



# **K-12 Teach EU Studies Bootcamp**

## **Summer 2024**

### **The Pan-European Picnic and World Heritage Sites**

Alyssa Bent  
Gainesville, FL

Reading, Grades 6-8



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**Lesson:** The Pan-European Picnic and World Heritage Sites

**Reading Skill being Taught:** Text Structures and Scaffolding the Concept of Symbolism

**Standards Met:**

- ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.
- ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).

**Objective:** Students will end the lesson with the beginnings of knowledge about symbolism and the ability to identify the five text structures and explain their meanings.

**Check for Understanding:** Students will show their mastery of ELA.6.R.2.1 by annotating the text correctly and answering the formative assessment questions with their peers. At the end of the lesson, they will create their own lesson that will show mastery of their ability to use cue words and properly sequence a paragraph. Mastery of ELA.6.R.3.1 is not expected by the end of this lesson; this lesson helps scaffold student understanding of the fact that symbolism can be utilized in informational texts as well as literary.

**Engagement Strategies:** Google Earth exploration reciprocal teaching, collaborative and anonymous participation

**Differentiation Strategies:** manipulatives are utilized whole class, all concepts are pre-taught to ELLs during stations the preceding Friday

**Materials Needed:** pencils, sticky notes, anchor chart paper, class set of “European Reunification” by Christian Erdei, dry erase pocket sleeves, dry erase markers, Informational Text Structures worksheet, journals, ABCD Cards, How the Pan-European Picnic led to EU Values Worksheet, scissors, glue sticks

**Time Allotted:** 3 50-minute long periods

## Lesson Schedule

**Day 1 (Monday):** Slides 1-5 of the deck

	Activity	Explanation
	“The Why”	Begin the class period by letting students into the purpose behind their learning during this lesson: to learn the different types of structures of an informational text, to learn that symbolism is everywhere, and to learn about the European Union. Refer to your focus board to ensure students understand what they are learning and why.
I Do	Introductory Video and Cornell Notes	The bulk of the lesson today is the activating strategy, which teaches students explicitly about the different types of text structures. Before the cloze notes, show students the short <a href="#">Flocabulary</a> video on text structures to ease their brains into the concept. Pause the video after each term is defined and encourage students to take Cornell notes in their journals during the video so that they may fill out the cloze notes easily.
We Do & You Do	Cloze Notes	While the cloze notes are embedded into Slide 4 of the Slide Deck (and included with the answer key in the Appendix), it is best to utilize your document camera to project you modeling how to fill out the notes with the students. Give them this opportunity to show what they learned about text structures from the video to build their confidence with this skill. On the flip side of the notes is an opportunity to practice the skill. Model the first two with the whole class, and then break them into their reading buddies to finish. This is a great method to formatively assess how they are understanding when they share out the answers with ABCD cards (see Appendix).
You Do	Exit Ticket	Then, end today with an exit ticket, asking students what they know and want to know about the European Union. Give each student two sticky notes and have them come up and paste them onto an anchor chart marked KWL that can be for each class or all being taught this lesson. Remember throughout the lesson (and be explicit with students about the fact) that the focus should be on the values of the European Union and how they came to be.

**Day 2:** Slides 6-10

	Activity	Explanation
I Do	“The Why”	The second day of the lesson is dedicated to teaching students about the Pan-European Picnic and modeling the annotation of a text explaining it as a stepstone toward the fall of the Berlin wall. While explaining the purpose of today’s lesson, share with students that across the world, different monuments are used to symbolize the values of the place. Use Google Earth projected on the board to show them the Pan-European Memorial Park and explain to students that this one represents unity, freedom, and human rights, which are three essential values of the European Union.
We Do	Text Structure Analysis and Modeled Annotation	Explicitly instruct students on how to annotate utilizing the annotation handout (see Appendix). Make sure to ask for and point out all of the cue words they notice, giving PBIS tickets if possible. Tell students to refer back to their cue words from yesterday.
You Do	Annotation with Reading Buddies	Students will annotate the sections titled “A border guard’s courage” and “A test of the Soviet Union?” by themselves or with their reading buddies. It is important here to have them recall the importance of the subtitles of the text as this is an important part of the standard being taught during this lesson before breaking to have them work without you. Go around the room listening for understanding, but more importantly, the lack thereof and help where you are needed most, reteaching if you hear enough confusion. When most students are complete with their annotation, begin a discussion of what they read. Use anchor chart paper to create a list of events so that students can “teach” you about the sequence. Have students brainstorm in their journals which sequence words should be used to retell each event.

**Day 3: Slides**

I Do	Values Reteach	Go back over the values of the European Union and have students take more Cornell Notes in their journals (with values on one side and a better explanation of each on the right). This will enhance every learner's ability to explain.
We Do	Sequence Graphic Organizer	In pairs of reading buddies, students will complete the graphic organizer titled "How the Pan-European Picnic Led to the Values of the European Union". Students will work together to properly place the events in sequence and write sentences explaining each. At the end, the pairs will cut and paste their sentences together in their journals, adding sequence words and creating a paragraph that demonstrates a sequence text structure.
You Do	Exit Ticket	Students write on a sticky note what they have learned about the European Union through this lesson's exercise as the end part of the KWL anchor chart created at the beginning of the lesson. The resulting discussion should have a focus on the values inherent within the EU and how they have come to have these values.

**A**


**B**

**C**

**D**

# Annotation Guide

Annotating is how a good reader shows their thinking while reading, just like showing your work in math class. This will help you keep track of your thoughts for when it comes time to answer questions about a text or write in response to a text. Below are the actions necessary for being a strong literary analyst.

Symbol	Guide	Action
_____	Powerful words and phrases	Write and explain why these words
○	Words and phrases you do not understand. Use context clues within the text to help write a definition in the margins.	If the word cannot be identified with the context clues, use a dictionary to write the definition.
?	Write a question mark next to text that raises a question.	Explain why this part of the text made you question it. Write any possible connections or inferences to this from the text in the margins.
!	Write an exclamation mark next to an idea that surprises you.	Explain why it surprised you in the margins.
	Draw a star when you make a connection to the text, idea, or experience.	Write the specific connection down. Explain what the connection means to you.
1,2,3...	Assign a number to each of the author's main ideas.	Analyze each paragraph/section for its main idea.
a, b, c...	Assign a letter to the key ideas that may have brought you to the main idea, or to better explain it.	

**Are you being a close reader? Use this checklist after reading every text to make sure.**

**A close reader:**

- Reads the text more than once
- Makes sure they know the definition of all words in a text
- Pays attention to text structure
- Annotates for better comprehension

# European reunification

Christian Erdei August 19, 2014



On October 4, 1990, Helmut Kohl announced that it was in Hungary where "the first stone was knocked out of the wall." The first holes appeared in the Iron Curtain following an August picnic in Sopron.

Over a year before euphoric crowds pulled down the Berlin Wall, Hungarian dissidents organized a peace demonstration on the Austro-Hungarian border at Sopron, where the border gate was symbolically - and with far-reaching consequences - opened for several hours.

Today in the hamlet of Sopronpuszta, commemorative plaques, as well as a pavilion and a small bell tower, act as reminders of the field's history. Nothing remains of the original border fortifications. The section of iron fence that still stands was returned to the site after a period of absence in order to at least create some impression amongst visitors that this site was once a border. No one here knows where the historic wooden gate, that was opened for a short time on August 19, 1989, ended up.

A small group of Hungarian dissidents and Austrian politicians had agreed that they would symbolically open the border for a few hours that day so that they could have a picnic together. But it became more than a merely symbolic act: While Hungarians were already allowed to travel freely at that time, about 600 citizens of East Germany, the GDR, used the opportunity to flee to the West. The episode went down in history as a "pan-European picnic." Laszlo Magas from Sopron, now retired, was one of the main organizers of the event back then and still remembers that historic day very clearly.





Figure 1. East Germans travelled to Hungary to try and cross the border

"It was a stroke of luck or a twist of fate that the East Germans could flee in this way," he says. "At that time we were threatened with prosecution but by the next day I already felt that we had set the world on fire. And a friend said to me: 'We've made history!'"

### A border guard's courage

That August, tens of thousands of East Germans were already in Hungary, living on campsites, in parks and churches, and hoping to find a loophole that would enable them to escape into the West.

Photos of Gyula Horn, Hungary's then foreign minister and Alois Mock, his Austrian counterpart, cutting through the border fence that separated their countries had gone round the world just two months beforehand. News that the border was to be symbolically opened for a couple of hours on August 19 spread like wildfire among the East Germans. Five officials were guarding the wooden gate on the Hungarian side that day. Arpad Bella, then a 43 year-old lieutenant-colonel, was in charge and had received instructions to open the gate for the official delegation at 3pm. But things happened very differently.



Figure 2. Hungarian Foreign Minister Gyula Horn and his Austrian counterpart Alois Mock cut through the border fence

"People from the Hungarian side of the border approached me," says Bella. "I thought that they were the official delegation. It was only when they were already quite close that I realized that it was hundreds of East Germans who wanted to cross the border. I had about 30 seconds to think about what I should do. Should I stop them or should I

let them through?"

According to Bella, the orders were clear enough. In this kind of situation he says, you were supposed to start by firing warning shots. But he wondered how this nervous group of people would react if he drew a weapon before their very eyes?

"Perhaps they would have attacked me," Bella says. "Then I would have had to shoot according to orders. Should I risk a bloodbath? If I was to let them through, I would be held responsible. I didn't shoot. An hour later my superior was standing in front of me and angrily explained that it would be on my head!"

## A test of the Soviet Union?

To this day it is still unclear what role the Hungarian top-ranking politicians played in the event. Miklos Nemeth, then prime minister, says that they wanted to find out how Moscow would react to East Germans fleeing. This version of events would seem to be supported by the fact that persons responsible did not block off much of the area around the border. Historian Zsolt Vitari shares this opinion.

"It was a test in the sense that it enabled the tolerance of the Soviet Union to be tested a bit," says Vitari. "Ever since 1986 the so-called Brezhnev doctrine, according to which the Soviet Union could intervene if circumstances demanded, was no longer valid. Without the support of the Soviet Union, more aggressive methods could not be used. In this sense Gorbachev was really at the center of these events. That cannot be denied."

But Laszlo Magas, who helped to organize the pan-European picnic, wonders whether it is really possible to speak of a "test" because a clear test arrangement would have been necessary and this did not exist.

"What would have happened if Arpad Bella had opened fire? If we had had a tragedy?" Magas wonders. "I think that both the officials guarding the border and we, the organizers, would have been informed if the escape of the East Germans had actually been planned in advance. But no one told us anything."

Former prime minister Nemeth claims that they had wanted to discreetly tell Arpad Bella not to shoot but that this order had been lost in the chain of command and did not reach the lieutenant-colonel. Today, researchers are investigating what really went on behind the scenes during those days.

Arpad Bella is now retired and leads a secluded life in his parents' house near Sopron. He sometimes invites Johann Goeltl over, his former Austrian

colleague who was on duty on the other side of the border that day. The two men get on well and at some point, the conversation normally reverts to the old topic.

"Poor Hans Goeltl!" says Bella. "He was in such a flutter when the East Germans marched towards him! 'Why didn't you tell me?' he shouted over to me. 'Have you got bats in the belfry?' And even now, when we eat and drink wine together, he still just doesn't believe that I didn't know anything about it all!"



Figure 3. Hungarian border guards start dismantling the Iron Curtain following the pan-European picnic

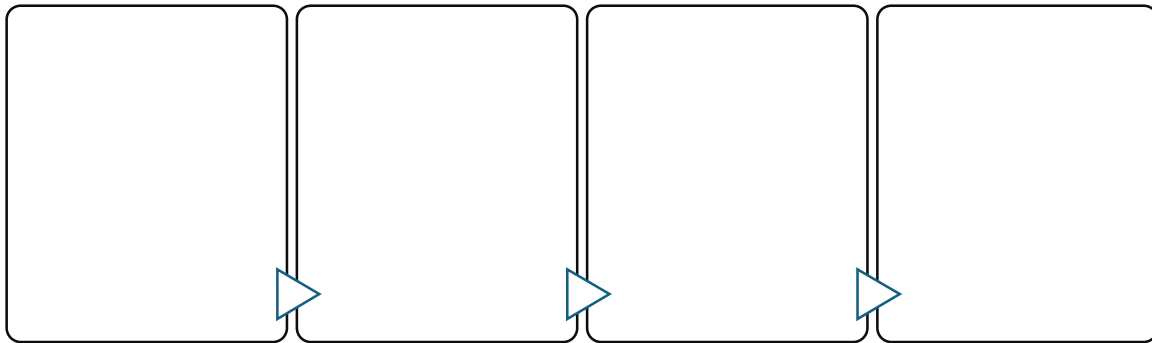
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

# How the Pan-European Picnic led to EU Values

In the boxes below, list the events in the order in which they happened that led Europe from the Pan-European picnic to the Values of the European Union being outlined.

## Event Bank

Pan European Picnic      Fall of the Berlin Wall      Gyula Horn “snipping the Iron Curtain”  
Fall of the USSR      Democracy added to the Values of the EU



In the boxes below, write a sentence or two describing what happened during each event.

Empty rounded rectangular box for writing a description of the first event.

Empty rounded rectangular box for writing a description of the second event.

Empty rounded rectangular box for writing a description of the third event.

Empty rounded rectangular box for writing a description of the fourth event.

# Nonfiction Text Structure

## Vocabulary Notes

<b>Description</b>	<p>_____ ,  explanations, and  _____ of a topic</p>	<p><b><u>Some Cue Words:</u></b>  For example/for instance  Another  Also  Fact  Topic word</p>
<b>Cause &amp; Effect</b>	<p>_____ something  happens and/or the  _____ of something</p>	<p><b><u>Some Cue Words:</u></b>  Result  Because  Since  So  Affect  Reason</p>
<b>Compare &amp; Contrast</b>	<p>_____ and  _____ between two topics</p>	<p><b><u>Some Cue Words:</u></b>  Same  Different  On the other hand  Similarly  Opposite  Both</p>
<b>Problem &amp; Solution</b>	<p>Something that's  _____ and how to  _____ it</p>	<p><b><u>Some Cue Words:</u></b>  Wrong  Fortunately/unfortunately  Difficult/impossible  Idea  Answer  Solve</p>
<b>Sequence/ Chronological</b>	<p>Events told in the  order they _____  (_____ order), one  after the other</p>	<p><b><u>Some Cue Words:</u></b>  First, second, third, etc.  Next  Later  Before/after  Finally  Dates and/or times</p>

# Nonfiction Text Structure

Match each text structure with **two** examples.

1. If the temperature of the air stays below freezing the entire time a snowflake is falling, it will reach the ground as a snowflake.

2. **Late one March evening, William Herschel noticed an unexpected object in the constellation Gemini. Days later, it had changed position.**

3. A rainbow comes from sunlight shining through airborne water droplets. A moonbow, on the other hand, is created by moonlight.

4. **Cherry trees are known worldwide for their lovely pink and white blossoms, and they thrive in many subtropical climates.**

5. To keep cookies from becoming stale as you store them, try adding a slice of bread to the container for extra moisture.

**Description**

\_\_\_\_ & \_\_\_\_

**Cause & Effect**

\_\_\_\_ & \_\_\_\_

**Compare & Contrast**

\_\_\_\_ & \_\_\_\_

**Problem & Solution**

\_\_\_\_ & \_\_\_\_

**Sequence/  
Chronological**

\_\_\_\_ & \_\_\_\_

6. **Trees help reduce greenhouse gases by taking in large amounts of carbon dioxide and pumping out clean, breathable oxygen.**

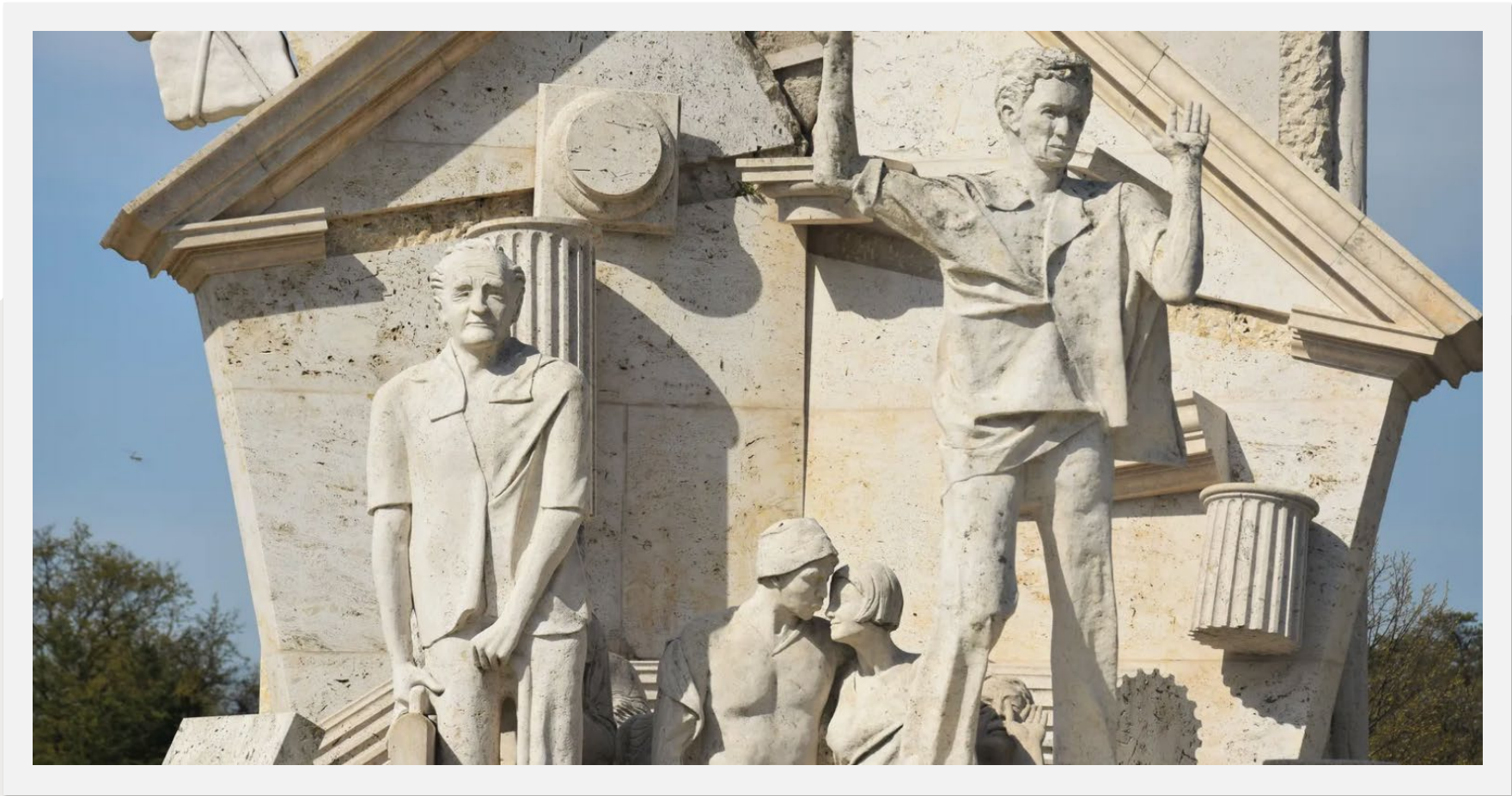
7. In Greek mythology, Persephone was the beautiful daughter of Demeter and the goddess of spring.

8. **Gratitude triggers other positive feelings in the brain, such as empathy and compassion, so it turns out that thankful people tend to be kinder to others!**

9. The finished Statue of Liberty was disassembled into 350 pieces and then shipped across the Atlantic. It was finally dedicated in New York City in October 1886.

10. **The ammonia in Saturn's atmosphere gives the planet its pale yellowish color, while methane colors Uranus light blue.**





## The Pan-European Picnic as Symbolism, Cause and Effect, and Sequence



# The Why

- By the end of this lesson, you will be able to:
  - Properly identify the 5 types of informational text structures
  - See symbolism all around you
  - Research a topic and write using all 5 text structures
- Standards on Focus Board:
  - ELA.6.R.2.1
  - ELA.6.R.3.1
  - ELA.6.C.1.4
  - ELA.6.C.1.5
  - ELA.6.C.4.1

Bring out your journals: we're taking Cornell notes!



**Types  
of text  
structure**

**Flocabulary**  
by neorpod





# Let's fill in the blanks.

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<b>Description</b>	_____, explanations, and _____ of a topic	<b>Some Cue Words:</b> For example/for instance Another Also Fact Topic word
<b>Cause &amp; Effect</b>	_____ something happens and/or the _____ of something	<b>Some Cue Words:</b> Result Because Since So Affect Reason
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Let's complete the K&W of our KWL.

What do you know about the European Union?

What do you WANT to know about the European Union?

Pan-European Picnic - where the Iron Curtain was breached in 1989



Páneurópai  
Piknik Emlékhely

Let's Explore: Google Earth

# August 19, 1989

- Austrian politicians and Hungarian dissidents agreed they would have a picnic together, opening the border for a few hours.
- 600 citizens of the GDR (German Democratic Republic) used the opportunity to reunite with their families
- Arpad Bella (border guard) told to shoot
- Test of USSR's tolerance of non-compliance



The sequence of events that “snipped away” at the Iron Curtain



Gyula Horn, Hungarian Prime Minister, cutting through Iron Curtain in June 1989

“[The Pan-European Picnic] embod[ies] values of respect for human dignity & human rights, freedoms, equality, solidarity, citizen’s rights & justice on which the Union is founded.”

–Dr. Kristin Hausler



# The Pan-European Picnic as Symbolism

- “all of Europe and even the whole world symbolically bade farewell to division”  
-Dr. Imre Tóth, Director of the Sopron Museum
- After the Pan-European Picnic, Europe began to demand freedoms it had been scared to before.



## European reunification

Christian Erdel | 04/08/19/2014

On October 4, 1990, Helmut Kohl announced that it was in Hungary where "the first stone was knocked out of the wall." The first holes appeared in the Iron Curtain following an August picnic in Sopron.



Over a year before euphoric crowds pulled down the Berlin Wall, Hungarian dissidents organized a peace demonstration on the Austro-Hungarian border at Sopron, where the border gate was symbolically - and with far-reaching consequences - opened for several hours.

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According to Bella, the orders were clear enough. In this kind of situation he says, you were supposed to start by firing warning shots. But he wondered how this nervous group of people would react if he drew a weapon before their very eyes?

# Tasks of Today

1

Learn about the Pan-European Picnic through the use of Google Earth.

2

Read and annotate a text together about how the Pan-European Picnic led to the values of the European Union.

3

Help teach the teacher about the sequence of events.

# Tasks of Today

1

Learn again and take Cornell notes about the values of the European Union.

2

List the sequence of events that took Europe from the Pan-European Picnic to the values inherent in the EU.

3

Cut and paste your sentences with sentence starter sequence words to become an informational text writer.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## How the Pan-European Picnic led to EU Values

In the boxes below, list the events in the order in which they happened that led Europe from the Pan-European picnic to the Values of the European Union being outlined.

### Event Bank

Pan European Picnic	Fall of the Berlin Wall	Gyula Horn "snipping the Iron Curtain"
Fall of the USSR	Democracy added to the Values of the EU	

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In the boxes below, write a sentence or two describing what happened during each event.






## The European Union is founded on the following values:

- **Human dignity**  
Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.
- **Freedom**  
Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.
- **Democracy**  
The functioning of the EU is founded on representative democracy. A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as a candidate and to vote in their country of residence, or in their country of origin.
- **Equality**  
Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the [Treaty of Rome](#) in 1957.
- **Rule of law**  
The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice - its judgments have to be respected by all.
- **Human rights**  
Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and the right to get access to justice.

Let's compare to see our growth!

What have you learned about  
the European Union?

## Resources

“Aims and Values.” *European Union*, Directorate-General for Communication, [european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values\\_en](https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en). Accessed 17 July 2024.

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