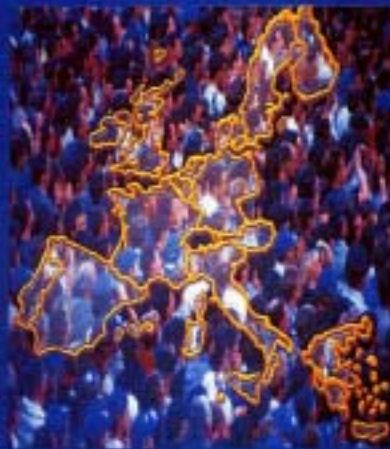


The European Union: One Big Happy Dysfunctional Family



Can European Countries Overlook Their
Differences and Unite?



An Integrated Interdisciplinary Study of the Challenges
Europe Faces in its Quest for Unification

OVERVIEW

I. CONTENT:

With increasing globalization putting economic pressure upon individual countries, Europe is at a crossroads. Nations in Europe are struggling with the concept with a totally unified continent. This unit on the European Union is intended to make students aware of the factors influencing the idea of unity and the very real problems that face the individual countries whether they do or do not unite. Europe's economic future affects not only the continent itself, but the United States and world economies. Whichever way Europe goes, students need to be aware of the EU and how it affects our global community.

II. PROCESS:

Students will be given opportunity to:

1. Work individually and in small groups.
2. Compare and contrast various nations inside and outside of the European Union.
3. Analyze and evaluate benefits and problems of a united Europe.
4. Explain how history has influenced European development.
5. Examine how geography helps or hinders the formation of the European Union.
6. Compare the effects of different forms of governmental and economic systems upon the formation of the European Union.
7. Evaluate the different technological advances among European nations.

III. PRODUCT:

Students will gain an understanding of the factors influencing Europe's decision to unite and the problems that may hinder this unification through investigation, analysis and evaluation of individual countries decisions to become part of the European Union.

Unit Overview: Alignment with National / State / District Pupil Performance Standards

Overarching Benchmarks / Standards / Goals for **COMPLETE unit of study: Texas Essential Knowledge and Skills**

- TEKS 1:** Economics –
- 6.6 – Evaluate global interdependence among societies.
 - 6.7 – Define and give examples of economic activities while describing and measuring levels of economic development.
 - 6.8 – Identify problems and issues that may arise when one or more of the factors of production is missing.
- TEKS 2:** History –
- 6.1 – Examine how historical and current events and cultural groups/ individuals influence past, present and future events.
- TEKS 3:** Geography –
- 6.2 – Create and interpret charts, graphs and maps and transfer the information to written or visual forms.
 - 6.3 – Analyze the influence of geography on the development of cultures past, present and future.
 - 6.4 – Assess how people in a geographic area interact with the environment to meet their economic technological and physical needs.

6.5 – Explain the ways in which geographic factors influence the economies of contemporary societies.

TEKS 4: Government –
6.9 – Compare and contrast different ways of organizing economic and government systems.

TEKS 5: Science/Technology -
6.20 – Analyze how changes in technology, communication and transportation have influenced societies of select regions of the world.

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS

1. PARADOXES:

It is assumed that Civil Rights are granted in democratic Societies. Create a photo essay showing 4 examples in Europe and the United States of America where Civil Rights have been violated in Democracies.

2. ATTRIBUTES:

All countries have symbols and flags that represent them. For example the USA has the bald eagle and the American flag. Find 5 examples of European country symbols other than the flag. Create a symbol for the EU making sure not to offend any of the member nations.

3. ANALOGIES:

It is assumed that people living in the same culture share the same ideals. Research the culture of 3 neighboring European countries. Choose one of the following categories: marriage and family life, dating, the importance of work religion, personal appearance, and diet. Create a bumper sticker with a slogan for each country representing their attitudes about your chosen topic.

4. DISCREPANCIES:

Prejudice is often caused by ignorance (not knowing about another culture). Find specific examples of prejudice in modern European society. Use these examples to create a children's story Teaching the importance of tolerance.

5. PROVOCATIVE QUESTIONS:

Western Europe is technologically advanced. Find examples of other European countries that are considered developing nations. How would the lifestyle in Western Europe be different if They were technologically disadvantaged? Focus on literacy rate, health care, transportation, communication, etc. Make a filmstrip illustrating your findings

6. EXAMPLES OF CHANGE:

Many European countries depend on their natural resources and geography to attract tourists. Research one European nation and predict how the economy would change if the natural resources and geography were removed from their borders. Create a commemorative series of at least 4 postage stamps to entice tourists back to your country.

7. EXAMPLES OF HABIT:

Research the impact of World War II on the availability of items used in daily life and how people adapted to life without these items. Imagine that you have to live without several basic conveniences that are a daily part of your life. Role play how you would adapt to life without these items.

8. ORGANIZED RANDOM SEARCH:

Research European monuments. Why was the monument created? Create a monument for the European Union and produce a fact tile explaining why you chose the architectural style and what it represents to the nations of the EU.

9. **SKILLS OF SEARCH:**

Research food, clothing or entertainment/recreation in Europe. Create an advertisement to market one of the items to American tastes.

10. **TOLERANCE FOR AMBIGUITY:**

You are an area of Europe plagued by conflict. Research the conflict and write at least two journal entries, each exploring how life turns out for you after the conflict is over.

11. **INTUITIVE EXPRESSION:**

You are separated from your best friend when the Berlin Wall is constructed. How would you feel knowing that you will never get to play with your friend again? Create a scrapbook or collage to remind yourself of your friend and keep memories of your friendship alive without communicating with them.

12. **ADJUSTMENT TO DEVELOPMENT:**

Our methods of communication and our vocabulary change as customs and technology change. Research changes in communication and speech in Russia in the last century. What factors led to the changes? Perform a skit utilizing both the old and new methods.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

Research a European inventor, artist or writer that flourished from the 1930s to the present. Write a newspaper story focusing on his/her successes and failures.

14. **EVALUATE SITUATIONS:**

Research the struggle for Chechen independence. If Chechnya wins independence, what consequences would this have on Russia? On Chechnya? Create a mock interview with a citizen from each country to discuss the benefits and drawbacks for each person.

15. **CREATIVE READING SKILL:**

Research newspaper articles about the controversy over Muslim head scarves in French public schools. Write an editorial from the point of view of the Muslim student that wants to wear the head scarf, the head scarf itself, the principal of the public school, the legislature that wrote the law, the imam from the local mosque or a classmate of the Muslim student.

16. **CREATIVE LISTENING SKILL:**

Listen to SUNDAY, BLOODY SUNDAY by U2 and SUNDAY, BLOODY SUNDAY by John Lennon. Compare and contrast the lyrics of the two songs. Create a graphic organizer depicting your findings.

17. **CREATIVE WRITING SKILL:**

Read the poem "They Came for the Jews" by Martin Niemöller. Produce an illustrated story book reflecting the ethical and moral values reflected in the poem.

18. **VISUALIZATION SKILL:**

Research works of art from European masters. Create a visual using the techniques of the artist.

ACADEMIC / CRITICAL THINKING SKILLS

ANALYZING HUMAN ACTIVITIES! (AHA!)

STATE STANDARD # 8A, 8C STUDENTS WILL BE ABLE TO explain the differences in what some European countries have to gain and other European countries have to lose based on their own needs and standards.

ESSENTIAL QUESTION: Does Unity equal strength in a global economy?

1. PRODUCING, EXCHANGING, AND DISTRIBUTING [ECONOMICS]

Textbook – Our World Today pages 268 and 321, website: Europa....

KNOWLEDGE:

Anticipatory Set: Cartoons on PowerPoint comparing European Union, The United States and Japan in terms of goods and services.

Students will: Verbally compare and contrast the European Union, The United States and Japan's economic strengths.

COMPREHENSION:

Brainstorm why a unified Europe could be an economic competition for the U.S.. How could the E.U. benefit the U.S.

APPLICATION:

Anticipatory Set: Chunnel Clip – shopping for wine in France – better wine and cheaper prices.

Students will create a (class / team product): In groups of four create personal money (left-side of notebook) which represents your personality, interests, background (personal culture).

Pass notebook to other students. How would you feel if you were forced to use someone else's money?

Multicultural and/or ESL and/or Bilingual Link: Use aspects from each personal coin to create a new monetary unit.

Mathematics/Science Link and/or Humanities Link: Compare Euro to U.S. dollar. Calculate price of item in Euro, dollar, pound, etc.

School-to-Career/Tech Prep Link: What kind of education is required to become a foreign buyer?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: U-2's - "With or without you"

Students will: Criticize the formation of a unified Europe.

Class/team/individual product: Explain why unification is a bad idea.

INDIVIDUAL JOURNAL ASSIGNMENT:

How did you feel about giving up your personal coin design to create a new coin incorporating other group member's ideas.

HOMELINK:

As an adult I your family how they felt when the U.S. government changed the design of the U.S. currency.

STATE STANDARD # 6.5A STUDENTS WILL BE ABLE TO define free trade zone and discuss the benefits that result from such a system.

ESSENTIAL QUESTION: How has the free trade zone made life easier for Europeans?

2. TRANSPORTATION

Textbook or Database: Our World Today – pg 322-323; Europa.net; Discover Our Heritage pg 415-418.

KNOWLEDGE:

Anticipatory Set: Long line of cars waiting to cross border.

Students will: brainstorm how border control is a deterrent to trade between countries.

COMPREHENSION:

Describe a free trade zone and explain how it will make life better for EU citizens and improve their economic status.

APPLICATION:

Anticipatory Set: pay a fee to enter social studies class.

Students will create a (class / team product): Predict what life in the USA will be like if each state used a different currency, charged taxes, need passports, etc. How would your life change.

Mathematics/Science Link and/or Humanities Link: Calculate/differentiate gas prices in EU to USA.

School-to-Career/Tech Prep Link: List jobs gained or lost by free trade zone. Compare Texas and Mexico to EU countries.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: The Terminal – to show customs

Students will: reorganize customs practices and policies at the airport without compromising the countries safety.

Class/team/individual product: reorganize customs practices and policies at the airport without compromising the countries safety.

INDIVIDUAL JOURNAL ASSIGNMENT:

Think about a trip you've taken with your family. Would border restrictions affect your trip?

HOMELINK:

Ask a family member about transportation (gas prices, speed limit, etc.)

STATE STANDARD # 6.16 STUDENTS WILL BE ABLE TO determine the affect of various languages on the unification of Europe.

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit? State the essential concept(s) that this specific lesson will teach.

3. COMMUNICATIONS

Textbook or Database: Our World Today and Culture grams

KNOWLEDGE:

Anticipatory Set: begin class giving directions in a foreign language or national anthem.

Students will: compile a list of languages spoken in Europe.

COMPREHENSION: Give examples of ineffective communication resulting in problems.

APPLICATION:

Anticipatory Set: Play EU anthem

Students will create a (class / team product): Explain why an anthem is important to national identity.

Multicultural and/or ESL and/or Bilingual Link: Show different versions of anthems

Mathematics/Science Link and/or Humanities Link: Math is a universal language - metrics

School-to-Career/Tech Prep Link: What education would you need to be a UN interpreter? Why would an employer prefer to hire a bilingual employee? Write an anthem for the classroom.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: clip of “Cool Hand Luke”

Students will: choose two EU nations whose people might have trouble communicating (not just language).

Class/team/individual product: Write a short paragraph explaining the reasons for the communication difficulties and what they could do to overcome it.

INDIVIDUAL JOURNAL ASSIGNMENT:

How would you feel if someone wouldn't stand for our anthem? How would you feel if we had to have a North America anthem instead of our USA anthem?

HOMELINK:

Discuss with an adult a time when they were in a different culture and the anthem was played.

STATE STANDARD # 6.9B STUDENTS WILL BE ABLE TO identify problems and issues that may arise when one or more factors of production is in short supply.

ESSENTIAL QUESTION: How does the lack of oil affect the European economy and the unification of Europe?

4. **PROTECTING AND CONSERVING**

Textbook: Our World Today pg. 326

KNOWLEDGE:

Anticipatory Set: Gas lines in the 1970's (USA)

Students will: List uses of oil

COMPREHENSION:

OPEC scenario (limit the amount of oil given). Decide how you are going to use your oil and defend your reasoning. (When oil prices go up, everything goes up – shipping goods around.)

APPLICATION:

Anticipatory Set: European vacation clip

Students will create a (class / team product): Create a poster showing ways Europeans conserve oil/energy.

Multicultural and/or ESL and/or Bilingual Link: Research ways other countries conserve energy

Mathematics/Science Link and/or Humanities Link: Compare gas prices in Europe to USA

School-to-Career/Tech Prep Link: Invite a geologist or someone from the agriculture extension agency to discuss their careers

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: “A gallon of gas” – by the Kinks

Students will: justify the trips they make daily by car.

Class/team/individual product: Write a paragraph rearranging your daily schedule to conserve fuel.

INDIVIDUAL JOURNAL ASSIGNMENT: What would life be like without oil.

HOMELINK: Ask someone in your family about the 1970’s energy crisis.

STATE STANDARD # 6.16A/B STUDENTS WILL BE ABLE TO Identify institutions basic to all societies; compare characteristics in institutions in selected contemporary societies.

ESSENTIAL QUESTION: How is European educational system similar/different than USA?

5. **PROVIDING EDUCATION**

Textbook or Database: culture grams; www.eurydice.org/Documents/fiches_nationales

KNOWLEDGE:

Anticipatory Set: Video Clip – European school

Students will: Using culture grams, identify educational systems of assigned European nations.

COMPREHENSION:

As a group, students will summarize similarities in European education.

APPLICATION:

Anticipatory Set: Video clip from American school looking for similarities between their study countries and USA.

Students will create a (class / team product): Create a Venn diagram focusing on similarities and differences between European nations.

Multicultural and/or ESL and/or Bilingual Link: Compare your study country to Japanese education

Mathematics/Science Link and/or Humanities Link: metric system - liter/gallon

School-to-Career/Tech Prep Link: What education is needed to become a teacher?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: What a wonderful world???? Song by Herman and the Hermits

Students will: create new classes to enhance their education.

Class/team/individual product: rewrite your class schedule for 6th grade to include any classes that you think would be necessary to ensure your future and the future success of the U.S.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a paragraph describing a typical day of school.

HOMELINK:

Discuss favorite school memories with your family.

STATE STANDARD # 6.20 STUDENTS WILL BE ABLE TO analyze how changes in technology, communication and transportation have influenced societies in Europe.

ESSENTIAL QUESTION: How has the Chunnel affected the relationship between the UK and mainland Europe.

6. **MAKING AND USING TOOLS AND/OR TECHNOLOGY**

Textbook or Database: Modern Marvel video, Chunnel – Boys Life Magazine – pages 411-413

KNOWLEDGE:

Anticipatory Set: trains – “French Kiss”

Students will: describe construction of the Chunnel and the cultural/economic benefits.

COMPREHENSION: Evaluate the impact of the Chunnel if there were a war between the UK and France.

APPLICATION:

Anticipatory Set: Video clip of bullet train and/or TGV.

Students will create a (class / team product): Write a persuasive paper convincing Great Britain that the Chunnel will benefit their economy.

Multicultural and/or ESL and/or Bilingual Link: Compare the invention of the Chunnel to the invention of the Japanese bullet train.

Mathematics/Science Link and/or Humanities Link: Calculate the length of the Chunnel from Calais to London and Calais to Dover.

School-to-Career/Tech Prep Link: What type of specialists were involved to ensure the success of the Chunnel.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: View slides of bridges and tunnels throughout the world.

Students will: Categorize places that need technology to “connect” them

Class/team/individual product: Choose 3 pairs and invent ways to connect them

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a journal entry describing your train trip from Calais to Dover.

HOMELINK:

Ask a family member what it is like to travel by train.

STATE STANDARD # 6.15B STUDENTS WILL BE ABLE TO name different types of recreation in an assigned country.

ESSENTIAL QUESTION: What do Europeans do for recreation?

7. **PROVIDING RECREATION**

Database: European Culture grams

KNOWLEDGE:

Anticipatory Set: Show video clip of a European soccer match

Students will: read the recreation section of culture gram for a selected European nation.

COMPREHENSION: Explain why the recreation is popular in certain geographic regions.

APPLICATION:

Anticipatory Set: Brainstorm what US kids do for

Students will create a (class / team product): recreation compare/contrast European recreation to US recreation. Search for commonality.

Multicultural and/or ESL and/or Bilingual Link: Research a European soccer star

Mathematics/Science Link and/or Humanities Link:

Compare and contrast:

1. attendance of U.S. Super bowl to the World Cup
2. money made by professional athletes – European soccer player vs. USA NFL player.

School-to-Career/Tech Prep Link: Research how to become a kinesiology major in college to then become an athletic trainer, who cares for athletes.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Take your class outside to play kickball

Students will: create new rules for kickball

Class/team/individual product: Write a rule book for all students to follow for the next game

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about your favorite sport or recreation.

HOMELINK:

Discuss favorite sports/athletes with family members.

STATE STANDARD # 6.12 STUDENTS WILL BE ABLE TO understand alternative ways of organizing governments.

ESSENTIAL QUESTION: What types of governments do European nations have and how does it affect their attitude to the EU?

8. **ORGANIZING AND GOVERNING**

Textbook or Database: culture grams

KNOWLEDGE:

Anticipatory Set: quote – “United We Stand Divided We Fall”

Students will: chart the different types of governments in European nations

COMPREHENSION:

Defend the requirements for joining the EU. Give examples.

APPLICATION:

Anticipatory Set: Show USA campaign posters and discuss their strategies.

Students will create a (class / team product): Create a campaign poster for or against the EU Constitution.

Multicultural and/or ESL and/or Bilingual Link: Explain how all nations are concerned about their sovereignty and maintaining their cultural identity.

Mathematics/Science Link and/or Humanities Link: Chart percentages of “Yes” and “No” votes.

School-to-Career/Tech Prep Link: Have a Political guest speaker discuss the importance of unity.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show political speeches with promises “Read My Lips No New Taxes”

Students will: Compile wants and needs students would expect from a leader.

Class/team/individual product: Compose a speech to get elected to Student Council. Include promises that would get you elected.

INDIVIDUAL JOURNAL ASSIGNMENT:

How would you feel if the USA was going to join with Canada and Mexico?

HOMELINK:

Ask family members to list countries in the EU.

STATE STANDARD # 6.19 STUDENTS WILL BE ABLE TO understand the relationship among religion, philosophy and cultures.

ESSENTIAL QUESTION: Is it moral to use any means necessary to further your own political ambitions.

9. **MORAL, ETHICAL AND SPIRITUAL BEHAVIOR**

Textbook or Database: Our World Today - page 367-371 and The Commissar Vanishes

KNOWLEDGE:

Anticipatory Set: Power Point of Russian Rulers – video clip from “Behind Kremlin Walls”.

Students will: Describe attributes of previous Russian Rulers and their roles leading up to the Cold War.

COMPREHENSION: Defend the limited form of government then give examples of unlimited power leading to unethical behavior.

APPLICATION:

Anticipatory Set: The Commissar Vanishes - pictures

Students will create a (class / team product): demonstrate ethical behavior by responding to a scenario where a neighbor speaks out against Stalin. Would you tell?

Multicultural and/or ESL and/or Bilingual Link: Compare “The worst living Dictator” to Stalin or Lenin

Mathematics/Science Link and/or Humanities Link: DNA – “Anastasia - Dead or Alive?”

School-to-Career/Tech Prep Link: How does one prepare to be a reporter of war?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Working Girl video clip – using someone else’s idea to get ahead

Students will: Compile a list of ethical behaviors in school.

Class/team/individual product: Write an honor code for your school.

INDIVIDUAL JOURNAL ASSIGNMENT: How would you react if a family member “disappeared” and you could no longer associate yourself with them?

HOMELINK: Interview a family member about life during the Cold War.

STATE STANDARD # 6.20A STUDENTS WILL BE ABLE TO give examples of technological innovations including the roles of scientists and inventors.

ESSENTIAL QUESTION: Why do countries feel the need to build monuments?

10. **AESTHETIC NEEDS**

Textbook or Database: handouts/internet

KNOWLEDGE:

Anticipatory Set: Power point of European monuments

Students will: recognize monuments throughout Europe and match them to their countries.

COMPREHENSION: Give examples of monuments in European countries.

APPLICATION:

Anticipatory Set: 1 – Video clip of Eiffel Tower being built
2 - European Vacation

Students will create a (class / team product): Create a monument for the European Union.

Multicultural and/or ESL and/or Bilingual Link: Compare a European Monument to Monuments in Asia.

Mathematics/Science Link and/or Humanities Link: Compare monument heights.

School-to-Career/Tech Prep Link: What education do you need to become a structural engineer?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Power point of world monuments

Students will: select a monument to research

Class/team/individual product: Create a monument honoring your favorite teacher/principal/family member.

INDIVIDUAL JOURNAL ASSIGNMENT:

Why do nations build monuments?

HOMELINK:

Discuss monuments that you or a family member have or would like to visit.

STATE STANDARD # 6.5 STUDENTS WILL BE ABLE TO understand how geographic factors influence the economic development, political relationships and policies of societies.

ESSENTIAL QUESTION: What is the geography of Europe?

11. Geography

Textbook or Database: “Our World Today” and atlas

KNOWLEDGE:

Anticipatory Set: “Sound of Music” - Alps clip

Students will: correctly label and color physical and political maps of Europe and a map of the European Union.

COMPREHENSION: Identify and locate physical features and European nations.

APPLICATION:

Anticipatory Set: Animaniacs – countries / These are the countries of the world - kids CD

Students will create a (class / team product): Play “Friendly Feud” – Geography Game

Multicultural and/or ESL and/or Bilingual Link: Look at a map written in a different language – Focus on country names.

Mathematics/Science Link and/or Humanities Link: Compare country sizes in square miles; highest point; lowest point

School-to-Career/Tech Prep Link: What education do you need to become a cartographer?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: To be or not to be – Hitler clip

Students will: Discuss how the world would look different if the Axis Powers would have won WWII.

Class/team/individual product: Create a map to reflect this.

INDIVIDUAL JOURNAL ASSIGNMENT:

Pick a physical feature on your map of Europe. How would life be different if that feature didn't exist?

HOMELINK:

With family members, list the physical features you have visited.

STATE STANDARD # 6.11A-D, 6.12A-C STUDENTS WILL BE ABLE TO understand the concepts of limited and unlimited governments and understands alternative ways of organizing governments.

ESSENTIAL QUESTION: What are different ways that European countries govern themselves?

12. Government

Textbook or Database: **History Alive – Roots of Democracy – Activity 2 -Europe**

KNOWLEDGE:

Anticipatory Set: History Alive Radio activity

Students will: program the radio using the principles of four forms of government – Monarchy, Oligarchy, Tyranny and Democracy.

COMPREHENSION: Distinguish the ways different societies govern themselves.

APPLICATION:

Anticipatory Set: Video clip JFK and Adolf Hitler

Students will create a (class / team product): Write an essay (persuasive paragraph) about the best form of government studied.

Multicultural and/or ESL and/or Bilingual Link: find examples of different types of government throughout the world.

Mathematics/Science Link and/or Humanities Link: graph the different types of government throughout Europe.

School-to-Career/Tech Prep Link: What qualifications are required for: president, senator, etc.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Excalibur – video clip

Students will: Discuss how Europe was when Monarchy, Oligarchy and Tyranny were true forms of government in Europe.

Class/team/individual product: Class will make a list of rules to live by for each form of government.

INDIVIDUAL JOURNAL ASSIGNMENT:

What qualifications/characteristics make a good leader?

HOMELINK:

Ask a family member about voting in the United States.

STATE STANDARD # 6.7 STUDENTS WILL BE ABLE TO understand the impact of interactions between people and the physical environment on the development of places and regions.

ESSENTIAL QUESTION: Why do people settle in environmentally unfriendly areas?

13. Environmental Issues

Textbook or Database: Is Venice Sinking?? - Time Reader for Kids

Our World Today – pg 298

KNOWLEDGE:

Anticipatory Set: Indiana Jones and the Last Crusade

Students will: Describes environmental conditions in Venice, Italy and discuss how citizens are using technology to alter their environment.

COMPREHENSION: Defend the use of money and effort spent on saving Venice.

APPLICATION:

Anticipatory Set: clip of house in California; flood in Midwest (Islam in America video)

Students will create a (class / team product): Create a poster advocating the preservation of Venice and its landmarks.

Multicultural and/or ESL and/or Bilingual Link: Compare the environmental problems of the city of Venice to the city of New Orleans.

Mathematics/Science Link and/or Humanities Link: Research the Red Cross and their disaster relief programs.

School-to-Career/Tech Prep Link: Which types of careers are used to solve environmental problems.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show video clips of Houston during a flood

Students will: Discuss what would happen if Houston was sinking.

Class/team/individual product: Make a list of what you would want to save if Houston was sinking.

INDIVIDUAL JOURNAL ASSIGNMENT:

Compare Venice's "sinking" problem to floods in Texas.

HOMELINK:

Discuss natural disaster that you or family members have experienced.

STATE STANDARD # 6.1 STUDENTS WILL BE ABLE TO understand that historical events influence contemporary .

ESSENTIAL QUESTION: How has the Cold War influenced the current geo-political status of EU?

14. Politics

Textbook or Database: Our World Today - pgs 370-371 and 261-265

KNOWLEDGE:

Anticipatory Set: Video clip of Berlin Wall “falling” and pass around a piece of the Berlin Wall.

Students will: Identify how the Cold War came about and how it affects the modern world.

COMPREHENSION: Give examples of how the Cold War caused the creation of several institutions: European Economic Community, Benelux Trade Union, European Union, NATO, Warsaw Pact

APPLICATION:

Anticipatory Set: Red Dawn video clip/ Space Race - Sputnik

Students will create a (class / team product): Create a political cartoon illustrating fears during the Cold War and fears now.

Multicultural and/or ESL and/or Bilingual Link: Cosmonaut/Astronaut - Mir Space Station – What are cultural problems you would have to overcome to work on Mir?

Mathematics/Science Link and/or Humanities Link: Create a timeline of Space Race Technology during Cold War era.

School-to-Career/Tech Prep Link: Research careers in federal agencies: FBI, CIA and NASA

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: video clip of space shuttle/ I Pod, TV or other technology

Students will: predict what new inventions will be available when you are 25 years old.

Class/team/individual product: Choose one invention and create a brochure.

INDIVIDUAL JOURNAL ASSIGNMENT:

How would you feel if your community was separated by a wall?

HOMELINK:

Discuss with family members memories of the Cold War (bomb shelters, etc.)

STATE STANDARD # 6.1 STUDENTS WILL BE ABLE TO understand that historical events influence contemporary events .

ESSENTIAL QUESTION: How did WWI and WWII change relations among the world’s nations.

15. History

Textbook or Database: Our World Today - page 258-259

KNOWLEDGE:

Anticipatory Set:

video clip – Food Soldier WWI (nationalism)
- Concentration Camp WWII (Schindler’s List)

Students will: List causes and outcomes of WWI and WWII

COMPREHENSION: Explain how feelings caused during WWI & WWII affect relationships/cooperation of modern nations.

APPLICATION:

Anticipatory Set: Concentration camp clip (Stalag 17?)

Students will create a (class / team product): Write a letter to the EU headquarters explaining why you don't want your nation to join from a historical/cultural standpoint.

Multicultural and/or ESL and/or Bilingual Link: Where were Concentration Camps located?

Mathematics/Science Link and/or Humanities Link: Graph the different ethnic groups that were killed during WWII?

School-to-Career/Tech Prep Link: What types of careers do the military offer?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Pictures of war damaged cities (London, Berlin, etc.)

Students will: Summarize ways the allies could have done things differently after WWI to prevent WWII.

Class/team/individual product: Write a petition to the allies explaining ideas.

INDIVIDUAL JOURNAL ASSIGNMENT:

How does the Holocaust compare to Gulags in USSR?

HOMELINK:

Interview a relative about their experiences during WWII.

STATE STANDARD # 6.19 STUDENTS WILL BE ABLE TO understand relationship among religion, philosophy and culture.

ESSENTIAL QUESTION: What is the problem in Northern Ireland and what are the steps being taken to resolve it?

16. Cooperation

Textbook or Database: Our World Today p - 280-281; Junior Scholastic - Ireland

KNOWLEDGE:

Anticipatory Set: Play "Zombie" by the Cranberries.

Students will: identify reasons for conflict in Northern Ireland.

COMPREHENSION: Explain what steps have been taken to resolve the northern Ireland Conflict and what future measures can be taken to ensure unity/peace.

APPLICATION:

Anticipatory Set: Movie clip – "In the Name of the Father" or "The Devil's Own"

Students will create a (class / team product): Write a poem or song about resolving the conflict in Northern Ireland.

Multicultural and/or ESL and/or Bilingual Link: Give examples of other religious/ethnic conflicts.

Mathematics/Science Link and/or Humanities Link: How many people have been killed during the conflict?

School-to-Career/Tech Prep Link: Guest speaker – mediator discusses techniques to resolve conflict. Come up with peace plan.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Close Encounters clips

Students will: Select three ways Earthlings could cooperate with aliens.

Class/team/individual product: Write an instruction manual for the Earth representatives that will meet with them.

INDIVIDUAL JOURNAL ASSIGNMENT:

How have you resolved a conflict with a friend?

HOMELINK:

How do people in your family resolve conflicts?

STATE STANDARD # 6.15 STUDENTS WILL BE ABLE TO understand the similarities and differences within and among cultures in different societies.

ESSENTIAL QUESTION: Why is tolerance necessary for unity?

17. Tolerance

Textbook or Database: internet

KNOWLEDGE:

Anticipatory Set: CNN clip on French/Algerian prejudice

Students will: describe why the French government forbade female students from wearing hijabs in public school.

COMPREHENSION:

Defend the Muslim student's right to wear a headscarf to school.

APPLICATION:

Anticipatory Set: Life is Beautiful clip - prejudice

Students will create a (class / team product): produce a poster influencing people of different ethnicities to get along.

Multicultural and/or ESL and/or Bilingual Link: Relate tolerance in US schools to tolerance in French schools.

Mathematics/Science Link and/or Humanities Link: Graph the different religious ethnicities in the US and Europe.

School-to-Career/Tech Prep Link: Guest speaker talks about tolerance in the workplace.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: View Driving Miss Daisy clip

Students will: Point out ways people are prejudice without realizing they are.

Class/team/individual product: Create a skit illustrating prejudice in modern society using the ideas you brains-stormed.

INDIVIDUAL JOURNAL ASSIGNMENT: Write about a time when you felt discriminated against.

HOMELINK: Ask a family member how many different ethnic groups are in their workplace. Is it a tolerant environment?

**MORAL / ETHICAL / SPIRITUAL
REASONING AND DILEMMAS
FOR CHARACTER EDUCATION**

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

STATE STANDARD # 6.8A,C .

ESSENTIAL QUESTION:

1. **Producing, Exchanging, and Distributing** [Economics]

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA: As a U.S. consumer, do you support the EU knowing that you favorite products will be more expensive? Are willing to pay more money and have less, so that European citizens can have a better way of life?

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA:

You are the border patrol officer between France and Spain. You have gotten to know and become friends with many of the truckers that come through your border station daily. A few of the truckers have offered you bribes of money to let them pass through quickly with no wait, do you take it? Or... do you say no because you are responsible for only allowing safe and legal vehicles to enter your country and you do not know what is in trucks that you do not check nor if the trucks have any environmental problems, like leaks?

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA: You are a tourist in France. You speak French and English fluently. You notice that the French speaking clerk at the music store is trying to cheat a customer that only speaks English. You are in a hurry, do you get involved.

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA: Would you be willing to drive less in order to reduce the need to drill for oil in Alaska, which would preserve the unspoiled wild life. Defend your reasoning.

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Education** create moral/ethical dilemmas?

DILEMMA: Your best friend has a copy of the answers for the history final. Do you take it knowing that you have to pass the test to go to 7th grade or do you study your notes?

6. **Making and Using Tools and/or Technology**

ESSENTIAL QUESTION: How does the **Human Activity** of **Making and Using Tools and/or Technology** create moral/ethical dilemmas?

DILEMMA: England and France are at war. You are England's military leader. Do you flood the Chunnel to keep the French troops from having easy access to your country, even though you will drown innocent people in the Chunnel at the time? Defend your response.

7. **Providing Recreation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Providing Recreation** create moral/ethical dilemmas?

DILEMMA: You are a video game designer and you have been asked to design a game that promotes violence against animals. You will be paid a large sum of money for this game but you are personally against harming any animals. What do you do?

8. **Organizing and Governing**

ESSENTIAL QUESTION: How does the **Human Activity** of **Organizing and Governing** create moral/ethical dilemmas?

DILEMMA: You are an anthropologist who has discovered a tribe of people living in a remote part of your country. These people are living as their ancestors have for many generations. If you repeat on the existence of these people they will be forced to change their way of life to conform to the political organization of your country, what do you do and why?

9. **Moral, Ethical and Spiritual Behavior**

ESSENTIAL QUESTION: How does the **Human Activity** of **Moral, Ethical and Spiritual Behavior** create moral/ethical dilemmas?

DILEMMA: Your school's honor code forbids cheating. Your best friend has been sick and has fallen behind in math class. They ask you to let them copy last night's assignment. Do you let them? Defend your answer.

10. **Aesthetic Needs**

ESSENTIAL QUESTION: How does the **Human Activity** of **Aesthetic Needs** create moral/ethical dilemmas?

DILEMMA: you are an engineer who has been called in to help preserve one of Europe's monuments. You have come up with a plan that will cause 50 families living near the monument to leave the homes they have lived in for generations. What do you do?

PRODUCTIVE THINKING SKILLS DIVERGENT / CREATIVE THINKING

1. BRAINSTORM MODEL

A. BRAINSTORM ALL OF THE _____.

- AHA #1: things that had to change when they switched to the Euro.
- AHA #2: ways to get around.
- AHA #3: languages spoken in Europe.
- AHA #4: ways to conserve energy.
- AHA #5: subjects students study.
- AHA #6: places that are connected.
- AHA #7: ways to have fun without a ball?

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8: country leaders.
- AHA #9: European relatives of the Russian Royal family.
- AHA #10: loveliest things.
- AHA #11: physical features.
- AHA #12: ways to reorganize video games.
- AHA #13: cities in Europe that don't have the letter "e".
- AHA #14: reason two countries would have for war.

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

- AHA #15: mediate a fight between two friends.
- AHA #16: show cooperation with a space alien.
- AHA #17: show toleration for another's religion.

2. VIEWPOINT MODEL (Human or Animate)

A. HOW WOULD _____ LOOK TO A(N) _____?

- | | |
|---------------------------|---------------------------|
| AHA #1: inflation | rich person/poor person? |
| AHA #2: border crossing | truck driver low on fuel? |
| AHA #3: Das Kapital | Gandhi/Karl Marx? |
| AHA #4: offshore drilling | environmentalist? |
| AHA #5: literacy rate | librarian? |
| AHA #6: Chunnel | King Arthur? |
| AHA #7: World Cup | a soccer hooligan? |
| AHA #8: the internet | Stalin? |

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?

- | | |
|-------------------------------|-----------------------------|
| AHA #9: video camera | Lenin? |
| AHA #10: mall | builders of Parthenon? |
| AHA #11: modern map of Europe | Tsar Nicholas/Stalin/Lenin? |
| AHA #12: voting booth | Oligarchy? |
| AHA #13: hurricane | Venice? |
| AHA #14: peace march | Stalin? |
| AHA #15: violent video game | Holocaust survivor? |
| AHA #16: EU | Catholic/Protestant Irish? |
| AHA #17: French Fashion Show | Algerians in France? |

C. HOW WOULD _____ VIEW THIS?

- 1: Gandhi
- 2: an Imam
- 3: a Rabbi
- 4: a Preacher

5: Martin Luther King, Jr.

6: Kruschev

3. **INVOLVEMENT MODEL (Personification / Inanimate object brought to life)**

A. HOW WOULD YOU FEEL IF YOU WERE _____?

AHA #1: A French Franc or Dutch guilder that could no longer be spent because of the Euro?

AHA #2: Passport, before and after the EU/suitcase?

AHA #3: dead language?

AHA #4: gas pump during an energy crisis?

AHA #5: subject no one wanted to study?

AHA #6: edge of the cliffs of Dover before the Chunnel?

AHA #7: A soccer ball in the English Premier league?

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

AHA #8: The EU constitution? A ballot box? Protest sign?

AHA #9: "closed" sign on an empty store in the Soviet Union?

AHA #10: beam in the Eiffel tower? Polluted column in the Parthenon?

AHA #11: boat on the Seine River traveling through Paris?

AHA #12: voting booth?

AHA #13: traffic light?

AHA #14: Concentration Camp/Prison? Or Piece of concrete in the Berlin Wall – in 1989 and before 1989?

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

AHA #15: a tattoo on a person in a concentration camp?

AHA #16: rock flying through a window in Northern Ireland?

AHA #17: headscarf on a Muslim 6th grader in a French school?

4. **CONSCIOUS SELF-DECEIT MODEL**

A. SUPPOSE _____. WHAT _____.

AHA #1: Benelux was never created?

AHA #2: You had to pay a fee to get from one neighborhood in Kingwood to another?

AHA #3: Everyone in Europe spoke the same language?

AHA #4: Oil had never been used as fuel?

AHA #5: You were a piece of chalk what would you write on the board?

AHA #6: U.K. and Europe were connected by a land bridge?

AHA #7: organized sports were banned?

AHA #8: France voted yes to the EU Constitution?

AHA #9: Stalin was a humanitarian?

B. YOU CAN _____. WHAT _____?

AHA #10: built a monument

would it look like?

AHA #11: change the geography of Europe

national feature would you put their?

AHA #12: make your own government

how would it work?

AHA #13: rebuild Venice

changes would you make?

AHA #14: change a part of American History

would you change?

AHA #15: alter Hitler

changes would you make?

AHA #16: abolish IRA

what would you put in its place?

AHA #17: If you could take away religious differences

could they argue about?

5. **FORCED ASSOCIATION MODEL**

A. HOW IS _____ LIKE _____?

AHA #1: GNP

Cereal

AHA #2: Free Trade Zone

Skateboard

AHA #3: Global Village

ant pile?/ skittles?

AHA #4: Petroleum
AHA #5: Compulsory Education
AHA #6: Chunnel
AHA #7: Cricket

cell phone
Saturday morning
Space station
Tyrant

B. GET IDEAS FROM _____ TO IMPROVE _____.

AHA #8: Thomas Jefferson
AHA #9: Travel agent
AHA #10: Mother Theresa

the EU
the Gulag
the living conditions of the Russian peasant.
conservation
political condition in Rwanda
flooding in New Orleans
relatives between North and South

AHA #11: cartographer
AHA #12: Greeks who developed democracy
AHA #13: Venice
AHA #14: Mikhail Gorbachev
Korea

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

AHA #15: war
AHA #16: conflict
AHA #17: Christianity

peace
cooperation
Islam

6. **REORGANIZATION / SYNECTICS MODEL**

A. WHAT WOULD HAPPEN IF _____?

AHA #1: Europe had always had a free trade zone?
AHA #2: All of the 1994 EU members were forced to use the Euro tomorrow?
AHA #3: No human spoke the same language?
AHA #4: World ran out of oil tomorrow?
AHA #5: Only the elite were educated?
AHA #6: There was a tunnel under the Mediterranean Sea to Africa?
AHA #7: Balls had not been invented?

B. SUPPOSE _____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

AHA #8: The Netherlands had voted yes after France voted no?
AHA #9: The Tsar hadn't been assassinated?
AHA #10: Europeans had not had stone to build with?
AHA #11: There were no rivers in Europe?
AHA #12: The Greeks had not developed democracy?
AHA #13: Venice had been built in a desert?
AHA #14: Lenin had not been born?

C. WHAT WOULD HAPPEN IF THERE WERE NO _____?

AHA #15: Hitler
AHA #16: religions
AHA #17: cultural differences

CULTURAL LITERACY

1. **Dates:**

1914 - 1918 – WWI (Great War)
1917 - 1918 – Russian Revolution
1939 - 1945 – WWII
1948 - Benelux
1948 - 1985 - Cold War
1957 – Sputnik I and II
1958 – European Common Market

2. Names:

Absolute monarchy	Free trade	Price controls
Acid rain	Fiscal policy	Private enterprise
Anti-Semitism	Foreign exchange	Protective tariff
Atomic bomb	Global village	Radioactive waste
Balance of trade	Genocide	Referendum
Blitzkrieg	Germ warfare	Regime
Capital	Gulag	Religion wars
Capitalism	Import	Reparations
Chunnel	Income distribution	Republic
Compulsory Education	Inflation	Satellite
Concentration Camps	Interest	Satellite nations
Constitution	Interest rate	Scarcity
Constitutional Monarchy	Investment	Service industry
Consumer goods	Labor movement	Shortage
Dachau	Literacy rate	Socialism
Debt	Market economy	Space station
Debtor nation	Minimum wage	Standard of living
Demand	Mixed economy	Subsistence farming
Democracy	Monarchy	Supply
Depression	Multinational Corporation	Surplus
Dictatorship	National debt	Tariff
Distribution	Nationalization	Taxation
Durable goods	Natural resources	Theocracy
Economics	Offshore drilling	Trade
Exchange rate	Oligarchy	Trade barriers
Export	Parliament	Trade deficit
Free Enterprise	Per Capita	Union
Free market	Petroleum	Unity

3. Proper Names:

Adolph Hitler	European Union (EU)	<i>Mein Kampf</i>
Allies	Fascism	Mikhail Gorbachev
Archduke Ferdinand	Final solution	MIR
Auschwitz	GNP	NATO
Axis Powers	Hiroshima	Nazis
Battle of Britain	Holocaust	Normandy Invasion
Berlin Airlift	International money fund	Nuremberg Trials
Catholic	IRA	OPEC
Central Powers	Iron Curtain	Protestant
Chernobyl	Joseph Stalin	Sputnik I
Cold War	Karl Marx	Third Reich
<i>Communist Manifesto</i>	KGB	United Nations
Cricket	Kremlin	USSR
Czar Nicholas II	League of Nations	Value Added Tax (VAT)
<i>Das Kapital</i>	Lenin	Warsaw Pact
Eastern Bloc	Leon Trotsky	Winston Churchill
European Economic Community (EEC)	Marshal Plan	

4. Ideas:

Détente
Glasnost
Globalization
Interdependence
Limited Government
Nationalism
Rapprochement
Status Quo
Unlimited Government

5. Phrases

“Am I my brother’s keeper?”
Necessity is the mother of invention
No man is an island
See eye to eye
Lions share
Olive branch

RESOURCES

I. BIBLIOGRAPHY –

Green Book of Songs
Videohound
Dictionary of Cultural Literacy
Timetables of History
Children of War, Alan and Susan Raymond
The Suitcase – Refugee Voices from Bosnia and Croatia, Julie Mertus
Changing Europe Nations, Identities, and Citizens, David Dunkerley
EC/EU Factbook - A Complete Guide, Alex Roney
Education in a Single Europe, Colin Brock, Witold Tulasiewicz
The Enlargement of the European Union Issues and Strategies, Victoria Curzon Price, Alice Landau, Richard Whitman

II. BIBLIOGRAPHY

Why Do They Hate Me? Young Lives Caught in War and Conflict, Laurel Holliday
The IRA and England, Heather Lehr Wagner
One Belfast Boy, Patricia McMahon, Alan O'Connor
Northern Ireland in Pictures, Geography Department, Lerner Publication Co.
National Geographic Student Atlas of the World
Anastasia's Album, Hugh Brewster
Turkey: Between East and West, Louise R. Miller
Culture Grams. Europe set, and Turkey from Middle East set
Countries of the World Series
Great Cities Series- Time Life Books
Getting to know the World's Great Artists Series

III. Educational Films / Videos

Chunnel - (Modern marvels, History Channel)
Anastasia – Dead of Alive? - (Nova)
Foot Soldier WWI – (History Channel)
Nicholas and Alexandra – (Biography)
Venice Film – (?)
Modern Marvels or Biography of Gustav Eiffel - Eiffel Tower being built
Islam in America (Flood scene follows for Venice)
Behind Kremlin Walls
Russia on the Run
Escape from Berlin (Discovery Channel)
In the Name of Liberation
Ireland (Globe Trekker Episode)

IV. Commercial Films / Videos

Sound of Music
Devil's Own
The Informant
In the Name of the Father
Bloody Sunday
Life is Beautiful
European Vacation
Schindler's List
The Pianist
Stalag 17
Red Dawn
War Games
To Be or not to Be- (Mel Brooks)
Indiana Jones and the Last Crusade
The Battle of Algiers
Band of Brothers
French Kiss
Stalin – with Robert Duvall
Nicholas and Alexandra
Peter the Great (mini-series)
Fast Times at Ridgemont High
Harry Potter and the Sorcerer's Stone
The Terminal
Cool Hand Luke
Working Girl

V. **Literature / Language Arts** (on reserve in Media Center for interest reading)

Fiction

Night of the Wall, Priscilla Goldthwait.
Dangerous Journey, Laszlo Hamori
One Day in the Life of Ivan Denisovich, Aleksandr Solzhenitsyn
A Fine, Soft Day, James D. Forman
Under Goliath
Ghosts of Summer, Eve Bunting
Maura's Angel, Lynne Reid Banks
Carnival at Candlelight, Mary Pope Osborne and Sal Murdocca
Gondola to Danger, Robert M. Quackenbush
Mystery of the Winged Lion, Carolyn Keene, Paul Frame
Jo Jo the Melon Donkey, Michael Morpurgo, Chris Molan
The Phantom of Venice, Carolyn Keene
Stones in Water, Donna Jo Napoli
Stone Soup
Ladies and Jellybeans, Candice F. Ransom
Betsy and the Great World, Maud Lovelace
After the War, Carol Matas
Anni's Diary of France, Ann Axworthy
Charlotte in Giverny, Joan Knight and Melissa Sweet
The Family Under the Bridge, Natalie Savage Carlson
Sixth Grade, Susie H. Morgenstern, Gill Rosner
Don Quizote, Michael Burgan, Miguel Cervantes
Shadow of a Bull, Maria Wojciechowska

Non-Fiction

The Commisar Vanishes, David King
Time for Kids – Is Venice Sinking?, Heather Miller
Tsar –
The Romanovs: The Final Chapter, Robert K. Massie
Peter the Great, Diane Stanley

VI. **Poetry**

“Requiem” by Anna Akhmatova
“The Hokey Pokey”
“Henry V St. Christmas Day Poem”
“I Hear America Singing”
“Mona Lisa” Laurie Meintjes
“Stalin's Mustache” – Ioanna Warwick
“First They Came for the Jews” – Martin Niemoller
“Oh Euro, My Euro” – Michael Silverstein
“The Brave Little Euro that Couldn't”
“The Road Not Taken” – Robert Frost
“If” – Rudy and Kipling
“Daffodils” – William Wordsworth
“We Shall Overcome” – Charles Findley
“Stalin – The Kremlin Mountaineer” – Osip Mandelstam

VII. **Drama** (Stage Productions)

“Number the Stars”
“The Sound of Music”
“Fiddler on the Roof” – Joseph Stern 1965
“I am Anne Frank”

VIII. Art Works

Statue of David
Venus de Milo
Michael Angelo's Sistine Chapel
Mona Lisa
The Coliseum
The Parthenon
Notre Dame
Water Lilies by Monet
The Sunflowers by Van Gogh
The Eiffel Tower

IX. Music

"You dropped the bomb on me"
Istanbul
Ode to Joy
Sunday Bloody Sunday
Zombie
Great Britain's National Anthem
Let's Call the Whole thing off
For the Love of Money – O Jays
Traffic Jam – Weird Al
What's on your mind – Pure Energy
Gallon of Gas – The Kinks
Animaniacs Song (countries)
Raffi (Jan has this)
I don't Wanna Fight – Tina Turner
Black Boys on a Moped – Sinead O'Connor
White Cliffs of Dover
Dublin Songs (there are about 10)
Beatles "Back in the USSR"
Not Being in Warsaw
Dr. Zhivago Soundtrack
L'Histoire du Soldat – Igor Stravinsky
Over There
Boogy Woogy Bugle Boy
War – Edwin Star
Last Train to London – ELO
My Love Affair with Trains – Merle Haggard
Wonderful World – Art Garfunkle or Sam Cooke or Herman and the Hermits
With or without you – U2
Cult of Personality
I love Paris

X. Resource People / Mentors

Customs/ Border Patrol Agent
Guest speakers from EU nations
Holocaust survivor
Missionaries from Eastern Europe
Engineers
Russian Orthodox Priest
European Consulates

XI. Field Trips

Consulates
Holocaust museum

XII. Other Material (CD-ROM, Laser Disc, Internet sites, etc.)

Rick Steve's Europe CD-ROMs
Power point of Europe's physical geography
Chronicles of the 20th Century CD-ROM
www.geographia.com
CIA World Factbook
ChannelOne.com
www.eurydice.org/Documents/Fiches_nationales
www.europa.eu.int
www.consilium.eu.int/cms3_fo/showPage.ASP?lang=en
customwire.ap.org/specials/interactives/euro_flash/index.html
news.bbc.co.uk/1/hi/in_depth/northern_ireland/2001/ni_deadlock/default.stm
www.cnn.com/SPECIALS/2000/n.ireland/
www.nitakeacloserlook.gov.uk/
www.historyonthenet.com/Chronology/timelineexplain.htm
www.lyricsfreak.com