



Teacher material

Old fears and new threats: Western European defence negotiations

Teacher Guidance with Activity Plans

Introduction

This introduction is the same for each activity theme in this section.

The materials in this section are designed to help your students to engage with the history and politics of Europe and the European Union in ways which they will find informative, engaging and thought-provoking. There are (and have always been) decisions to be made, as a result of events and changes both inside and outside Europe. There are (and have always been) dilemmas to be faced. Some are new, some are ages old with modern aspects, and responses to these can produce new dilemmas and the need for new decisions. Your students will work with some of these dilemmas and by doing so, learn how and why decisions have been made. The learning is dynamic and the activities are not solely about learning content, but also about reasoning, planning and deciding in ways which are similar to those of the people being studied. There is a decision making activity and three evidence files for mini-research projects. Each one addresses a subject which has had an impact on the evolution of modern Europe. There are harder and easier versions of contents and activities for each of the evidence files. These activities may follow on from work with the other materials in this module. They can also be used as a series of options to be chosen by you to fit your curriculum, interests, and the needs of your class.

To summarise:

- Students will investigate the dilemmas that have emerged in specific policy areas
- Students will then learn about how and why decisions were made to deal with these dilemmas
- Students' learning should be as active as possible
- The highest level material and activities will be appropriate either for your older and very able students and/or you, as the teacher, needing to learn about the topic before teaching
- Activities for younger and less able students are provided for use in single lessons. They can be expanded if you have the time.

What follows is guidance to help you successfully manage the decision making activity about the European defence community.

Remember that all materials are provided with a Creative Commons licence. That means that you can work with them and adapt them to suit the needs of your students and to ensure that they fit well into your curriculum context. These activities are designed to be possible to do in a single, or part of a single lesson. Where you put them in your programme of study, will depend on what you have planned for your students to learn. The activities can also be extended if you have more time and this guidance suggests where that could be done.



How to use the decision-making activity.

How revealing are the negotiations over European defence 1948-1954 about the hopes and fears of the people involved?

This is a decision making activity designed to help students to understand a complex historical topic. This activity involves students' role playing the decisions and dilemmas relating to European defence in the early 1950s. The instructions are quite lengthy, but the activity itself does not have to be lengthy, or too onerous on individual students. The whole activity can be done in an hour's lesson if the preparation is done in advance. It can be done in more or less depth. There are versions with less and more text. It is also possible to add in more student group and whole class discussion at each stage. Which option is chosen will depend on the aptitude, age and interest of your students, and on the time you have available. You will want to look at the student materials while reading through how to run the activity.

Learning outcomes:

- Students will learn about the background and motivations of the key leaders and the national governments they represented. They will also learn about the interest groups that they had to listen to, and any other party who played a key role in the negotiations.
- Taking the perspective of one of the leaders and their advisers, they will learn how they responded in the negotiations and the factors that influenced their decisions.
- Students will identify the balance and interplay of internal interests (of the leader and the national government) and external factors, and identify the compromises that were made.
- Students will discuss these compromises, with the aim of developing their understanding of how complex international decision-making presents dilemmas and requires decisions.
- Students will reflect to what extent their character was effective in the negotiations and what it was that made him or her effective.
- Students will learn some of the historical context to a contemporary European issue
- Students will discuss what the defence negotiations reveal about the factors that have to be taken into account when negotiating at a European level in their own time.

This is not an activity that requires students to use source material as evidence. The activity has been written by history teachers, with advice from historians. This means that the activity materials themselves are a historical interpretation. You may wish to draw students' attention to this in the plenary to this activity. You could ask them how they could investigate the credibility of the interpretation. Draw out from students that they would need to investigate the purpose and motivations of the authors, and also to read and research widely about the topic in order to place the interpretation in as wide as possible historical context.

Student materials:

- 10 x Character cards (easier and more advanced versions)
- 5 x Decision cards (you need to copy 1 set per group – that is, 10 sets of the 5 cards)
- 4 x Context cards (you need to copy 1 set per group, or student – see below)
- Decision making sheet (you need one copy per character/group)
- Powerpoint that accompanies each decision stage. (How you present this information to students can be rearranged to suit the needs of your students.)
- Optional nameplates for character and countries (not provided)



Setting up the classroom

It is not essential, but it adds to the sense of occasion and gives clarity of roles, if you can set out the desks in a large square with all characters (students) facing inwards. Characters can sit behind a name plate for themselves and a nameplate for their country, or by the flag of their country. If you run the version of the activity that has diplomats, then this is particularly helpful (see below).

Student preparation for the activity

Your students may already have enough contextual knowledge about the Cold War for them to do the activity. If they do not, ask them to do some pre-reading from their textbook about the start of the Cold War and the condition of Europe in 1949. Alternatively, you will find context cards in the student material section. Copy these for students to take away, ask them to read them and to discuss with their peers how the topics described on each context card link together. These context cards can also be used for reference as the decision making progresses.

You may also want your students to start finding out about current dilemmas about European defence and the decisions that Europeans are facing today. This research could then form the basis for comparison and discussion at the end of the activity.

Starting the activity - taking on a role

For the main part of the activity each student (or a small group of students) will take on the role of one of the key players in the negotiations about European defence. Give each student (or small group) a character role card and ask them to read it carefully. They need to decide:

1. What factors (people, realities and events) their character will have to take into account when negotiating.
2. What sort of things their character might be prepared to compromise upon.
3. What are the things that their character would not want to / be unable to compromise upon.

Some characters, such as Adenauer, are a little easier than others.

A further development of the group role:

If your students work in groups of 3 then 1 student can take the key player character role. Student number 2 can be the critical adviser to the key player, challenging their ideas and making sure that they are fully briefed from the context cards available. Student number 3 can be a diplomat. Their role is to go and talk to key allies to find out what they are thinking before decisions are made.

Taking this approach will make the activity longer, but will allow more structured and connected student discussion over each decision. If you do adopt this approach, they you will need nameplates so that students know who their diplomats should approach.

Decision-making activity

Give students time to read and reflect upon their characters. Answer any questions that they have and check their level of understanding. Once they are ready, put up the first slide of the PPT and give them decision one. If you have students as diplomats, then allow time for them to talk to other groups' diplomats and to feedback and discuss who are their allies / opponents. Each student/group then needs to make their decision and record it on their worksheet. They complete the first box of decision one at this stage. Once every group has made a decision, reveal the next slide of the PPT. The information on it will



enable students to complete the first row of their chart. Then give students decision 2, and repeat exactly the same process. Continue through each decision until the worksheets are complete. The worksheet will form the basis for the follow-up work after the decision making activity. To reiterate, as they make decisions, students have to try to work out how their character would act from the information that they have about him and then fill in the first box on the line. They then fill in the 3rd, 4th and 5th column boxes on a row once they learn what their character actually did. They find out this information on the next page of the PPT.

Plenary discussion

The most important part of any role-play is the class discussion and debrief that follows. Students can use their completed worksheet, in particular the final column. Here are some suggested questions to use when guiding this section of the activity:

- What were the key concerns of your character? Did those concerns change?
- How was their position shaped by recent history and external events?
- How hard was it to find an agreement and why?
- How courageous do you think the decision-makers had to be?
- What do you think was the balance of listening to public opinion and providing leadership?
- What are the ingredients of an effective set of negotiations?
- What were the strengths, weaknesses, opportunities and threats facing Europe in these years?
- What lessons do you think modern European politicians and diplomats can learn from this example?
- How much resonance is there between European defence decisions and dilemmas in the early 1950s and those of today?

Assessment and reinforcement of learning

Your students could:

- Write about this topic. Here is a title that they could address:
“Military cooperation in the early years after World War Two was dictated by pure power tactics, sheer necessity of American military support and West German rearmament, and realities of the new world that was created after the Second World War.” (van Rens, 2008) Explain how far you agree with this statement.
- They could present a large poster for the school entrance hall to explain what the defence negotiations reveal about the decisions that have to be made and the dilemmas that are faced in negotiations.
- You could run a class debate: “This house believes that the USA was the most important factor in the decisions and dilemmas faced about European defence in the early 1950s.” Students could propose and oppose this statement (the motion) and then take questions from classmates, followed by a vote.
- Take on the role of a journalist (possibly for a newspaper with a particular standpoint). Write a report of the events and outcomes of the defence negotiations under the working title: ‘Europe: willing and able to cooperate?’ or ‘What does this mean for Europe’s citizens?’
- Students could research current debates about European defence – either across the continent, or just in their country. What are the contentious issues? How are they being handled? This could be presented as a news report.
- Students could debate the contemporary question: ‘Should Europe have an army?’ with reference to what they have learnt in the activity.



Adapting this activity for very able students

If your students are very able and motivated, they could be presented with a picture of the defence negotiations in Paris. They could then focus in on one of the people present. Their task would be to go away and research the person. Who were they? What was their position? What influenced their words and actions during the negotiations? Upon what were they (not) prepared to compromise? That is, instead of giving your students the character cards, they research these for themselves.

Sources:

1. Picture: The German delegation at the 1954 Paris conference, image provided to Wikimedia Commons by the German Federal Archive.
2. Romain H. Rainero, *Italian Public Opinion and European Politics (1950-1956)*, in: Ennio Di Nolfo, *Great Britain, France, Germany and Italy and the Origins of the EEC, 1952-1957* (Berlin, New York, 1992).
3. R. Dwan, *Jean Monnet and the European Defence Community, 1950-54*, in: *Cold War History* (Vol. 1(3), 2001).
4. Tony Judt, *Postwar: A history of Europe since 1945*, (London, 2005).
5. Engelina Johanna Maria Aimée van Rens, *Military Cooperation in Europe: From World War Two to the Treaty of the Western European Union (WEU)*, (2008)
[http://www.parlement.com/9353202/d/papers%20masterclass/paper_eveline_van_rens.pdf].
6. Sources at: <http://www.cvce.eu/en/education/unit-content/-/unit/803b2430-7d1c-4e7b-9101-47415702fc8e>