

FOR TEACHERS - GROUP B
LEVEL 2-3-4-5

Welcome to the House of European History

Instructions for teachers & educators

Welcome to the House of European History (HEH). A house? Yes, it's a house, a bit different than yours, but maybe it's not that different. In a house we discuss, we argue, we learn and live with people from different generations. We question the issues of today but also those of the past and the future. We look after objects and things that have special meaning for us and our family history. This is what the House of European History is about. Let's open the debate and try to understand our contemporary world through a questioning of the past.

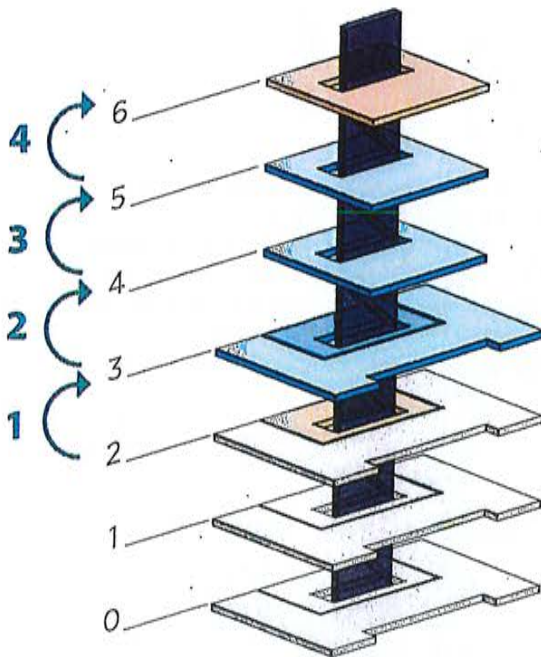
Our museum is a place of discovery, a place of questioning, a place of learning. Try to ensure that everyone around you has the full opportunity to do so.


These 'Find, Analyse & Discuss' worksheets will allow you and your students to discover most sections of the Permanent Exhibition in 90 minutes. You are, of course, welcome to explore all sections in your own time.

To maximise your visit time we recommend you break your class into two groups of roughly equal size led by one teacher (15 students max. per group). The two groups will work independently of each other in the museum. Check the folder(s) you received at the information desk about which floors your group will start their tour.

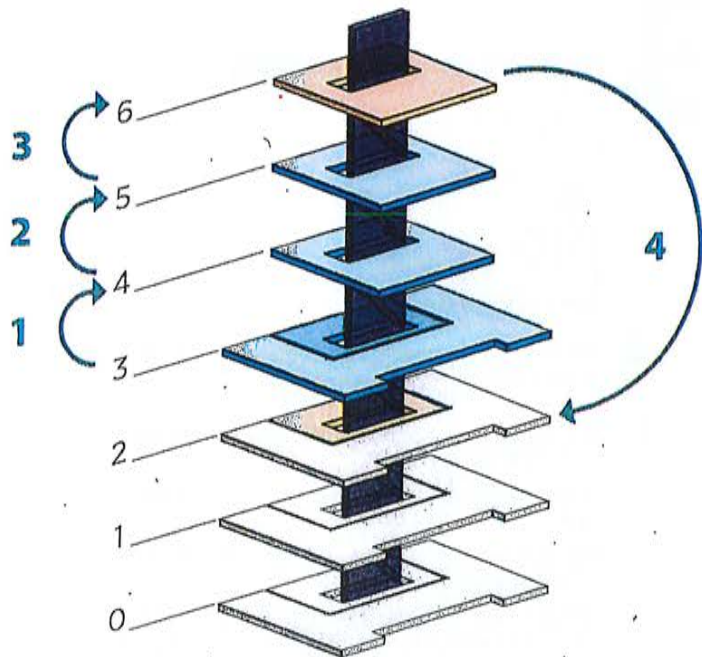
Two scenarios:


Group 1



GROUP 1 starts on floor 2 in the section 'Shaping Europe'. Click on the tablet on  to read your first briefing.

Group 2

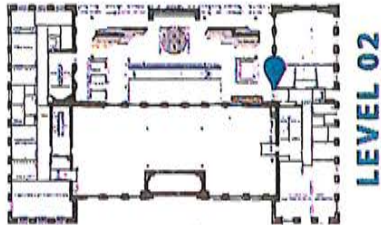


GROUP 2 starts on floor 3 in the section 'Europe: A global power (1789-1914)'. Go to the audio-visual 'Revolutions', located to the left of the elevator. Click on the tablet on  to read your first briefing.

Overview of debriefing instructions for teachers

1

Debrief meeting point

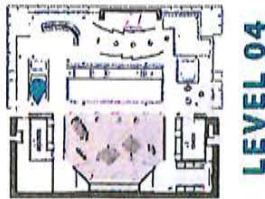


- Meet your teacher and the other groups next to the Service Elevator for debriefing.
- Key question:** Who do Europeans think they are?
- Group 1:** How have people used maps to view themselves and others?
- Group 2:** What does mythology tell us about how Europe might have gotten its name?
- Group 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 B: The Reflexive Analytical Thread

Path: Level 2 → Level 3 → Level 4 → Level 5 → Level 6 **Narrative Logic:** Examining the tension between European "values" and historical "actions"—how we lost our way and how we tried to rebuild.

Phase 1: Who are we? (Level 2)

- **The Hook:** Start by asking: "Is Europe just a piece of land, or is it a set of ideas?" We explore the 'software' of Europe before looking at its history.
- **The Focus:**
 - **Heritage First:** The 14 core elements of European heritage (Democracy, Diversity, but also Conflict and State Terror).
 - **Myth Second:** The story of the Phoenician princess *Europa* and how a myth gave a diverse area a single name.
- **Debriefing Point: Key Question: "Who do Europeans think they are?"** Discuss how a shared name and a complex heritage (both good and bad) define our identity.

Phase 2: Winning & Losing Rights (Levels 3)

- **The Hook:** Now that we've defined our "values," let's see how Europeans acted when they held global power.
- **The Focus:**
 - **The Peak (Level 3):** The 19th-century standard of living improved, but rights were simultaneously taken away from others through colonial expansion.
 - **The Fall (Level 3):** Totalitarianism and WWII. We see the darkest chapters where European heritage was challenged by extreme violence and the destruction of civilian life.
- **Debriefing Point: Key Question: "How have Europeans won and lost their rights?"** Discuss the fragility of democracy

Phase 3: United & Divided (Level 4)

- **The Hook:** After the total destruction of 1945, Europe was physically and ideologically split. How do you move forward from a tragedy like the Shoah?
- **The Focus:**
 - **Memory:** The central importance of remembering the **Holocaust/Shoah** as a moral pillar for post-war Europe.
 - **The Cold War:** Comparing daily life (housing, health, travel) between the Eastern and Western blocs.
- **Debriefing Point: Key Question: "How were Europeans united and divided after WWII?"** Reflect on how a continent can be split by walls but united by a shared memory of tragedy.

Phase 4: United in Diversity (Level 5)

- **The Hook:** We end with the modern European Union. After centuries of conflict, can Europe stay together while remaining different?
- **The Focus:**
 - **Managing Diversity:** Our capacity to share common values while protecting diversity (e.g., multilingualism).
 - **Citizenship:** The practical meaning of being an EU citizen (common currency, open borders).
- **Debriefing Point: Key Question: "What does it mean to be a citizen of the EU in today's world?"** Conclude with the **Nobel Peace Prize** debate and Jörg Frank's painting "*Europa: Work in Progress*"—asking students if the project is ever truly finished.

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 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

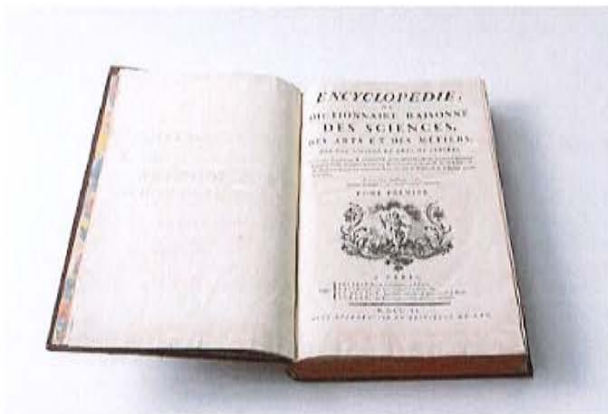
What binds the continent together? What could be regarded as European heritage?

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*



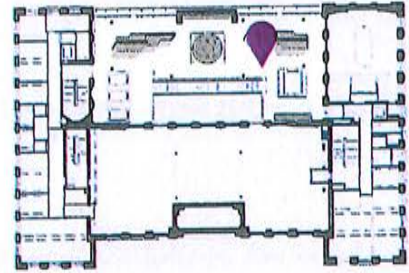
Democracy is a form of government that gives self-determination to citizens, with political decisions made by the majority of the people. It was only in the twentieth century that European democracies extended the right to vote to include all adult citizens.

*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.

The myth of Europe

Europa, a mythical princess from Phoenicia – today's Lebanon – is abducted by the Greek god Zeus, who appears to her in the form of a white bull. Having fallen in love with her beauty, he takes her to the island of Crete.

Europe's name has been associated with this myth from antiquity to the present. It appears in art, literature, religion and politics, where the story and imagery are often reinterpreted to reflect the issues of the day.

In the Greco-Roman world, Europa riding on the back of Zeus was a recurring subject on ceramics, wall paintings and mosaics. The export of Greek vases also contributed to the myth's spread.

Europa riding the bull
Metope from temple Y, Selinunte, Sicily, ca. 580-560 BCE
Replica of the original in the Museo Archeologico Regionale
Antonio Salinas, Palermo, Italy



The myth of Europa has often been used to comment on European politics. Such representations range from early 20th-century attempts at pan-Europeanisation to the horrors and violence of devastating wars.

"Barbaropa"
Germany, 1947
Heinz Trökes (1913-1997)
Oil on canvas
House of European History, Brussels, Belgium



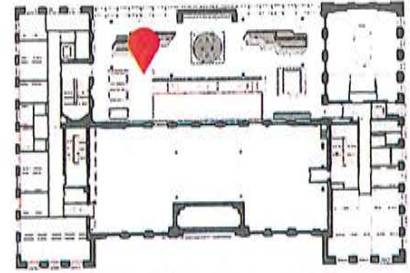
More recent interpretations of the myth of Europa see it as a symbol for European integration. It has taken the form of a watermark on currency and been used to illustrate political issues such as the euro crisis.

"Europe's mid-life crisis"
The Economist, London, United Kingdom, 31 May 1997
Satoshi Kambayashi
House of European History, Brussels, Belgium



GO TO THE DISPLAY CASE 'THE MYTH OF EUROPA'
(ALLOW 10 MINUTES)

What does mythology tell us about how Europe might have gotten its name?



To help you answer this question, use the tablet to find out where does the mythological figure of Europa come from.

..... FENICIA (OR PHOENICIA)

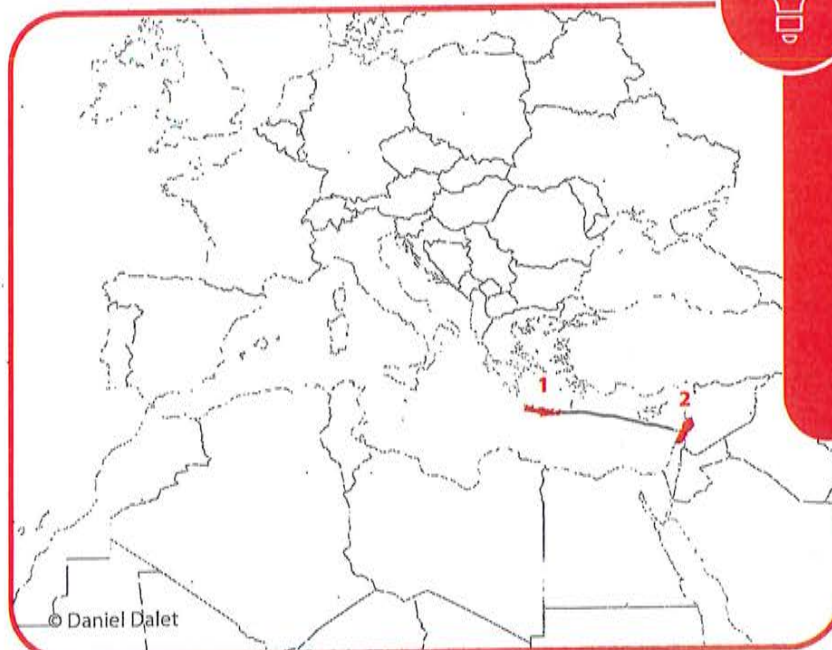
What is the current name of this country?

..... LEBANON

On which continent is this country located?

..... ASIA (WESTERN ASIA)

Indicate Europa's journey on today's map of Europe:
where did she start from and where did she end up?



Did you know?

The story of Europa is found in Greek mythology. The god Zeus fell in love with Europa and wanted to take her away from her family to live with him. One day while Europa was wandering amongst her father's herds of cattle she saw a white bull. She was not aware that Zeus had turned himself into the bull in order to trick her. After she climbed on his back he quickly jumped into the sea and carried her away from her homeland.

1 Crete

2 Lebanon

Look at the different representations of Europa through time gathered in the display case and choose one that is the most appealing to you. Describe the object and explain the reasons of your choice.

Description:

.....

We chose it because

.....

Look at the back of the display case and find out what Europa's brother, Cadmus, brought to Europe when he came looking for his sister. Here is a little tip: don't forget to click on the tablet to find out the translation of the quote!

.....

.....



What does mythology tell us about how Europe might have gotten its name?

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

ZEUS

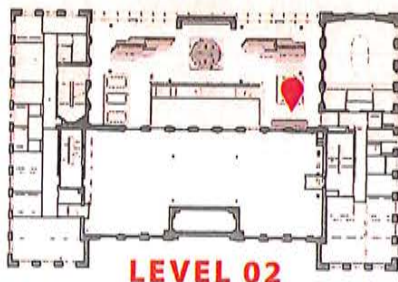
ASIA

MIGRATION

ALPHABET



Debrief 1 meeting point



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Group 4: Why is remembering our past important?

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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.

Imperialism

The 19th century witnessed a globally dominant Europe. Empires expanded, colonies amassed – all pushed energetically forward by the Industrial Revolution. Colonies provided the raw materials and luxury commodities to meet rising consumer demand, in return promising vast markets for European products. Abuse and inequality were excused as a necessary part of 'civilising' savage peoples. The gradual ending of slavery was followed by new forms of intolerance and racism.

By 1914 European countries ruled about 30 % of the world's population. Europe had been involved in overseas exploration and trade for centuries, but the benefits of the Industrial Revolution enabled Europe to tighten its grip on other continents.

The participants at the Berlin Conference (1884-1885) established the ground rules for partitioning the continent of Africa among European powers, without any input from Africans themselves. By the end of 1900 only three states remained independent. European powers would also divide up the map of Asia.

Europe and Japan carve up China
Le Petit Journal, Paris, France, 1899
Henri Meyer (1844-1899)
Cartoon
House of European History, Brussels, Belgium



New European technology created tools, such as machine guns, that were decisive in advancing colonialism. Even with superior numbers, indigenous resistance was futile against a weapon that could fire 50 times faster than a standard rifle.



Rapid fire Maxim machine gun
Hiram Maxim, (Inventor) 1840-1916
United Kingdom of Great Britain and Ireland, late 19th century
Royal Armouries of the United Kingdom, Leeds, United Kingdom

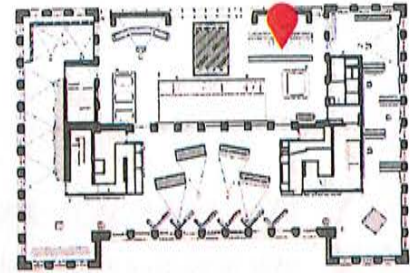
Within Europe itself, certain peoples were regarded as being racially 'less evolved' than others. According to such racist concepts, these societies were usually described as being on the geographical and social margins of Europe and were often seen as the living ancestors of 19th-century Europe's more highly developed races.

Cast of a Zulu boy
Berlin, German Empire, 1891
Castan's Panopticon
Plaster
Ard-Mhúsaem na hÉireann, Dublin, Ireland



GO TO THE SECTION 'IMPERIALISM AND COLONIALISM'
(ALLOW 10 MINUTES)

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



You are now entering a glass structure exhibiting items connected to science and technology on your left and imperialism and colonialism on your right.

Looking at the colonial section.

- List five objects, which for you, are clearly linked to colonialism.
- List any objects that you are surprised to see or that you did not expect to see in this section.
- Use the tablet to find out how the unexpected objects are linked with colonialism.



Definitions

Colonialism:
was a practice of domination imposed by one people over another through political, economic, social and cultural means. Historically, it was carried out by force, trade or treaty. Today, in our globalised world, many people believe that colonialism still exists in a new form of neo-colonialism where certain countries and international corporations dominate the world's markets.

Imperialism:
The direct conquest and domination of a territory by a superior power enabling that power to extend their influence in the world.

Objects obviously linked to colonialism	Objects not expected in this section	Explain how the unexpected objects are linked with colonialism

How did Europeans misuse science to justify their sense of superiority over other Europeans and non-Europeans?

.....

.....



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

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

EXPLOITATION

CONQUEST

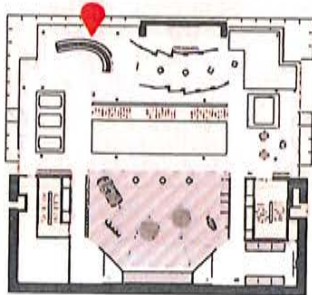
IMPERIALISM

.....

.....



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.

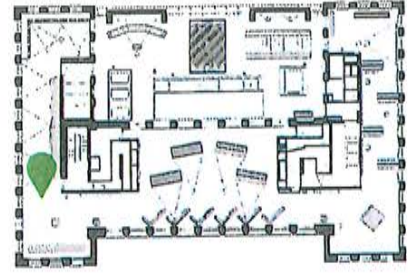
INTRODUCTION to TOTAL WAR

World War II is often described by historians as 'total war', with no distinction made between combatants and civilians, and was the first war in which civilian deaths were almost twice as high as those of fighting forces. The nature of 'total war' was particularly brutal in Central, Eastern and Southern Europe.

The Axis powers – Germany and its allies and satellites – succeeded in occupying large parts of Europe by 1941. Nazi Germany invaded the Soviet Union in June 1941. Later the same year the Japanese attacked Pearl Harbour, bringing the USA into the war. Great Britain, the Soviet Union and the USA were now the cornerstone of the anti-Hitler coalition.

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

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



Select five items that demonstrate five ways in which civilians were affected during the war.

1. Items:

RATION CARDS FOR FOOD

How civilians were affected?

FOOD SHORTAGES

2. Items:

ID CARDS

How civilians were affected?

SPECIFIC GROUPS WERE DISCRIMINATED

3. Items:

.....

How civilians were affected?

.....

4. Items:

.....

How civilians were affected?

.....

5. Items:

.....

How civilians were affected?

.....



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

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

BOMBING

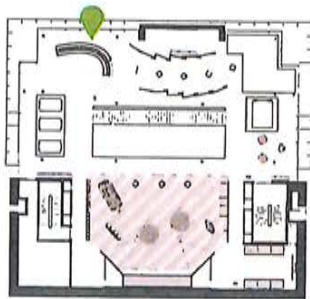
STARVATION

PERSECUTION

DISPLACEMENT



Debrief 2 meeting point



LEVEL 04



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

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Memory of the Shoah

Silence, non-recognition, repression, such was the manner in which the Holocaust or as it is called in Hebrew; Shoah was treated in the post-war period.

Nations, desperate to redeem self-esteem, put to the side feelings of guilt and complicity. They wallowed in their own memories of suffering and hardship instead of taking into account their own collaboration with the Nazi regime.

Today however, the acknowledgement of this unparalleled crime against humanity is at the core of discussions about a European memory.

The artists Ritula Fränkel and her husband Nicholas Morris created the artwork *Josef's Coat* in 2001. The coat had belonged to Ritula's father, Josef Fränkel, a survivor of the Shoah.

"Josef's Coat"

Darmstadt, 2001

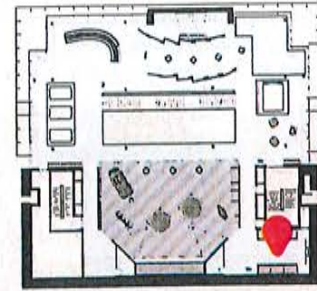
Ritula Fränkel, Nicholas Morris

House of European History, Brussels, Belgium



GO TO THE SECTION 'MEMORY OF HOLOCAUST/SHOAH' (ALLOW 10 MINUTES)

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



Have a look at Joseph Frankel's coat. Many different photographs, objects and messages have been attached to it. Who are these people and what has happened to them?

Find these photographs:



Josef Fränkel had to wear this yellow star during World War II like all Jews. At the beginning of the war, he registered voluntarily for deportation. He believed he was being sent to a work camp and that by doing so he was saving the rest of his family. After the war, like many other prisoners, he realised he was the sole survivor from his family. On the back of the coat you can see Josef as a child with his sisters:



with his older sister: Ruth



with his younger sister



Did you know that not only Jews were sent to concentration camps? In fact, Roma, political prisoners of different nationalities, gay people and Jehovah's Witnesses were also made prisoners and murdered by the Nazis. Prisoners were given numbers and categorised with the different labels you see on this chart from Dachau concentration camp.

	Deutsch	Österreich	Polen	Frankreich	Italien	Russland	Japan
Form	▲	▲	▲	▲	▲	▲	▲
Farbe	rot	schwarz	schwarz	schwarz	schwarz	schwarz	schwarz
Form	▲	▲	▲	▲	▲	▲	▲
Farbe	rot	schwarz	schwarz	schwarz	schwarz	schwarz	schwarz
Form	▲	▲	▲	▲	▲	▲	▲
Farbe	rot	schwarz	schwarz	schwarz	schwarz	schwarz	schwarz
Form	▲	▲	▲	▲	▲	▲	▲
Farbe	rot	schwarz	schwarz	schwarz	schwarz	schwarz	schwarz

Source: United States Holocaust Museum

His mother and sisters died in a concentration camp during the war. Look at the pictures and observe how they are stitched onto the coat, they seem to fade away. Why did the artists Ritula Fränkel (Josef's daughter) and her husband, Nicholas Morris, chose to stitch these photographs onto the coat?

TO CREATE A TESTAMENT
PRESERVE MEMORY

In this photograph, you can see Joseph and his wife Hanka. The text is an extract of Hanka's personal diary «I have met my future husband in the Gross Rosen concentration camp in 1942. Then, we were separated. At the liberation, in May 1945, he came on foot to look for me at the Gross Rosen on the 9th of May 1945. We married in the liberated camp. Another survivor played the «Zigeunerweisen» by Sarasate, so wonderfully, that I forgot the terrible times while he was playing.»



Most of the images on the coat refer to the life of Joseph and Hanka Fränkel as camp survivors.



On the left sleeve, a message has been stitched: "Nicht vergessen!" (Don't forget). Why do you think it is important to remember?

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

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

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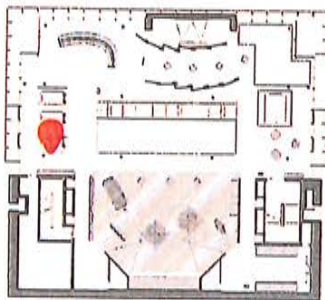
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Definitions

The Holocaust: mass murder of more than 6 million Jews by the Nazis and their collaborators during World War II. Along with Jews, other groups of people including Sinti and Roma, gay people, Jehovah's Witnesses and political prisoners are among those who were also murdered.

Shoah: in modern Hebrew, Shoah means 'catastrophe'. The term is sometimes used by people instead of the word 'Holocaust' as they object to the Greek origin of the word 'holokauston' which refers to a religious sacrifice burnt by fire.

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

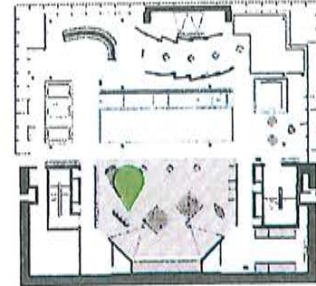
Yugoslavia, 1978

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 education and travel opportunities 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:

	Education	Travel
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 ecology/environment in the western countries?

Human liberties in the Eastern countries:

.....

.....

Ecology in the western countries:

.....

.....



Thanks to Sputnik (a Russian satellite), students in western schools got to learn more science. **Find out why and explain the general political context.** (To find the Sputnik in the exhibition, use the 'class photos' wall.)

.....

.....

In 1968, students threw cobblestones in the west and in the east. Find out why.

In the west:

.....

In the east:

.....



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

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

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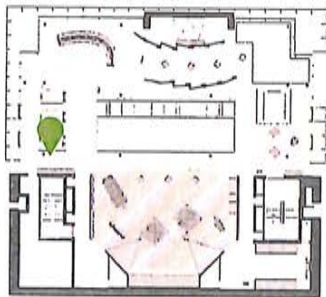
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Debrief 3 meeting point



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?

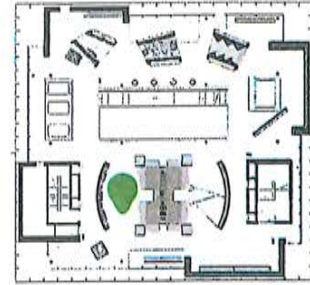


Group 4: What were the similarities and differences in eastern and western European countries in education and travel opportunities after the war?

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'.
LOCATE THE BOOKSHELVES WITH ALL THE DICTIONARIES.
(ALLOW 10 MINUTES)

Why is language diversity important for Europeans?



How many languages are spoken on the European continent today?

OVER 200

How many official languages are there in the European Union (EU)?

24

How did the invention of the printing press raise linguistic diversity in Europe?

List some European languages that are not officially recognised by the EU:

BASQUE

What do you think the expression 'bridge language' means?

Do you think it is useful to learn other languages? Why?



Why is language diversity important for Europeans?

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

IDENTITY

TOLERANCE

HERITAGE



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.