

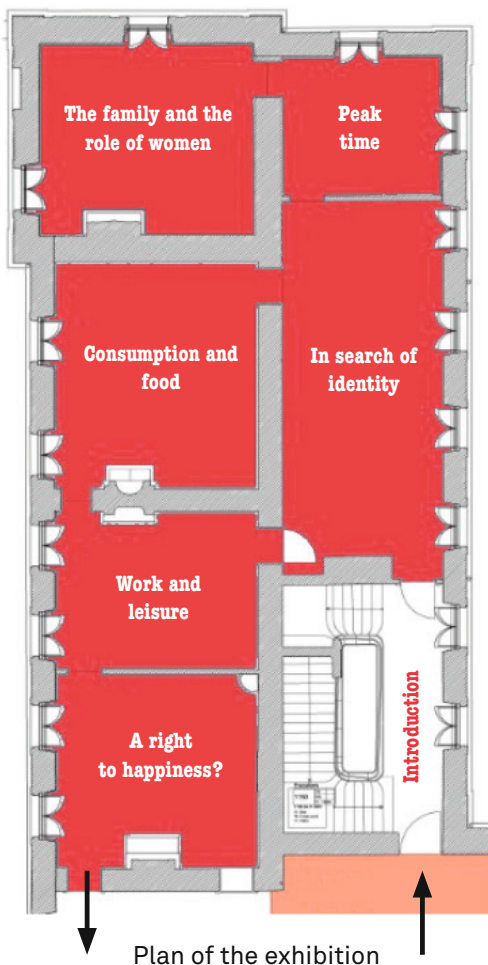
## Workbook: Years 7–8

You're a trainee historian and you've been sent to Château de Prangins to explore the exhibition "What is Switzerland?"

Your task is to investigate **a strange story published in an article** which claims that "Switzerland is the world's oldest democracy". Is it true?

You're going to examine at some objects and testimonies from the past that will help you conduct your investigation and, as historians, find out whether the newspaper based its article on credible sources.

You have 30 minutes to find the objects, answer the questions and collect the missing letters so that, when the whole class comes together again, you can put together the final mystery word!



### Switzerland: a model democracy?

(...) That's how political life is conducted in this small Alpine nation that is renowned for being one of the richest and most democratic in the world. Up to four times a year, the entire electorate, comprising some 5.5 million individuals out of a total population of 8.6 million, goes to the polls to have its say on a wide range of issues relating to both the country's future and everyday life. The system's been in place for nearly a century and a half! (...)

(taken from "GEO" magazine, August 2021, special issue on Switzerland published in no.°510 "La Suisse, ce voisin si méconnu"  
<https://www.geo.fr/geopolitique/la-suisse-une-democratie-modele-206671>)

## Group 1 investigation

**What do you think: is Switzerland a model democracy?**

Begin your investigation!

Your initial hypothesis:



## Step 2

Go to the room entitled **Free and liberated**.  
 Look for these two objects in the room.



When do they date from?

- Object 1: \_\_\_\_\_
- Object 2: \_\_\_\_\_

Who are they intended for?

- Object 1: \_\_\_\_\_
- Object 2: \_\_\_\_\_



What are they used

**Object 1:**

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**Object 2:**

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What do these objects teach us about the education girls and boys received?

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Do these two objects help you with your investigation?

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Hypotheses validated: Give reasons for your answer

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partly
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Find the mystery letter for Group 1 by answering the following question: :

The  -----  ----- is the fundamental law of the Swiss Confederation



Mystery letter



Mystery letter

Mystery word: -----



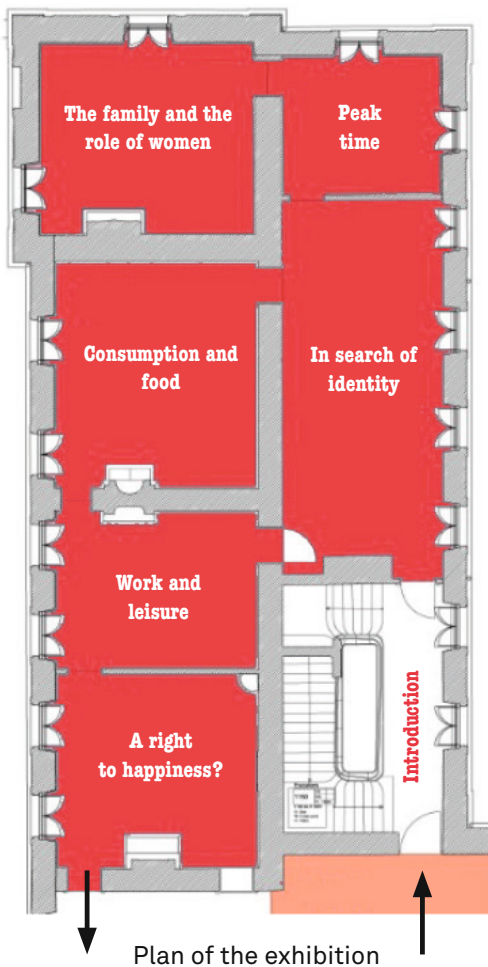
## Workbook: Years 7–8

You're a trainee historian and you've been sent to Château de Prangins to explore the exhibition "What is Switzerland?"

Your task is to investigate **the story of Heidi as told in the novel by Johanna Spyri**. It describes Switzerland as "a country of free and happy mountain dwellers and shepherds". Is that true?

You're going to examine some objects and testimonies from the past that will help you conduct your investigation and, as historians, find out whether the novel is based on truth or fiction.

You have 30 minutes to find the objects, answer the questions and collect the missing letters so that, when the whole class comes together again, you can put together the final mystery word!



“ The next morning the sun came out early as bright as ever, and then Peter appeared with the goats, and again the two children climbed up together to the high meadows, and so it went on day after day, till Heidi, passing her life thus among the grass and flowers, was burnt brown with the sun, and grew so strong and healthy that nothing ever ailed her. She was happy too, and lived from day to day as free and light-hearted as the little birds that make their home among the green forest trees.”

Johanna Spyri, Heidi, translated by Marian Edwardes

### Group 2 investigation

**In your opinion, is Switzerland a country of free and happy mountain dwellers and shepherds?**

Begin your investigation!

Your initial hypothesis:

## Step 1

Go to the **In search of identity** room, which looks at images and myths of Switzerland. Go over to the big library of collections.

Look for the collection of five identical objects showing shepherds, peasants and mountain dwellers.

### What objects are they?

Use the information from the touchscreen to help you.

Analyse the depictions of these objects by completing the boxes.

Describe what you see and what you imagine. To interpret them, ask yourself about the way these peasants are depicted: their clothing, their posture, and so on. Can people really work in the fields wearing this kind of clothing?

### What you see

The people	The setting and the objects

### What you imagine

The people	The setting and the objects

Compare these depictions with the scenic wallpaper called “Little Helvetia” which you can see on the big wall.

Look at the peasants and shepherds. Do you think they are shown realistically?  
In your view, do the people really live like this?

What emotions do they express: sadness, joy, carefreeness, tiredness?

Draw a circle around the people who appear to express the same feelings on the wallpaper as on the five identical objects:

Tiredness – Love of beauty – Poverty – Happiness – Harmony

What do these objects tell us about how shepherds, mountain dwellers and peasants in Switzerland are depicted?

Are they useful for your investigation?

## Step 2

Go over to the poster for the national exhibition of 1896.

What do you think a national exhibition is?

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Who is this person?

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What are her attributes (objects or animals associated with her)?

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Why are the mountains shown in the background of the poster?

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Why do you think the designer chose this typically Swiss person?

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On the iPad, find the photo of the Swiss village at the exhibition of 1896.

What scenery was completely invented and built specially for this event in the city of Geneva?

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Why do you think it was built?

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How does this poster help with your investigation? What does it tell us about the depiction of Switzerland?

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Who is the other legendary figure considered as a founding myth of Switzerland?

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Mystery letter

Mystery letter

Mystery word: \_\_\_\_\_



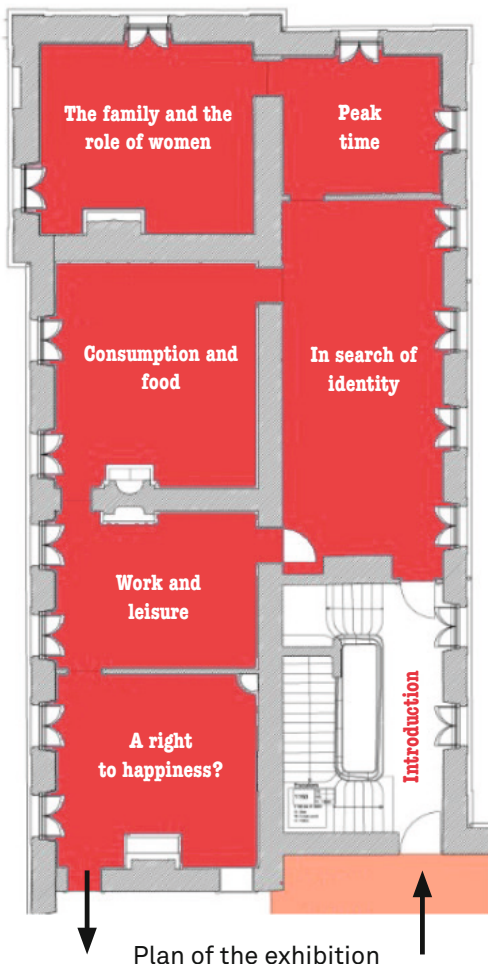
## Workbook: Years 7–8

You're a trainee historian and you've been sent to Château de Prangins to explore the exhibition "What is Switzerland?"

Your task is to investigate **a strange story published in an article** which claims that "Switzerland is a rich and prosperous country". Is it true?

You're going to examine some objects and testimonies from the past that will help you conduct your investigation and, as historians, find out whether the newspaper based its article on credible sources.

You have 30 minutes to find the objects, answer the questions and collect the missing letters so that, when the whole class comes together again, you can put together the final mystery word!



### Switzerland is the world's fifth most prosperous country

According to the Legatum Institute think tank, the Confederation is in first place for economic quality and second for safety and security.

Switzerland is still one of the world's most prosperous countries, according to the ratings issued by the London-based Legatum Institute think tank. However, it has fallen two places and is now in fifth position.

Switzerland is in first place for economic quality and second for safety and security [...], the Legatum Institute writes on its website on Thursday. It ranks slightly lower in terms of living conditions (6th), governance (7th), natural environment (7th), and education (8th) [...].

Taken from the newspaper 24heures: <https://www.24heures.ch/la-suisse-est-le-cinquieme-pays-le-plus-prospere-au-monde-663985734723>

## Group 3 investigation

**In your view, has Switzerland always been a rich and prosperous country?**

Begin your investigation!

Your initial hypothesis:

## Step 1

Go into the **A time for work and a time for leisure** room.

Once you're there, look for two objects that show Switzerland wasn't always a rich and prosperous country in the 18th and 19th centuries.

Here's a clue: it's a picture of a peasant and his wife. Read his testimony on the iPad.

What do these two objects teach us about the living conditions of peasants in the 18th and 19th centuries?

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Listen to Henri Tronchet talking about the working conditions of building workers during the 1930s.

Complete the table with information from his testimony and your own details as a school pupil.

Name	Year	Profession	Working hours per week	Days off per week
Henri Tronchet				
You				

What does Henri Tronchet say about his working hours and how much he earns?  
Do you think he has a tough job?

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Find a picture where the working conditions look hard and explain why.

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What do these objects tell us about the living and working conditions of labourers?

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Are these pictures and testimonies useful for your investigation?

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## Step 2

How many hours do you think a reeler had to work to buy a kilo of coffee or bread in the 19th century?

To answer, go into the room next door which is devoted to food and goods.

It's called **From home and abroad**.

Use the turntable inside the cash register to help you.

Record the number of hours in the table below.

Reeler	1890	1900	1910
Coffee			
Bread			

Does this woman have to work many hours in order to afford these groceries?

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What do you notice about the changes in the price of groceries such as bread and coffee?

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Can most people today afford coffee and bread? How long do they have to work in order to buy them?

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To the right of the grocer's counter you'll find an iPad and headphones. Select the Maggi stock tin and listen to its story.

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What are the health problems suffered by the working class in the late 19th century that Julius Maggi describes?

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Is the information you have gathered in this step useful for your investigation?

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Switzerland is considered a rich country, but is everyone who lives here really rich?

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What have you learned about living conditions and prosperity in Switzerland?

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Hypotheses validated: Give reasons for your answer

<input type="checkbox"/> Yes
<input type="checkbox"/> No
<input type="checkbox"/> Partly

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Find the mystery letter by answering the following question:

Mystery letter



This postcard opposes the \_\_\_\_\_ law of 1924 which would have raised working hours from 48 to 54 per week.

By way of reminder: the 48-hour working week came into force in 1920.

It was not until 1964 that a Swiss law covering the economy as a whole came into force, offering a guarantee of paid holidays.

Mystery word: \_\_\_\_\_

