

## **Title: EU Movement Role Play**

**Grade:** 6-8 Social Studies

**Time:** 50-60 minutes

**Objectives:** Students will compare movement of people and goods between EU countries before the EU to movement of people and goods between EU countries after the formation of the EU.

### **Materials Needed:**

Signs for 4 EU countries

Optional: country flag and EU flag for each country

Box with any kind of “product” inside (e.g. pencils)

Real or fake money from 4 countries now in the EU

Real or fake Euros

“Passport” from one of the countries made from construction paper

EU “Passport” made from construction paper

8 stamps

4 stamp pad

Graphic organizer worksheet (See attached.)

### **Directions**

#### **Preparation:**

1. Set up the classroom into 4 stations. Label each station as an EU country.
2. Assign all students, except 2, to a “country”.
3. At each country assign the following roles. Give each person the script for his/her part. Use one color for Before EU scripts and another color for After EU scripts. If needed, students may take more than one role to ensure that all parts are covered.

#### **Truck Drivers**

**“Before EU”** You will play the role of the truck driver delivering products before the formation of the European Union. Pretend to drive your truck full of packages to each country. Follow the directions of the customs inspectors at each country. You will need to present your passport for inspection and for an official stamp. You will need to present your packages for inspection, pay a tariff (a fee) in the money of that country, and have the package stamped. (Props needed: Package, “passport” from one of the countries, money for each of the different countries.)

**“After EU”** You will play the role of the truck driver delivering products after the formation of the European Union. Pretend to drive your truck full of packages to each country. Follow the directions of the customs inspectors at each country. (Props needed: Package, EU “passport”, Euros)

#### **Country Roles**

**“Before EU” Roles for each country**

- a. Customs Inspector A (Before EU): Say, “I need to inspect your passport to see if you should be allowed in our country.” Look through the pages. Then hand the passport to Inspector B for stamping.
- b. Customs Inspector B (Before EU): After Inspector A has inspected the passport and hands it to you, stamp the passport. (Props needed: Stamp and stamp pad)
- c. Customs Inspector C (Before EU): Say, “I need to inspect your packages.”
- d. Customs Inspector D (Before EU): When the driver presents the package, open the package, and inspect the items.
- e. Customs Inspector E (Before EU): Say “You need to pay a tariff on these products.” Take the money. Make sure the money is in the currency of your country. Then stamp the outside of the package. (Stamp and stamp pad)

**“After EU” Roles for each country**

- a. Customs Inspector F (After EU): Say, “I don’t need to see your passport. You are part of the European Union. You have already been approved by the European Union. Come on in!”
- b. Customs Inspector G (After EU): Say, “I don’t need to inspect your package. You do not need to pay a tariff. You are part of the European Union. Come on in!”

**Instructions to Class**

1. Say, “Today we will perform a role play to show you the difference in movement of people and goods before the formation of the European Union, and movement of people and goods after the formation of the European Union.”
2. Assign students to “countries.” Assign roles and hand out scripts, directions, and props.
3. Say, “First let’s see what happened when a truck driver carrying products moved from one country to another before the formation of the European Union.” Direct the first truck driver to “drive” from country to country. Assist the students with following the directions. Explain that each country had different rules, different money, and tariffs to allow products to enter their country. Emphasize the time and expense as the role play proceeds. Have students take notes on the graphic organizer of what they observe. (You may wish to remind the students that the truck driver also needed to have the currency of the country in order to pay for hotels, restaurants, and gasoline while traveling.)
4. Say, “Let’s see what happens now when a truck driver carrying products moves from one country to another now within the European Union.” If you are using flags, direct the countries to change to EU flags. Direct the second truck driver to “drive” from country to country in the same order as before. Assist the students with following the directions. Explain that the countries have now agreed to allow free movement of people and goods within the European Union. Emphasize that time and expenses are reduced, thus causing the product to cost less to all the consumers within the EU. Thus, they will sell more. The standard of living is improved. Have students take notes on the graphic organizer what they observe.
5. Have students share their graphic organizers with their group, and then compile the classroom responses on the overhead.

6. Have students each write a paragraph comparing the movement of people and goods before the EU and after the EU.
7. Discussion extensions
  - a. Discuss the advantages of free movement of people within the EU.  
Discuss the disadvantages of free movement within the EU. How does this apply to allowing illegal people (possible terrorists?) into your country?
  - b. Discuss the advantages of free movement of products within the EU.  
Discuss the disadvantages of free movement of products within the EU.  
How does this apply to allowing illegal products (drugs, pest-infested agricultural products) into your country?
  - c. How has the real border of your country changed? How does this change the interactions between the security and immigration officials between the EU countries?
8. Lesson Modifications
  - a. If you have already taught about Eastern Europe, you may wish to compare and discuss the changes in political systems that had to take place for some countries to join the European Union and to be a part of the free trade demonstrated in this role play.
  - b. How do increased trade and movement of people impact movement of ideas in Europe? What difference does it make?
  - c. What do you predict will be the results of this increased trade and movement of people for the future of Europe? Apply the concepts of cultural diffusion and cultural assimilation. How will this impact nationalism and European unity?

### **NC Standard Course of Study**

**Strands:** Economics and Development; Global Connections

**Competency Goal 4:** The learner will identify significant patterns in the movement of people, goods and ideas over time and place in Europe.

**Competency Goal 5:** The learner will evaluate the ways people of Europe make decisions about the allocation and use of economic resources.

**Sally H. Smith**

**Kernodle Middle School**

## Graphic Organizer for EU Movement Role Play

**Directions:** Fill in the graphic organizer with jot notes during the role play. Note the differences in time and cost.

	<b>Before EU</b>	<b>After EU</b>	<b>Notes/interesting points</b>
<b>Movement of People</b>			
<b>Movement of Products</b>			

1. Before the formation of the European Union, what happened to the cost of the product each time the product crossed national borders?
2. How does the change in the cost of the product affect how many are sold?
3. How does the change in the number of products sold affect how much money the business owners make, and how many people have jobs?
4. What happens to the standard of living of the people in these countries?