

## LESSON PLAN

### *BANGHAY ARALIN*

Subjects	History and Social Studies <i>Kasaysayan at Araling Panlipunan</i>
Students	Filipino High School Students
Module	European History and the Emergence of the European Union <i>Ang Kasaysayan ng Europa at ang Pag-usbong ng European Union</i>

#### OBJECTIVES (MGA LAYUNIN)

1. Identify the member states of the European Union (EU)
2. Describe the EU institutions, the history of their emergence, and their functions
3. Compare and contrast the EU with the Association of Southeast Asian Nations (ASEAN)
4. Reflect on the impact of Europe and the EU on Filipinos
5. Explain the importance of international cooperation in peace-building and development

1. *Tukuyin ang mga member states ng European Union (EU)*
2. *Ilarawan ang mga EU institutions, ang kasaysayan ng kanilang pag-usbong, at ang kanilang mga tungkulin*
3. *Itulad at ihambing ang EU sa Samahan ng mga Bansa sa Timog-Silangang Asya (ASEAN)*
4. *Magnilay sa mga epekto ng Europa at ang EU sa mga Pilipino*
5. *Ipalawanag ang halaga ng pagkakaisa ng mga bansa sa pagpapanatili ng kapayapaan*

#### FOR THE TEACHERS (PARA SA MGA GURO)

This lesson plan is part of the [Jean Monnet Projects by the European Studies Program of the Ateneo de Manila University](#) in the Philippines. It is designed to help teach Filipinos about Europe. You are free to mix and match the options from every part of the module to best suit your context.

*Bahagi itong lesson plan ng mga [Proyektong Jean Monnet ng European Studies Program sa Pamantasang Ateneo de Manila](#) upang makatulong sa pagtuturo tungkol sa Europa. Piliin at pagtambalin ang mga option mula sa bawat bahagi ng module na babagay sa inyong konteksto.*

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## CONTEXTUALIZATION (*PAG-AANGKOP SA KONTEKSTO*)

### *Option 1: Performative/Informative; Drawn from Research*

Assign students to one EU member state each. Next session, ask them to introduce themselves as though they are a representative from that country (ex. as a pageant contestant, as an ambassador, or as a head of state). Let them describe the country they represent in one or two sentences. The teacher can even ask them to state the year their country joined the EU.

*Magtakda ng isang EU member state sa bawat isang mag-aaral. Aarte sila bilang kinatawan ng bansang itinakda sa kanila. Maaari silang umarte bilang pageant contestant, ambassador, o pinuno ng bansa. Kailangan nilang ilarawan ang kanilang bansa sa loob ng isa hanggang dalawang pangungusap. Maari rin nilang sabihin kung anong taon sumali ang kanilang bansa sa EU.*

Delivery: Best for a video conference. Students can also share short videos via [Tiktok](#).

### *Option 2: Relatable; Drawn from Experience*

Ask the students if they have any relatives that live, work, or have travelled abroad. If yes, ask them to identify which country or countries. The teacher takes note or lists down the countries identified. Encourage the students to guess which of those countries are located in Europe.

*Tanungin ang mga mag-aaral kung mayroon silang kamag-anak na nakatira, nagtatrabaho, o bumisita sa ibang bansa. Alamin kung anong bansa. Tanungin sila kung kasali ba o hindi ang naturang bansa sa EU.*

Delivery: It can be a video conference lecture, a discussion board in a learning management system, or a gallery activity on [Padlet](#) (free to register and to use three boards at no cost).

### *Option 3: Interactive; Drawn from Pop Culture*

Divide the class into small groups. Present pictures or online videos of cultural landmarks, famous personalities, heritage cuisines, brands, or any marker from different EU member states.

*Bumuo ng maliit ng grupong may tatlo hanggang limang miyembro. Magpakita ng mga simbolong pangkultura mula sa iba't ibang EU member states. Mungkahing gumamit ang mga guro ng litrato o bidyo para maipakita ang mga simbolo sa klase.*

Ask each group to guess as many as they could, or instead of identification, you can make it a matching type activity. You don't have to include all 27. Five to ten would do.

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For reference, below a list of the 27 EU member states and some examples of potential corresponding markers you can use (with a few links to articles, pictures, and videos about them). The links below try to use images or video clips that may be familiar to Filipinos or at the very least somehow relatable:

*Pahulaan sa bawat grupo kung sa aling EU member state nagmula ang bawat simbolo. Hindi kailangang isama lahat ng 27 member states. Mamili lamang ng ilang halimbawa. Lima hanggang sampung bansa ang aming mungkahi. May mga link sa ibaba ng mga bidyo o litrato na maaaring gamitin sa gawain o takdang ito.*

1. Austria - [Ferdinand Blumentritt](#), [Salzburg in \*The Sound of Music\* movie](#)
2. Belgium - [Belgian Chocolates](#), [Belgian Waffles](#), [Jean-Claude Van Damme](#)
3. Bulgaria - [Christmas Charity Bazaar in Sofia](#)
4. Croatia - [Game of Thrones TV series set featured on \*Kapuso Mo, Jessica Soho\*](#)
5. Cyprus - [Zena Palace Cinema in Nicosia](#)
6. Czech Republic - [Prague from the \*Lovers in Prague\* TV series](#)
7. Denmark - [Danish Cookies](#), [Jabby's Kitchen in Copenhagen](#)
8. Estonia - [Food Fair in Tallinn](#), [Kersti Kaljulaid](#)
9. Finland - [Northern Lights](#), [Jasmina Calonia featured on \*Kapuso Mo, Jessica Soho\*](#)
10. France - [French Cheeses](#), [French Wines](#), [Eiffel Tower](#), [Alliance Française](#)
11. Germany - [Volkswagen](#), [Goethe-Institut](#), [Angela Merkel](#)
12. Greece - [Greek Mythology](#), [Santorini in the \*Till I Met You\* TV Series](#)
13. Hungary - [Hungarian Sausages](#), [Barako Kávéház in Budapest](#)
14. Ireland - [Festival of Families in Dublin](#)
15. Italy - [Italian Pasta](#), [Italian Pizza](#), [Dolce & Gabbana](#), [Ferrari](#), [Società Dante Alighieri](#)
16. Latvia - [Transport Ministers Meeting in Riga](#), [Egils Levits](#)
17. Lithuania - [International Tourism Fair in Vilnius](#)
18. Luxembourg - [Saurpark in Rosport](#)
19. Malta - [Street Food Market in Valletta](#)
20. The Netherlands - [Holland Tulips](#), [Amsterdam in \*The Hows of Us\* movie](#)
21. Poland - [World Youth Day in Krakow](#), [Pope John Paul II](#)
22. Portugal - [Ferdinand Magellan](#), [Cristiano Ronaldo](#)
23. Romania - [Valeriu Gheorghe](#), [Gabriel Stangaciu featured on \*Kapuso Mo, Jessica Soho\*](#)
24. Slovakia - [Festival of Advent and Christmas Music in Bratislava](#)
25. Slovenia - [Ljubljana Castle featured on \*Kapuso Mo, Jessica Soho\*](#)
26. Spain - [Spanish Queso](#), [Zara](#), [Instituto Cervantes](#)
27. Sweden - [Ikea](#), [Spotify](#), [H&M](#), [Avicii](#), [ABBA](#)

Remember that the links above are only suggestions. There can be many more examples from pop culture or history, depending on what might most interest the students.

*Pawang mungkahi lamang ang mga link na nasa itaas. Maaari kayong gumamit ng litrato o bidyo ng ibang mga simbolong pangkultura. Ibagay sa konteksto ng mga mag-aaral.*

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Here are a few more trivia points, showing the connection between the Philippines and Europe, that can be mentioned or taught while doing this activity:

1. The Ilustrados studied in Europe and they developed their writings and art there.  
*Nag-aral sa Europa ang mga ilustrado tulad nina José Rizal at Antonio Luna. Nakilala sa larangan ng sining ang ilan sa kanila tulad nina Juan Luna at Félix Resurrección Hidalgo.*
2. José Rizal has a statue and monument in Wilhelmsfeld, Germany, and he studied in Heidelberg in that same country.  
*Nag-aral si Rizal ng optalmolohiya sa Heidelberg, Alemanya. Kinalaunang nagkaroon ng bantayog si Rizal sa Wilhelmsfeld, Alemanya.*
3. The famous Spoliarium by Juan Luna was painted in Madrid, Spain, and La Solidaridad had a publisher in that same city.  
*Sa siyudad ng Madrid sa Espanya ipininta ni Juan Luna ang bantog na Spoliarium at doon din inilathala ang pahayagang La Solidaridad.*
4. Graciano López Jaena wrote most of his prominent works while traveling the continent.  
*Isinulat ni Graciano López Jaena ang karamihan sa kanyang kilalang sulatin kasabay ng kanyang pagbisita sa iba't ibang bansa sa Europa.*
5. The original image of the Santo Niño that is used in the Philippines is actually from the area of what is now Prague, Czech Republic.  
*Mula sa Praga ng Republikang Tseko ang kauna-unahang rebulto ng Santo Ninyong dinala sa Pilipinas.*

Videos about processions in the Philippines during Holy Week can also be shown, to compare with those in Spain and Italy and connect a shared history, culture, and religion.

*Maaaring magpakita ng mga bidyo o litrato ng prusisyon at iba pang ritwal na ginagawa tuwing Mahal na Araw dito sa Pilipinas. Ikumpara ang mga ito sa paraan ng paggunita ng Mahal na Araw sa Espanya at Italya. Pag-usapan sa klase ang pagkakaipareho at pagkakaiba.*

Delivery: Best for a video conference session through an app that allows for breakout rooms like [Zoom](#). However, an alternative would be to post it on a learning management system and let the students submit their answers. The teacher can reveal the correct answers during the next video conference.

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## DEEPENING (PALALIMIN)

### For European History

*Option 1: Informative; Drawn from Readings/Research*

Ask the students to read some of the chapters in [EU and ASEAN Regionalism: An Interdisciplinary Approach](#) (pp. 47–97 and 153–177). The most relevant pages for each topic are cited below.

Give the following guide questions before they read the assigned chapters:

1. Identify one contribution of Classical Greece and Ancient Rome to Europe and the world for each category: art, architecture, literature, mythology, and religion. (see pp. 80–81)  
*Tumukoy ng isang ambag ng Sinaunang Griyego at Roma sa Europa at sa mundo sa larangan ng sining, arkitektura, panitikan, mitolohiya, at relihiyon.*
2. Describe the challenges experienced by the Europeans during the Middle Ages in terms of agriculture, health, and life expectancy. (see pp. 158–164)  
*Ilarawan ang mga paghihirap na naranasan ng mga Europeo sa Kalagitnaang Panahon sa larangan ng pagsasaka, kalusugan, at haba ng buhay.*
3. Choose one of the scientific and philosophical ideas that emerged during the Renaissance and the Enlightenment. How did it challenge older beliefs? (see pp. 81–82)  
*Pumili ng isang konseptong pang-agham o pampilosopiya na namayani sa panahon ng Renasimyento at Panahon ng Pagkamulat. Paano nito hinamon ang mga paniniwalang bunga ng mga naunang panahon?*
4. Enumerate three rapid changes in human lifestyle that happened during the Age of Industrialization. Think about the effects on population growth, economy, and education. (see pp. 164–176)  
*Tumukoy ng tatlong pagbabagong naganap noong Rebolusyong Industriyal. Ano ang naging epekto ng mga ito sa paglaki ng populasyon, paglago ng ekonomiya, at pag-unlad ng edukasyon.*
5. Name one of the main reasons why the EU developed the way it did after the World Wars and during the Cold War. (see pp. 48–60)  
*Tumukoy ng isang mahalagang dahilan kung bakit nabuo ang EU sa ganitong paraan matapos ang dalawang Digmaang Pandaigdig at Digmaang Malamig.*

If you don't have access to the book, students can instead use the internet to do independent research on each of the topics. There are useful materials to be found online, such as the following free presentations on [Sutori](#) about [Classical Greece](#), the [Renaissance](#), and the [World Wars](#).

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You can divide the class into groups, with one group per question or time period.

Delivery: It could be discussed during a video conference, made into a discussion board or short written response activity through a learning management system, or the questions could simply be sent to the students via email or your preferred communication portal.

*Option 2: Relatable; Drawn from Past Lessons*

Use the lessons from Philippine history as a starting point. Teachers can start by helping the students recall that the Europeans were first noted to have arrived in the Philippines when the Spaniards funded Ferdinand Magellan's expedition. Note that Magellan was actually Portuguese and some members of the crew were from different parts of Europe as well.

Pose these questions:

1. What was happening in Europe around the time when Magellan's voyage happened?  
*Ano ang mga kaganapan sa Europa sa panahong dumayo si Magellan sa Pilipinas?*
2. What events prior made Europe that way and how did Europe develop after?  
*Anong mga kaganapang humubog sa Europa bago ang 1521 at paanong nag-iba ang Europa matapos ang 1521?*

If the discussion goes well and depending on the students' capabilities, the teacher could even guide them to reflect on the following:

1. Compare and contrast the situation of Europe and of Asia during these time periods.  
*Paghambingin ang kalagayan ng Europa at ng Asya sa mga panahong ito.*
2. Reflect on the bewilderment of the Europeans when they arrived in the Philippines.  
*Magnilay tungkol sa pagkamangha ng mga Europeo sa gawi ng mga katutubo sa Pilipinas.*

The purpose is to show that each region experienced developments in their own way and in their own context. This reflection could be a decolonization strategy in the classroom as well.

*Mahalagang bigyang-diin ang epekto ng kolonisasyon sa kasaysayan. Pagnilayan kung paano natatangi ang bawat kultura. Tunay bang may nakaaangat na kultura?*

Delivery: It is ideally meant for a video conference lecture but can also be made into a discussion board through a learning management system. If the remote learning does not use any learning management system or video conferencing, it can be assigned as a short essay homework.



*Option 3: Interactive; Drawn from Pop Culture*

Ask the students to watch some of the following videos featured on [GMA Public Affairs](#). Students should pay attention particularly to the aspects of the European present day life and how these still bear the influence of their history. This activity could show how history is relevant to the present day: how do Europeans live out their history and traditions even today?

*Ipapanood ang mga sumusunod na bidyo sa mga mag-aaral. Bigyang-diin ang patuloy na impluwensiya ng kasaysayan sa kasalukuyang pamumuhay ng mga Europeo.*

Here are some stories about Filipinos and Europeans in and from featured EU member states:

1. [Austria](#)
2. [Croatia](#)
3. [Finland](#)
4. [Romania](#)
5. [Slovenia](#)

Remember that students might see many things in the videos that they can relate to the Philippines. For example, the influence of Christianity in modern day Europe can be seen in Christmas celebrations and church architecture. Culture is also affected by climate, even if the Philippines is a tropical country while European ones are generally temperate. The appreciation and importance of food culture is another thing Filipinos might find relatable.

*Maaaring tukuyin ang Kristiyanismo sa Europa. Paano ito nakikita sa mga gusali at pagdiriwang? Paano rin nakikita ang kultura sa pagkain at paraan ng pagluluto? Gayundin ang epekto ng klima sa pamumuhay. Makikita ang pagkakatulad (at pagkakaiba) ng Pilipinas sa Europa.*

Delivery: The students can watch the videos asynchronously. The teacher can send the link or links through email or post them on the learning management system. Then, the class can discuss their observations during the next synchronous session. For those who cannot hold video conferences, the teachers can opt for either a learning management system discussion board or short essays.



### For European Union Institutions

#### *Option 1: Informative; Drawn from Readings/Research*

Ask the students to read some of the chapters in [EU and ASEAN Regionalism: An Interdisciplinary Approach](#) (pp. 27–46 and 98–122). The most relevant pages for each topic are cited below.

Give the following guide questions before they read the assigned chapters:

1. Before it became the EU, what was it called, and why was it called that? (see pp. 27–36)  
*Ano ang unang itinawag sa organisasyong kalaunang tatawaging EU?*
2. How did the international treaties affect the development of the EU? (see pp. 32–37)  
*Paano naapektuhan ang mga kabilang na bansa ng mga kasunduang EU?*
3. What are the five main EU institutions, and what are their functions? (see pp. 37–41)  
*Ano ang limang pangunahing institusyon ng EU at ano ang kanilang mga tungkulin?*
4. What are the five levels of economic integration that could possibly be made between different countries? (see pp. 99–100)  
*Ano ang limang antas ng lipumpong pangkalakalan na maaaring lahukan ng mga bansa?*

If you don't have access to the book, remember that the European Coal and Steel Community was established after World Wars to create lasting peace and rebuild Europe through international cooperation, and the treaties for economic integration later on led to the creation of the EU as we know it now. You can also look at information about the EU institutions on [their website](#), which is also [available in Spanish](#).

For economic issues, note that the EU has a free movement of persons and goods. Citizens of EU countries can work and live in the different member states without work or residence permits. Goods within the EU, such as food products, can be imported and exported within the member states with less restrictions. You can also read more about those topics on [their website](#), which again is also [available in Spanish](#).

Delivery: It could be discussed during a video conference, made into a discussion board or short written response activity through a learning management system, or the questions could simply be sent to the students via email or your preferred communication portal.

#### *Option 2: Relatable; Drawn from Current Events*

Allow the students to read one or two of the following news articles. These news articles mostly feature Filipinos and various topics about Europe or the experience of living abroad as OFWs, or the opinions of Europeans about the Philippines.

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Students should pay attention to how Filipinos are affected by the policies of the EU or the member states, or even the opinions of EU citizens, and as well as how EU policies and values affect the Philippines as a country as well.

*Bigyang-diin kung paano naapektuhan ng mga polisiya ng EU ang mga Pilipino. Ipakita kung paano nasasaklawan ang mga Pilipinong nakatira roon tulad ng mga OFW. Gayundin may halaga ito sa mga Pilipinong naririto sa Pilipinas ngunit nais makinabang sa mga oportunidad sa EU.*

Some articles under “EU Opportunities for Filipinos” are not specifically for Filipinos per se. However, they can be used to show the programs that Europe has to offer that can positively affect the lives of Filipinos and citizens of other non-EU countries, who could take the opportunity to work or study abroad in Europe.

English:

1. [Togetherness – ‘Sama-Sama’](#)
2. [European Union provides €2.3 million to protect Filipinos from COVID-19](#)
3. [Are you interested in pursuing a career as a nurse in Germany?](#)
4. [PH Embassy in Vienna Honors Filipino Frontliners in Austria](#)
5. [Demand for Filipino nurses increases in Europe](#)

Tagalog:

1. [Paggamit ng AstraZeneca sinuspinde sa ilang bansa sa Europe](#)
2. [Ilang Pinoy sa UK apektado ng kanselasyon ng flights pauwing Pilipinas](#)
3. [Ilang OFW sa Europa nagbigay-saloobin sa quo warranto vs ABS-CBN](#)
4. [Libo-libong trabaho sa Europa naghihintay sa mga Pinoy, pero...](#)
5. ['Konti ang turista': OFWs sa Italy natatakot mawalan ng trabaho dahil sa lockdown](#)

Spanish:

1. [No puedo hablar de Filipinas sin mencionar la contribución española](#)
2. [La odisea de cuatro españoles en Filipinas: siete días para poder regresar a España](#)
3. [El Boom del Español en Filipinas](#)
4. [Vínculos entre Filipinas y España: migraciones y relaciones bilaterales](#)
5. [El número de emigrantes de Filipinas disminuye](#)

EU Opportunities for Filipinos:

1. [Scholarships and Costs](#)
2. [Schengen, Borders, and Visa](#)
3. [Legal Migration and Integration](#)
4. [Long-Term Residents](#)
5. [Family Reunification](#)

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The purpose of the activity is to make students realize how EU policies and values affect the movement of residents of its member states, comparing the experiences of EU citizens and immigrants. This could touch on the issues of Philippine diaspora, migration, and OFWs in Europe and elsewhere, which are also covered [in this video](#). It could also encourage discussions about industries in Europe where Filipinos generally decide to work in: healthcare and tourism.

*Mahalang iiugnay ang aralin sa laganap na pangangibang-bayan ng mga Pilipino. Sari-sari ang dahilan sa pagpunta sa ibang bansa ang ating mga kababayan. Paano sila naapektuhan ng mga polisiya ng EU? May pagkakaiba ba ito sa epekto ng mga polisiya sa mga Europeo?*

Students could reflect on the idea of why it is more difficult for Filipinos to find work in Europe compared to EU citizens, or the difficulties that OFWs face when they go abroad. They could also consider introspecting on if the opinions of Europeans about Filipinos and the Philippines in some of the articles are true. These and other issues that OFWs face could be talked about.

*Maaaring pag-usapan sa klase ang mga hamong hinaharap ng mga OFW.*

Lastly, students can also look at or research on news articles of Filipino businesses and investments in Europe. Teachers can ask students to think about how having a business in one EU country can be a gateway to other EU markets. Examples could be made using AGI/Megaworld in Spain, Ayala in Germany, and Jollibee opening branches in Italy and other European countries.

*Maaari ring pagsaliksikin ang mga mag-aaral tungkol sa mga negosyong Pilipino, interes at tubo sa EU. Paano nagiging daan ang pagkakaroon ng negosyo sa isang EU member state tungo sa ugnayan sa ibang member states o sa buong Europa?*

Delivery: Best as a reading and writing homework. The students could submit their answers. If possible, the teacher could pick the best answers and ask the students to share them during a video conference session.

### *Option 3: Interactive; Drawn from Pop Culture*

Make the students list the ingredients of halo-halo. Then, ask them to think about how easy it is to get the ingredients in the Philippines, in other ASEAN states, and in EU member states. In case some ingredients are not available, what alternative ingredients could be used to make halo-halo?

*Maglista ng mga sangkap ng halo-halo. Ikumpara kung gaano kadaling mahanap ang mga sangkap na ito sa Pilipinas, sa ibang bansang miyembro ng ASEAN, at sa mga bansang miyembro ng EU?*

The purpose of the activity is to make students realize why regional trade matters. How do trade agreements facilitate the exchange of goods within regions like the ASEAN or the EU? Remember that it is often easier and cheaper to get certain goods, like agricultural products, from

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neighboring countries with a similar climate because of trade agreements.

*Hangarin ng gawaing ito na maunawaan ng mga mag-aaral ang kalakalan sa pagitan ng mga rehiyon. Paano nakatutulong ang mga kasunduang ASEAN at kasunduang EU upang mapadali ang kalakalan sa pagitan ng mga kabilang na bansa?*

For example, would it be easier for a person in Thailand to add Philippine mangoes to the halo-halo than if a European were to import mangoes? If you wanted to use peaches as an alternative to make halo-halo in Europe, how do EU policies make it easier for Filipinos in Europe to get different fruits, even during winter?

*Mas madali bang makabili ng mangga sa Thailand kumpara sa EU? Kung nais gumamit ng milokoton sa halip na mangga, maaari bang makabili nito sa taglamig (imbyerno) sa EU?*

Students could reflect on how the common market of the EU allows countries to get fruits and alternative ingredients for dishes even during times where those food products don't grow. For example, it is possible for EU countries to eat strawberries in winter from the south of Spain. In the case of the Philippines, the ASEAN also enables goods from neighboring countries, like Indonesia or Malaysia, to enter the local market more easily.

*Hangarin ng gawaing ito na ipaunawa sa mga mag-aaral kung paanong nakatutulong ang mga kasunduang pangkalakalan o pang-ekonomiya sa palitan ng produkto.*

If the discussion is fruitful, they could also imagine how the EU imports mangoes from different countries outside of Europe so that they could enjoy these products all year round. Through trade agreements with other countries and regions, people can have more variety in their meals, and have the choice to buy different things, which can make the quality of life better.

*Maaari ring pagnilayan kung paanong lumalawak ang mga produktong maaaring bilhin o tamasahin buong taon. Hindi na nakadepende sa klima o lokasyon ang pagkakaroon ng piling produkto. Bunga ito ng paglalagat ng mga kasunduang pang-ekonomiko.*

Delivery: It is ideally meant for a video conference lecture. The students can be divided into breakout rooms or discussion groups. If the remote learning does not use video conferencing, it can be assigned as a group work or an individual work via a learning management system or through email.

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## ASSESSMENTS (MGA PAGSUSULIT)

### For European History

#### *Option 1: Quiz/Objective*

When the students are ready, they can be given the following quiz questions:

1. Who among the following was not a classical Greek philosopher?

*Sino sa mga sumusunod ang hindi pilosopong Griyego?*

- a. Socrates
- b. Plato
- c. Aquinas**
- d. Aristotle

Answer: **c.** - Aquinas was an Italian from the Middle Ages. Socrates, Plato and Aristotle are among the three most important icons of Greek philosophy, and influenced much of European thought.

2. Which of the following was a prevalent disease during the Middle Ages?

*Alin sa mga sumusunod na karamdaman ang lumaganap noong Kalagitnaang Panahon?*

- a. Potato Blight
- b. Late Blight Disease
- c. Bubonic Plague
- d. All of the above**

Answer: **d.** - Potato Blight is just another name for Late Blight Disease. Together with the Bubonic Plague, a sickness that also led to a pandemic called the Black Death, these two diseases made life difficult for Europeans during the Middle Ages.

3. Which of the following were increasing trends among humans in Europe during the Age of Industrialization? *Alin sa mga sumusunod ang lumaganap noong Rebolusyong Industriyal?*

- a. Women were becoming more educated  
*(pagdami ng kababaihang nagkaroon ng oportunidad na makapag-aral)*
- b. Birth rates decreased as women worked  
*(paghupa ng dami ng isinisilang sabay ng pagdami ng kababaihang nagtatrabaho)*
- c. Life expectancy became longer  
*(paghaba ng karaniwang buhay ng tao)*
- d. All of the above**  
*(lahat ng binanggit)*

Answer: **d.** - During the Age of Industrialization, women were empowered since they would have access to more education and work opportunities. Women could also choose not to have children. The length of a person's life also increased on average compared to other points in history.

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4. Which institution, which would eventually become the EU, came after the World Wars to create peace and rebuild the continent? *Ano ang unang tawag sa organisasyong kalaunang kikilalanin bilang EU matapos ang dalawang Digmaang Pandaigdig?*
- European Free Trade Association
  - Council of Europe
  - European Coal and Steel Community**
  - None of the above

Answer: **c.** - The European Coal and Steel Community would later become the EU. The European Free Trade Association and the Council of Europe are not even examples of EU institutions.

5. Which of the following is currently a member state of the EU?  
*Alin sa mga sumusunod ang hindi bahagi ng EU?*
- The United Kingdom
  - Norway
  - Switzerland
  - None of the above**  
*(Wala sa nabanggit)*

Answer: **d.** - Norway and Switzerland never joined the EU, and the United Kingdom was a former member that officially left the EU in the year 2020.

6. Bonus Trivia Question: Ferdinand Blumentritt, famous in the Philippines as José Rizal's European friend, is often described as being from which EU country? *Saang bansa sinasabing nagmula si Ferdinand Blumentritt na matalik na kaibigan ni José Rizal?*
- Austria**
  - Germany
  - Spain
  - France

Answer: **a.** - [Ferdinand Blumentritt](#) was consistently described by José Rizal as an Austrian, as Blumentritt was a citizen of the Austro-Hungarian Empire in the 1800s. Blumentritt's birthplace, however, was Prague, which is now in the Czech Republic, but also a member of the EU.

### *Option 2: Profile/Reflective*

Students can answer the following in table form, create an information web or an infographic, or report/present their research in front of the class. It could be individual work or by group.

Name one important person from any of the periods that we studied. What is this person known for or what is their contribution to European history?

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*Gumawa ng talaan o talangguhit tungkol sa isang mahalagang indibidwal sa kasaysayan ng EU. Ano ang kaniyang ambag? Saang larangan siya nakilala?*

Students might also choose one of the following, or think of another person on their own:

1. Alexander the Great
2. Julius Caesar
3. Constantine I
4. Charlemagne
5. Henry VIII
6. Charles V
7. Elisabeth I
8. Louis XIV
9. Frederick II
10. Napoleon Bonaparte
11. Otto von Bismarck

Remember to emphasize how Europe was a continent with a history of conflict and wars before the emergence of the EU. Important historical figures were usually rulers who had to lead in difficult times. Alternatively, students could also select important inventors, scientists, and philosophers, to discuss their contributions to knowledge and world history.

*Bigyang-diin na naglipana ang gulo at digmaan bago nabuo ang EU. Hangarin ng pagsusuring ito na maibalangkas kung paano nakatulong ang pamumuno o ambag ng ilang mga indibidwal sa pagsulong ng EU at pagpapanatili ng kapayapaan sa rehiyon.*

### *Option 3: Timeline/Creative*

Create a timeline that shows how Europe developed before 1521 (Magellan's arrival in the Philippines) and after. The scope of the timeline could range from as far back as Classical Greece up to the creation of the EU.

*Gumawa ng timeline na nagbabalagkas ng pagsulong ng EU bago 1521 (pagdating ni Magellan sa Pilipinas) at matapos ang 1521. Maaaring magsimula sa panahon ng Sinaunang Griyego at magtapos sa pagbuo ng EU.*

The teacher can choose one of the following:

1. Assign the activity to the entire class so that everyone, with the guidance of the teacher, will create one big timeline. You can create a [Sutori](#) account for this project. It's free for teachers and students. Everyone can collaborate in one Sutori timeline. Another free alternative to Sutori is [Padlet](#).



2. Divide the timeline into shorter periods and assign smaller groups to each period. Here's a suggestion on how to divide the periods: Classical Greece and Ancient Rome, the Middle Ages, the Renaissance and the Enlightenment, the Age of Industrialization, the World Wars and the Cold War, the Emergence of the EU and other international organizations. You can still use [Sutori](#) for this activity but you will need to create a Sutori timeline for each group, which is also for free and at no cost. Another free alternative to Sutori is [Padlet](#).

What is important is that the progression of Europe's development towards peace through international cooperation is clear and follows a logical flow and sequence.

*Bigyang-diin na naglipana ang gulo at digmaan bago nabuo ang EU. Hangarin ng pagsusuring ito na maibalangkas kung paano nakatulong ang pamumuno o ambag ng ilang mga indibidwal sa pagsulong ng EU at pagpapanatili ng kapayapaan sa rehiyon.*



## For European Union Institutions

### *Option 1: Quiz/Objective*

When the students are ready, they can be given the following quiz:

1. Which is a summit of heads of EU governments with a rotating presidency?  
*Alin sa mga sumusunod ang kalipunan ng mga lider ng EU kung saan may naghahalinhinang pamunuan?*
  - a. **European Council**
  - b. Council of Ministers
  - c. European Parliament
  - d. European Commission
  - e. European Court of Justice

Answer: **a.** - The European Council, which works like the Chairmanship of the ASEAN.

2. Which of the following is a body composed of ministers with a Coreper?  
*Alin sa mga sumusunod ang binubuo ng mga ministro na kasama sa Coreper?*
  - a. European Council
  - b. **Council of Ministers**
  - c. European Parliament
  - d. European Commission
  - e. European Court of Justice

Answer: **b.** - The Council of Ministers, which works like the Ministerial Meetings of the ASEAN.

3. Which of the following is composed of legislators elected directly by EU citizens?  
*Alin sa mga sumusunod ang binubuo ng mga mambabatas na inihalal mismo ng mga mamamayan ng EU?*
  - a. European Council
  - b. Council of Ministers
  - c. **European Parliament**
  - d. European Commission
  - e. European Court of Justice

Answer: **c.** - The European Parliament, which holds elections every five years.

4. Which of the following is essentially the executive branch of the EU?  
*Alin sa mga sumusunod ang katumbas ng ehekutibong sangay ng EU?*
  - a. European Council
  - b. Council of Ministers
  - c. European Parliament



- d. European Commission**
- e. European Court of Justice

Answer: **d.** - The European Commission, whose president represents the bloc internationally.

5. Which of the following is made up of judges from EU member states?  
*Alin sa mga sumusunod ang binubuo ng mga hukom mula sa mga miyembro ng EU?*
- a. European Council
  - b. Council of Ministers
  - c. European Parliament
  - d. European Commission
  - e. European Court of Justice**

Answer: **e.** - The European Court of Justice, whose judges review cases in EU law.

6. Anna is a Filipino citizen who migrated to the United Kingdom in the 1990s, after it joined the EU, so she would work as a nurse there. Did Anna need a work or residence permit to stay in the United Kingdom?  
*Isang Pilipinong nars si Anna na nagtrabaho sa United Kingdom noong 1990s. Bahagi ng EU ang UK noon. Kinailangan ba ni Anna ng work o residence permit upang mamalagi noon sa UK?*
- a. Yes**
  - b. No
  - c. Maybe

Answer: **a.** - Since Anna was not an EU citizen or from a country with special rules, she would have needed a work or residence permit to stay in the United Kingdom.

7. Anna has a friend named Christine, who is also a nurse, but is a German citizen. Christine worked in the same hospital as Anna in the United Kingdom until the year 2005. Did Christine need a work or residence permit then to stay in the United Kingdom?  
*Kaibigan ni Anna si Christine. Nars si Christine na tubong Alemanya. Kapwa nagtrabaho ang dalawa sa UK hanggang 2005. Kinailangan ba ni Christine ng work o residence permit upang mamalagi noon sa UK?*
- a. Yes
  - b. No**
  - c. Maybe

Answer: **b.** - Since Christine was an EU citizen from Germany, and the United Kingdom was an EU state in 2005, she would not have needed a work or residence permit to stay in the United Kingdom.

8. Anna got married to a European and lived in the United Kingdom for 20 years, eventually becoming a naturalized citizen before 2020. Now that the country left the EU via Brexit,



would Anna, a citizen of the United Kingdom, need a work or residence permit if she were to move to another EU country?

*Nakapag-asawa si Anna ng isang Europeo at nanirahan siya sa UK nang 20 taon. Bago taong 2020, naging ganap na mamamayan ng UK si Anna. Ngayong lumisan na sa EU ang UK bunga ng Brexit, kailangan ba ni Anna ng work o residence permit kung nais niyang manirahan sa ibang EU member state?*

- a. Yes
- b. No
- c. **Maybe**

Answer: **c.** - Anna might need a permit, depending on the country and the new rules, since the United Kingdom is not part of the EU anymore, and she is now a citizen of the United Kingdom.

9. Bonus Trivia Question: Which German chancellor, often considered a founding father of the EU, gives his name to an Asian Center for Journalism in the Philippines?

*Sa aling pinuno ng Alemanya ang kinikilala bilang isa sa mga tagapagtatag ng EU ipinangalan ang Asian Center for Journalism na nakabase sa Pilipinas?*

- a. Alcide De Gasperi
- b. Robert Schuman
- c. Jean Monnet
- d. **Konrad Adenauer**

Answer: **d.** [Konrad Adenauer](#) is the German chancellor whose name is carried by the Asian Center for Journalism of the Ateneo de Manila University.

10. Bonus Matching Type: Match the EU institutions to their ASEAN counterparts.

*Itugma ang mga institusyong EU sa kanilang katumbas sa ASEAN.*

European Commission	ASEAN Chairmanship
European Council	ASEAN Secretariat
Council of Ministers	ASEAN Ministerial Meetings

Answers: The European Commission has its headquarters in Brussels, Belgium, and is the counterpart of the ASEAN Secretariat in Jakarta, Indonesia. The European Council has a rotating presidency that is similar to the ASEAN Chairmanship. Lastly, the Council of Ministers is roughly equivalent to the ASEAN Ministerial Meetings, with both having a Coreper.



*Option 2: Profile/Reflective*

Students can answer the following in table form, create an information web or an infographic, or report/present their research in front of the class. It could be individual work or by group.

Name one person that was important in the founding of the EU. What is this person's contribution to the EU institutions and peace in Europe?

*Gumawa ng talaan o talanguhit tungkol sa isang indibidwal na kabilang sa mga tagapagtatag ng EU. Ano ang kaniyang ambag? Saang larangan siya nakilala?*

Students might also choose one of the following, or think of another person on their own:

1. Konrad Adenauer
2. Joseph Bech
3. Johan Beyen
4. Winston Churchill
5. Alcide De Gasperi
6. Wallter Hallstein
7. Sicco Mansholt
8. Jean Monnet
9. Robert Schuman
10. Paul-Henri Spaak
11. Altiero Spinelli

Remember to emphasize how Europe was a continent of conflict and wars before the emergence of the EU. The ideas and roles of the people who founded the EU can be taught to highlight how they realized that peace and economic stability were important in rebuilding Europe through international cooperation after the World Wars by creating more international cooperation.

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*Option 3: Role-Play/Creative*

This activity, while best done in person, could also work via [Zoom](#), [Google Meet](#), or other group conferencing apps. Assign the students to role-play any of the following important events in EU's development:

*Magpapalabas ang mga mag-aaral ng dula tungkol sa ilang mahahalagang kaganapan sa pag-usbong at pagsulong ng EU. Gaganap ang mga mag-aaral bilang mga taong nagkaroon ng mahalagang papel sa mga naturang kaganapan:*

1. The founding of the [European Coal and Steel Community](#); roles could include: [Joseph Bech](#), Johan Beyen, [Winston Churchill](#), Konrad Adenauer, [Alcide De Gasperi](#), Wallter Hallstein, [Sicco Mansholt](#), Jean Monnet, [Robert Schuman](#), Paul-Henri Spaak, [Altiero Spinelli](#), and/or the ambassadors of Italy, France, West Germany, Belgium, Netherlands, and Luxembourg. For reference in this skit, students might want to read [this article](#).
2. the [Reunification of Germany](#); roles could include: [Ronald Reagan and Mikhail Gorbachev](#), [Helmut Kohl](#), politicians in West and East Germany, citizens of West and East Germany. For reference in this skit, students might want to read [this article](#).
3. The United Kingdom leaving the EU via [Brexit](#); roles could include: [Nigel Farage and Brexit supporters](#), [Ursula von der Leyen](#), and/or [Herman van Rompuy](#). For reference in this skit, students might want to read [this article](#), available also as [a Podcast](#) or [in Spanish](#).

The students are encouraged to be creative in portraying how the personalities and institutions they represent saw the issue, and also to react in-character to how it happened historically.



**OTHER INFORMATION (KARAGDAGANG IMPORMASYON)**

For questions, comments, and/or suggestions about this lesson plan, please send an Email to [europeanstudies.soss@ateneo.edu](mailto:europeanstudies.soss@ateneo.edu) or visit us on [our website](#).

*Kung mayroon kayong mga tanong, komento, o kaya mga suhestiyon tungkol sa lesson plan na ito, maaaring magpadala ng email sa [europeanstudies.soss@ateneo.edu](mailto:europeanstudies.soss@ateneo.edu) o bumisita sa [aming website](#).*

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