU

**March 2017**
Government trigger Article 50 with Parliament’s approval
- Tells the EU we’re leaving in two years

**June 2018**
Parliament approve Withdrawal Act
- Makes existing EU law UK law
- Says EU can’t make future laws for the UK

**UK Government and EU representatives negotiate the terms of withdrawal**

**November 2018**
Draft withdrawal deal agreed

- If Parliament votes for the deal*
  - We leave the EU and enter the “transition” period

- If Parliament doesn’t vote for the deal*
  - We leave the EU with no deal**

**March 2019**
Government and EU representatives negotiate future UK-EU relationship deal to take effect when the transition period ends

- Government decides whether to apply to extend transition period

  - We agree a deal

  - We don’t agree a deal

**December 2020**
(Or 2021/22 if the transition period is extended)

**Transition period ends**

- Trade with EU under new deal

- Trade with EU under backstop arrangements***

* EU institutions (e.g. the EU Parliament) also need to approve the withdrawal deal

**It’s unclear what would happen if Parliament voted down the Brexit agreement. If nothing else followed, the UK would leave with no deal in March 2019, though in theory the deal could be renegotiated, or Article 50 could be extended.

*** The UK and EU can also agree to get rid of the backstop arrangements if they can guarantee it won’t create a hard border in Ireland

**Source:** Various including Draft agreement on the withdrawal of the UK from the EU

[https://fullfact.org/europe/brexit-timeline/](https://fullfact.org/europe/brexit-timeline/)
**Brexit: The Never-Ending Story**

**Brexit Brief: Article 50**
https://www.instituteforgovernment.org.uk/brexit/brexit-brief-article-50
Details the mechanisms of Article 50 of the Lisbon Treaty, the only legal mechanism for a member state of the European Union to leave. The article sets out the steps a country needs to go through to withdraw from treaty obligations.

**What is 'No-Deal Brexit'?**
Comprehensive BBC article explaining what a no-deal Brexit entails, what it would mean for trade, the Irish border, the divorce settlement, and individuals. Included are videos to help facilitate understanding.

**Tories Warn of Government Collapse if Boris Johnson Pursues No-Deal Brexit**
Article on the leadership frontrunner Boris Johnson’s pursuance of a no deal exit from the European Union and how many Tory members of parliament would vote against the government in that situation. Examines what happens if Johnson and the Tory administration lost a confidence vote.

**The Pound is Tumbling on Fears of a No-Deal Brexit**
Article on how Brexit, particularly the potential of a no-deal, is causing the pound to fall. Since Boris Johnson, the new prime minister, has talked of his willingness to move forward in leaving the EU without a deal, the pound has lost about 2% of its value and is at a two-year low against the dollar.

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**Interactive Brexit Lesson Plan: How the UK Leaving the EU Affects Global Economies**
An easy-to-follow lesson plan that will help teach students the basics of the Brexit vote and the economic fallout from it. The objectives for this lesson plan are for students to be able to define the Brexit vote, analyze the United Kingdom’s connections to the EU, and use one specific example of a company or person affected by the global markets that will be changed through Brexit. Included in the lesson plan are resources and student instructions for a case study and video project.

https://www.commonsense.org/education/lesson-plans/brexit-0

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Brexit: Deal Or No Deal For The EU?
Estimated GDP loss in a "no-deal Brexit" compared to a non-Brexit scenario (in percent)

United Kingdom: 3.9%
Ireland: 3.8%
EU: 1.5%
Netherlands: 1.1%
Denmark: 1.0%
Belgium: 0.9%
Czechia: 0.9%
Sweden: 0.6%
Hungary: 0.6%
Germany: 0.5%
Poland: 0.4%
Austria: 0.4%
Greece: 0.4%
Portugal: 0.4%
Slovakia: 0.4%
Slovenia: 0.3%
France: 0.2%
Spain: 0.2%
Italy: 0.2%
Finland: 0.2%

Source: IMF via The Guardian

**Brexit: The Never-Ending Story**


Article on a new option being discussed as a solution to leaving the EU. The new Prime Minister Boris Johnson is now insisting that he doesn’t want to leave the EU without an agreement but will if forced to.

**EU Referendum**

[https://www.parliament.uk/education/teaching-resources-lesson-plans/referendums-discussion-activity/](https://www.parliament.uk/education/teaching-resources-lesson-plans/referendums-discussion-activity/)

Use this resource about referendums to generate discussion around the topic and explore how referendums have previously been used in the UK. Use the downloadable discussion cards as prompts to suggest arguments for and against referendums.

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**Lesson Plan: The Origins and Implications of Brexit**

This easy-to-follow lesson plan will help you teach students the basics of Brexit (a portmanteau word for Britain and exit, meaning that Britain is leaving the European Union). Throughout these interactive lessons, your students will learn about the history of Brexit, what a referendum is, the results of the Brexit referendum, and how the modern British life will be affected by Brexit. Furthermore, students have the opportunity to learn and discuss about the European Union, democracy, and much more.

Case Study: Ireland and Brexit

How Brexit Could Create a Crisis at the Irish Border
https://www.youtube.com/watch?v=e0xGHf8o-9k
In-depth video on the history between Britain, Ireland, and Northern Ireland and how Brexit will impact their borders and agreements.

Northern Ireland Civil Service Chief Warns of Brexit Threat to Society
Article on the impact Brexit will have on Northern Ireland, including a predicted 40,000 jobs at risk in the event of a no-deal Brexit.

Brexit: What is the Irish Border Backstop?
Comprehensive explanation of the Irish border backstop, a matter of great political, security, and diplomatic sensitivity. Explains why the backstop is needed, why it has been controversial, and what will happen going forward.

Brexit Causes Surge in Support for United Ireland, Poll Finds
Article on how Brexit has influenced people within Northern Ireland to support a united Ireland, with 42% thinking about leaving the UK.
Section 5: Twenty Years of the Euro

Lesson Outcomes/Objectives:

Students will be able to explain the history, structure, and purpose of the European Union, including its current goals and challenges. Students will also evaluate the role and economic stability of the Euro over the past twenty years and discuss its future viability across the EU.

Guiding Questions:

How and why did the European Union develop?

How has the EU contributed to political, economic, and social stability across Europe? What role has it played in providing collective security for European member countries?

Why was the Euro adopted as a common currency for many EU countries?

What impact, both positive and negative, has the Euro had a European society?

What challenges currently face the EU and how might European policymakers address the issues?

**SOCIAL STUDIES SKILLS Anchor Standard:** The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- SSS3: Deliberates public issues.

**GEOGRAPHY Anchor Standard:** The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.
- G2.11-12.5 Evaluate how technology can create environmental problems and solutions.
- G3.9-10.3 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

**HISTORY Anchor Standard:** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, regional, state, tribal, national, and world history in order to evaluate how history shapes the present and future.
- H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**ECONOMICS Anchor Standard:** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.
- E4.11-12.3 Evaluate how individuals and different groups affect and are affected by the distribution of resources and sustainability.

**C3 Framework D2.Civ.10.3-5.** Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

**C3 Framework D2.Civ.10.6-8.** Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

**C3 Framework D2 Civ.14.3-5.** Illustrate historical and contemporary means of changing society.

**C3 Framework D2.Eco.15.9-12.** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

**C3 Framework D2.Geo.8.6-8.** Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
**Twenty Years of the Euro**

**The History of the Euro**
https://ec.europa.eu/info/about-european-commission/euro/history-euro/history-euro_en
A comprehensive crash course on how the currency came to be created and the motivations behind the shift, including stability and an environment for higher growth and employment.

**The Euro – A Tale of 20 years: The Priorities Going Forward**
https://voxeu.org/article/euro-tale-20-years-priorities-going-forward
A detailed analysis of the first decade of the Euro’s existence, as well as the weaknesses uncovered by the economic and financial crisis in Europe. Includes graphs on imbalances and growth within the union.

**Euro at 20**
https://europa.eu/euroat20/
Interactive webpage that includes videos and infographics on the Euro and its journey in the past 20 years.

**The Journey of the Euro**
https://europa.eu/euroat20/journey-of-the-euro/
Timeline including pictures and videos of the journey of the Euro from its launch in 1999 to the being the second most important currency in the world today.

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**Euro Fast Facts**
- Talk of the Euro began as early as the 1960s.
- Nine EU countries still don’t use the Euro.
- The symbol of the Euro comes from a Greek letter.
**Twenty Years of the Euro**

Mario Draghi Saved the Euro. Will His Successor Be Equally Committed?


Article on the exiting European Central Bank president and his vow to do “whatever it takes” to preserve the Eurozone currency. Analyzing whether the future president can be counted on to do the same.

Public Support for the Euro

https://voxeu.org/article/public-support-euro

2016 article into the popularity of the Euro within the Eurozone and within EU countries outside of the Eurozone.

Euro at 20: What Lessons Can We Draw from Two decades of the Single Currency?


A short clip and article explaining the economic lessons that can be learned from the journey of the Euro.

The History of the European Union

https://europa.eu/european-union/about-eu/history_en

The Europa webpage detailing the history of the European Union, including information regarding the development of the monetary economy of the EU.

Lesson Plan


Lesson Plan on the relationship between national identity and money, with specific focus on the Euro.
Towards a common currency: the euro journey

1957
Preparation of the future of our common market
The foundation of the European Economic Community in 1957 saw the birth of a common market and the beginning of European integration. It allowed for goods, people, services and capital to move ever more freely between Member States, without barriers.

1992
The common market becomes a reality
As exchange and movement across Europe became more common, it became clear that the single market was restricted by too many different currencies in circulation. How could we bridge this additional barrier to integration? In 1992, the Maastricht Treaty decided that Europe would have a strong and stable single currency for the 21st century.

2002
The euro comes to life
On 1 January 2002, euro banknotes and coins entered our daily lives, each sovereign, pure and pristine. Since then, the euro area has grown, bringing tangible benefits to an ever-increasing number of citizens and businesses.

The enlargement of the euro area is an ongoing and dynamic process.

Today
Keeping the euro on track
There have always been criteria and rules in place to bring stability and harmony to the euro area economy. However, in response to some weak spots highlighted during the crisis, they have been strengthened to form the new EU economic governance framework which enforces the rules to help struggling euro area countries get back on track and avoid similar problems in the future.
Twenty Years of the Euro

As the Euro Turns 20, a Look Back at Who Fared the Best and Worst.
An analysis of which countries benefited the most from shifting to a shared currency, and which countries did not reap as many of the benefits. Also included is data and graphs on sentiments in member states about the Euro.

Which Countries Use the Euro
https://europa.eu/european-union/about-eu/euro/which-countries-use-euro_en
A brief overview of which EU countries use the Euro and which do not, along with details on how countries join the euro area. Provides additional links for the criteria for joining the Eurozone.

The Euro, Which Countries Use It, Its Pros and Cons
https://www.thebalance.com/what-is-the-euro-3305928
A comprehensive article on the euro, its advantages, disadvantages and recent turmoil.

The International Role of the Euro, June 2019

Flash Eurobarometer 465
One example of opinion polls conducted by the European Commission in countries yet to adopt the euro on its popularity.

Lesson Plan
Lesson Plan on currency exchange and transaction costs.
The Debt Quake in the Eurozone

Key

Public Debt as a Percentage of GDP:

As the global economy continues to falter, all eyes are fixed on the European Union nations who have been rocked by credit downgrades, bailout discussions, and austerity measures. The recent events have even forced the resignation of the prime ministers of Greece and Italy. Here we examine how government debt as a percentage of GDP, an indicator of a nation’s current economic fortune, has changed from 2000 to 2010 for all 27 European Union countries, including the 17 within the Eurozone.

Source: epp.eurostat.ec.europa.eu
Case Study: The Greek Financial Crisis

https://greece.greekreporter.com/2018/01/31/eight-years-of-greek-crisis-cost-e600b/

The Greek Debt Crisis Explained
https://www.youtube.com/watch?v=9gW2UnmVuwI
Ten minute long clip that thoroughly explains the financial crisis that occurred in Greece.

Understand the Greek Debt Crisis in 5 Minutes
https://www.thebalance.com/what-is-the-greece-debt-crisis-3305525
This comprehensive article explains the Greek crisis, a timeline of its events, the causes, why Greece didn’t leave the Eurozone and why it didn’t default on its loans.

Greece’s Debt Crisis Timeline
https://www.cfr.org/timeline/greeces-debt-crisis-timeline
Detailed timeline with videos that explains the Greek Debt Crisis and the events leading up to it.

Greece’s Financial Crisis Still Evokes Pain and Fear on the Streets of Athens
Article discussing the consequences of the Greek Financial Crisis, for example young people leaving to find jobs in other countries, extreme taxes, and the highest unemployment rate in the EU.

Lesson Plans on the Greek Financial Crisis

Greece and the EU: Navigating Debt and Austerity
https://www.choices.edu/teaching-news-lesson/greece-eu-navigating-debt-austerity/
Lesson plan complete with objectives, video and article resources, handouts, required readings and classroom activities and projects.

Explaining the Greek Economic Crisis to Students
A lesson plan for teachers with facts on the crisis, class discussion points, and resources.