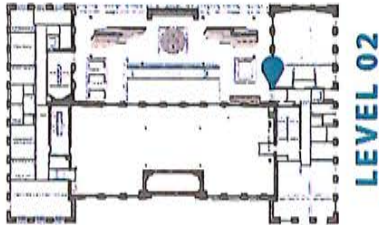


Overview of debriefing instructions for teachers

1

Debrief meeting point

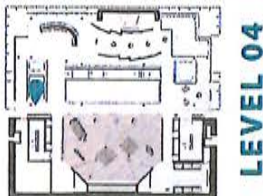


- Meet your teacher and the other groups next to the Service Elevator for debriefing.
- Key question:** Who do Europeans think they are?
- Group 1:** How have people used maps to view themselves and others?
- Group 2:** What does mythology tell us about how Europe might have gotten its name?
- Group 3:** Being European: can it be defined?
- Group 4:** Why is remembering our past important?

Your next stop will be on floor 3. Take the elevator up and go to the section 'Europe: A global power (1789-1914)'. Go to the audio-visual 'Revolutions', located to the left of the elevator for your next briefing.

3

Debrief meeting point

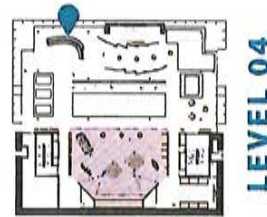


- Meet your teacher and the other groups near the bench located next to the three door elevator
- Key question:** How were Europeans united & divided after World War II?
- Group 1:** Who were the competing forces in the Cold War?
- Group 2:** Why is it important for us to remember the Holocaust/Shoah?
- Group 3:** What were the similarities and differences in eastern and western European countries in housing and health after the war?
- Group 4:** What were the similarities and differences in eastern and western European countries in education and travel opportunities after the war?

Your next stop will be on Floor 5. When you exit the 3 door elevator, walk to the other side of the gallery and locate the audio-visual '1989: The Iron Curtain breaks down'.

2

Debrief meeting point



- When you exit the three door elevator on Level 4, turn left and walk to the 'Cultural and Moral Reconstruction' section for debriefing. This display case contains the Universal Declaration of Human Rights adopted by the United Nations in 1948.
 - Key question:** How have Europeans won & lost their rights?
 - Group 1:** How did European standards of living change in the 19th century?
 - Group 2:** How did Europeans take away the human rights of other people?
 - Group 3:** What methods are used by totalitarian regimes to control people?
 - Group 4:** How was civilian life threatened and disrupted during World War II?
- When the debriefing is over, click on the tablet to read your next briefing.

4

Debrief meeting point



- When you exit the three door elevator, turn right and find the 'Nobel Prize' display case. This display case is about the pros & cons on whether the EU deserved to receive the Nobel Prize in 2012.
- Key question:** What does it mean to be a citizen of the European Union (EU) in today's world?
- Group 1:** Becoming a member of the EU: what does it mean? What does it take?
To help you reach a conclusion on this topic, read the description of Jörg Frank's painting 'Europa: Work in Progress'.
- Group 2:** Does a common currency bring Europeans closer together?
To help you reach a conclusion on this topic, listen to the display text of the Nobel Prize show case and read the description of the Banner and the pile of books.
- Group 3:** Moving in, out and around the EU: How do you experience it whether you are an EU or non-EU citizen?
- Group 4:** Why is language diversity important for Europeans?

Click on the tablet for the next briefing.



Group A: The Evolutionary Thread

Path: Level 2 → Level 3 → Level 4 → Level 5 → Level 6

This group follows a **chronological and conceptual evolution**, moving from the abstract idea of "Europe" to the concrete challenges of modern citizenship.

Phase 1: Origins & Identity (Level 2)

- **The Hook:** Before diving into the worksheets, explain that Europe isn't just a place on a map, but an idea born from stories, myths, and geography.
- **The Focus:** Understanding how we view ourselves through maps and common heritage.
- **Debriefing Point:** Consolidate the idea that "European" is a fluid definition. Europe is defined by geographical boundaries but also by common traditions, values, and shared history.

Phase 2: Power, Growth & The Loss of Rights (Level 3)

- **The Hook:** Transition from *who* we are to *how* we lived. In the 19th century, Europe became a global power, but this power came with internal and external struggles for rights.
- **The Focus:** The 19th-century standard of living increased, but as Europeans gained rights (like the vote), they simultaneously took away the human rights of others through colonialism.
- **Debriefing Point:** Discuss the contradiction of an era that saw both the "progress" of the industrial revolution and the systematic oppression of others.

Phase 3: Totalitarianism & The Trauma of War (Level 3)

- **The Hook:** After the growth of the 19th century, the 20th century brought a dark shift where the very idea of "rights" was nearly destroyed by extremism.
- **The Focus:** How totalitarian regimes used specific methods to control people and how civilian life was completely disrupted during World War II.
- **Debriefing Point:** Reflect on the fragility of rights and the total destruction of the war, using the **Universal Declaration of Human Rights (1948)** as the turning point for recovery.

Phase 4: Division & Integration (Level 4)

- **The Hook:** After the total destruction of the war, Europe had to choose: stay divided by ideology or find a new way to unite.
- **The Focus:** The contrast of the Cold War (East vs. West), comparing the competing forces and the differences in daily life (housing, health, travel) on either side of the Iron Curtain.
- **Debriefing Point:** Discuss the significance of **1989** and the breaking down of the Iron Curtain as the moment that made modern European integration possible.

Phase 5: Modern Challenges & Citizenship (Level 5)

- **The Hook:** What are the actual advantages and responsibilities of being European in the 21st century?
- **The Focus:** Exploring the practicalities of the EU—the common currency, the importance of language diversity, and the reality of moving in, out, and around the Union.
- **Debriefing Point:** Conclude with the "**Nobel Prize**" debate. Ask the students: Based on the "Work in Progress" painting, is the EU a finished project or a constant effort? What does it mean to be a citizen in this diverse, multilingual Union today?

INTRODUCTION to FLOOR 2

"What do we understand by **Europe**? Europe isn't an easily definable entity. What we understand by Europe has always been a matter of contention. This is the reason why the **House of European history** focuses on those events and developments which have been formative for the whole continent. Those developments which have been originally European, have spread all over the continent and which are relevant up to now.

We are starting here with the question where does a name come from? The **ancient myth of Europa** (trascritto come *Aopa* nel testo) and the bull tells the story about a **Phoenician princess** which had been robbed by **Zeus** (trascritto come *Zo*) who brought her to **Crete** (*Creit*). Isn't this an astonishing aspect that the name giver of our continent came from abroad? In this gallery you can see that the widespread perception of this myth throughout the times.

One of our oldest object is here the **metopa from Sicily** from the sixth century before Christ. At the end of this gallery you will find the youngest example of the perception Europa as a watermark on our banknotes. According to the myth it was Europa's brother **Cadmus** (*Katmos*) who brought the **Phoenician alphabet** to the Greeks who developed on this basis a full alphabet which in turn became the fundament of all European scripts.

This means the myth contains a **historical fact**. Indeed, the development of the alphabet is one of the most prominent examples of **cultural exchange** in ancient times. We have chosen beautiful objects in order to shed light on this story... all with the intention that we should remind in all our reflections about European culture and civilization and history that **Europe is deeply influenced by cultural exchange with other continents and people.**"

INTRODUCTION to MAPS

The next question is what does Europe mean in geographical terms?

Geographically **Europe is not clearly defined entity.** These maps here in this display case illustrate very clearly that the **idea of Europe, the concept of Europe** have **radically changed throughout history.**

One of our main messages in the exhibition is that **Europe is a culture term** Europe is perceived as a **continent** and not just as an appendix of Asia due to the **particularity of its culture and its history.**

Mapping Europe

Where does Europe begin and where does it end? Since ancient times it's described as being distinct; culturally and historically shaped – yet geographically, Europe and Asia are one continent.

Europe's interest in maps and map-making has a long and varied history reaching back to ancient Greece and Rome. The discovery of sea routes to the Americas in the 15th century changed not only Europeans' views of the known world but also how they saw themselves.

Virtual Tour

[Shaping Europe](#) ↗

Works by ancient geographers such as Claudius Ptolemy (c.90–c.170 CE) give us glimpses into their known world. Only parts of Europe, Asia and North Africa are represented. Ptolemy used a system of coordinates to locate specific places. His maps remained the basis for European cartography beyond the 15th century.

World-map in Ptolemy's geography
Italy, ca. 1454
Ioannis Rhosos
Illustrated manuscript
Replica of the original in the Biblioteca Nazionale Marciana,
Venice, Italy

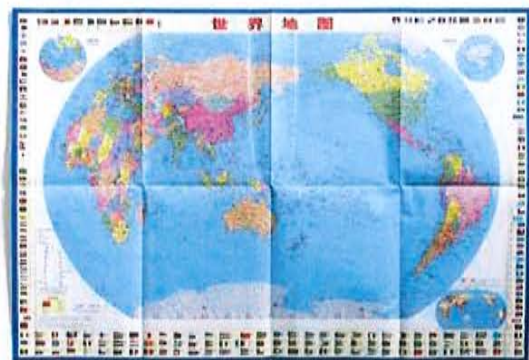


Maps created during the Middle Ages often disregarded geographical accuracy in favour of Christian messages and symbolism. In the Renaissance, the continent of Europe was represented as the Virgin Mary: an expression of its Christian identity.

Europe as the Virgin Mary
Basel, Switzerland, (1588) 1628
From Sebastian Münster's (1488–1552) "Cosmographia"
House of European History, Brussels, Belgium

Our view of the world is usually determined by where we live. World maps created outside Europe make this strikingly clear; the continent suddenly seems distant and small.

World map
China 2012
SinoMaps Press
House of European History, Brussels, Belgium

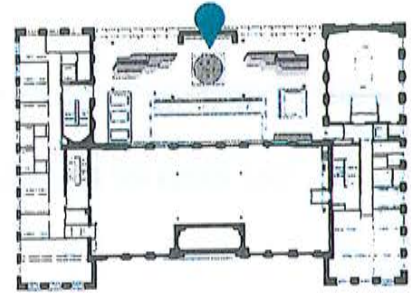


GROUP 1

GO TO THE DISPLAY CASE 'MAPPING EUROPE'
(ALLOW 10 MINUTES)

LEVEL 02

How have people used maps to view themselves and others?



To help you answer this question, have a look at the display case with all the different maps.

Find the map of Europe representing the continent as a woman. With the help of information on your tablet find out:

Who is this woman?

VIRGIN MARY

When was it made?

1544

Why did the cartographers (map makers) disregard geographical accuracy?

IN FAVOUR OF CHRISTIAN MESSAGE → VIRGIN MARY = EXPRESSION OF EUROPE AS CHRISTIAN IDENTITY

Now, find two maps not representing Europe at their centre:

	Map n°1	Map n°2
In which country was it designed?	AUSTRALIA	CHINA
When was it published?	1929	2012
What does Europe look like?	SMALL, EDGE OF THE MAP	SMALL AND DISTANT

With the help of the different maps in this section, draw your own map of the world:

Which continent will you chose to put in the centre?

Explain the reasons for your choice:

.....



My map of the world : be creative!

.....



How have people used maps to view themselves and others?

Write down five words that will help you answer this question during Debriefing with the rest of the group.

.....

.....

.....



Debrief 1 meeting point



Meet your teacher and the other groups next to the Service Elevator for debriefing.



Key question: Who do Europeans think they are?



Group 1: How have people used maps to view themselves and others?



Group 2: What does mythology tell us about how Europe got its name?



Group 3: Being European: can it be defined?



Group 4: Why is remembering our past important?

Your next stop will be on floor 3. Take the elevator up and go to the section 'Europe: A global power (1789-1914)'. Go to the audio-visual 'Revolutions', located to the left of the elevator for your next briefing.

INTRODUCTION to EUROPEAN HERITAGE

This leads us to the next question. Is there something like a European heritage? What binds this continent together? Are there features, traditions, achievements which could be called typical European distinguishing our continent from culture and civilization of other continents? The exhibition shows 14 elements. core elements which we consider as hallmarks of European civilization. Each of them is displayed by an iconlike original object together with a contemporary photograph bringing to mind the actuality of the phenomena. Let's have a closer look what we are talking about. Greek philosophy, the invention of democracy, Roman law laying the ground for the legal system in Europe, dominance of Christianity, state terror, slave trade very much connected with colonial expansion of the European powers, humanism and the invention of the individual during the Renaissance. Enlightenment radically changing the way we look at the world.

Revolutions. Europe was a playground of revolutions. Capitalism, socialism, the nation state. And finally, the exhibition brings to mind that Europe was the breeding ground of murderous totalitarianism and the set of fire of two world wars. Our intention is here to make our visitors think about this heritage, its impact, its obligations, but also its chances, its opportunities."

European heritage

What binds the continent together? What could be regarded as European heritage?

Europe is more than the addition of national histories, but is it a civilization and culture characterised by particular traditions and values developed through history?

There are basic elements which are originally European and have spread all over the continent. Can these be considered distinct hallmarks of European culture? If so, what parts of this European heritage should we preserve, what do we want to change, what should we contest?

From its origins in the Middle East, Christianity spread across Europe to become immensely influential and a defining feature of 'Western' civilisation. Today, European values, traditions and culture still reflect this long Christian heritage.

*Carved figure of Pope St. Martin's Church Utrecht
The Netherlands
late 15th century
Museum Catharijneconvent, Utrecht, Netherlands*



The eighteenth century 'Age of Enlightenment' was a watershed in the cultural and political development of Europe. Emphasising the value of reason and rational thinking, it inspired dramatic developments in science, philosophy, society and politics.

*Diderot's and d'Alambert's Encyclopaedia
Paris, France 1751-1772
House of European History, Brussels, Belgium*



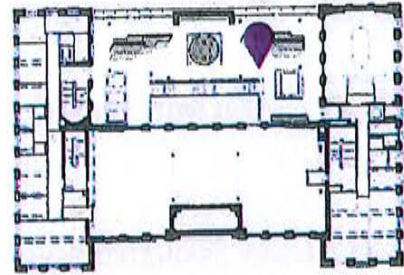
Democracy is a form of government that gives self-determination to citizens, with political decisions made by the majority of the people. It was only in the twentieth century that European democracies extended the right to vote to include all adult citizens.

*Ballot selecting Themistocles for exile
Athens, Greece, 5th Century BCE
Clay
Μουσείο Αρχαίας Αγοράς / Museum of the Ancient Agora, Athens, Greece.*

📍 GO TO THE SECTION 'EUROPEAN HERITAGE'
(ALLOW 10 MINUTES)

LEVEL 02

🔍 Being European: can it be defined?



This is a complex question. Curators at the House of European History have tried to answer it by choosing 14 key topics that they believe are important defining elements of European history. Each topic is represented by an historical object and a contemporary photograph.

- | | |
|--------------------|------------------------------------|
| 1. Democracy | 8. Omnipresence of Christianity |
| 2. Philosophy | 9. Rationalism & Enlightenment |
| 3. Rule of law | 10. Revolutions |
| 4. The Slave Trade | 11. Capitalism |
| 5. Humanism | 12. Marxism, Communism & Socialism |
| 6. State Terror | 13. Nation State |
| 7. Colonialism | 14. Genocide |

Pick one of the topics that you think is particularly relevant in defining Europe. Listen to the audio-visual and find out which historical object and contemporary photograph represent this topic.

Your choice of topic:

EX DEMOCRACY

Historical object linked with the topic:

OSTRACON (GREEK POTTERY)

Contemporary photograph linked with the topic:

CITIZENS QUEUING AT
MODERN POLLING
STATION DURING
NATIONAL ELECTION

Pick another one of the topics that you are surprised to see in the display case. Listen to the audio-visual and find out which historical object and contemporary photograph represent it.

Your choice of topic:

Historical object linked with the topic:

Contemporary photograph linked with the topic:

Can you think of one more important topic that you would like to add to the display case? Which object and photo would represent it?

Your topic:

EXAMPLE: SCIENTIFIC COOPERATION

Historical object representing your topic:

MICROSCOPE

Contemporary photograph linked with your topic:

EU SPACE STATION



Being European: can it be defined?

Write down five words that will help you answer this question during Debriefing with the rest of the group.

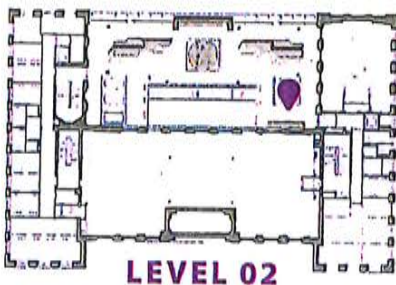
DIVERSITY

DEMOCRACY

CONFLICT



Debrief 1 meeting point



Meet your teacher and the other groups next to the Service Elevator for debriefing.

- Key question: Who do Europeans think they are?
- Group 1: How have people used maps to view themselves and others?
- Group 2: What does mythology tell us about how Europe might have gotten its name?
- Group 3: Being European: can it be defined?
- Group 4: Why is remembering our past important?

Your next stop will be on floor 3. Take the elevator up and go to the section 'Europe: A global power (1789-1914)'. Go to the audio-visual 'Revolutions', located to the left of the elevator for your next briefing.

INTRODUCTION to FLOOR 3

The 19th century was a revolutionary period for European history and a time of great transformation in all spheres of life. Human and civil rights, democracy and nationalism, industrialisation and free market systems, all ushered in a period of change and chance.

By the end of the century Europe had reached the peak of its global power. However, social and national tensions as well as international rivalries festered - all exploding in conflict at the beginning of the 20th century.

Markets and people

Steam, smoke, factories, noise – all announced the beginning of the Industrial Revolution in Great Britain. To different degrees manufacturing then spread across Europe turning the continent into the world centre of industrialisation, finance and commerce. New technical innovations initiated industrial progress with steam power driving the development of heavy industry. Methods of production were totally transformed and large factories with thousands of workers mass produced industrial and consumer goods.

Workers in the 19th century were wage labourers who did not have legal protection or social security. They often had to work and live in appalling conditions. Only at the end of the century did their situation improve with the gradual attainment of voting rights.

Advert for Maison du Peuple

Brussels, Belgium, 1899

Poster Reproduction

Amsab-Instituut voor Sociale Geschiedenis, Ghent, Belgium



Industrialisation and the introduction of mechanised manufacturing utterly changed working conditions for people across Europe.

Nasmyth steam hammer

Great Britain, ca. 1850

Replica

Science Museum, London, United Kingdom

Originating from the French language, the word bourgeoisie describes a new social category of people who emerged out of the changes in society brought about by the Industrial Revolution. Economically independent, educated and gaining political rights, they were the driving force behind economic and political changes.

"Portrait de Monsieur et Madame Georges Hobé"

Belgium, 2nd half of the 19th century

Gustave Vanaise (1854-1902)

Musées royaux des Beaux-Arts / Koninklijke Musea voor Schone Kunsten, Brussels, Belgium



INTRODUCTION to Bourgeoisie and working class

Workers in the 19th century were wage labourers who did not have legal protection or social security. They often had to work and live in appalling conditions. Only at the end of the century did their situation improve with the gradual attainment of voting rights.

The working classes were never a single entity. The ranks of those who considered themselves working class varied between countries, between industrial and rural sectors and between the qualified and unqualified.

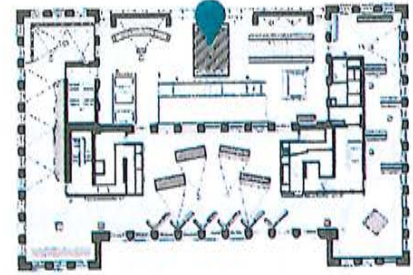
Originating from French, the word bourgeoisie describes a new category of people who emerged out of the social changes brought about by the Industrial Revolution.

Economically independent, educated and gaining political rights, they were the driving force behind economic and political changes.

Ranging from shopkeepers, civil servants and professionals to industrialists, they were the first group to assert their rights against the aristocracy and played an important role in the development of modern democracies.

GO TO THE SECTION 'BOURGEOISIE AND WORKING CLASS' (ALLOW 10 MINUTES)

How did European standards of living change in the 19th century?



To help you answer this question, look at the two paintings displayed in this section. Two very different ways of life are represented in these images. **Which one would you say represents what is often called the 'working class'?** Describe visual elements within the image that justify your answer.

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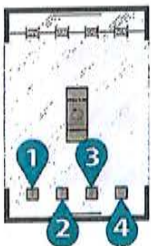
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Identify the document that affected you the most and describe it or sketch it here.

What does it say about working conditions in the 19th century?



Flip through the images in the folders and answer the following:

1 How did working conditions evolve?

.....

2 What changed with regards to Culture & Education?

.....

3 What was new in Social & Political Engagement?

.....

4 Why did so many people migrate in the 19th century?

.....

Find 'The Communist Manifesto' written by Karl Marx and Friedrich Engels in 1848.
What did they think needed to be done to end social inequality and injustice?

.....

This book's impact on 20th century world history is something you will discover more about as you visit the House of European History later.



How did European standards of living change in the 19th century?

Write down five words that will help you answer this question during Debriefing with the rest of the group.

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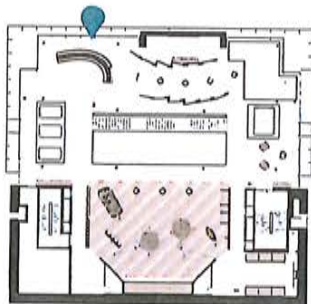
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Debrief 2 meeting point



LEVEL 04



When you exit the three door elevator on Level 4, turn left and walk to the 'Cultural and Moral Reconstruction' section for debriefing. This display case contains the Universal Declaration of Human Rights adopted by the United Nations in 1948.



Key question: How have Europeans won & lost their rights?



Group 1: How did European standards of living change in the 19th century?



Group 2: How did Europeans take away the human rights of other people?



Group 3: What methods are used by totalitarian regimes to control people?



Group 4: How was civilian life threatened and disrupted during World War II?

When the debriefing is over, click on the tablet to read your next briefing.

INTRODUCTION to STALINISM AND NATIONAL SOCIALISM

TOTALITARIANISM VS. DEMOCRACY (1918 - 1939)

As a consequence of World War I, old empires broke up and new states were created. Pacifism and the idea of European integration grew in influence.

Parliamentary democracy flourished all over Europe, whereas the Soviet Union became the first Communist dictatorship. However, by 1939 the majority of these democracies had failed and most Europeans lived under authoritarian or totalitarian regimes, which forcibly controlled public and private life and limited individual freedoms.

The displays ahead of you explore the two most brutal forms of these regimes, Stalinism and National Socialism. We have chosen to compare and contrast these systems which were ideologically opposed to each other and yet so alike in their brutality and oppression.


Totalitarianism versus democracy

As a consequence of World War I, old empires broke up and modern national states were created. Pacifism and the idea of European integration gained increased support but faltered in the face of rising nationalism and totalitarian aggression.

Parliamentary democracy flourished all over Europe, whereas the Soviet Union became the first Communist dictatorship. However, by 1939 the majority of these democracies had failed and most Europeans lived under authoritarian or totalitarian regimes, which forcibly controlled public and private life and limited individual freedoms.

The Nazis came to power in 1933 and established a totalitarian regime that saw Aryan Germans as the biologically superior master race, destined to dominate Europe. Jews were blamed for Germany's problems and accused of plotting to take over the world.

Virtual Tour

[Totalitarianism vs. Democracy](#) 

Joseph Stalin's cult status began soon after he took control of the Soviet Union in the late 1920s, and reached its peak after Soviet victory in World War II.

*"Raise higher the banner of Marx, Engels, Lenin, and Stalin!"
Soviet Union, 1933*

Gustav Klutsis (1895-1938)

Poster Reproduction

*Российская государственная библиотека / Russian State Library,
Moscow, Russia*



The constitutions of countries across Europe gave men – and in many cases women – the right to vote. State power was limited, which was a real breakthrough for democracy.

Ballot box

Finland, early 20th century

Vapriikki Museokeskus, Tampere, Finland

During the League of Nations Assembly of 5 September 1929, the French minister Aristide Briand called on European countries to condemn war with one voice and adopt a policy of disarmament. It was the first time a European state had taken the initiative of proposing joint European action.

Aristide Briand (1862-1932) at the League of Nations
Photo: Erich Salomon (1886-1944)
Granger Historical Picture Archive/Alamy Stock Photo



The Spanish Civil War began in 1936 and ended in 1939 with the victory of Franco's dictatorship. His coup d'état against the Second Spanish Republic is illustrative of the period's confrontation between dictatorship and democracy. The bombing of the Basque town of Guernica on 26 April 1937 by German and Italian planes was one of the most horrific events of the Spanish Civil War.

"Guernica"
France, 1937
Bronze sculpture
René Iché (1897-1954)
House of European History, Brussels, Belgium

The Nazi regime brutally repressed its enemies and also ensured that those who were seen as security risks because of their political opposition, civil disobedience or resistance ended up in concentration camps.

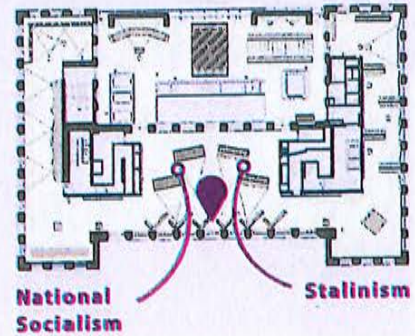
Chart of prisoner markings
Dachau concentration camp, German Empire, ca. 1938-1942
Reproduction
KZ-Gedenkstätte Dachau, Dachau, Germany Bundesarchiv, Bild 146-1993-051-07 / CC-BY-SA 3.0, Koblenz, Germany



GO TO THE SECTIONS 'STALINISM AND NATIONAL SOCIALISM'
(ALLOW 10 MINUTES)

LEVEL 03

What methods are used by totalitarian regimes to control people?



In the past and today, regimes or states have tried to control all aspects of peoples' lives. Curators at the House of European History have decided to compare and contrast two historical regimes: Stalinism and National Socialism (also called Nazism). Both regimes tried to exert total control over the populations they ruled.

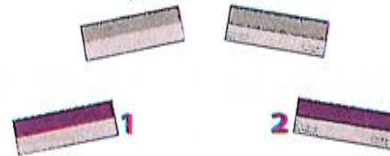
These are the five points of comparison used by House of European History's curators to contrast these regimes. Watch the audio-visual and tick the box when you hear them:

- economy
- mass mobilisation
- ideology
- mass terror and genocide
- cult of the leader

Which of these methods do you think was most effective in controlling people?

.....

.....



How did Stalin and Hitler become leaders in their countries? Go to display case n°1 and n°2 to find out.

Stalin:

AFTER DEATH OF LENIN.....

Hitler:

ELECTION.....

Why did the photographer Heinrich Hoffmann take photos of Hitler?

TO BUILD THE "CULT OF THE LEADER".....

Can you think of any country or regime in the world today that uses these methods to control people?

.....

.....

Definitions



Totalitarianism:

is a form of rule that is carried out by different types of regimes with the aim of maintaining total control over a society including the public and private lives of citizens. Nazism and Stalinism are exemplars of this type of rule in the 20th century.

National Socialism also called **Nazism**: was a racist ideology that looked to purify society and eliminate anyone considered 'unworthy'. The Nazi party was led by Adolf Hitler.

Joseph Stalin:

was a Soviet leader who led a very brutal and repressive regime between the late 1920s until his death in 1953. His period of rule is called Stalinism and is associated with a regime of terror.

Communism:

is an ideology that aims to achieve the creation of an equal, classless and secular society. Its emergence on the world stage is often dated to the Russian Revolution of October 1917 when it appeared to be an alternative form of politics to monarchies, parliamentary democracy and market economies.



What methods are used by totalitarian regimes to control people?

Write down five words that will help you answer this question during Debriefing with the rest of the group.

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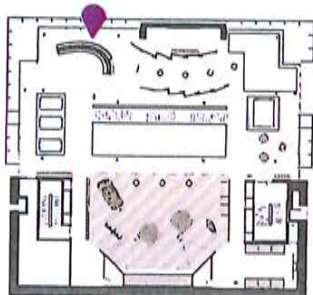
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Debrief 2 meeting point



LEVEL 04



When you exit the three door elevator on Level 4, turn left and walk to the 'Cultural and Moral Reconstruction' section for debriefing. This display case contains the Universal Declaration of Human Rights adopted by the United Nations in 1948.



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Group 3: What methods are used by totalitarian regimes to control people?



Group 4: How was civilian life threatened and disrupted during World War II?

When the debriefing is over, click on the tablet to read your next briefing.

Cold War

Between 1945 and 1949 a gulf opened between the former Allied powers on every international issue, with the USA, Great Britain and France on one side and the Soviet Union on the other. The dropping of atomic bombs on Japan in 1945 proclaimed the USA as the new global power. In 1949, the Soviet Union would reach the same status by developing its own atomic bomb.

Virtual Tour

[Cold War](#) ↗

Sharp ideological differences between Western liberal democracies and Eastern communism resurfaced, increasing the chances of a new world war.

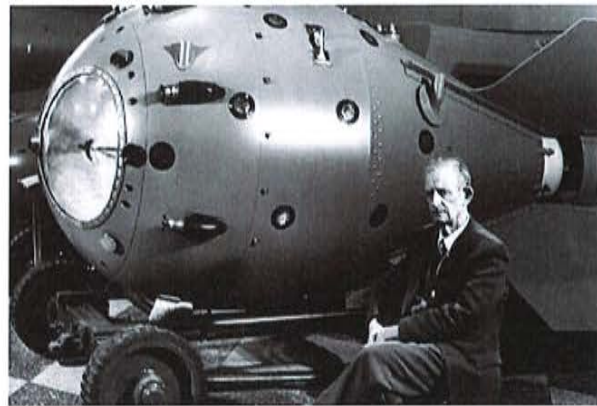
First Soviet Union atomic bomb

Moscow, Soviet Union

second half of 20th century

Photograph

Политехнический музей / Polytechnic Museum, Russia, Moscow



Marshall Plan funds were offered to most Western and Eastern European countries but the Soviet Union instructed governments in countries under its influence to reject the offer, contributing to a widening of the continental divide. By the time the Plan ended all recipient countries had surpassed their pre-war economic levels.

Stalin tries blocking Marshall Plan

The New York Times

United States, 1947

Edwin Marcus

Cartoon, Reproduction

The New York Times, United States

The Western and Eastern blocs were determined to present their particular model of society as being superior. The East adhered to Communist ideology supplanting Capitalism and relied on state-planned economies and single party rule. These economic and political characteristics were presented as merely an intermediary step to a classless and stateless society.

"CCCP USA"

Paris, France, 1968

Roman Cieslewicz

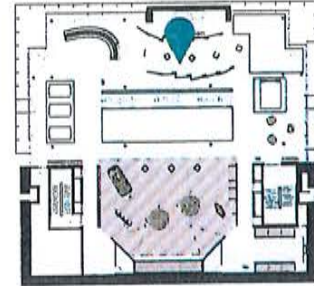
Poster, Reproduction

House of European History, Brussels, Belgium



GO TO THE SECTION 'COLD WAR'
(ALLOW 10 MINUTES)

Who were the competing forces in the Cold War?



You are now in 1946, just after World War II.

Identify the countries opposing each other in this section.

- 1.....
- 2.....

Which country do you think made its point better with the help of posters and explain the reason for your choice.

.....

Describe the poster that is the most convincing to promote its vision of the world.


.....

There is something called the 'Third Force' in this section. Identify what it is.

.....

Watch the audio-visual about the Cold War to help you.

.....

 **Definitions**

Propaganda: is the spreading of information often only giving one part of an argument with the intention of influencing people's opinion.



Who were the competing forces in the Cold War?

Write down five words that will help you answer this question during Debriefing with the rest of the group.

.....

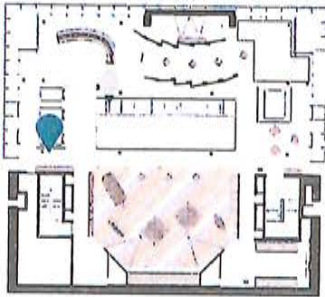
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Debrief 3 meeting point



LEVEL 05



Meet your teacher and the other groups near the bench located next to the three door elevator



Key question: How were Europeans united & divided after World War II?



Group 1: Who were the competing forces in the Cold War?



Group 2: Why is it important for us to remember the Holocaust/ Shoah?



Group 3: What were the similarities and differences in eastern and western European countries in housing and health after the war?



Group 4: What were the similarities and differences in eastern and western European countries in education and travel opportunities after the war?

Your next stop will be on Floor 5. When you exit the 3 door elevator, walk to the other side of the gallery and locate the audio-visual '1989: The Iron Curtain breaks down'.

Creating social security

The 1950s and 60s saw living conditions improve substantially for most people across Europe. Economic growth and the introduction of the welfare state brought better housing, education, health care and social services.

In Western Europe public planning paralleled the reconstruction of the private sector. Within the Communist sphere, state run, planned economies, controlled all national resources, intervening at will to affect the daily life of citizens. The differences between market and state economies were unmistakable.

Virtual Tour

[Creating social security](#) ↗

The S-shaped plastic chair created by Danish designer Verner Panton is a typical product of this era. Designers in communist countries were equally keen to demonstrate their design credentials, with East Germany producing its own Z-shaped chair shortly afterwards.

S-shaped chair

West Germany, 1960s

Verner Panton (1926-1998)

Plastic

House of European History, Brussels, Belgium



Enormous changes occurred in European education systems in this period. State funding increased at all levels thanks to booming economies and the welfare state, meaning better access for more children and young people – education was no longer just for the privileged minority.

Class photo

Bulgaria, 1960s

Private collection

Satellite cities and large estates were built following the principles of modernist architecture. Mile upon mile of identical grey cement blocks developed alongside transport and social service hubs. The negative effects of such extreme functionalism and harsh aesthetic standardisation on people's lives and social fabric would only be recognised later.

Model of three room flat "WBS 70"

East Germany, 1970s

Replica

Deutsches Historisches Museum, Berlin, Germany



This chair from the Eastman dental clinic for children reminds us that healthcare in pre-war Europe was largely dependent on the generosity of private donors such as the American businessman George Eastman. In the 1930s he founded and sponsored several dental clinics in Europe, which after the war were incorporated into public health services.

Dentist chair from Eastman Dentist Clinic

Stockholm, Sweden, 1950s

Eastmaninstitutet, Stockholm, Sweden

Owning a car, formerly the preserve of the rich, now became a possibility for increasing numbers of people and signified European prosperity. In the Eastern Bloc, however, where production never met demand, they were luxury items, sometimes with years-long waiting lists. Iconic models such as Italy's FIAT sold licences in other continental states.

Zastava 750, produced under FIAT license

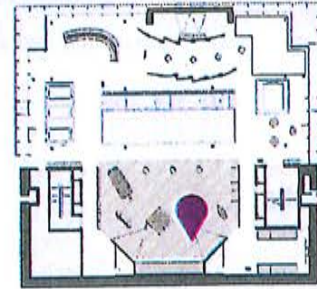
Yugoslavia, 1978

House of European History, Brussels, Belgium



GO TO THE SECTION 'CREATING SOCIAL SECURITY'
(ALLOW 10 MINUTES)

What were the similarities and differences in eastern & western European countries in housing and health after the war?



Find three improvements in the quality of life that took place during the 1950s and 1960s for eastern & western countries and write it down:

	Housing	Health
West		
West		
West		
East		
East		
East		

Watching the audio-visual and checking the tablet, find out what were the implications of all this progress in terms of human liberties in the eastern countries and on ecology/environment in the western countries?

Human liberties in the eastern countries:

EX: FREE HEALTHCARE, HOUSING

Ecology in the Western countries:

Explain why the two plastic chairs look almost alike but yet different.

Drinking a Cockta. Where in Europe was it drunk?

YUGOSLAVIA

Watch the audio-visual 'Main achievement' to help you.



What were the similarities and differences in eastern & western European countries in housing and health after the war?

Write down five words that will help you answer this question during Debriefing with the rest of the group.

MODERNIZATION

STATE CONTROL (IN THE EAST)

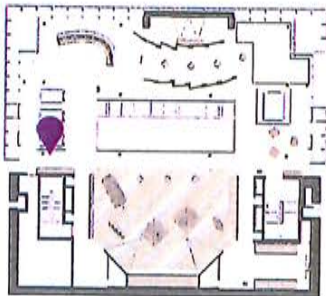
URBANISATION

SECURITY

CONSUMPTION



Debrief 3 meeting point



LEVEL 05



Meet your teacher and the other groups near the bench located next to the three door elevator



Key question: How were Europeans united & divided after World War II?



Group 1: Who were the competing forces in the Cold War?



Group 2: Why is it important for us to remember the Holocaust/ Shoah?



Group 3: What were the similarities and differences in eastern and western European countries in housing and health after the war?

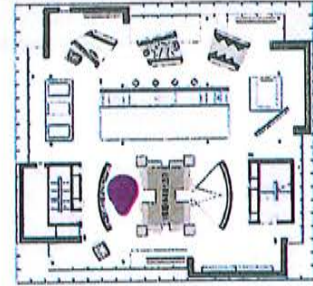


Group 4: What were the similarities and differences in eastern and western European countries in education and travel opportunities after the war?

Your next stop will be on Floor 5. When you exit the 3 door elevator, walk to the other side of the gallery and locate the audio-visual '1989: The Iron Curtain breaks down'.

GO TO THE SECTION 'DEALING WITH DIVERSITY'
(ALLOW 10 MINUTES)

Moving in, out and around the European Union (EU): How do you experience it whether you are an EU or non-EU citizen?

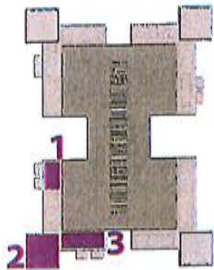


What is the name of the agreement that abolished borders for many European countries in 1995?

.....
.....

Look at the 'Bottle with belongings of migrant'. Have you ever heard the phrase 'A message in a bottle'? What is the message of this object?

.....
.....



Go to display cases n°1, 2 and 3 on this map and list three objects showing how mobility became easier within the EU after 1995:

- 1.
- 2.
- 3.

Identify the two very different realities of experiencing borders represented in this display case.

- 1.
- 2.

Look at the Frontex armband and check the information on the tablet. Explain why the image of a Fortress is used.

.....
.....

Why do you think the House of European History curators put these objects next to each other? Do you think it is a good idea?

.....
.....



Moving in, out and around the European Union (EU): How do you experience it whether you are an EU or non-EU Citizen?

Write down five words that will help you answer this question during Debriefing with the rest of the group.

.....

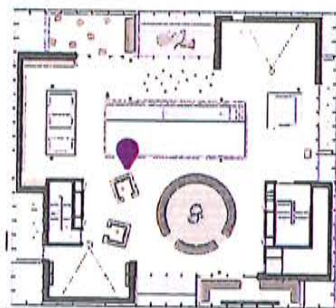
.....

.....

.....



Debrief 4 meeting point



LEVEL 06



When you exit the three door elevator, turn right and find the 'Nobel Prize' display case. This display case is about the pros & cons on whether the EU deserved to receive the Nobel Prize in 2012.



Key question: What does it mean to be a citizen of the European Union (EU) in today's world?



Group 1: Becoming a member of the EU: what does it mean? What does it take?

To help you reach a conclusion on this topic, read the description of Jörg Frank's painting 'Europa: Work in Progress'.



Group 2: Does a common currency bring Europeans closer together?

To help you reach a conclusion on this topic, listen to the display text of the Nobel Prize show case and read the description of the Banner and the pile of books.



Group 3: Moving in, out and around the EU: How do you experience it whether you are an EU or non-EU citizen?



Group 4: Why is language diversity important for Europeans?

Click on the tablet for the next briefing.