

The European Union : still enlarging by Gianni Batticci

Aimed at students of the Sirio Project [Form II , aged 18 to 50 years] with differentiated English communication skills in the Social Sciences ("Scienze storico-sociali")

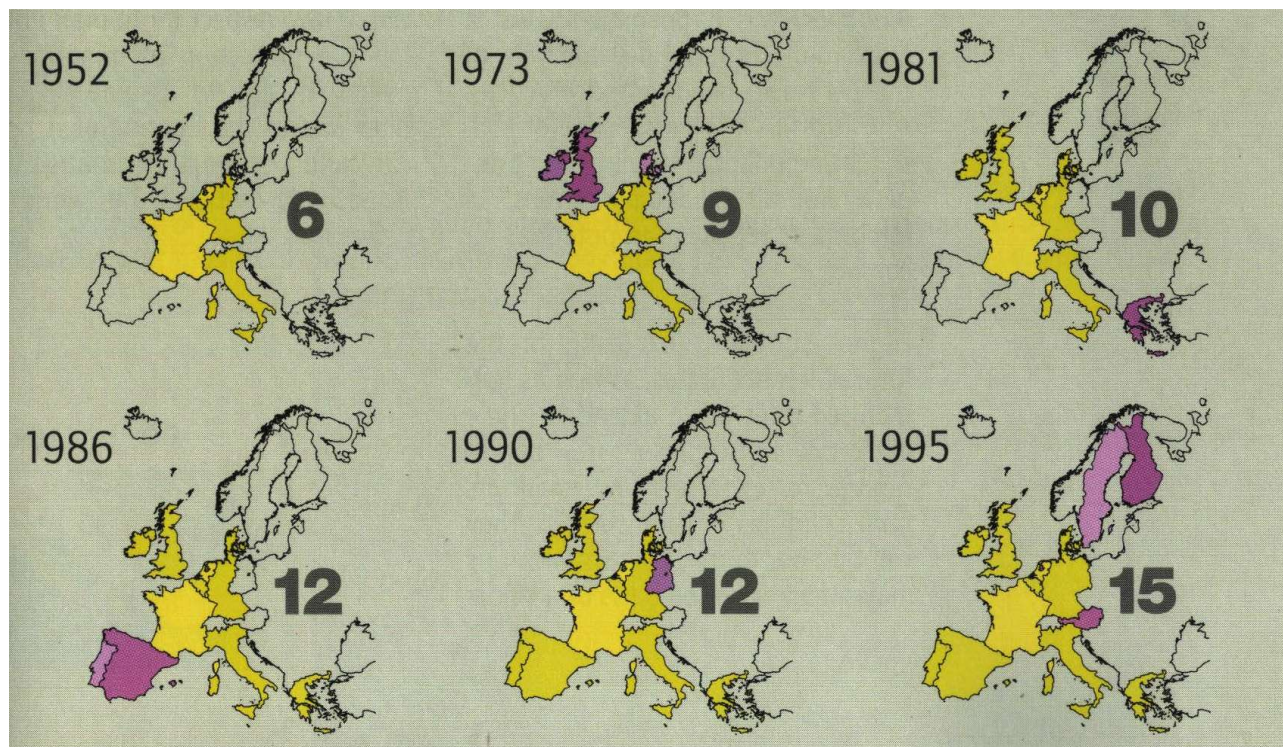


Figure 1

References

“The European Union: still enlarging”, European Communities, 2001

“Time”, 1996 “Golden anniversary issue: Europe 50 remarkable years”

pg. 65 Sophia Loren, pg. 134,

J.Attali “For a new political order”

Robert Schuman, Declaration of 9 May 1950. (This declaration by the French Foreign Minister led directly to the negotiations for a European Coal and Steel Community.)

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“The European Union: still enlarging”, European Communities, 2001

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Robert Schuman, Declaration of 9th May 1950. (This declaration by the French Foreign Minister led directly to the negotiations for a European Coal and Steel Community).

“The Economist”, March 29th-April4th 2003, “Charlemagne. Drowning in a sea of structural funds?”, pg. 34

Internet: www.europa.eu.int choosing English as a language.

Internet: www.europa.eu.int/comm/enlargement

The teacher's objectives are:

- speaking openly about the advantages and the disadvantages of CLIL quoting “Learning English. Finding the right medium”, by R.Bolitho, “The Guardian Weekly”, March 20-26 2003.
- explaining the criteria used to select the materials,
- developing a cultural framework in which the contents' choice is related to the Social Science curriculum.
- enhancing the teamwork by promoting discussion motivating the CLIL Project students' participation.

The learner's objectives are:

- ◆ sharing and expressing affectively in a groupwork setting the contents from original sources;
- ◆ learning through decision making and problem solving;
- ◆ developing through groupwork a final written and oral report where each member of the group has a specific task to perform.

Learner benefits

Teamwork on original sources

- allows an individual contribute to the group work.
- improves collaboration abilities among the members of the group.
- facilitates the emotional approach to the foreign language. Though the students commonly use dialect in class, English is to be used to report the group work.

Method

Teamwork: the ability to work together.

Comprehension: analysis - synthesis

Lexicon –Vocabalary – Grammar.

Group: decision making } sharing and expressing affectively
Group: problem solving }
Behavioural.

Content

The teacher outlines to the students the prerequisites of Form I, 2001-2002 :

Uda 5

1914-1918 ; 1939-1945
Prima e seconda guerra mondiale
Guerra civile europea?

World War I – World War II
Europe’s civil war?
1914-1918



Figure 2

1945
Future shock, no hope!

Air rides, bombing (Guernica, Coventry, Dresden, Trieste 10.06.1944...), mass-murders, civil war and borders changes with populations migrating all over Europe, Cold War: USA and URSS, a divided Germany, decolonisation ... Future Shock, no hope!

1952

“...to start a new life.”

Focusing

Sophia Loren's article, Time 1996.

1952, Rome acting to the film “Two women” with De Sica: “I was 17, and I was completely drunk with happiness....I felt like this because I was very young, but there were people 40, 50, years of age who felt like me too because of what they had gone through during the war. They felt they could afford maybe to start a new life.”

memories of the World War II

“....soldiers raping children...“Give me some of that bread...something!”

“Two women came out of my memory of the war. The images of some of the horrors, of soldiers raping children and our knowing about it in our little town, were stuck in my mind...” “Mother begged in the streets: “Give me some of that bread... something!””

“...I cry:”

“If you see the film “Two women”, you don't have **to know the whole story** ... Each time I see that scene I cry:”



Figure 3

The teacher: It is easy to explain the text by questioning students or eliciting students' questions:

P.Q¹. “How people did feel in Rome in 1952....?”
“Why did Sophia Loren feel like this...?”
“Are artists witnesses of common feelings
and destiny?”
“Can you underline the relationship between art and history?”
“Do you have some examples ...?”

Focusing

Robert Schumann, Declaration of th9 May, 1950

“This declaration by the French Foreign Minister led directly to the negotiations for a European Coal and Steel Community. “

1950

“and we had war..”

“...a defacto solidarity.”

” Europe will not be made all at once or according to a single plan”

“common foundations for economic development as a first step in the federation of Europe”

“...The contribution which an organised and living Europe can bring to civilisation is indispensable to the maintenance of peaceful relations. .. A united Europe was not achieved and we had war. Europe will not be made all at once or according to a single plan. It will be built through concrete achievements which first create a defacto solidarity. The coming together of the nations of Europe requires the elimination of the age-old opposition of France and Germany. Any action which must be taken in the first place must concern these two countries.The pooling of coal and steel production should immediately provide for the setting up of common foundations for economic development as a first step in the federation of Europe, and will change the destinies of those regions which have long been devoted to the manufacture of munitions of war, of which they have been the most constant victims. The solidarity in production thus established will make it plain that any war between France and Germany becomes not merely unthinkable, but materially impossible. The setting up of this powerful productive unit, open to

¹ Possibile questions: PQ

all countries willing ... will lay a true foundation for their **economic unification.**”

The teacher: The whole document is to be found in Internet, with the following questions asked.

- ii) What was the ECSC?
- iii) How did Schumann propose the ECSC should work?
- 3) What was the political significance of the ECSC?/ Why was coal and steel chosen?
- 4) What were the wider implications of the ECSC?
- 5) What importance did Schumann give to the wider implications of the plan for ECSC?
- 6) Was the ECSC the limit of Schumann's vision for Europe? - explain your answer.



Figure 4

Focusing

European Communities, 2001

“Milestones in EU enlargement”

“European values”

“The *acquis communautaire*” and “the conditions for accession”

“standard procedures across the world’s largest frontier-free market”

“...30 or more countries, with more than 20 languages....500 million people.”

“the European Union invests large sums to help modernise society in the applicant countries...”

“Anxieties have also been expressed that the EU will suffer mass unemployment if industry relocates to cheaper central and eastern European sites.”

P.Q. “ What does <acquis...> mean?”

P.Q. Can you illustrate what is understood by “standard procedures” and their role in the creation of a common market?

P.Q. Can you highlight the socio-political and economical position of our town, Trieste, in front of the enlargement of EU?

Focusing

“The Economist”, 29th March -4th April 2003, “Charlemagne. Drowning in a sea of structural funds?”, pg. 34

”The best thing the EU could do for Greece is to cut off the structural funds immediately, “ he says. “They are turning Greece into Europe’s Mezzogiorno <the depressed southern part of Italy>. Anybody who works hard in a regular business is regarded as an idiot, since it’s much easier to set up a project to draw in European subsidies.”

Students ask questions: PQ”.....