



HOUSE OF
EUROPEAN
HISTORY



An initiative of the European Parliament



Learning
and Education

LEARN ABOUT THE EU IN 12 STEPS

*Secondary school activity booklet
Permanent Exhibition*



House of European History
Rue Belliard/Belliardstraat 135
1000 Brussels
Belgium

Opening Hours
Monday 13.00 - 18.00
Tuesday - Friday 9.00 - 18.00
Saturday - Sunday 10.00 - 18.00

The museum is closed on 1 January, 1 May, 1 November, 24, 25, 31 December
Admission is free

www.historia.europa.eu
historia-learning@ep.europa.eu

More information on the European Union is available on the internet (<http://europa.eu>).

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Today

2016

1948

2002

1950

1985

1954

1979

1957

1975

1962

1963

Learn about the EU in 12 steps



INTRODUCTION

Why do we need to learn about the European Union (EU)? For your generation, what does the EU stand for? How would you like the EU to continue developing to be a better place? These questions are at the core of this trail.

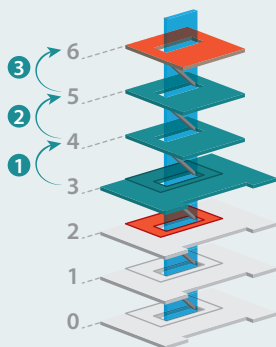
These activities will lead you through the House of European History (HEH) for about 90 minutes. It focusses on some specific sections of the museum. You are, of course, welcome to explore all sections.

Material required: 1 booklet and 1 tablet for 2 students.
Students will work in pairs in the museum.



To maximise your visit 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.

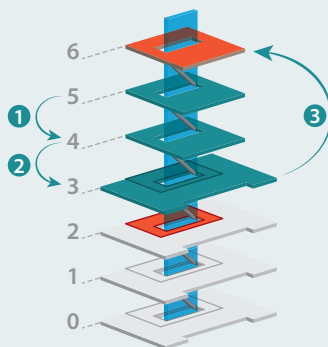
FIRST GROUP'S ITINERARY



GROUP 1 will go from floor 3 to floor 4 to floor 5 and finish on floor 6.

GROUP 1 will follow the booklet from page 5 to page 33.

SECOND GROUP'S ITINERARY



GROUP 2 will go from floor 5 to floor 4 to floor 3 and finish on floor 2.

GROUP 2 will use the booklet backwards, from p. 35 to p. 5.

ORIENTATION: GROUP 1

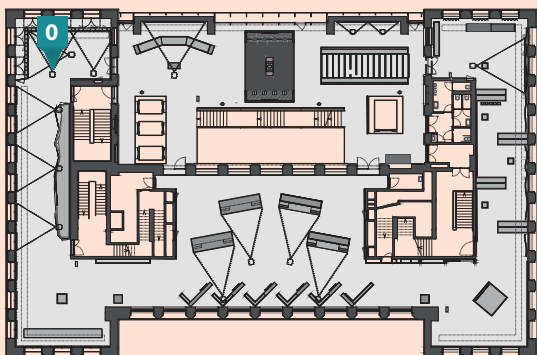
0

Follow the numbered signs from 0-12 to complete your activities.



When you see this sign: go to page 32 to read further information about **European Union Enlargement**.

➤ **GROUP 1** will start on **FLOOR 3**



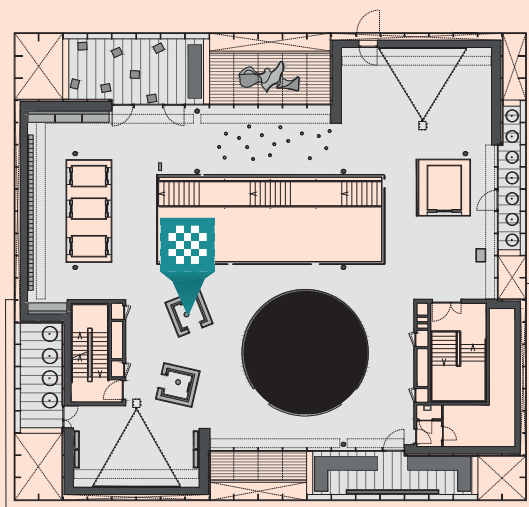
GROUP 1 will continue on **FLOOR 4**



➤ Then on **FLOOR 5**



➤ **GROUP 1** will finish on **FLOOR 6**





THE SITUATION IN EUROPE AFTER WORLD WAR II

- As you approach this display case you will be confronted with a series of numbers. They refer to different groups of people affected by World War II such as refugees, expellees, evacuees, deportees, and death camp victims.

An estimated 60 million people died during the war, nearly two thirds of them civilians. Numbers alone, however, fail to convey the full extent of the personal tragedies involved or the catastrophic impact of these events on various groups. The objects assembled here allow us to see the human stories during such terrible times.

Choose one object in this display case and, with the help of the tablet, find out:

- Name of the object:

.....

- How it is related to the state of things in Europe after World War II?

.....

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.....



STEP 1

THE CONGRESS OF EUROPE, 1948

- What was the motto of the people meeting in the Congress of Europe?

.....

.....

- Name three topics discussed during the Congress of Europe and prioritise them according to your own opinion:

1.

2.

3.

- One of these flags is exhibited in a display case. Find it and with the help of your tablet, answer this question: how are these two flags related to each other?



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This flag was designed in 1955 for the Council of Europe and was adopted by the European Community in 1985.



Why does the EU flag have 12 yellow stars?

Arsène Heitz, the designer of the flag, was inspired by a Christian story from the New Testament in which St. John of the Apocalypse had a vision of the Virgin Mary: "A woman clothed with the sun, the moon under her feet and on her head a crown of twelve stars." (XII- 1 Apocalypse). It was the case however, that officials were probably not aware of this religious symbolism when they voted for Heitz's design in 1955.

Can the number of stars change?

No, the stars have nothing to do with the number of EU member states. 12 is often seen as a symbol of perfection in the Bible, Jesus had 12 apostles for instance. On the EU flag the stars represent the ideals of unity, solidarity and harmony among the peoples of Europe.

EC or EU? European Community or European Union?

Which term should we use? It depends on the date. Before the Maastricht Treaty in 1993 we talked about European Community (EC) and after about the European Union (EU).

Did you know?

The Council of Europe is an organisation established in 1949 to promote unity between its members. It works actively to protect human rights and to maintain democratic ideas and principles. It also plays a role to support cultural, social and scientific co-operation. In 2017, it consisted of 47 member states.



2

STEP 2

THE EUROPEAN COAL AND STEEL COMMUNITY, 1952



- Find this object in the display case and with the help of your tablet answer the following question:
When was this object made?

.....

- What material is it made from?

.....

- Why do you think this material has been chosen?

.....

.....

.....

- Find out, with the help of the tablet, why the word «EUROP» is spelt in this manner.

.....

.....

.....

- Why was coal and steel production chosen as a starting point in the formation of the European Union in 1952?

.....

.....

.....

- Name the six countries who founded the European Coal and Steel Community:

1.

2.

3.

4.

5.

6.

► ***Did you know why May 9th is 'Europe Day'?***

The date marks the anniversary of the Schuman Declaration. On 9th May 1950, French foreign minister Robert Schuman proposed the creation of a European Coal and Steel Community. Schuman's proposal is considered the birth of what is now the European Union.



STEP 3

THE EUROPEAN DEFENCE COMMUNITY, 1954

- Look at the posters in this section and using your tablet, identify the two opposing forces. They are:

1.

2.

The Cold War made Western Europeans consider whether they needed a 'European army'. Find a poster representing the opinions of those people who were in favour of a common defence project.

- What object can you see in the poster that might represent the need for European unity?

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.....
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- Which object represents a threat to Western European countries?

.....
.....
.....
.....
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.....



Tips for your classroom:
*to continue this topic,
find out what is the current
status of the defence of the
European Union.*



The poster reads:

*This is the European Army
Belgium remembers and says no*
Issued by: Communist party
of Belgium

Look at this poster (it is not in the exhibition). It was created by people against the European Defence Community at the beginning of the 1950s. To understand this image, you need to adopt the point of view of a person living in 1950. This person and his/her family have experienced two wars with Germany. When the re-armament of West Germany became a possibility under a proposed European Defence Community, people were fearful that war would start again. This explains why such an image was created.

Find three elements in this image that show their fear of German re-armament:

1.

2.

3.

Find out, with the help of your tablet how the European Defence Community project ended:

.....

.....

.....

4

STEP 4

THE EUROPEAN ECONOMIC COMMUNITY, 1957

- Name the four freedoms on which the Common Market was founded:

1.

3.

2.

4.



Kleine Wunder schon heute – große ab 1970

Did you know?

The story of Europa comes from Greek mythology. She was the daughter of the King of Phoenicia, which is modern day Lebanon. The god Zeus fell in love with Europa and turned himself into a bull in order to get close to her. After she climbed on his back, he carried her away from her homeland and brought her to the island of Crete.

- Find this picture in the exhibition: what were the makers of this image trying to represent?

.....

- Name some effects of the Common Market in your daily life.

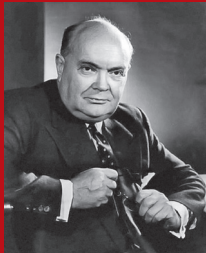
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How a banana can endanger a European treaty?

In order to reach an agreement about the launch of the Common Market, many compromises were needed from all six countries. An example of these compromises concerned bananas! The Germans liked South American bananas and wanted to give producers there favourable trading terms. The French objected to this as they wanted to protect the rights of their banana growers in the French Antilles, which is in the Caribbean. For years, this case poisoned community relations.

The Belgian Foreign Minister, Paul-Henri Spaak, who was in charge of the negotiations for the Common Market forced the two sides to come to an agreement:

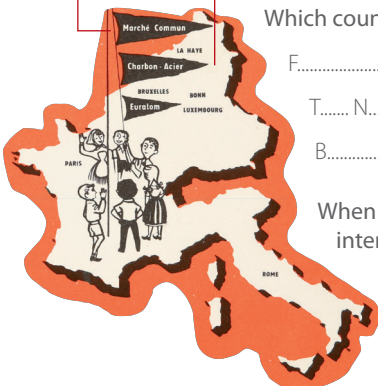


«At the end of arguments and patience, I declared that the fighters had two hours to find an agreement, otherwise I would call the press and inform them it was impossible to make Europe because we did not reach agreement on the issue of bananas. Fittingly, I got up and left the meeting room. When I returned, two hours later, everything was arranged. Europe was saved.»

Extract from: Paul-Henri Spaak, *Combats inachevés*, France, Fayard, 1969, p. 88-89

Common
Market

Coal and
Steel



After reading this story, why do you think it was so difficult for the six European countries in 1957 to find an agreement about a Common Market?

.....

Which countries are represented on this map?

F..... I.....

T..... N..... L.....

B..... G.....

When you look at this map, what has happened to the internal borders?

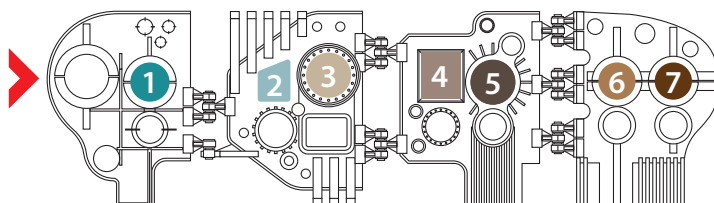
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STEP 5

THE FOUNDERS OF THE EUROPEAN UNION



- Find out the names of the 7 EU founders represented here:

1.

2.

3.

4.

5.

6.

7.

- Choose one founder and with the help of the tablet find out more information about him.

«I am»:

.....

.....

.....

- “Next to my statue, you will see an object linked to me. How does this item reflect my commitment to European unity”?

.....

.....

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.....



- Who would you add to this gallery of EU founders?

.....

.....

- Why did you select this person?

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.....

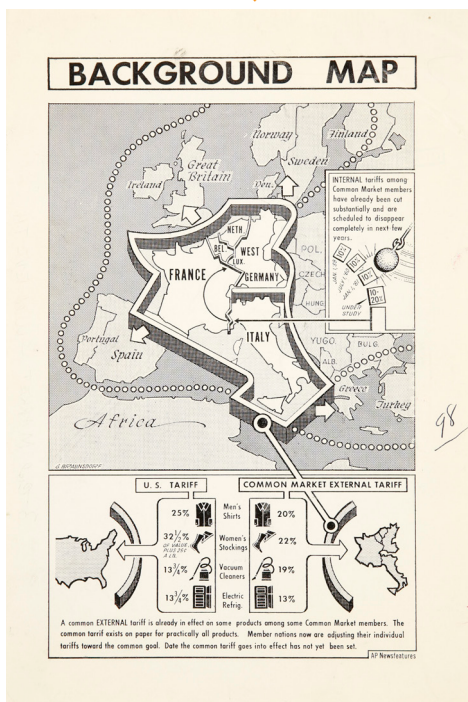
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6

STEP 6

THE LAUNCH OF THE COMMON AGRICULTURAL POLICY (CAP), 1962



➤ With the help of your tablet, find out to whom the Common Agricultural Policy gave assistance.

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.....

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➤ Find this image in the exhibition and, with the help of the tablet, explain what the wall built around six European countries represents:

.....

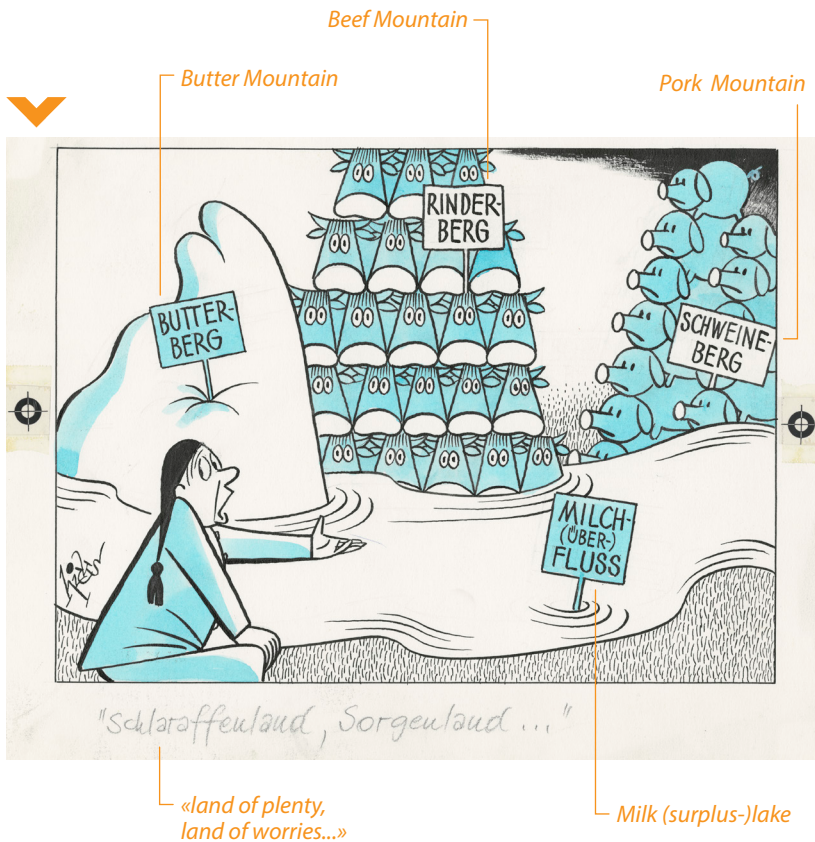
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➤ Find this image and analyse it:



➤ What is the message of this image? Is it a positive or a negative comment on the Common Agricultural Policy?

7

STEP 7

THE ÉLYSÉE TREATY, 1963

- Name the two countries connected by the Élysée Treaty:

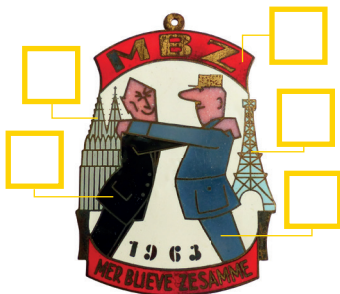
1. 2.

The Élysée Treaty meant the end of:

And the start of:

- Find this object in the display case and fill the right boxes with the right number:

1. Cologne Cathedral, **2.** Eiffel Tower, **3.** French President Charles de Gaulle, **4.** German Chancellor Konrad Adenauer, **3.** MBZ: Mer blieve Zesamme (We stay together)



This object comes from the Carnival Museum of Cologne. Every year, the Prince of the Carnival wears a medallion like this depicting a specific event from the year. In 1963, the hug between Chancellor Konrad Adenauer and President Charles de Gaulle was chosen.

- Why do you think such a political event was translated into such an object? What does it say about the Élysée Treaty?

.....

- Find one other object from daily life that was produced to spread the news:

.....

- With the help of the tablet, answer these questions related to the photo album:

It belongs to: It dates from:

It represents:



"It was during the 1960s, I was 15 years old. In Berlin, at school, we were encouraged to start a correspondence with other young people from other European countries. When I started writing to Michel, we soon made the plan to meet each other but our parents were saying: "No, it's too far, it's too expensive, you are too young!" Then in 1963, my mother found out about the Franco-German Youth Office who was organising transportation and covering the costs to encourage young German and French people travelling"

"I was 15 years old and I travelled all alone from Berlin in Germany to Évreux in France. It took me 24 hours, one bus and three trains. (To give you an idea, today, it would take 10 hours.) Michel and his mother were waiting for me at the North train station in Paris.

He had said to his mother: «If the German is ugly, we go back home without her.» (He told me that years later.) I arrived at his house where I stayed several weeks"



"As you can see in this picture, I learned French with Michel. In the town, I was presented to the people as the 'German girl'. I was a surprise for them. We represented the French-German friendship. This experience changed me. I loved France. I wanted to dress like the French, have my hair done like the French. Later I became a French teacher".

"Michel? I am still in touch with him today. You know, he does not have hair any longer!"



- List two reasons why it was important for Marita, from Berlin, to meet Michel, from Évreux, in 1963?

1. 2.

- What makes contact between young people from different countries easier today? Give two different answers.

1. 2.

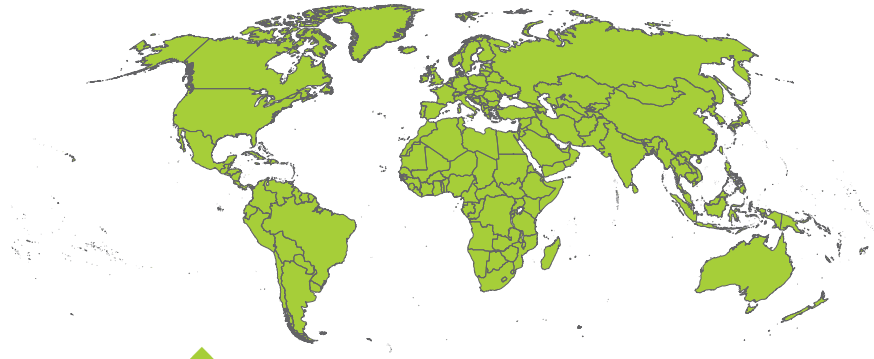
8

STEP 8

THE HELSINKI CONFERENCE, 1975

- With the help of your tablet, identify the two themes of the Helsinki Conference:

1. 2.



In 1975, 35 countries, including the United States and the Soviet Union met in Helsinki, Finland. The European Community also attended the conference and managed to guarantee something very important... what was it?

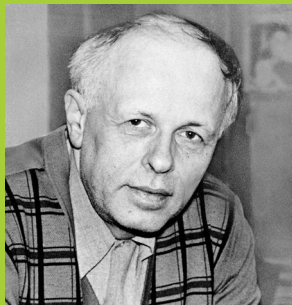
.....

- Why do we need agreements between countries about Human rights?

.....

- In your opinion, why is it important to fight for Human rights today?

.....



Let's discover together the life and work of a famous campaigner (or dissident) who fought against the deprivation of human rights - Andrei Sakharov (1921-1989).

Andrei began his career in the Soviet Union as a nuclear physicist and contributed to the development of the Soviet atomic bomb. In the late 1950s, he began to question the moral and political implications of his work:

«When you see how the shock wave blows away buildings like houses of cards... How can you not start thinking of your responsibility?»

Sakharov became an important activist for human rights, he wrote about the Soviet Union:

“Our state is similar to a cancer cell – with its (...) authoritarian structure of power, with (...) a closed society that does not inform its citizens of anything substantial, closed to the outside world, without freedom of travel or the exchange of information.”

One year after the Helsinki Conference, a committee for the respect of human rights was created in the Soviet Union by a group of dissidents (campaigners) in the apartment of Andrei Sakharov.

They wanted freedom of expression and the right to the truth. In the following years, members of this committee were arrested or forced into exile.

In 1975, Andrei received the Nobel Peace Prize. He was not allowed to leave the Soviet Union to get his prize. Between 1980 - 1986, he was arrested and forced into internal exile.

In the light of this information, how did the Helsinki Conference become a tool used by dissidents (campaigners) against the deprivation of human rights under Soviet control in the 1970s-80s? In your opinion, did it work?

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Did you know?

Every year, since 1988, the European Parliament awards the Sakharov Prize for freedom of thought and outstanding contributions to human rights.



Tip for your classroom: get more information on the laureates of different Sakharov Prizes and discuss their achievements in your class.



STEP 9

THE FIRST DIRECT ELECTIONS TO THE EUROPEAN PARLIAMENT, 1979



This leaflet from 1979 advertises the first direct elections to the European Parliament.

It was a historic occasion as it was the first time that European citizens directly voted to elect their representatives at European level. The European Parliament was now the first international institution elected by universal suffrage, highlighting increased democracy within the current European Union.

What is the central message being addressed in the image?



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Who or what was responsible for the creation of the image?

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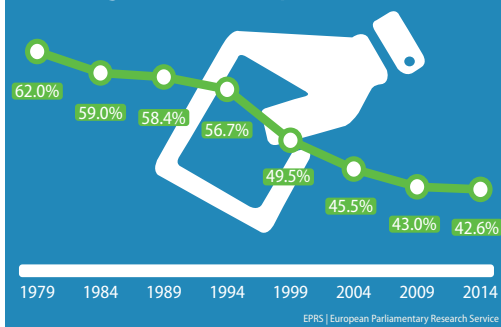
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Voting in the European elections



Do you know?

Members of the European Parliament (MEPs) represent the diverse interests of 508 million Europeans and, every five years, they are elected directly by the citizens of their country.

Parliament's work impacts the everyday lives of Europeans. That could mean for example: the recognition of diplomas and professional qualifications; more stringent standards for food safety and labelling of products in stores; reinforced air and rail passenger rights and a host of other things.

Look at these statistics:

What was the turnout at the European elections in 1979?

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What was the turnout in 2014?

.....

Why do you think there was a decline of voting over the years?

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If your job was to motivate people to go voting, what would you do?

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10

STEP 10

THE SINGLE MARKET, 1985

- With the help of your tablet, find a definition for the European Single Market:

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*Europe
in Daily life*



*a wider
choice*

- This poster (which is not in the exhibition) was printed in the 1970s-80s to show people where objects from their daily life were coming from.

Name four things from your country that are exported to other parts of Europe.

1.
2.
3.
4.

- Name two things in your daily life that come from other European countries.

1.
Origin:
2.
Origin:



- The building of the European Community had long been dedicated to 'The Europe of the Markets'. In 1985, concrete efforts were made to develop 'The Europe of the Citizens'. Find one example in the display case in front of you:

1. 2.

- When you look at the different passports exhibited in this display case: Name two elements they have in common:

1. 2.

- Name two elements they don't have in common:

1. 2.

- Why do you think the European passport is not exactly the same in all countries?

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- If you had been part of the team responsible for the development of «The Europe of the Citizens» what would you have suggested to bring the EU institutions closer to European citizens?

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11

STEP 11

THE ARRIVAL OF THE EURO

- Which treaty paved the way for the Euro?

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- When was it launched?

.....



- Find this object. What is it?

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- Finding common symbols and respecting national diversities was the task of the designer of the Euro coins. Choose one country and describe how its national identity is represented.

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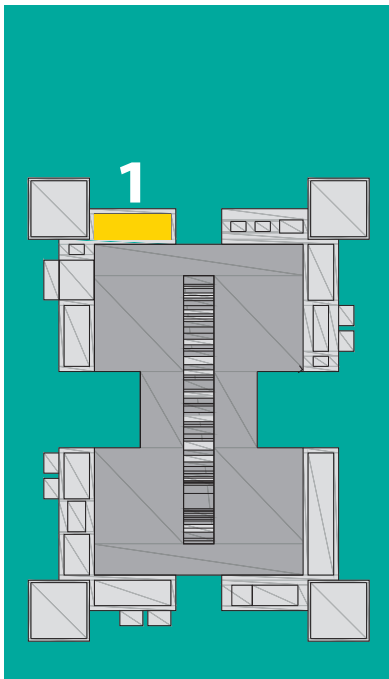
- If you have some Euro coins in your pocket identify which countries are represented.

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Go to the display case n°1 on this map, which is about the global economic crisis, and find the objects explaining how the crisis affected European economies.

What have you discovered?

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➤ Does a common currency bring Europeans closer together?

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STEP 12

LIVING WITH DIVERSITY

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

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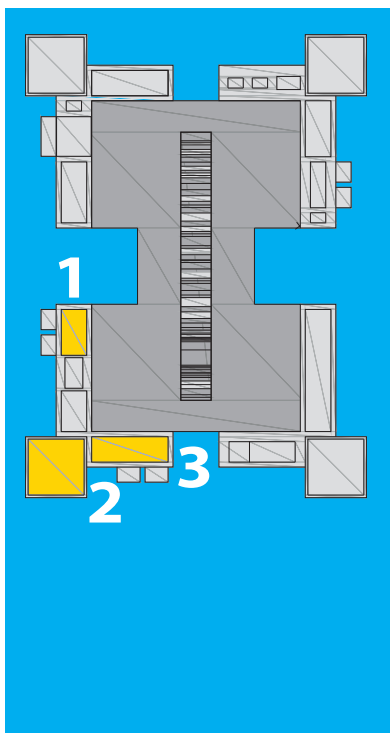
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- Go to display cases n°1, 2 and 3 on this map and list three objects showing how mobility became easier within the EU after 1995:

1.

2.

3.



- Find the Frontex armband and read or listen to the corresponding information on the tablet. Explain why the image of a Fortress is used.

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

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- Can you identify the two very different realities of experiencing borders presented in this display case? How would you describe them?

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- Why do you think the museum curators put these two very different realities next to each other?

Would you have done the same if you worked at the museum?

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EUROPE: WORK IN PROGRESS

- This section is called 'Appraisal and Criticism'. Find three reasons why the Nobel Peace Prize was awarded to the European Union in 2012:

1. 2. 3.

When the Nobel Peace Prize was awarded to the European Union, what was the point of view of protestors?

.....
.....

- In June 2016, a British referendum decided that the United Kingdom should leave the European Union. With the help of the tablet, find three reasons for this:

1. 2. 3.

- Find this painting in the exhibition: on what type of document did the artist paint?

.....
.....



- What is the message of this painting? Do you agree?

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.....



Your turn: write your motto across this map of Europe.



For the generations born during the 20th century, the need of a supra-national structure like the EU was associated with an urgent need of ensuring «no more war».

Now that you've discovered some of the steps that led to the formation of

the EU, how would you like the EU to continue developing to be a better place?

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Human dignity, freedom, democracy, equality, and respect for human rights. These are Europe's core values. What else would you like to add to this list?

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What could you do to make it a reality?

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EUROPEAN UNION

ENLARGEMENT IN PERSPECTIVE

► **Creation of the European Coal and Steel Community: 1952** (floor four)

Six countries – Belgium, France, the Federal Republic of Germany, Italy, Luxembourg and the Netherlands – agreed, and created the European Coal and Steel Community in 1952.

First European Community Enlargement: 1973 (floor four)

In 1973 the six members of the original EEC became 9 when Great Britain, Denmark and Ireland joined. The people of Norway, also a candidate country, voted against membership in a referendum held the preceding year.

It was third time lucky for Great Britain as France had refused its entry on two previous occasions. The European Community, as it was now widely described, was not only the largest trading area in the world but an increasingly diverse mix of cultures, languages and traditions

Second and third European Community Enlargement: The Southern Enlargement, 80s (floor five)

European Community membership jumped from 9 to 12 with the joining of Greece in 1981 and Spain and Portugal in 1986. All three countries had recently overcome authoritarian regimes where citizens' freedoms had been strictly controlled.

These nations now had a European umbrella to preserve their new democratic institutions and to modernise their societies and economies. Some of the 9 'old' EC Member States, however, had concerns about the finances required to upgrade the underdeveloped rural regions of these newcomers.

EC or EU? European Community or European Union?

Which term should we use? It depends on the date. Before the Maastricht Treaty in 1993 we talked about European Community (EC) and after about the European Union (EU).

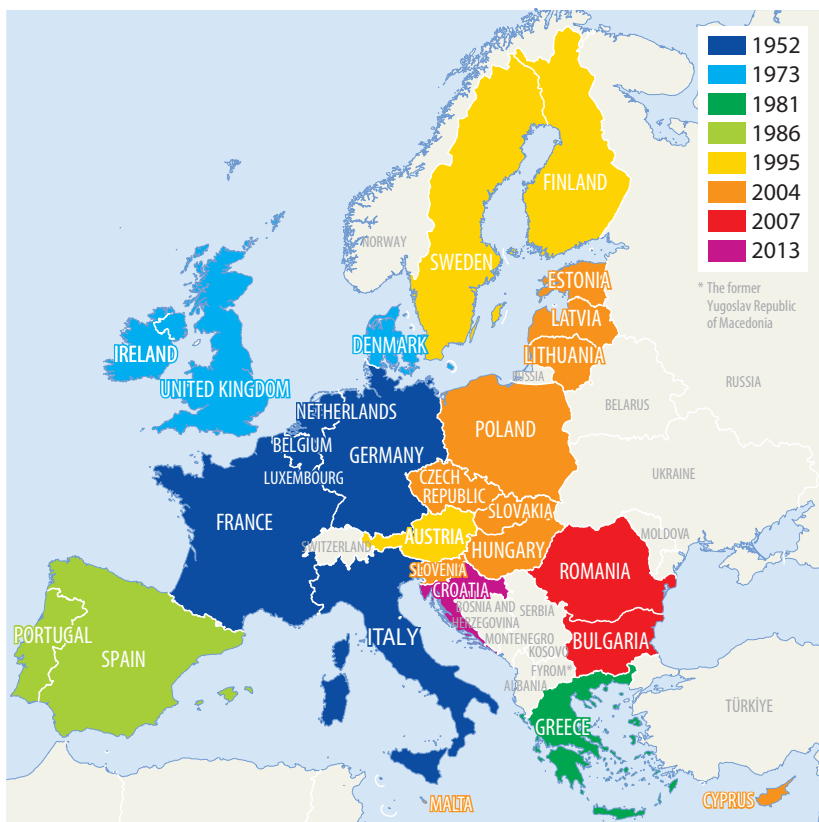
Did you know?

In 1990, the reunification of East and West Germany brought East Germany (formally German Democratic Republic) into the European Community.

EU enlargement accelerates: 1995-2013 (floor five)

The number of Member States more than doubled following the end of the Cold War. Sweden, Finland and Austria joined in 1995, followed by 10 countries in 2004. Romania and Bulgaria joined in 2007, and Croatia in 2013.

This enlargement now means that EU decisions must be negotiated and agreed upon by an ever growing number of partners from diverse backgrounds and interests.



ORIENTATION: GROUP 2

12

Follow the numbered signs from 12 to 0 to complete your activities.



When you see this sign: go to page 32 **European Union Enlargement in perspective** and read the section related to it.

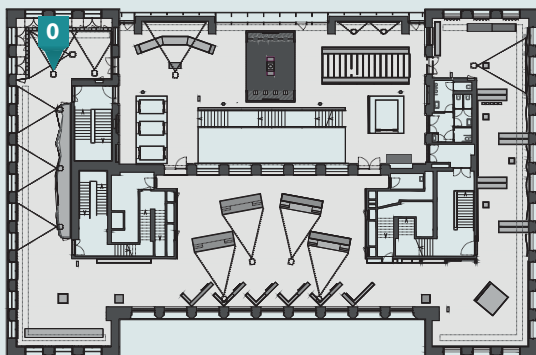
➤ **GROUP 2** will start on **FLOOR 5** and start with **step 12**



GROUP 2 will continue on **FLOOR 4** ➤



➤ Then on **FLOOR 3**



➤ **GROUP 2** will finish on **FLOOR 6**

