Is equal always fair?

Students will understand the structure and function of the European Union by examining the relationship between member nations. This inquiry should take 4-5 class periods to complete. The compelling question is powerful because it asks students to explore what it means to be “fair”, and pushes students to begin unpacking the implications of equality. The formative tasks first provides a foundational understanding of the European Union, and then challenges the student’s understanding by guiding them through a case study of two EU nations; Poland and Greece. At the conclusion of the inquiry, the students are asked to evaluate the value of being a member of the European Union. The sources were chosen to build a deeper knowledge of the purpose, structure, and relationships found in the EU in a way that provides an in-depth understanding of this powerful supranational organization.

Supporting Questions

1. What is the European Union?
2. How is the European Union structured?
3. Should all members of the European Union be given equal power? A case study of Poland and Greece.
4. Has the EU been successful in meeting its purpose for member nations?
### Is equal always fair?

**Inquiry Standard**

SS6CG5 The student will explain the structure of modern European governments.

b. Describe the purpose of the European Union and the relationship between member nations

**Staging the Compelling Question**

Consider the meaning of fair and equal. What does it mean to be fair? What does it mean to be equal? Can FAIR and EQUAL be applied equally to all situations? Examine both images as they relate to these key concepts. Students should respond to the questions in 1 or 2 sentences and include anecdotal support when applicable.

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
<th>Supporting Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the European Union?</td>
<td>How is the European Union structured?</td>
<td>Should all members of the European Union be given equal power? A case study of Poland and Greece.</td>
<td>Has the EU been successful in meeting its purpose for member nations?</td>
</tr>
</tbody>
</table>

**Formative Performance Task**

Students will create a T-chart comparing the action that the European Union can and cannot take. As students read the paragraph, key information to annotate is PURPOSE of the EU, what member countries are permitted to DO and what member countries can NOT DO.

Following the DBQ’s "say, mean, matter" document analysis sheet, the students will read the direct quote from the EU constitution, annotate the "what it means" section, and then compose a statement for why that particular quote/meaning is important.

Use the two sections from the website titled “Powers of the EU”, and "Foreign and Defense Power”

Choose "yes" or "no" to answer the supporting questions. Write a speech (at least 2 paragraphs long) to the President of the EU to defend your position that they should be given equal power or not. Use the graphs and charts as evidence in your argument. You should reference and cite each source at least one time.

**Formative Performance Task**

The students will completed a structured academic controversy debating the supporting question, "Has the EU been successful in meeting its purpose for member nations?". Partner A reads Greece while Partner B reads about Poland. Complete the SAC worksheet and be prepared to debate the question.

**Featured Sources**

- Source A: EU Constitution
- Source A: GDP per capita
- Source B: GDP per capita GROWTH over 5 years
- Source C: Economic Freedom Index for EU
- Source A: Greece Article
- Source B: Poland Article

**Summative Performance Task**

ARGUMENT

Form and argument that answers the question; In the European Union, is it fair for all countries to be equal?

EXTENSION

Create a political cartoon that illustrates and explains your argument.

**Taking Informed Action**

UNDERSTAND

Identify and describe a situation that you have experienced and you feel was not fair, but was equal.

ASSESS

Generate a list of other possible outcomes of fair and equal for this situation.

ACTION

Write a letter to the decision maker about the other outcome options and explain why they should consider these options when confronting this situation again.
Overview

Inquiry Description

Students will understand the structure and function of the European Union by examining the relationship between member nations. The compelling question is powerful because it asks students to explore what it means to be “fair”, and pushes students to begin unpacking the implications of equality. The formative tasks first provides a foundational understanding of the European Union, and then challenges the student’s understanding by guiding them through a case study of two EU nations; Poland and Greece. Through the examination of the case study countries, students will develop a beginning understanding of fair and equal as it applies to a loosely formed confederation system of government. At the conclusion of the inquiry, the students are asked to evaluate the value of being a member of the European Union. The sources were chosen to build a deeper knowledge of the purpose, structure, and relationships found in the EU in a way that provides an in-depth understanding of this powerful supranational organization.

NOTE: This inquiry is expected to take five to seven 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Inquiries are not scripts, so teachers are encouraged to modify and adapt them to meet the needs and interests of their particular students.

Structure

The formative tasks begin with an introduction to the multiple purposes of the European Union. Then, students will examine the structure of the EU by reading excerpts of the EU constitution, describe how power is distributed and why this distribution is important to understand relationships among member nations. Finally, the students will engage in a case study on Poland and Greece to evaluate the pros and cons of the organization in terms of fair and equal.
### Staging the Compelling Question

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Is equal always fair?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Featured Sources</strong></td>
<td><strong>Source A: Staging Images</strong></td>
</tr>
</tbody>
</table>

**Staging the compelling question**

Initially, pose the question "is equal always fair?". After students have had an opportunity to reflect and respond, have the students engage in a line of contention between YES and NO. Next, show the first image of the children standing and watching the game. Ask the students to move if this image made them rethink their initial opinion. Lastly, show the image of the education system. Again, ask the students to examine the image and move along the line of contention if their opinion shifted. Have the students participate in a discussion regarding their location on the line of contention and their initial thinking about equality and fairness. Lead students into a discussion on the structure of the European Union with a review of the vocabulary concept of "CONFEDERATION". The goal of staging the compelling question is for students to recognize the concept that equal membership in the EU may not be fair to all members.
Compelling Question

Featured Source A  Staging Images

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM! PLEASE CLIMB THAT TREE.

Equal ? Fair

Internet
## Supporting Question 1

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>What is the European Union?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Students will create a T-chart comparing the action that the European Union can and cannot take. As students read the paragraph, key information to annotate is PURPOSE of the EU, what member countries are permitted to DO and what member countries can NOT DO.</td>
</tr>
<tr>
<td>Featured Sources</td>
<td>● <strong>Source A</strong>: THE PURPOSE OF THE EUROPEAN UNION AND THE RELATIONSHIP BETWEEN MEMBER NATIONS</td>
</tr>
</tbody>
</table>

Students will be exposed to the basic purpose of the European Union and the relationship/responsibility between member nations. This is the first time students at this grade level will be exposed to the topic so a simple introduction of the agreement is sufficient. Although a basic introduction, students will be able to use the purposes of the European Union to guide their argument in the “Taking Informed Action” portion of the inquiry.

### Formative Performance Task

**Overview of the European Union**
The European Union was originally established after World War II to encourage cooperation between nations of Europe. There are currently twenty-six countries of the European Union (EU), Great Britain having recently voting to leave in 2016. Because the countries support each other in working on common problems and are voluntary members, the EU is considered a confederation. The purpose in coming together is to combine the resources of people, money and land area. This partnership would give nations more advantages than if they were to work alone. Smaller countries like Luxembourg can become more competitive in the global market as part of the EU.

The chart below compares the European Union to the smallest member country, the largest member country (France), and to the United States. Notice that the EU has more people and a higher gross Domestic Product (GDP) than the United States. GDP is the combined value of the goods and services produced in a country each year. The United States is much larger than individual EU members but when combined, the EU becomes more competitive.

<table>
<thead>
<tr>
<th></th>
<th>LUXEMBOURG</th>
<th>FRANCE</th>
<th>EUROPEAN UNION</th>
<th>UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND AREA (APPROX. SQUARE MILES)</td>
<td>2,586</td>
<td>643,427</td>
<td>1,500,000</td>
<td>3,700,000</td>
</tr>
<tr>
<td>POPULATION (APPROX.)</td>
<td>497,538</td>
<td>64,768,389</td>
<td>500,000,000</td>
<td>305,000,000</td>
</tr>
<tr>
<td>GDP</td>
<td>$52.5 BILLION</td>
<td>$2.7 TRILLION</td>
<td>$14 TRILLION</td>
<td>$13.5 TRILLION</td>
</tr>
<tr>
<td>GDP PER CAPITA (PER PERSON)</td>
<td>$99,000</td>
<td>$41,200</td>
<td>$28,213</td>
<td>$43,444</td>
</tr>
</tbody>
</table>

One of the most noticeable results of the European Union is a common currency. Many member nations use the euro-some countries have chosen to use their own currency. Use of the euro helps trade easier and less expensive. Membership has created a free trade zone among the EU nations, there are no tariffs between member nations.

Besides allowing individual countries to retain the power to decide on the type of currency it will use, in what other ways has the member nations (regional authorities) given power to the European Union (central authority). The EU’s central government does NOT handle the government business of the member countries-the countries are still in control of the operations within their country’s borders. The member country is responsible in making their own laws, maintaining its own military, and in the election of national leaders. The central government of the European Union does have a responsibility to the member nations in several areas. The EU makes decisions to improve trade, education, farming, and industry among the members. Improvements in these areas helps all the EU nations to become stronger as they work together. Another way the EU helps build a stronger union is to allow citizens on one member nation to freely move to another member nation where they can live and work.

Source:
CRCT Review Book
### Supporting Question 2

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>How is the European Union structured?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td>Following the DBQ's &quot;say, mean, matter&quot; document analysis sheet, the students will read the direct quote from the EU constitution, annotate the &quot;what it means&quot; section, and then compose a statement for why that particular quote/meaning is important.</td>
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<td></td>
<td>Use the two sections from the website titled &quot;Powers of the EU&quot;, and &quot;Foreign and Defense Power&quot;</td>
</tr>
<tr>
<td><strong>Featured Sources</strong></td>
<td>Source A: EU Constitution</td>
</tr>
</tbody>
</table>

#### Students

**Formative Performance Task**

Following the DBQ's "say, mean, matter" document analysis sheet, the students will read the direct quote from the EU constitution, annotate the "what it means" section, and then compose a statement for why that particular quote/meaning is important.
2. **Foreign and Defense Policy**

**What the constitution says:**

"The Union shall have competence to define and implement a common foreign and security policy, including the progressive framing of a common defense policy."

**What it means:**

It does not mean that a common foreign or defense policy will be imposed on member states. Each one will retain a right of veto and can go its own way. There is nothing that could stop divisions over Iraq for example. The aim however is to agree on as much as possible. Defense is even more sensitive and has been ring-fenced by references to the primacy of Nato for relevant members.

**Source:**

[http://news.bbc.co.uk/2/hi/europe/2950276.stm#parl.](http://news.bbc.co.uk/2/hi/europe/2950276.stm#parl.)
Supporting Question 3

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>Should all members of the European Union be given equal power? A case study of Poland and Greece.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Performance Task</td>
<td>Choose &quot;yes&quot; or &quot;no&quot; to answer the supporting questions. Write a speech (at least 2 paragraphs long) to the President of the EU to defend your position that they should be given equal power or not. Use the graphs and charts as evidence in your argument. You should reference and cite each source at least one time.</td>
</tr>
</tbody>
</table>
| Featured Sources | • Source A: GDP per capita  
• Source B: GDP per capita GROWTH over 5 years  
• Source C: Economic Freedom Index for EU |

The students will examine the graphs that show the European Union GDP per capita, the GDP growth for member nations, and the economic freedom for member nations. The students should compare Greece and Poland in each chart and graph and use this information to form an argument about why member nations should or should not be given equal power. These two nations vary greatly in economic growth and power, thus they provide the students a unique opportunity to analyze the power distribution in the European Union. Essentially, students will be exploring whether less successful European nations should be given equal power in the Union.

Formative Performance Task

The students are addressing the EU and defending their position of why member nations should have equal or unequal power using Poland and Greece as their evidence. Based on the information they gathered on these two countries, should power be distribution be equal?
| Featured Source A | GDP per capita |

**Excerpt**


**Source:**

<table>
<thead>
<tr>
<th><strong>Featured Source B</strong></th>
<th>GDP per capita GROWTH over 5 years</th>
</tr>
</thead>
</table>

**Excerpt**

http://www.globalpropertyguide.com/Europe/gdp-per-

**Source:**

http://www.globalpropertyguide.com/Europe/gdp-per-
| Featured Source C | Economic Freedom Index for EU |

**Excerpt**

http://www.globalpropertyguide.com/Europe/economic..

**Source:**
http://www.globalpropertyguide.com/Europe/economic..
### Supporting Question 4

<table>
<thead>
<tr>
<th>Supporting Question</th>
<th>Has the EU been successful in meeting its purpose for member nations?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Performance Task</strong></td>
<td>The students will completed a structured academic controversy debating the supporting question, &quot;Has the EU been successful in meeting its purpose for member nations?&quot;. Partner A reads Greece while Partner B reads about Poland. Complete the SAC worksheet and be prepared to debate the question.</td>
</tr>
<tr>
<td><strong>Featured Sources</strong></td>
<td></td>
</tr>
<tr>
<td>- Source A: Greece Article</td>
<td></td>
</tr>
<tr>
<td>- Source B: Poland Article</td>
<td></td>
</tr>
</tbody>
</table>

The European Union's purpose is to strengthen member nations’ economic and political relationships. Ultimately, countries that join want a growing economy and better political relationships with their surrounding neighbor nations. So, we must ask! Is the EU successful in these two areas?

**Formative Performance Task**

The students will continue their case study of Greece and Poland and will draw on the experiences of these two member nations to answer the supporting question. The students should be given time to read and annotate the article, and formulate their argument using the SAC structured worksheet. The structure of the SAC and accompanying worksheet we suggest is on the last page of the link.

[https://daretodifferentiate.wikispaces.com/file/view/](https://daretodifferentiate.wikispaces.com/file/view/)

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LONDON — The country of Greece has borrowed money from many countries. It now owes more than $332 billion to them.

A new report argues that Greece should get help with the money it owes. Money owed to another person or country is called debt. The report was put out by a large group that many countries are a part of. It is called the International Monetary Fund (IMF).

The IMF lends money to countries when they need it. The IMF says that much of Greece's debt should be forgiven. It says countries should not make Greece pay back all the money.

Germany has loaned Greece more money than any other country. It does not want to forgive Greece’s debt.

When Germany Got Help

Yet Germany knows what forgiving debt can do. After World War II, Germany got help with its debt from its former enemies.

Who helped Germany then? Greece.

In 1953, Greece and about 20 other countries forgave much of Germany's debt. Soon Germany's economy became strong again.

It might seem strange that Germany will not forgive Greece's debt.

After World War II, the countries that won the war made a deal with Germany. The amount of money Germany owed was lowered. Germany was also given more time to pay back the other countries.

Germany was able to pay when it had the money to do so. Other countries bought things from Germany, which gave Germany money to pay its debt.

Other countries were not allowed to ask Germany to pay for the damage it caused during the war.

Greece Wants The Same Help

Greece wants the same chance that was given to Germany.

Still, there was a big reason Germany got help. It was much more important to the world than Greece is today. After World War II, the world was a mess. The United States wanted Germany to be strong again to help stop the spread of communism to Western Europe from the Soviet Union and Eastern Europe.

Germany also had more economic power than Greece has now. Germany made many goods and sold them to other countries. Greece does not produce and sell very much to other countries.

The deal to help Germany gave it an easy way to pay its debts. Unlike Germany, Greece has had to pay even though it has not had the money because its economy is weak.

Greece borrowed money from countries that were its friends. Now those friendships are in trouble. One reason for this is that the countries can't agree what to do about Greece’s debts. Countries want all the money they are owed.

Giving Greece More Time?

Yet now there are signs of change. On Sunday, there will be a meeting of European countries. They will try to decide how to solve the problem of Greece’s debt.
The IMF report blamed the Greek government for being slow to make changes. It also said Greece's government has been spending money it does not have.

A person who works for the IMF said giving Greece more time to pay back the money could help too. One idea is to give Greece 20 years before it has to start paying loans. After that Greece would have 40 years to pay back all the money.

Source:
Should Greece get help with its debt like Germany got 60 years ago?

By Associated Press, adapted by Newsela staff

07.15.15
Of the 10 mostly post-communist countries that joined the European Union exactly a decade ago today, none has benefited more from membership than Poland. First and foremost, there's the cash: the country received £56bn in development funds between 2007 and 2013, money that was used to build hundreds of kilometres of highways and express roads as well as youth sports facilities, modern sewerage systems, kindergartens and pre-schools.

Add to that the £60bn earmarked for Warsaw in the EU's 2014-20 budget and the country will have enjoyed a windfall equivalent to roughly double the value of the Marshall Plan, calculated in today's dollar figures. And that does not take into account the tens of billions of pounds that Polish farmers continue to receive in agricultural subsidies from Brussels. What we are witnessing is, without doubt, one of the largest wealth transfers between nations in modern history.

Then there is the boost the Polish economy has enjoyed thanks to its booming exports, which mostly head to other EU countries. A year before accession, Poland generated an annual GDP of £130bn; by 2013, that figure had grown to £305bn. Meanwhile, GDP per capita has risen from 44% of the EU average on accession to 67% today and is forecast to reach 74% by 2020. Small wonder then that some nine out of 10 Poles support their country’s membership of the EU, according to a survey last month.

But it is not just Poland’s economy that has changed; it’s the country’s citizens as well. Young Poles today travel and study all over Europe, taking part in exchange programmes or just simply packing up their bags and heading for the nearest airport. Many have now personally interacted with folk from different countries and races or know people from their families who have. This was not always the case.

When I first arrived in Warsaw as a student in 1995, most Poles had had little or no contact with the outside world. Communism had ended only a few years before. It was common for non-white foreigners to get called nasty names in public. The country was going through a painful economic transformation, times were tough and its frustrated citizens were often coarse and gruff in their behaviour.

But a decade in the EU and a decidedly more prosperous environment has helped to civilise Poles, much as prosperity tends to do everywhere. Nowadays, foreigners of all hues can walk the streets at night without fear of attack by skinheads, as was the case too often in the chaotic 1990s.

Poles have also grown more confident of themselves and their country. Many have stopped viewing their nation as the eternal victim. A collective inferiority complex, shaped historically by the loss of independence and foreign oppression, is slowly eroding, although it will still take some time to disappear altogether.

It would be silly to claim that Poland has become a land of milk and honey for all and sundry. If that were the case, 2 million Poles would not have emigrated, mostly to the UK, after accession.

Unemployment, at almost 14%, remains stubbornly high and would surely be higher if so many had not left. Poland exports its furniture, food, cosmetics and unemployment, so goes the joke in Warsaw. For those who do have a job, wages remain low compared to "old" Europe, one of the main reasons the country is a darling of western multinationals.

On the social front, there are grumbles from the more conservative members of the commentariat who say Polish traditions are being eroded by the influence of nihilistic western pop-culture. While these critics have no qualms taking EU cash, they are derisive of some of the public attitudes expected in a member state, things such as respect for LGBT-rights, gender equality (there is no such thing as discrimination against women in Poland, they say) and rightwingers’ favourite bogeyman – political correctness.

Some yearn for the days when you could say "faggot", "nigger" or "kike" in public without anybody making an unnecessary fuss. Today, the persecuted wail, their “freedom of speech” is being stifled.

But this cultural backlash is to be expected in a country that is one of the most ethnically and culturally homogenous in the world, being 99.9% white and 95% Roman Catholic. What counts is that Polish mainstream society has adapted to western standards in public behaviour admirably quickly.
All in all, most Poles, conservative and progressive, would agree it would be difficult to point to a decade in Poland’s troubled history that has been as benevolent for the country as the last one.

Source:
http://www.theguardian.com/commentisfree/2014/may/
### Summative Performance Task

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Is equal always fair?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td>Form and argument that answers the question; In the European Union, is it fair for all countries to be equal?</td>
</tr>
<tr>
<td>Extension</td>
<td>Create a political cartoon that illustrates and explains your argument.</td>
</tr>
</tbody>
</table>

### Argument

The students will compose a 3 paragraph response to the concluding question. The students should use information and sources from each supporting question to discuss this big idea.

### Extension

The students will create a political cartoon that supports their argument and illustrates if the European Union is fair and equal.
Taking Informed Action

<table>
<thead>
<tr>
<th>Understand</th>
<th>Identify and describe a situation that you have experienced and you feel was not fair, but was equal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess</td>
<td>Generate a list of other possible outcomes of fair and equal for this situation.</td>
</tr>
<tr>
<td>Action</td>
<td>Write a letter to the decision maker about the other outcome options and explain why they should consider these options when confronting this situation again.</td>
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</table>

The students will write a letter that asks someone to consider other possible outcomes for a situation that may have been more fair or just. In this activity, the students are developing the skills needed to be an engaged citizen. They are practicing their argumentative and communication skills. In this activity, the students are also applying the concepts of “fair” and “equal” to their life.
Appendices

- [big tree.png](https://s3.amazonaws.com/idm-dev/u/f/7/3/8/673822a30c0b1ff5ab458d27d845aab1e6e5e965.png)