



Education, Heritage and Identities in Europe: Understanding Europe's current predicaments



Photo credit: Ayşe Tecmen

Teachers' Guide

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Lesson Plan for Chapter 1: “Space and Identity: Mapping Europe in an Age of Crisis”

Troels Myrup Kristensen, Aarhus University, Denmark

Duration 40 minutes

Materials:

- Computer with internet access for the instructor
- Computer with internet access for each student
- Projection device
- White board
- Printer and paper for printer

Readings and videos for teachers

- Visit to see the changing borders of Europe throughout history: “A Historical Atlas and Gazetteer of Europe from Year 1 to 2000” is available at Euroatlas website: <https://www.euratlas.net/history/europe/>.
- “A History of Europe in 12 Maps” (2012) written by Brotton, J.
- The Atlas of European Values website at <http://www.atlasofeuropeanvalues.eu/new/lesmateriaal.php> in order to prepare for the class activity.
- Watch the video titled “Europe Through the Generations” (2015) which was produced by the Council of the European Union about on the political context and ideas behind the creation of what is now the European Union. This video is available in 26 languages. Available at official YouTube channel of the Council of the EU: <https://www.youtube.com/watch?v=isVdxUBAp78> (duration: 33 minutes).
- Optional: for further ideas visit the eTwinning website that is prepared for sharing materials about Europe: <https://www.etwinning.net/en/pub/projects/easy-steps-setup-project.htm>.

Lesson supplements

- Chapter titled “Space and Identity: Mapping Europe in an Age of Crisis” by Troels Myrup Kristensen
- For the second activity: http://www.toporopa.eu/en/european_union_countries.html.
- For the third activity: <https://mapchart.net/>.

Learning outcomes

Upon completing this lesson, students will be able to:

- understand the relationship between space and identity;
- analyze the relationship between borders and European identity; and how maps represent European identity;
- understand some fundamental ways of mapping Europe and its history’ reflections on how different maps reveal particular configurations of European identity impact the way that we understand history.

Activities

The activities include teacher-led discussions, group work, self-directed learning and use of primary and secondary source materials.

Allow student discussions when they are expressing their opinions during class activities.

Check your internet connection and open the videos, and relevant activities’ websites before the lesson begins.

Activity 1. Class discussion on geographical borders of the Europe

Duration: 10 minutes

Ask the following questions to students:

- a. How would you describe Europe’s geographical borders?

- b. Do you think “Europe” is territorially-bound?
- c. How can Europe be characterized by maps?
- d. How would you define European identity?

Drawing on the e-book chapter, initiate a class discussion based on these questions.

Activity 2. Mini-quiz: “Click on the EU Countries”

Duration: 10 minutes

Students learn countries of the European Union’ in an enjoyable way through this activity.

Visit the following website for the “Click on the EU Countries” activity:

http://www.toporopa.eu/en/european_union_countries.html.

Activity 3. Mapping: Europe and its values

Duration: 20 minutes

Make your own custom map of Europe with colors and descriptions of your choice.

Through this activity students try to map countries of the Europe with their own creativeness.

Students should follow these steps to make their custom maps:

- a. Click to <https://mapchart.net/>.
- b. Click on any country/state on the map to change its color.
- c. Add the title you want for the chart's legend
- d. Choose a label/description for each color.
- e. Students can write the values/key characteristic they associate with each country in the color label section.
- f. Select Preview Map and go ahead and download the generated map chart.
- g. Print a copy of the maps.

Once the maps are complete divide the students into groups of 4-5 students and ask them to discuss their maps.

Activity 4. Class discussion on European borders

Duration: 5 minutes

Select one student from each group to review their group discussion exploring the following questions:

- a. What do you think about European borders?
- b. What were one of the interesting descriptions used by students in your group?
- c. Was it difficult to find descriptive words for each country?

If your students request further information about this topic you can suggest the following sources)

- European Economic and Social Committee (2016), “Culture, Cities and Identity in Europe” available at the European Economic and Social Committee (EESC) website: <https://www.eesc.europa.eu/resources/docs/qe-01-16-463-en-n.pdf>.
- History and Geography of Europe and the World: <https://www.euratlas.net/history/europe>.
- Atlas of European Values: <http://www.atlasofeuropeanvalues.eu>.

Lesson Plan for Chapter 2: “Europe and the European Union in Geographic Education Curricula: A Case Study”

Lia Galani, National and Kapodistrian University of Athens, Greece

Duration: 40 minutes

Materials:

- Pen and paper
- Computer with internet access for the instructor
- Projection device
- White board
- Board marker

Readings and videos for teachers

- E-book introduction titled “Do you feel European?” written by Christopher Whitehead on page 1 in the e-book.
- “Strategic framework – Education & Training 2020” on the EU's role in education & training, available at the European Commission website: http://ec.europa.eu/education/policy/strategic-framework_en.
- Work package (COHERE documents): “The Cultural Approach to Heritage Learning: A Critique” (2017) written by Skordoulis, K. available at the Digital Cultures Newcastle University (NCL) website: http://digitalcultures.ncl.ac.uk/cohere/wordpress/wp-content/uploads/2017/06/WP-5-Skordoulis_The-Cultural-Approach-to-Heritage-Learning.pdf.
- “Directions in Geography: A Guide for Teachers” written by Ludwig, Gail S., (1991) Washington, D.C.: National Geographic Society.

- Work Package 4: Politics and Ideology Textbooks analysis “Europe representations in textbooks” by Arnaud Brennetot (2011), available at HAL-SHS website: <https://halshs.archives-ouvertes.fr/halshs-00648767/document>.
- Optional: for further ideas visit the eTwinning website that is prepared for sharing materials about Europe: <https://www.etwinning.net/en/pub/projects/easy-steps-setup-project.htm>.

Lesson supplements

- Chapter titled “Europe and the European Union in Geographic Education Curricula: a case study” by Lia Galani.

Learning outcomes

Upon completing this lesson, students will be able to:

- understand the centrality of geography education in European identity;
- conduct an analysis of European history *vis-a-vis* the making of Europe’s geographic borders;
- learn to ask geographical questions about the European Union membership;
- gain critically approach about European geography.

Activities

The activities include teacher-led discussions, group work, self-directed learning and use of primary and secondary source materials.

Allow student discussions when they are expressing their opinions during class activities.

Check your internet connection and open the videos, and relevant activities' websites before the lesson begins.

Activity 1. Class discussion on Europe and the EU

Duration: 10 minutes

Read this short excerpt from the chapter to your students;

"In everyday life, and in many articles and interviews, the use of "Europe" and "European Union" are confused. Both terms are sometimes used to express the same region, while they indicate two different entities."(Page 25).

Ask your students the following questions:

- a. Why do you think Europe and the European Union are sometimes used interchangeably?
- b. What are the main differences between Europe and the European Union?

Activity 2. Class discussion on borders and "othering"

Duration: 10 minutes

Read the following statements to your students and write them on the white board.

- a. "The meanings of European borders are changing."
- b. "European history is marked by lines that distinguish 'us' from 'them'

Ask your students the following questions to initiate discussion and dialogue.

- a. What do you think about these statements?
- b. Do you agree or disagree with these statements?
- c. Can you explain your stance?

Activity 3. Writing a short paragraph

Duration: 20 minutes

Ask your students to write a short paragraph (approximately 10 sentences) exploring how they make sense of geography. Give them 10 minutes to write.

If needed use the following questions to guide your students:

- a. How would do you define geography?
- b. Is it about physical geography?
- c. Is it cultural geography?

Upon completion of this task, select 2 students and ask them to read their paper aloud and initiate class discussion by exploring the different understandings of geography.

If your students request further information about this topic you can suggest the following sources:

- Europe Human Geography: <https://www.nationalgeographic.org/encyclopedia/europe-human-geography/>.
- World Atlas: <https://www.worldatlas.com>.
- Learn Europe: <http://www.learneurope.eu>.
- National Council for Geographic Education: <http://ncge.org>.

Lesson Plan for Chapter 3: “European Economic Integration and the Debt Crisis”

Ayşe Tecmen, Istanbul Bilgi University, European Institute, Turkey

Duration: 40 minutes

Materials:

- Pen and paper
- Computer with internet access for the instructor
- Computer with internet access for each student
- Projection device
- White board
- Board marker

Readings and videos for teachers

- “Flash Eurobarometer 338: Monitoring the Social Impact of the Crisis: Public Perceptions in the European Union (wave 6)” (2012), available at the European Commission website: http://ec.europa.eu/commfrontoffice/publicopinion/flash/fl_338_en.pdf.
- “The EU and Economic and Monetary Union” (2017), available at the European Union website: <https://publications.europa.eu/en/publication-detail/-/publication/67572f2f-6dbe-11e7-b2f2-01aa75ed71a1/language-en>.
- “Economic Crisis in Europe: Causes, Consequences and Responses” (2009), available at the European Commission website: http://ec.europa.eu/economy_finance/publications/pages/publication15887_en.pdf.
- BBC Documentary “The Great Euro Crisis” (2015), available at: <https://www.youtube.com/watch?v=lCzsBPRk704>.

- “Economic Crisis in Europe: A Model Diplomacy Case Study” (2016), available at official YouTube channel of the Council on Foreign Relations: <https://www.youtube.com/watch?v=HZ8ULuFNMpE>.
- “A Short Guide to the Euro” (2015), available at the European Union website: <https://publications.europa.eu/en/publication-detail/-/publication/2b788b39-70d1-48dd-a1fe-fe8b363bd7d5>.
- Optional: for further ideas visit the eTwinning website that is prepared for sharing materials about Europe: <https://www.etwinning.net/en/pub/projects/easy-steps-setup-project.htm>.

Lesson supplements

- Chapter titled “European Economic Integration and the Debt Crisis” by Ayşe Tecmen.
- “Baffled by the EU budget?” (2013), available at the European Parliament website: <https://www.europarl.europa.eu/programme/others/baffled-by-the-eu-budget> (duration: 1.35 minutes).
- “Climbing Higher Together” (2014), available at the European Commission website: <https://ec.europa.eu/avservices/video/player.cfm?sitelang=en&ref=1095736> (duration: 2:26 minutes).
- “Navigating Stormy Seas - Preventing Future Crises” (2014), <http://europa.eu/!WM37Fg> (duration: 1:56 minutes).

Learning outcomes

Upon completing this lesson, students will be able to:

- understand the economic background and history of economic integration of the European Union;
- form an idea about the financial integration process leading up to the crisis;
- discuss the European debt crisis and European Union publics’ reactions to it;
- learn measures of debt crisis’ effects on the economic and social sphere.

Activities

The activities include teacher-led discussions, group work, self-directed learning and use of primary and secondary source materials.

Allow student discussions when they are expressing their opinions during class activities.

Check your internet connection and open the videos, and relevant activities' websites before the lesson begins.

Activity 1. Overview of the EU budget

Duration: 5 minutes

First, test how much your students know about the EU budget by asking them the following questions:

- a. How is the EU funded?
- b. Who decides how the EU budget is allocated?

Second, show them the following video explaining how member states contribute to the EU budget: "Baffled by the EU budget?" (2013), available at the European Parliament website: <https://www.europarl.europa.eu/programme/others/baffled-by-the-eu-budget> (duration: 1.35 minutes).

Activity 2. Mini-quiz

Duration: 15 minutes

1. True or False: New member states do not have to use the Euro.

2. The recent economic crisis is known as

- a. The Great Recession
- b. The Great Depression
- c. The Great Crisis

3. True or False: All EU member states are members of the Eurozone?

4. True or False: IMF is a part of the European Central Bank

5. Which one of the following had the most difficult time with the financial crisis?

- a. Portugal
- b. Ireland
- c. Italy
- d. Greece
- e. Spain

6. True or False: Stability measures are actions taken to make a situation more static/stable which are intended to control the country's spending/debt.

7. The EU MS afraid that the financial crisis would spread due to

- a. Economic integration
- b. Political integration
- c. Social integration
- d. Cultural integration

When mini-quiz finished you evaluate students' answers.

Answer Key

1- False, 2- a, 3- Eurozone refers to the group of 17 European nations, which share a common currency, the Euro, 4- False, 5- d, 6- True, 7- a.

Activity 3. Video sessions and class discussions

Duration: 20 minutes

Show the following short videos in the classroom and ask your students to contemplate the questions below. Allow 10 minutes per video.

- “Climbing Higher Together” (2014), available at the European Commission website: <https://ec.europa.eu/avservices/video/player.cfm?sitelang=en&ref=I095736> (duration: 2:26 minutes).
 - a. How are the European economies linked?
 - b. What are the advantages and disadvantages of European economic integration?
- “Navigating Stormy Seas - Preventing Future Crises” (2014), available at the European Commission website: <http://ec.europa.eu/avservices/video/player.cfm?ref=I095738&lg=EN/EN&sublg=none> (duration: 1:56 minutes).
 - a. How do you describe the “stronger together” motto of the EU?
 - b. What was the “domino effect” discussed in the reading material?
 - c. How do you consolidate these two ideas?

If your students request further information about this topic you can suggest the following sources

- European Commission: https://ec.europa.eu/info/business-economy-euro_en.
- World Economic Forum: <https://www.weforum.org/agenda/2015/04/a-history-of-europes-economic-integration/>.

Lesson Plan for Chapter 4: “Europe, Migration and the Refugee Crisis”

Ayhan Kaya, Istanbul Bilgi University, International Relations, Turkey

Ayşe Tecmen, Istanbul Bilgi University, European Institute, Turkey

Duration: 40 minutes

Materials:

- Computer with internet access for the instructor
- Computer with internet access for each student
- Projection device
- White board

Readings and videos for teachers

- “The EU and the Crisis in Syria” European Commission Fact Sheet (2017a), is available at the European Union External Action (EEAS) website: https://eeas.europa.eu/sites/eeas/files/2017_04_4_syria_factsheet.pdf.
- “Legal migration and Integration” European Commission (2017b), is available at the European Commission website: https://ec.europa.eu/home-affairs/what-we-do/policies/legal-migration_en.
- “EU Migration Crisis: The Inside Story” (2016), available at official YouTube channel of the Council of the EU: <https://www.youtube.com/watch?v=YnYzcl4QRgY>.
- Optional: for further ideas visit the eTwinning website that is prepared for sharing materials about Europe: <https://www.etwinning.net/en/pub/projects/easy-steps-setup-project.htm>.

Lesson supplements

- Chapter titled “Europe, Migration and the Refugee Crisis” by Ayhan Kaya and Ayşe Tecmen.
- “A European Agenda on Migration – Two Years On” (2016), available at the European Commission website: https://ec.europa.eu/commission/priorities/migration_en (duration 2.01 minutes).

Learning outcomes

Upon completing this lesson, students will be able to:

- understanding the dynamics of the refugee crisis and see that the effects of it on both sides (migrants and the host countries);
- understand the terms ‘migrant’, ‘migration’, ‘refugee’ and ‘asylum seeker’;
- learn the differences between assimilation and integration;
- have an idea about the EU’s policies on migration;
- understand to importance of human rights for all people.

Activities

The activities include teacher-led discussions, group work, self-directed learning and use of primary and secondary source materials.

Allow to the student discussions who are expressing their opinions in the class activities.

Check your internet connection and open the videos to show before the lesson begins.

Activity 1. Push and Pull factors worksheet

Duration: 10 minutes

Project the following table to the white board and ask students to name push and pull factors for migration. If needed, refer to Table 1 located on page 45 in the e-book. To help your students understand the significance of these factors ask them the following questions:

- a. What are the reasons for the people for leaving their homes?
- b. Why do they want to migrate to Europe? (specifically explore the pull factors for Europe)

ACTIVITY 1: Push and Pull Factors Worksheet	
Push factors	Pull factors

Table 1

Activity 2. Class discussion on “Populism, Diversity and Tolerance” based on the animated video in the e-book

Duration: 15 minutes

Show the animated video on page 13 of the e-book titled “Populism, Diversity and Tolerance”.

Ask the following questions to initiate class discussion

- a. What is populism?
- b. Can you give examples from your national context?
- c. What is the relationship between the Syrian refugee crisis and Islamophobia?

Activity 3. Video session and discussion questions on the EU’s response to the migration issue

Duration: 15 minutes

Show the following short video “A European Agenda on Migration – Two Years On”, available at the European Commission website: https://ec.europa.eu/commission/priorities/migration_en (duration 2.01 minutes).

Ask your students about the EU’s policies on migration:

- a. Does the EU have a common policy on migration?
- b. What is the European response to migration and the recent refugee crisis?
- c. What is the relationship between migration, and national identity and culture?
- d. Why has it been difficult to formulate a Europe-wide response to this issue?

If your students request further information about this topic you can suggest the following sources

- Pamphlet on the crisis for 15+ age group: "The EU and the Migration Crisis" (2017), available at the European Commission website: <http://publications.europa.eu/webpub/com/factsheets/migration-crisis/en/>.
- “Europe’s Migration and Asylum Policy Small Steps to Make a Big Difference” (2017), available at the European Commission website:

https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/20170302_factsheet_on_europes_migration_and_asylum_policy_-_small_steps_to_make_a_big_difference_en.pdf.

- “The Human Cost of Fortress Europe: Human Rights Violations Against Migrants and Refugees at Europe’s Borders” (2014) is available at the Amnesty International website: <https://www.amnesty.ch/de/themen/asyl-und-migration/festung-europa/dok/2015/die-kampagne-sos-europa/bericht-the-human-cost-of-fortress-Europe>.
- “Refugee Crisis in Europe” (2016), available at the European Council website: <http://ec.europa.eu/echo/refugee-crisis>.
- “Delivering on Migration” (2016), available at the European Commission website: https://ec.europa.eu/commission/sites/beta-political/files/2-years-on-migration_en.pdf.
- “Migrant Crisis: Migration to Europe Explained in Seven Charts” (2016), available at the BBC website: <https://www.bbc.com/news/world-europe-34131911>.
- “The EU and The Migration Crisis” (2017), available at the European Union website: <http://publications.europa.eu/webpub/com/factsheets/migration-crisis/en/>.

Lesson Plan for Chapter 5: “Europe on Display: a Case Study”

Susannah Eckersley, Newcastle University, UK

Duration: 40 minutes

Materials:

- Computer with internet access for the instructor
- Projection device
- White board

Readings and videos for teachers

- “Questions and answers about the House of European History” available at the House of European History website: https://historia-europa.ep.eu/sites/default/files/assets/qa_en_2017.pdf.
- “House of European History Background” (2017), available at the European Parliament website: http://www.europarl.europa.eu/pdfs/news/expert/background/20170420BKG71839/20170420BKG71839_en.pdf.

Lesson supplements

- Chapter titled “Europe on Display: A Case Study” by Susannah Eckersley.
- Permanent Exhibition: “Shaping Europe” available at the House of European History website: <https://historia-europa.ep.eu/en/permanent-exhibition/shaping-europe>.

- Game: “Europe in a Museum” which was funded from the European Union’s Horizon 2020 available at: <http://criticalheritage.bilgi.edu.tr/>.

Learning outcomes

Upon completing this lesson, students will be able to:

- understand the differences between national museums and House of European History;
- have an idea about the relation between people and the history;
- learn the importance of the history, cultural studies, citizenship, sociology, media and geography subject areas.

Activities

The activities include teacher-led discussions, group work, self-directed learning and use of primary and secondary source materials.

Allow student discussions when they are expressing their opinions during class activities.

Check your internet connection and open the videos, and relevant activities’ websites before the lesson begins.

Activity 1. Class discussion on museums and culture

Duration: 15 minutes

Ask your students the following questions:

- a. Why do people visit museums?
- b. What is the significance of museums to identity construction?
- c. What role might a ‘House of European History’ have for telling a story of Europe and of European identities?

The main aim of this activity is to enable students to develop an understanding about the significance of European heritage in European identities.

If needed you can access the permanent exhibit at the House of European History called “Shaping Europe” available at the House of European History website: <https://historia-europa.ep.eu/en/permanent-exhibition/shaping-europe>.

Note: You can use the images on this website to stimulate discussion about the shared elements in European history.

Activity 2. Play the game: “Europe in a Museum”

Duration: 25 minutes

Play the game available at: <http://criticalheritage.bilgi.edu.tr>.

Read the game instructions to your students.

After the game is finished, ask your students the following questions:

- a. What are the differences between tangible and intangible heritage?
- b. What is the relationship between national heritages and European heritage?

If your students request further information about this topic you can suggest the following sources

- Official website of the House of European History: <https://historia-europa.ep.eu>.
- Instagram account of the House of European History: https://www.instagram.com/visit_ep/.
- Interview with Constanze Itzel, Head of Unit at the House of European History “The House of European History: A reservoir of the diversity and complexity of the memories of Europe” (2017), available at the European Observatory on Memories (EUROM) website: <http://europeanmemories.net/magazine/the-house-of-european-history-a-reservoir-of-the-diversity-and-complexity-of-the-memories-of-europe/>.



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