

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

## Sixth Grade Unit 3 – “Environmental and Economic Forces in Europe”

### Elaborated Unit Focus

In this unit students will examine the environmental and economic forces in modern Europe. The theme of **human environmental interaction** will guide students’ understanding as they study how governmental policies and individual behaviors affect Europe today. Students will explain how the location and availability of resources affect where people in Europe live and how the unequal distribution of resources impacts trade in Europe. By the end of the unit students will be able to explain the presence or absence of the factors of production in European countries, and how these factors of production influence the **production, distribution, and consumption** of goods and services. Students will understand how the European countries are economically interrelated to provide for the needs of the European people through voluntary trade.

### Standards/Elements

#### **SS6G9 The student will discuss environmental issues in Europe.**

- a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.

#### **SS6E5 The student will analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1 – what to produce, 2 – how to produce, and 3- for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
- c. Compare the basic types of economic systems found in United Kingdom, Germany, and Russia.

#### **SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.**

- a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
- b. Explain why international trade requires a system for exchanging currencies between nations.

**SS6E7 The student will describe the factors that cause economic growth and examine their presence or absence in Europe.**

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.

**Enduring Understandings/Essential Questions**

**HUMAN-ENVIRONMENT INTERACTION: The student will understand that humans, their society, and the environment affect each other.**

- What environmental concerns do countries in Europe face?
- How are specific European countries addressing specific environmental concerns (acid rain in Germany, and air pollution in England)?
- How has the nuclear disaster that occurred in Chernobyl, Ukraine affected the region and other surrounding areas?

**PRODUCTION, CONSUMPTION, and DISTRIBUTION: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**

- *How do the three types of economic systems (traditional, command, and market economies) answer the questions of what, how, and for whom to produce?*
- *How do most countries strike a balance between having a pure market and pure command economy?*
- How are the economic systems of the United Kingdom, Germany, and Russia similar?
- How do trade barriers (tariffs, quotas, and embargoes) hinder voluntary trade from occurring between countries?
- Why is it necessary to exchange currencies for nations to trade?
- How does the European Union encourage voluntary trade among its members?
- How do the factors of location, climate, and natural resources impact trade in the European nations of the United Kingdom, Russia, Germany, and Italy?
- What is the relationship between human capital, capital investment, and gross domestic product (GDP)?
- How does the unequal distribution of resources affect European countries?
- What is an entrepreneur?

\*Note: Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Students will complete a chart (<b>see European Environmental Issues Chart below</b>) to analyze how European countries have dealt with environmental issues. There will be environmental issues written horizontally across the top of the chart (MUST include air pollution, acid rain, nuclear disaster—but can also include additional issues like water pollution, global warming, etc.) and a list of European nations affected will be written vertically (MUST include England, Germany, -and Ukraine, and can include additional nations). After filling in the chart, students will analyze the extent to which European countries are handling environmental issues in their respective countries by using checks and minuses. Using the information from the chart, students will choose a European country and evaluate how that country is handling its environmental issues. Students may choose a country that has been effective or ineffective in dealing with its environmental problems. Students will write a paragraph explaining the issues and how effectively or ineffectively the country has handled the problems. Students will list an example of the reform or lack of a solution to the problem to support their analysis of environmental problems in the country.</p>	SS6G9a	<ul style="list-style-type: none"> <li>*Constructed Response</li> <li>*Dialogue</li> <li>*Observation</li> </ul>
<p>Students will research and discuss the nuclear disaster that occurred in Chernobyl, Ukraine. Students will choose a role: a farmer in the Ukraine, a student from the Ukraine, a business owner from the area, or a doctor. You are writing a letter to the government stating the effects of the disaster on your life, questioning the government as to why citizens were not immediately notified of the nuclear meltdown, and expressing your concerns for the future. After completing the initial letter, students will participate in a mock TV panel where the audience will ask them specific questions about how the disaster at Chernobyl affected their lives. All students will prepare for this, but the teacher will randomly select students for the panel. The teacher will prepare questions before the activity and give all students the questions. The students not selected for the panel will be asking questions as the teacher moderates.</p> <p><b>Examples of possible questions:</b>                      How has the Chernobyl accident affected the air, water, and soil quality, and land use in your community?                      Have you suffered any physical ailments/diseases due to this environmental disaster?                      How has the condition of the environment (post Chernobyl) affected your financial situation such as loss of job, property, or home?                      How did the government structure (Communism) contribute to the extensiveness of the human-environmental disaster?                      What government policies could have prevented this disaster?</p>	SSG9a	<ul style="list-style-type: none"> <li>*Constructed Response</li> <li>*Dialogue</li> <li>*Observation</li> <li>*Self-assessment</li> </ul>

<p>The main focus of this activity is to explain why international trade needs a system of exchanging currencies.</p> <p>Students will complete a chart identifying the currencies of European countries (France, Italy, Germany, Spain, Greece, Portugal, Denmark, Sweden, Russia, and United Kingdom).(See the worksheet at the end of the Resource list-copy and paste the information into a Word document). For currency information use <a href="#">CIA Factbook</a>. Students will then complete guided response activity sheet to draw conclusions from the chart. (PLEASE NOTE: The teacher must lead the students in a discussion using the questions on the bottom of the activity chart.)</p> <p>Students select or are assigned a specific nation, and are provided with a specific amount (ex-500 units) of that nation’s official currency. Students will obtain of a copy of a retail store’s advertisements/specials for the week. Students will convert the currency of their assigned nation into American dollars, and purchase items within their assigned budget. Students will document their purchases using the chart provided. Teachers may want to use an online currency converter to help compare the value of different country’s currencies. (<a href="#">Quick currency converter</a>) or <a href="#">www.xe.com</a>. Teacher will lead the students in a discussion that compares the students’ purchases and explain the impact of the international exchange rate on the individual consumer.</p>	<p>SS6E6b</p>	<p>*Dialogue Discussion *Constructed Response *Self-assessment</p>
<p>Students will use the provided resources to define the key economic vocabulary terms for this unit:</p> <ul style="list-style-type: none"> <li>● traditional, command, market, and mixed economies</li> <li>● trade barriers (tariffs, quotas, and embargoes)</li> <li>● human capital</li> <li>● capital goods</li> <li>● types of capital investment (factories, machinery, and technology)</li> <li>● natural resources</li> <li>● 4 factors of production</li> <li>● entrepreneurship</li> <li>● economics</li> <li>● goods &amp; services</li> <li>● gross domestic product (GDP)</li> </ul> <p>Students can define these terms using multiple resources, including:</p> <ul style="list-style-type: none"> <li>● <a href="#">Economics: The Production, Distribution, and Consumption of Goods and Services: Producing Video – GPB – Discovery Educator Network</a>. The teacher will pause the video occasionally and guide the students’ discussion so students will identify the main ideas.</li> <li>● <a href="#">www.answers.com</a></li> <li>● CIA World Factbook</li> </ul>	<p>SS6E5a,b SS6E6a SS6E7a,b,c,d</p>	<p>*Dialogue and Discussion *Observation *Constructed Response *Self-assessment</p>

<p><u>Activity:</u> Students will write the key vocabulary from the resources with the teacher’s assistance on note cards. On the other side of the cards, students will write the definition and illustrate the vocabulary word. After the cards are completed, students will pair up and play a concentration (Memory) game with their partners. The teacher will observe the interaction between students to assess their understandings of key economic vocabulary.</p>		
<p><u>Trade Barriers Learning Activity:</u> The teacher will guide students through a series of case students/scenarios that highlight different barriers to trade, including tariffs, and quotas. All resources to complete this activity can be found using the links to the EconEdLink website below:</p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher EconEdLink</a></li> <li>• <a href="#">Student EconEdLink</a></li> </ul>	SS6E6a	
<p>Students will be asked to research “GDP per capita” for European nations using available resources. The weblinks below is an example of a website containing information on GDP per capita</p> <p><u>NationMaster Weblink (GDP Per Capita for European Nations)</u>  <u>CIA World Factbook</u></p> <p>Using the research, students will be asked to create a choropleth map of GDP per capita in Europe. A chloropleth map of GDP indicates different levels of GDP per capita using different colors. Students will identify nations with high and low levels of GDP per capita by using different colors in the map and the map key. The map key will include the following designations:</p> <p>\$35001 &amp; Up          \$25001- \$35000          \$15001- \$25000          \$5001- \$15000          0 - \$5000</p> <p>Students will select 3 European nations from each of 4 regions in Europe (Northern Europe &amp; Scandinavia, Western Europe, Eastern Europe, and Southern Europe &amp; the Mediterranean) to include in their map.</p> <p>Once the maps are completed, the teacher will engage students in a discussion about GDP per capita. The discussion starts with the teacher providing the students with a full chloropleth map of Europe showing GDP per capita. An example of such a map can be found at the weblink below:</p> <p><u>Map of Europe-GDP Per Capita</u></p>	SS6G7a,b	<p>*Constructed Response          *Dialogue &amp; Discussion          *Self-Assessment</p>

<p>The discussion should revolve around student answers to the following questions:</p> <ul style="list-style-type: none"> <li>• What is GDP? What is GDP per capita?</li> <li>• What are factors that impact GDP?</li> <li>• What can you learn about a country’s economy through GDP?</li> <li>• Do you see any differences between your map (student map) and my map (teacher map)? If so, what are they and what might account for the differences?</li> <li>• What connections, if any, do you see between the type of economy (traditional, market, command) and the level of GDP per capita?</li> </ul> <p>What connections, if any, do you see between entrepreneurship and the level of GDP per capita?</p>		
<p>Students should complete an end of unit assessment which may include matching, multiple choice, fill-in the blank, short answer, and essay.</p>	<p>SS6G9a                  SS6CG4a,b,c                  SS6E5a,b,c                  SS6E6a,b                  SS6E7a,b,c,d</p>	<p>*Selected Response                  *Constructed Response</p>
<p>Students will research the economic system of the United Kingdom, Germany, and Russia. The students will create their own triple Venn Diagram to compare these economic systems. The teacher will lead a class discussion clarifying the similarities of the three systems.</p>	<p>SS6E5c</p>	<p>*Dialogue &amp; Discussion                  *Constructed Response</p>

**\*Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

**Sample Performance Task**

**PRODUCTION, DISTRIBUTION, and CONSUMPTION: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the economic system, natural resources, investment in both human and physical capital, and entrepreneurship.**

**You have received a grant to establish a business that will help to improve the economy in one of the following European countries: England, Germany, or Russia. Your task is to develop an economic plan that will be able to explain the presence or absence of the factors of production in a selected European country (from the countries listed above) and how these factors of production influence the *production, distribution, and consumption* of goods and services. Your task includes persuading the government to allow you to establish your business in the country you have selected. Your economic plan should take into consideration the following factors:**

1. How will the location of your business help your country economically?
2. How will you utilize the natural resources in your country to support your business?
3. How will the laws of the country impact your business?
4. What influence will environmental issues have on the development of your business?
5. What capital goods will you utilize to create and sustain your business?
6. How will you utilize human capital in creating and sustaining your business?
7. How will you modify your business to address the factors that may prevent international trade from occurring between countries?

**You will present the economic plan for your country in an outline form.**

- Each question above will be answered in outline form with a roman numeral.
- You will be using questions 1-7 noted above to denote the aspects of your business plan.
- The title should be the name, location, and purpose of your business.
- After the outline has been completed you will write a concluding paragraph predicting the success of your business based on the points highlighted in the outline.
- Consider the following points in the conclusion (paragraph): you are to defend the economic plan for your business based on a prediction you will make from the outline, and you will need to persuade the government, based on the factors of production you considered in the outline, that they should allow you to create this business.
- The economic plan for your business can be written or typed (neatly) and should be bound (in a folder or with a report cover).

The first page (title page) of the plan should be organized with this heading:

*Name of Business- Location*  
*Purpose*

The second page should begin with the outline and the numbers should be aligned with the left margin and a space should be included between highlighted points. This is not an oral presentation, but if the government (teacher) deems your business plan a success, you may be asked to share it with the members of the governing body (the class).

Good luck! Remember your goal is to establish a business that will allow economic growth for your country.

### Performance Task Content Rubric

Scale	<b>1 (Below Standard)</b>	<b>2 (Needs Work)</b>	<b>3 (Meets Standard)</b>	<b>4 (Exceeds Standard)</b>
Explains how the economic needs of the people are affected by the distribution of natural resources.	The business plan only lists the natural resources that are found in that country.	The business plan describes the economic needs of the people of the country and the natural resources that are limited in that country	The business plan gives an explanation of the economic needs of the people within the country. The business plan explains what natural resources are found in the country and how these resources will be affected by the creation of a business in that region.	<p>The business plan describes how Europe’s location, climate, and natural resources affect the people of that country economically and how the creation of a business will address these needs.</p> <p>The business plan gives an explanation of the natural resources found in the country and how these resources will be affected by the creation of a business in that region.</p>
Assess the impact of business plan on the European environment.	The business plan does not include any methods of addressing environmental issues or offers opinions/solutions to combat them.	The business plan describes environmental issues, but does not describe how these issues will affect the creation of their business.	The business plan describes environmental issues and describes how these issues will affect the creation of their business.	The business plan describes methods of addressing environmental issues, and offers opinions/solutions to combat them.
Explains how the factors of production will affect the business plan to encourage economic growth	The business plan gives and explanation of the factors of production but these factors are not related to the development of their business.	The business plan explains what will be produced and how the good/service will be produced.	The business plan explains what will be produced, how it will be produced and for whom will the goods/services be produced and how these factors will affect the business.	The business plan explains what will be produced, how it will be produced and for whom will the goods/services be produced. Also explains how these factors will help to contribute to the economy and how the business is affected by human capital and capital goods.
Analyzes the impact of location, worker education & training, and governmental policies on the planned business	The business plan does not include the analysis of the impact of location, worker education & training, and governmental policies on the business.	The business plan gives examples of the impact of either the location, worker education & training, and governmental polices, but does not include all of the above. There is no analysis of the impact of these components on the business	The business plan gives examples of how location, worker education & training, and governmental policies impact the establishment of the business, but there is no prediction of future success.	The business plan gives an example of how location, worker education & training, and governmental policies impact the establishment of the business and the plan predicts the future success of the business based on the location, beliefs, and governmental policies.

**Business Plan Product Rubric**

<b>Scale Criteria</b>	<b>1 (Below Expectations)</b>	<b>2 (Needs Work)</b>	<b>3 (Meets Expectations)</b>	<b>4 (Exceeds Expectations)</b>
<b>The Business Plan has the correct outline format.</b>	The business plan format is incorrect and less than five of the required questions have been answered.	The business plan outline format is incorrect and only five or more of the required questions have been addressed.	The business plan is correctly numbered in outline format.  All questions are adequately addressed.	The business plan is correctly numbered in outline format. All questions are adequately addressed. Graphics and/or illustrations have been included in the business plan.
<b>The Business Plan is neat, bound and legible.</b>	Document is not unbound and is illegible.	Half written, half typed. Most of document is bound, but some pages are loose-leaf.	Prose passages are neatly typed or written. Entire document is bound together in one piece.	Everything is typed. The business plan includes a cover page. A correct table of contents is included. Entire plan is bound together as one document.

## Resources for Unit

### Science for Environment Policy (Europa- European Commission)

- This website offers one page articles on a myriad of environmental issues facing Europe today. Listed below are a few of the articles with hyperlinks to the PDF files.
- [Future Trends of Carbon Uptake from Land-use Change](#)
- [Effects of Fish Extinction on Ecosystems](#)
- [Climate Change impacts on Human Health](#)
- [Organic Farming restores Biodiversity](#)
- [Persistent Organic Pollutants in the Mediterranean Sea](#)

### Fallout from Chernobyl – (National Geographic Xpeditions Lesson Plans)

- Lesson plan correlated to National Geography Standard with numerous resource links. Listed below are a few of the resource links associated with the Chernobyl lesson plan.
- [Map of the Ukraine.](#)
- [Chernobyl Power Plant, Ukraine Article](#) (Radiological Emergency Response- United States Environmental Protection Agency)
- [Chernobyl Tour: Ten Years Later \(Slide Show\)](#) (EPA staff member Gregg Dempsey gets an inside look and developed an inside tour with over fifty pictures of Chernobyl including blast damage, environmental impact, and city of Pripyat.
- [Backgrounder on Chernobyl Nuclear Power Plant Accident](#) (U.S. Nuclear Regulatory Commission) This article describes the accident at Chernobyl and lists a variety of articles which detail the environmental and medical consequences caused by exposure to high levels of radiation.
- [Satellite images of Chernobyl, Ukraine and the abandoned city of Pripyat.](#)

### Economics: The Production, Distribution, and Consumption of Goods and Services:

#### Producing Video – GPB - Discovery Educator Network

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the Economics: The Production, Distribution, and Consumption of Goods and Services: Producing Video link. There are 15 different video segments which total 19 minutes. (1996)
- Video segment titles and time length- In Introduction to Economics (01:28), The Process of Producing (01:42), Results of Producing (02:23), Goods (01:02), Services (01:20), Factors of Production (05:18), Natural Resources (00:17), Labor (00:18), Capital Resources (00:27), Other Products (00:17), Identifying Factors of Production: Large Manufacturer (01:41), Identifying Factors of Production: Small Manufacturer (00:57), Identifying Factors of Production: Babysitter (00:33), Determining What to Produce: Supply and Demand (01:39), Maximizing Profits (05:12)
- [A 22 page teacher’s guide is available with this video](#) which includes an introduction to the video, follow-up discussions, follow-up activities, script of video, and three student worksheets. For the selected response assessment, students can answer the 15 question vocabulary match.

Geography of the World: Europe: Land and Resources Video – GPB - Discovery Educator Network

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the Geography of the World: Europe: Land and Resources Video link. There are 6 different video segments which total 24 minutes. (2006)
- Video segment titles and time length- Introduction (03:59), Countries, Islands, Peninsulas (05:30), Landforms (05:47), Climate (04:21), Other Resources (00:45), Summary (00:42).
- A 6 page teacher's guide is available with this video which includes a program description, discussion questions, lesson plan with assessment and vocabulary, and alignment to NCSS and McREL standards.

World Geography: Europe Video – GPB - Discovery Educator Network

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the World Geography: Europe Video link. There are 22 different video segments which total 111 minutes. (2004)
- Video segment titles and time length- Overview of Europe (05:17), Western Europe (37:09)- Regional Overview of Western Europe (02:49), Belgium and the Netherlands (02:18), Spain and Portugal (02:31), Switzerland (01:58), France (05:30), Germany (04:00), Great Britain (03:54), Greece (04:39), Italy (04:15), Sweden (03:53), Eastern Europe (02:33), Regional Overview of Eastern Europe (02:33), Austria and Hungary (02:31), Czech Republic (02:13), Baltic States and Belarus (02:43), The Balkan Countries (02:22), Russia (03:44), Poland (03:09), Ukraine (03:10), Serbia and Bosnia Herzegovina (03:25).
- A 10 page teacher's guide is available with this video which includes a program description, lesson plan with assessment and vocabulary, thematic units, and alignment to NCSS and McREL standards.
- An online quiz correlated to the video.

City Life in Europe Video – GPB - Discovery Educator Network

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the City Life in Europe Video Clip Video link. There are 5 different video segments which total 52 minutes.
- The two video segment which relate to this unit include- London Fog (04:17) and Life in Modern Russia (04:09).
- A 9 page teacher's guide is available with this video which includes a program description, discussion questions, lesson plan with assessment and vocabulary, and alignment to NCSS and McREL standards.
- An online quiz correlated to the video.

Europe in Twelve Lessons – (by Pascal Fontaine - European Commission)

- Free 68 page Adobe file (with pictures) that provides twelve lesson plans that explain the purpose of the EU, how and why the EU was created, what the EU has achieved and the challenges faced by the EU.
- Special Internet Version of the Twelve EU Lessons.
- Word document of the Twelve EU Lessons- Text Only.

Panorama of the European Union (European Commission)

- Free 14 page Adobe file (with pictures) that provides a brief overview of the purpose of the European Union. This booklet also includes a colored map of the EU countries that use the Euro and EU countries that do not use the Euro. There is also a list of EU member countries and when they joined.

European Union Article – GPB - Discovery Educator Network

Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the European Union article.

European Union Article – GPB - Discovery Educator Network

- Enter your username and password (every teacher in Georgia should have a username and password.) After entering your information, you will be taken to the European Union article.

Flags of All Countries - (Theodora.com)

This site shows you colored flags of all of countries of the world. There is also a symbolism and meaning of flags page which briefly explains the meaning of flag design, symbolism and color.

Quick Currency Converter - (Oanda.com)

CIA - The World Factbook – (Central Intelligence Agency)

- This site provides a reference maps page, a notes and definitions page which provides hundreds of definitions for frequently used social studies terminology, and profiles of every country. The country profiles page include background information, Geography, People, Government, Economy, Communications, Transportation, Military, and Transitional Issues. These sub-categories list information such as major historic events and current trends, geographical coordinates, birth/death rates, major infectious diseases, literacy rates, national holidays, GDP, number of telephones in use, international disputes, etc. This site also has a Rank Order page which allows you to rank 46 different categories which allow you to see which countries have the highest public debt or which countries have the lowest unemployment rate.

Europe Maps - (WorldAtlas.com)

- This site provides interactive maps. You can click on a continent and then choose a country. When you click on the country a map of that country will appear along with a brief description and links to famous natives, fast facts, flag and symbols, islands and regions, landforms, land statistics, latitude and longitude, maps, time, timeline of history, travel information and weather. Europe map and facts page.

- **Maps of Europe-**
- Bodies of Water.
- Capital Cities.
- Topographical Map.
- Dependencies and Territories.
- Landforms.
- Rivers.
- Blank outline map of Europe.
- Blank outline map of Eurasia.
- Balkan Peninsula.
- Baltic States.
- Iberian Peninsula.
- Mediterranean Sea.
- Scandinavia.
- Scandinavian Peninsula.
- Strait of Gibraltar.

Europe Map Test - (WorldAtlas.com)

- Blank outline map quiz of Europe.
- Answers to the blank outline map quiz of Europe.

*\*This unit was created by Pam Knauer, Shaun Owen, and Kelli Smith with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council. It was updated 9/19/07.*

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Students should evaluate the European countries listed below regarding their solutions/governmental policies pertaining to each of the environmental issues. If a country has made substantial gains or has effective policies in place, put a check in the small inset box. If a country has significant environmental problems and/or has not developed appropriate policies regarding these issues, place a minus in the small inset box. List one example to support your decision, such as a particular policy that was enacted to reduce air pollution in a given country. The last column has been left blank so students can add an additional environmental issue of their choice.

<b>European Environmental Issues</b>					
<b>Country</b>	<b>Air Pollution</b>	<b>Acid Rain</b>	<b>Nuclear Disaster/Fallout</b>	<b>Water Pollution</b>	<b>Global Warming</b>
<b>England</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Germany</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Ukraine</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## What Is Your Money Worth?

<b>Country</b>	<b>Name of Currency</b>	<b>Member of the European Union (Yes or No)</b>	<b>Comparison to the U.S. Dollar (1dollar equals.)</b>
<b>United Kingdom</b>			
<b>France</b>			
<b>Italy</b>			
<b>Denmark</b>			
<b>Sweden</b>			
<b>Russia</b>			
<b>Germany</b>			
<b>Greece</b>			
<b>Spain</b>			
<b>Portugal</b>			

1. What is a Euro and why was it created?
2. Do all members of the European Union use the Euro as their currency?
3. Why would a country not use the Euro if they are a member of the European Union? For example, United Kingdom.
4. What does it mean when a country's currency is worth more than a dollar?
5. If the U.S. dollar is worth 25 Russian Rubles but only a fraction of a Euro, what can be deduced about the strength of a U.S. dollar in Europe?
6. How might currency be a trade barrier? Keep in mind that many European countries are the size of U.S. states. For example, if Georgia and Tennessee used the same type of currency, but South Carolina and Georgia did not, where would you be more likely to travel and trade and why?
7. What conclusions did you draw from this activity?