

**Title:** Panorama of the European Union

**Subject(s):** Social Studies, Language Arts

**Grade:** 6

**Brief Description:** Students will gather basic information about the European Union by using the map publication “Panorama of the European Union.”

**Time:** One class period

**Objectives:**

- To extend knowledge of the European Union
- To use reading strategies to locate information about the European Union

**Materials needed:**

- “Panorama of the European Union” map. Available online at [http://ec.europa.eu/publications/booklets/eu\\_glance/69/en.pdf](http://ec.europa.eu/publications/booklets/eu_glance/69/en.pdf)
- Scavenger Hunt worksheet
- Copies of euro denominations
- Sentence strips
- Markers, crayons, colored pencils

\*\*Teacher Note: Copies of the euros can be downloaded and printed at <http://www.euro.gov.uk/eurobanknotes.asp>

**Procedure:**

1. Write the term, “European Union” on the board/overhead. Ask students what words, phrases come to mind when they hear the term. Students or teacher will record the information on the board/overhead.
2. Summarize with the students that the European Union is a family of European democratic countries committed to working together for peace and prosperity.
3. Inform students that they will expand their knowledge of the EU through a European Union Scavenger Hunt.
4. Divide students into groups by using Euro denominations. The denominations, 5 euro, 10 euro, 20 euro, 50 euro, and 100 euro, will form five cooperative groups. Copies of the euro denominations can be distributed randomly to form groups.
5. After students have assembled into their euro groups, distribute copies of the Scavenger Hunt. Explain directions and allow time for completion.
6. Reassemble the class to review and edit Scavenger Hunt. At the end of the class period, all students should have correct responses to the Scavenger Hunt.
7. To summarize the lesson, again ask students what words, phrases describe the EU. Include in the summary a list of the EU countries. Write responses on the board/overhead.
8. Distribute sentence strips and ask pairs of students to use words and graphics to describe the European Union on the sentence strips. Students should use color to enhance their description of the European Union. Assemble sentence strips to create a collage of the European Union. Title the collage, “The European Union—United in Diversity”.

***Assessment:***

- Group Interaction
- Student Participation
- Completion of Scavenger Hunt
- Completion of sentence strips activity

***Extension:***

- Create a “virtual” web page describing the European Union.
- Compare American currency to the euro.
- Access one of the websites listed on the “Panorama of the European Union”.  
Record information and share with the class.

***Standard Course of Study:***

- Social Studies Skill Competency Goals: 1, 3
- Language Arts: Competency Goal: 2

***Lesson plan submitted by:*** Sharon Pearson and Pamela Myrick  
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Name \_\_\_\_\_

Date \_\_\_\_\_

### ***Panorama of the European Union Scavenger Hunt***

*Directions: Search the “Panorama of the European Union” resource to answer the following questions.*

1. The idea for a European Union began in the \_\_\_\_\_ War.
2. People in the EU are environmentally conscious. Consequently, the EU is working to preserve the \_\_\_\_\_.
3. The EU began with \_\_\_\_\_ countries concerned about \_\_\_\_\_ and \_\_\_\_\_.
4. Today, the EU consists of \_\_\_\_\_ countries and \_\_\_\_\_ million people.
5. The diversity of Europe is shown with its many different \_\_\_\_\_ and \_\_\_\_\_.
6. The European Parliament is elected every \_\_\_\_\_ years by the \_\_\_\_\_ of Europe to represent their \_\_\_\_\_.
7. The \_\_\_\_\_ of \_\_\_\_\_ makes sure that the EU law is interpreted and applied in the same way in all EU countries.
8. The Court of Justice and the Court of Auditors is located in \_\_\_\_\_.
9. Mayors of cities and leaders of regional governments are members of the \_\_\_\_\_ of the \_\_\_\_\_ that deal with issues on a local or regional level.
10. The European \_\_\_\_\_ and \_\_\_\_\_ Committee is the voice of civil society dealing with a wide range of interests from employees to trade unionists, from consumers to ecologists.
11. What is the motto of the EU?
12. True or False. The bank does not lend money for projects of European interest.
13. The melody of the European anthem comes from the \_\_\_\_\_ by \_\_\_\_\_.
14. How many nations are there in the European Union?
15. The EU’s most tangible achievement is the \_\_\_\_\_.
16. True or False. The EU decides what students learn in school.
17. True or False. All euro notes and coins are used in all European countries.
18. Each country has a number of votes in the Council of the European Union that reflects the size of their \_\_\_\_\_.
19. EU law bans \_\_\_\_\_.
20. The EU is working to ensure that people have \_\_\_\_\_-\_\_\_\_\_ \_\_\_\_\_ access at school, at home, and in the work place.

## ANSWER KEY

### *Panorama of the European Union Scavenger Hunt*

*Directions: Search the “Panorama of the European Union” resource to answer the following questions.*

1. The idea for a European Union began in the \_\_\_\_\_ War. (Second World)
2. People in the EU are environmentally conscious. Consequently, the EU is working to preserve the \_\_\_\_\_. (environment)
3. The EU began with \_\_\_\_\_ countries concerned about \_\_\_\_\_ and \_\_\_\_\_. (six, trade, economy)
4. Today, the EU consists of \_\_\_\_\_ countries and \_\_\_\_\_ million people. (27, 495)
5. The diversity of Europe is shown with its many different \_\_\_\_\_ and \_\_\_\_\_. (traditions, languages)
6. The European Parliament is elected every \_\_\_\_\_ years by the \_\_\_\_\_ of Europe to represent their \_\_\_\_\_. (5, people, interests)
7. The \_\_\_\_\_ of \_\_\_\_\_ makes sure that the EU law is interpreted and applied in the same way in all EU countries. (Court, Justice)
8. The Court of Justice and the Court of Auditors is located in \_\_\_\_\_. (Luxembourg)
9. Mayors of cities and leaders of regional governments are members of the \_\_\_\_\_ of the \_\_\_\_\_ that deal with issues on a local or regional level. (Committee, Regions)
10. The European \_\_\_\_\_ and \_\_\_\_\_ Committee is the voice of civil society dealing with a wide range of interests from employees to trade unionists, from consumers to ecologists. (Economic, Social)
11. What is the motto of the EU? (“United in Diversity”)
12. True or False. The bank does not lend money for projects of European interest. (false)
13. The melody of the European anthem comes from the \_\_\_\_\_ by \_\_\_\_\_. (Ninth Symphony, Beethoven)
14. How many nations are there in the European Union? (27)
15. The EU’s most tangible achievement is the \_\_\_\_\_. (euro)
16. True or False. The EU decides what students learn in school. (false)
17. True or False. All euro notes and coins are used in all European countries. (false)
18. Each country has a number of votes in the Council of the European Union that reflects the size of their \_\_\_\_\_. (population)
19. EU law bans \_\_\_\_\_. (discrimination)
20. The EU is working to ensure that people have \_\_\_\_\_ - \_\_\_\_\_ \_\_\_\_\_ access at school, at home, and in the work place. (high-speed internet)