

Lesson 2: How did the EU reach its current membership?

The starter

Ask the students to draw a mental map of Europe (you can use Resource 3). This can be very revealing. Resource 4 illustrates some pupils' examples. The maps can be kept and stored. At the end of this sequence of learning, students can draw a new mental map of the European Union and see how their knowledge has changed.

Main activity

Jigsaw activity: Split the class into pairs and distribute card cutouts of the European Union Countries. Resource 5 provides a useful map that can be enlarged and adapted to create cut-out outlines for each of the member countries. Students, working in pairs, use Resource 6, the development of the EU. A more detailed history can be found at http://europa.eu.int/abc/12lessons/index13_en.htm.

Students identify and name each of the countries (for the first five minutes without an atlas). They write on each country the date it joined the EU and then reassemble the countries to form a map of the EU.

They can check their map against http://europa.eu.int/abc/maps/index_en.htm. This is an excellent interactive map using English and a variety of languages.

Students in groups no larger than four create enquiry questions regarding the membership /non-membership of the EU.

They individually complete annotated map of the European Union highlighting their own enquiry questions and history of the membership.

Questions may be along the lines of:

- Why did xx join then?
- Why hasn't Norway joined?

Plenary

Groups of students share their questions with each other.

Homework

For homework, students are given a question that they didn't ask. These answers can then be shared around the class.

The maps, questions and answers can be saved on the intranet so they are available for all.