

## Creation of Unified Governments: The United States and the European Union

Grades 11, 12 – can be used in upper level United States and/or European History and/or Government courses. Also could be used with less depth for World History course.

### Time

5 days depending on depth

### Objectives:

To use parallel issues involved in the process of creating the United States from independent states to form a unified government of states by viewing the creation of the European Union today.

### Materials needed

Selected text and additional materials on creation of both the United States and the European Union – pamphlets and other materials available from European Union Center of Excellence (<http://www.unc.edu.euce>)

Step 1 – Discuss / review the conditions that led to the creation of the governments of the United States and the European Union. Have students working in groups offer suggestions as to how they would solve the underlying problems

- A. US - War for independence and need for cooperation  
EU - Post-war Europe and need for cooperation
- B. Previous attempts at cooperation  
US – New England Confederation, Stamp Act Congress, Continental Congress  
EU – Brussels Treaty, European Coal and Steel Agreement
- C. Leaders -  
US – Washington – Father of United States, other leaders (Madison, etc)  
EU – Jean Monnet – Father of European Union, other leaders, (Schuman, etc)

Step 2 – Discuss the creation of government / efforts at cooperation

- A. US – Articles of Confederation
  - 1. Type government
  - 2. Why the type?
  - 3. Accomplishments
  - 4. Weaknesses of the plan
  
- B. EU – Treaties of Rome – foundation of European Community
  - 1. Description of agreements made
  - 2. Type of organization
  - 3. Accomplishments
  - 4. Weaknesses

Step 3 – Movement toward a Constitution

- A. US – Shay’s Rebellion, Annapolis Convention, Constitutional Convention, ratification of Constitution
- B. EU – Single European Act, Maastricht Treaty, Treaty of Amsterdam, Treaty of Nice, European Constitutional Treaty and ratification
- C. Students can be assigned individually or in groups to do research on the individual countries desire for ratification – issues and problems in the country assigned

Step 4 – Issues arising

- A. Power of Central Government v. Individual States
- B. Monetary Issues
- C. Trade barriers
- D. Movement of persons across boundaries
- E. Expansion of the Unions
- F. National identity
- G. Foreign Affairs
- H. Voting
- I. Language issues
- J. National defense
- K. Students can be assigned individually or in groups to do research on the issues using the internet, newspapers, texts, etc.

Step 5 – A United States of Europe?

The students will assess how closely the EU resembles the United States

What steps will be necessary for the European Union to become more like the US?

What obstacles might prevent further movement to a US-like government in Europe?

Is it likely that the EU will become more centralized given the example of the growth of the central government in the United States?

Students could be evaluated by the use of written essays, projects, debates on issues, quizzes, tests, etc.

Robert Peele  
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