

E.N.E Webquest
Getting to know Europe

INTRODUCTION – TASKS– RESOURCES – PROCESSES – ASSESSMENT - CONCLUSION

INTRODUCTION



The path proposed here aims at guiding you towards a new level of awareness of our contemporary reality. This is the moment when a progressive effort is welcome to make up a really Enlarged Europe.

You will analyse some aspects of this wide topic trying to find links and connections to the topics dealt with in papers and the different media.

The channel privileged and readily made available here is the one of the Internet resources.

In order to face the complex topics related to the European Union we thought to arrange them into a series of sections where you can study them in depth according to your interests.

To the purpose the class may be organized into groups made up of **HISTORIANS, GEOGRAPHERS, POLITICIANS, ECONOMISTS** and **CITIZENS**. The different roles also refer to the sections that are meant to support your learning process about the development of the European Union seen from different angles.

From a cooperative experience of learning and sharing you will of course gain a more exhaustive competence and Knowledge that will enable to make of you a young European citizen aware of what is happening around her/him. You will also be better equipped in relating to the different cultural realities of New Europe.

Before starting your navigation you can test the level of your knowledge surfing the area

<http://europa.eu.int/europago/welcome.jsp>

You can try with:

a quiz

<http://europa.eu.int/europago/games/quiz/quiz.jsp>

a puzzle

<http://europa.eu.int/europago/games/puzzle/puzzle.jsp>

a game about EURO €

<http://europa.eu.int/europago/games/euros/euros.jsp>

Or you can also try with the quizzes about the different European countries presented in the areas represented here

http://www.menzel.be.schule.de/myeurope/sie/quiz_europe/quiz_europe.htm

Please try also the following quiz about the history of the European Union

<http://www.eun.org/eun.org2/eun/en/vs-civics/content.cfm?lang=en&ov=22210>

It could be interesting to test your knowledge on Europe to get the certification "my passport to Europe" (in the English language)

<http://myeurope.eun.org/myeurope/MyEurope2/quizMyEurope.cfm>

TASKS



HISTORIANS

Historians will carry out the task to revise the basic steps in the history of the European Union from its origins to nowadays. They will be expected to single out the most meaningful moments in the development of the European integration process discovering its most crucial historical events



GEOGRAPHERS: will provide a series of geographical information about

- member state countries
- non member state countries
- geographical position
- flags
- size,
- number of inhabitants,
- most relevant economic and social aspects featuring them.
- a global frame of the geography of the European Community after May 1st,2004..



ECONOMISTS are expected to:

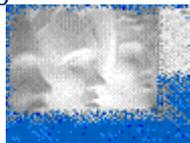
- analyse the economic needs and the basic steps that led to the introduction of EURO as the only European currency,
- find out which countries introduced it
- discover the conversion system from ECU to EURO ERM
- the circulating banknotes and coins
- the conversion systems as for currencies of countries outside the EURO area (ex. English pound, USA dollar, Canadian dollar)
- the benefits gained and the problems met
- check the Euro barometer to be informed the citizens' reactions after the EURO introduction
- shortly point out the perspectives for a further enlargement of the Euro introduction into other countries



POLITICIANS

The European Union is politically different from the U.S.A. (it is not a federation of states)

1. Make a list of:
 - the main institutions of the European Union
 - their role
 - their sites
 - their organization
 - what they deal with
2. Single out the process that led to the definition of the European Convention
3. Sum up:
 - the role of **the European Constitution** that was adopted by 25 European Member states in Rome on the 29th of October 2004
 - the basic elements of the Treaty final structure



CITIZENS

Being citizens of the European Union means to recognize oneself in a series of shared values made explicit in The Chart of Fundamental Rights

It means to have room to be actively committed and informed even from the practical point-of-view on how to practically exercise one's own rights.

Make a list of the available services to access information on legislation , projects, political activities

Being EU citizens means also to take part in politics and solidarity actions carried out by the European Community in the world countries through the ECHO Department (European Commission's Humanitarian Aid department).

RESOURCES



A good start for everybody

The European Union: a synthesis

http://europa.eu.int/abc/index_en.htm

Why a European Union?

http://europa.eu.int/abc/12lessons/index1_en.htm

HISTORIANS: historical origins-

The most important historical steps

http://europa.eu.int/abc/12lessons/index2_en.htm

The main events from 1946 to 2004

http://europa.eu.int/abc/history/index_en.htm

Refer also to Wikipedia (the free Encyclopaedia –only in English)

http://en.wikipedia.org/wiki/History_of_the_European_Union or

<http://encyclopedia.thefreedictionary.com/European%20Union%2FHistory>

or to Encyclopaedia Encarta

http://encarta.msn.com/encyclopedia_761579567/European_Union.html

The history of the European Union and the process of European citizenship

GEOGRAPHERS: geography

Key facts and figures of the European Union

http://europa.eu.int/abc/keyfigures/index_en.htm

Refer to maps

http://www.europa.eu.int/abc/maps/index_en.htm

http://europa.eu.int/comm/mediatheque/multimedia/select/maps_en.html

<http://worldatlas.com/webimage/countrys/eu.htm>

<http://www.geog.fu-berlin.de/eurocis/eu/eu.html>

The Enlargement (Copenhagen Summit)

http://europa.eu.int/abc/12lessons/index3_en.htm

Recognize the flags of the different Member States

http://www.epsaweb.org/eu_flags.htm

POLITICIANS: The European union policy

How does the Union work?

http://europa.eu.int/abc/12lessons/index4_en.htm

Institutions and other organisms of the European Union

http://europa.eu.int/institutions/index_en.htm

The European Constitution

<http://european-convention.eu.int/> (the site is updated to 18/7/2003)

http://europa.eu.int/futurum/index_en.htm (hypothesis for future perspectives and historical background)

Refer to the document for a short introduction to The European Constitution

http://europa.eu.int/futurum/documents/eu_const_brochure_160904_en.pdf (in English site

http://europa.eu.int/futurum/index_en.htm

it is possible to download the file also in the other languages of the European Union selecting the language desired first and then clicking on "Why a European constitution?" (updated and in English)

<http://www.unizar.es/euroconstitucion/Home.htm> >>>

<http://gandalf.aksis.uib.no/%7Ebrit/EXPORT-EU-Constitution/Draft-EU-Constitution-June-2004/index.html> (the complete draft of the Constitution in English html format)

ECONOMISTS introduction to Euro (€)

A useful introductory lesson to Euro

http://europa.eu.int/abc/12lessons/index5_en.htm

Trade within The European union

http://europa.eu.int/abc/12lessons/index6_en.htm

Introduction to Euro

http://europa.eu.int/abc/12lessons/index7_en.htm

Origins of Euro (only in English)

http://europa.eu.int/comm/economy_finance/euro/origins/origins_2_en.htm

Euro: our currency (only in English)

http://europa.eu.int/comm/economy_finance/euro/our_currency_en.htm

Conversion currencies and old currencies (only English)

<http://www.xe.com/euro.htm>

Make on-line conversions with reference to the international currencies exact official rates

<http://www.xe.com/ucc/>

Euro benefits to economy

http://europa.eu.int/comm/economy_finance/euro/benefits/benefits_main_en.htm

Glossary

http://europa.eu.int/comm/economy_finance/euro/glossary/glossary_en.htm

<http://europa.eu.int/euro/entry7.html>

The origins of Euro

<http://www.euro.ecb.int/it/what.html>

Towards an information and knowledge society

http://europa.eu.int/abc/12lessons/index8_en.htm

Euro barometer: interviews, inquiries on public opinion reaction to introduction of EURO

http://europa.eu.int/comm/public_opinion/euro_en.htm

In particular refer to the inquiries of the months just following the introduction

http://europa.eu.int/comm/public_opinion/quali/ql_euro0701_en.pdf

http://europa.eu.int/comm/public_opinion/quali/ql_euro0502_en.pdf

CITIZENS – The Chart of Fundamental Rights

European Union's activities: human rights

http://europa.eu.int/pol/rights/overview_en.htm

The Chart of Fundamental Rights

http://www.europarl.eu.int/charter/default_en.htm

Surf site "The history of the European Union for European citizenship" especially for what concerns citizenship (only in English)

<http://www.historiasiglo20.org/europe/>

Being participants

http://europa.eu.int/yourvoice/index_en.htm

A room for the dialogue with citizens

http://europa.eu.int/citizensrights/index_en.cfm

European history and the construction of European citizenship

http://encarta.msn.com/encyclopedia_761579567/European_Union.html

Human policy in the European Communion: ECHO (only in English)

http://europa.eu.int/comm/echo/presentation/index_en.htm

PROCESSES

Organization into working groups subdivided into thematic sections
(history – geography – politics – economics – citizenship)

After the teacher's introduction to the topics related to the knowledge of the European Union, you will be aware of the enormous amount of information you have to be able to grasp and manage. To simplify the task and support you along the process we invite you to organize into sub-groups of study about the problems you are interested in choosing between:

HISTORY – GEOGRAPHY – POLITICS – ECONOMICS – CITIZENSHIP

From the analysis of the materials suggested in the resources and from the integrations that you judged suitable to carry out the task you will move to a further step: it will now be your turn to prepare a customised file summing up the information you have acquired about the topic of the section chosen.

The final goal is the production of a short essay on the topics studied to be meant as suitable material for a presentation you will give to the whole class.

It follows that everybody is invited to choose a section of work in which he/she is interested even if it is of course necessary to get organised into a suitable number of groups that may cover all the study sections.

The works should face all the topics even if in a synthetically way and referring to the resources provided and possibly enlarging them.

In the end of this first step (6-8 hours) you are requested to produce a mother tongue group document (in electronic format) and possibly also in English that you will present to your classmates.

The final objective is to provide your classmates with the useful elements to reach a suitable knowledge of the topics you studied.

Each class can also be helped by the collaboration of the other classes taking part in the project. They can be helped in the search further information , in going deeper into or comparing the documents produced using the forum provided or e-mail messages.

Every group will be committed in the production of a short file that will represent the suitable tool to illustrate, discuss and share the results of the group research.

In the end of the step and after a careful study of the cooperative tools each of you will be expected to answer an individual questionnaire about the general topics related to the European Union analysed from different perspectives.

ASSESSMENT and EVALUATION

The final assessment of your work will develop on two levels:

1. The first will be a **group evaluation** related to the cooperation level:

➤ of the group ;

	1	2	3
Participation to workshops	Most of the work is carried out by one only member.	Some members of the group left some of their friends carry out most of the task	Everybody made her/his best to cooperate.

➤ on the document produced;

	1	2	3
Completeness of the materials produced	The topic chosen is dealt with superficially and is incomplete	The topic is analysed in an acceptable way but is not a customised product.	The topic analysed is exhaustive and well organised. It deals with the most meaningful aspects of the problem analysed and is enriched by significant personal reflection.

➤ on the quality of the final presentation and the techniques used to chair the final debate;

	1	2	3
Quality of presentation	The presentation focuses more on striking the reader's attention than on content and communication.	The work is satisfactory work but communication is not clear and effective	The presentation provides exhaustive knowledge that has been organised logically and with effective use of language.

2. The second will be **personal** and evaluated by a **final test**.

CONCLUSION

Concluding this step you acquired information and knowledge about the topics that allowed you to gain a further level of awareness of the problems connected to the development of the European integration process.

You will probably have singled out some peculiar problems that you could not analyse further. If this has happened discuss with your teacher the possible ways to carry on further steps of research exploiting the web quest method you experienced here.