

First Quarter European Union (EU) project  
GATE (Great Attitude Towards Education) Social Studies  
Mr. Woods  
Due October 7

Directions: Over the course of the year, you will be doing quarterly projects about the EU to enhance your understanding of its purposes and functions.

Your year-long research is based on standard 7-6.1 Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; **and the birth of the European Union (EU)**. Every Friday, I will lead you through an “EU” minute (about three minutes) on aspects about the EU (think the ABCs of the EU)

Check Point 1: **On an index card only**, write down what the EU is and what it does from an academic source. Be sure to cite this information (i.e., where did this definition come from). On the back of the index card, paraphrase what you have written. (5 POINTS) Due August 28

Check Point 2: Go to the Internet and find a political map (i.e., with borders) and label all the 28 countries of the European Union. To label is to put a number on each European Union member and provide a key for the countries. This will help with other map skills, too. Example: 1 is France, 2 is Germany (you don’t have to follow this example). (10 POINTS) Due September 11

Check Point 3: Go to the Internet and find a political map (i.e., with borders) and label the EU countries which are NOT a part of NATO. To label is to put a number on each European Union member not a part of NATO and provide a key for the countries. Then, write a short statement about the purpose of NATO (include year founded). Given what you know about the EU’s and NATO’s purposes and functions, does the omission of these countries seem problematic? Justify your answer by showing you have a command of global history. (15 POINTS—the discussion is worth 10 points) Due September 20

Final Project- We have discussed quite a bit this nine weeks—exploration, colonization, Transatlantic Slave Trade, Enlightenment, mercantilism, capitalism, absolutism, and the American and French Revolutions, to name just a few.

Based on our in-class discussions and check points 1-3, which TWO topics threaten the purposes and functions of the EU most? Be sure to justify your response by making a connection between those events and what you have come to understand about the EU. In other words, I am asking you to imagine that the EU exists at a moment in time (1492-1815) NOTE: You can only select an event from the list which I provided. You can only choose one revolution. This is about a one page typed (or two hand-written pages) response. Due October 7 (70 POINTS)

Check Points are not accepted late.



Second Quarter European Union (EU) project  
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 Mr. Woods  
 Due December 19

Directions: Over the course of the year, you will be doing quarterly projects about the EU to enhance your understanding of its purposes and functions. Now, that you have done some preliminary research and have been exposed to class discussions on the EU, it's time to dig deeper.

Check Point 1- The European Union has many working parts. In this check point, choose one of the following: The European Parliament (the voice of the people), The European Council (setting the strategy), The Council (the voice of the Member States), or The European Commission (promoting the common interests), and find a contemporary (up-to-date) issue which one of these parts has had to inform on. Use people's names as much as possible. Write an analysis of what was going on with this issue. 10 POINTS Due October 31

Check Point 2- The European Union has many working parts. In this check point, choose one (different from Check Point 1—I kept a record) of the following: The European Parliament (the voice of the people), The European Council (setting the strategy), The Council (the voice of the Member States), or The European Commission (promoting the common interests), and find a contemporary (up-to-date) issue which one of these parts has had to inform on. Use people's names as much as possible. Write an analysis of what was going on with this issue. 10 POINTS Due November 18

Check Point 3- The Presidency of the Council is a 6-month position for the purposes of continuity for the EU. Listed below are the presidencies since your birth. Choose a presidency and write a summary about at least two pressing issues (could be the same from Check Points 1 and 2) that presidency had to deal with. Use people's names as much as possible. (20 POINTS) Due December 4




Check Point 4- Take the same presidency you used in Check Point 3 and do the following two things: (1) create a comic strip (5 scenes minimum) based on what you wrote about in previous check points and (2) based on what you wrote about in Check Point 3, how would that country have responded to the emerging nationalism and industrial growth of the late 19<sup>th</sup> century? Your response should demonstrate your command of global history. In other words, what you learned about this presidency and the historical events should shape your answer. (60 POINTS) December 19

Check Points are not accepted later.

2002	Jan– Jun	 <a href="#">Spain</a>	<a href="#">José María Aznar</a>	<a href="http://ue2002.es">ue2002.es</a>
	Jul– Dec	 <a href="#">Denmark</a>	<a href="#">Anders Fogh Rasmussen</a>	<a href="http://eu2002.dk">eu2002.dk</a>

2003	Jan–Jun	 <a href="#">Greece</a>	<a href="#">Costas Simitis</a>	<a href="#">eu2003.gr</a>	
	Jul–Dec	 <a href="#">Italy</a>	<a href="#">Silvio Berlusconi</a>	<a href="#">ueitalia2003.it</a>	
2004	Jan–Jun	 <a href="#">Ireland</a>	<a href="#">Bertie Ahern</a>	<a href="#">eu2004.ie</a>	
	Jul–Dec	 <a href="#">Netherlands</a>	<a href="#">Jan Peter Balkenende</a>	<a href="#">eu2004.nl</a>	
2005	Jan–Jun	 <a href="#">Luxembourg</a>	Jean-Claude Juncker	<a href="#">eu2005.lu</a>	
	Jul–Dec	 <a href="#">United Kingdom</a>	Tony Blair	<a href="#">eu2005.gov.uk</a>	
2006	Jan–Jun	 <a href="#">Austria</a>	<a href="#">Wolfgang Schüssel</a>	<a href="#">eu2006.at</a>	
	Jul–Dec	 <a href="#">Finland</a> <sup>[note 2]</sup>	<a href="#">Matti Vanhanen</a>	<a href="#">eu2006.fi</a>	
2007	Jan–Jun	T1	 <a href="#">Germany</a>	<a href="#">Angela Merkel</a>	<a href="#">eu2007.de</a>
	Jul–Dec		 <a href="#">Portugal</a>	<a href="#">José Sócrates</a>	<a href="#">eu2007.pt</a>
2008	Jan–Jun	T2	 <a href="#">Slovenia</a>	<a href="#">Janez Janša</a>	<a href="#">eu2008.si</a>
	Jul–Dec		 <a href="#">France</a>	<a href="#">Nicolas Sarkozy</a> *	<a href="#">ue2008.fr</a>

2009	Jan–Jun		 <a href="#">Czech Republic</a>	<a href="#">Mirek Topolánek</a> <a href="#">Jan Fischer</a> (from 8 May)	<a href="#">eu2009.cz</a>
	Jul–Dec		 <a href="#">Sweden</a>	<a href="#">Fredrik Reinfeldt</a>	<a href="#">se2009.eu</a>
2010	Jan–Jun	T3	 <a href="#">Spain</a>	<a href="#">José Luis Rodríguez Zapatero</a>	<a href="#">eu2010.es</a> <a href="#">eutrio.es</a>
	Jul–Dec		 <a href="#">Belgium</a>	<a href="#">Yves Leterme</a>	<a href="#">eutrio.be</a>
2011	Jan–Jun	T4	 <a href="#">Hungary</a>	<a href="#">Viktor Orbán</a>	<a href="#">eu2011.hu</a>
	Jul–Dec		 <a href="#">Poland</a>	<a href="#">Donald Tusk</a>	<a href="#">pl2011.eu</a>
2012	Jan–Jun	T5	 <a href="#">Denmark</a>	<a href="#">Helle Thorning-Schmidt</a>	<a href="#">eu2012.dk</a>
	Jul–Dec		 <a href="#">Cyprus</a>	<a href="#">Demetris Christofias</a> *	<a href="#">cy2012.eu</a>
2013	Jan–Jun	T5	 <a href="#">Ireland</a>	<a href="#">Enda Kenny</a>	<a href="#">eu2013.ie</a>
	Jul–Dec		 <a href="#">Lithuania</a>	<a href="#">Algirdas Butkevičius</a>	<a href="#">eu2013.lt</a>
2014	Jan–Jun		 <a href="#">Greece</a>	<a href="#">Antonis Samaras</a>	<a href="#">gr2014.eu</a>

	Jul–Dec	T6	 <a href="#">Italy</a>	<a href="#">Matteo Renzi</a>	<a href="#">italia2014.eu</a>
2015	Jan–Jun		 <a href="#">Latvia</a>	<a href="#">Laimdota Straujuma</a>	<a href="#">eu2015.lv</a>
	Jul–Dec		 <a href="#">Luxembourg</a>	<a href="#">Xavier Bettel</a>	<a href="#">eu2015lu.eu</a>
2016	Jan–Jun	T7	 <a href="#">Netherlands</a>	<a href="#">Mark Rutte</a>	<a href="#">eu2016.nl</a>
	Jul–Dec		 <a href="#">Slovakia</a>	<a href="#">Robert Fico</a>	<a href="#">eu2016.sk</a>
2017	Jan–Jun		 <a href="#">Malta</a>	<a href="#">Joseph Muscat</a>	<a href="#">eu2017.mt</a>
	Jul–Dec	T8	 <a href="#">Estonia<sup>[note 3]</sup></a>	<a href="#">Jüri Ratas</a>	<a href="#">eu2017.ee</a>
2018	Jan–Jun		 <a href="#">Bulgaria</a>	<a href="#">Boyko Borisov</a>	<a href="#">eu2018bg.bg</a>
	Jul–Dec		 <a href="#">Austria</a>	<a href="#">Sebastian Kurz</a>	<a href="#">eu2018.at</a>
2019	Jan–Jun	T9	 <a href="#">Romania</a>	<a href="#">Viorica Dăncilă</a>	<a href="#">romania2019.eu</a>
	Jul–Dec		 <a href="#">Finland</a>	<a href="#">Antti Rinne</a>	<a href="#">eu2019.fi</a>
2020	Jan–Jun		 <a href="#">Croatia</a>		

Third Quarter European Union (EU) project  
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Due March 9

Directions: You will create a scrapbook about two issues with which the EU is **presently** dealing. Here are the issues for your consideration: BREXIT, immigration, trade wars, climate change, and security/safety. Of course, you may get approval about other issues, if you like.

Check Point 1—**on an index card only**. State your two issues. (5 POINTS) Due January 15

Check Point 2- **on an index card only**. You may use the same one. Explain in 1-2 sentences, in a substantive response, why you chose these two issues. In other words, have a response which shows you have done some critical thinking about the topic. Answers, such as “it’s interesting,” “we talked about it in class,” and “I want to learn more about it,” will receive no credit. It will be the sole judgment of your ELA teacher and me, if your response is substantive enough. (10 POINTS) Due January 30

Check Point 3- Select three news stories/political cartoons from the time 2018-2020 which deal with only ONE of your selected topics. Each news story/political cartoon/graph should be at least three months apart (Be sure that I can see the date). Then, write up how conversation has changed around your topic at each interval. (25 POINTS) Due February 19

Project Due – You should have three news stories/political cartoons/graphs from the time period 2018-2020 which deal with BOTH of your selected topics. Each news story/political cartoon/graph should be at least three months apart (Be sure that I can see the date). Then, write up how conversation has changed around your topic at each interval. (60 POINTS) Due March 9

Fourth Quarter European Union (EU) project  
GATE (Great Attitude Towards Education) Social Studies  
Mr. Woods  
Due

Directions: Wow, we have done a lot on the European Union. We have had our weekly Friday EU check-in, our quarterly projects with discussion, and lecture notes. Now, it's time to wrap it up "tentatively."

Part I. At the opening EU ceremonies (1992) in Brussels, Belgium (I was there, by the way), I was part of a vocal performance which sang "Moon Rider," a song from 1977. Take a look at the lyrics below and respond to this question: Why do you think the EU would have chosen this as one of its anthems? You will recall in 1989 the Berlin Wall came down and in 1991, the Soviet Union collapsed. After answering that question, based on all the work you have done this year, has the EU lived up to the lyrics of this song. Be sure you justify your answer by demonstrating your command of global history. This means you should be analyzing song lyrics and connecting them to historical content.

Part II. After you have responded to this, tell me a song title that captures the spirit of the EU **today**. Be sure to back up your answer. I am not interested in the lyrics of the song, only the song title. For example, Sister Sledge's "We are Family" represents the ideals of the 28 member states because they work so hard, despite ups and downs, to keep peace in Europe and do what's best for the EU. This can be clearly seen in the case of \_\_\_\_\_ (you must name an EU issue which supports your claim) because \_\_\_\_\_ (evidence)

Excerpt from "Moon Rider" (1977)

I saw the world without any borders  
Without any fighting without any fear  
So Captain give the order  
We're going to cross the next frontier.

I know this view won't last forever  
Soon I'll be back to reality.  
But isn't it the way we perceive things  
That makes them what they will be?

I see the world without any borders  
Without any fighting without any fear  
So Captain give the order  
We're going to cross the next frontier

I see the world without any borders  
Without any fighting without any fears  
So Captain give the order  
We're going to cross the next frontier

So, Captain give the order  
we're going to cross the  
next frontier.

Part I Due April 8 (40 POINTS)

Part II Due April 22 (40 POINTS)

Revisions Due May 15 (20 POINTS) Present a final draft of Parts I and II based on my  
comments.