

Title: Who is allowed into the EU?

Grade 12: CGW 4U – Canadian and World Issues: A Geographic Analysis

Time Requirements: 75 minutes

Description

Students will gain an understanding of admission requirements into the EU. Students will debate if Turkey should be allowed into the EU.

Overall Expectations

• Geographic Foundations: Space and Systems

- Compare the economic and political aspirations of selected regional or cultural groups within different countries.

Specific Expectations

• Geographic Foundations: Space and Systems

- Building Knowledge and Understanding
 - Explain why it is important to understand the cultural and religious traditions of others;
 - Identify the social, economic, cultural, political, or ecological components of selected geographic issues.

Global Connections

- Developing and Practicing
 - Analyze the evolving global geopolitical role of a selected region or country (e.g., European Union, Iraq, Asia-Pacific nations) and evaluate how its actions contribute to international cooperation or conflict.
- Building Knowledge and Understanding
 - Describe the structure, membership, and activities of various international economic alliances and agreements (e.g., European Union [EU], African Union [AU], Association of Southeast Asian Nations [ASEAN], North American Free Trade Agreement [NAFTA]).

Materials

- Copies of:
 - Hand out #1 - EU Enlargement – Background
 - Hand out #2 - Rubric for Debate
 - Hand out #3 - Debate Roles and Rules
 - Hand out #4 - Criteria for EU admission
 - Hand out #5 - Background on the Turkish case

Lesson Starter (15 min)

1. Teacher will go over some basic background on the European Union and its expansion. This is based on Handout # 1 which can be given to the students at this time.

Main Lesson (55 min)

1. Depending on class size the teacher can divide the students into two groups or four groups. If teacher chooses four groups this means two debates. While two groups are debating the remaining groups will be the jury and score the debate using Hand Out # 2 (Classroom Debate Rubric).
2. Teacher will explain that these groups will debate whether Turkey should be allowed into the EU or not.
3. Teacher will go over Hand out # 3 – Debate Roles and Rules. This handout will help the students divide into their roles, for example opening statement presenter or rebuttal presenter, and understand the format of the debate.
4. Teacher will explain the rules for the debate. (*Teacher section: debate rules will be given – but teacher can modify rules to best fit their class*)
5. Teacher will distribute hand outs # 4, and # 5. Hand outs # 4 and # 5 are meant to start the students thinking about arguments for and against the inclusion of Turkey into the EU.
6. Students will be given 30 minutes to read over Hand out # 4 and # 5 and work on Hand out # 3 creating their opening statement, rebuttals and closing statement.
7. If class has four groups teacher will distribute Hand out # 2 (rubric for debate) to jurors.
8. Teacher will facilitate class debate.
9. If class has four groups the student jury will be asked to vote on a verdict. The jury will then discuss why they voted the way they did.

Lesson Closing (5 min)

1. Teacher will discuss the difficulties of this decision.

Assessment

The general purpose of the lesson is to have the students understand and participate in the discussion, debate and judging. The teacher may wish to score the debate (a rubric is given in the teacher section) or have the students write an essay presenting their perspectives of whether or not Turkey should be allowed to enter the European Union.