

ANATOMY OF A CONCEPT

→ How many different meanings can a concept mean throughout time?

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Such amazement of a history student proves the significance of the concepts of "change and continuity" for history classes. These concepts are so important that history can be defined as the examination of what has changed and continued throughout time. Concepts and the meanings we attach to them change. Innovative history teachers are aware of the significance of the varying meanings that a concept conveys through time which is an invaluable source for history teaching. They also know that it is a remarkable intellectual endeavor for students to capture the meanings of a concept through time. In this activity, you will see that the "the wall" is a very appropriate concept for such an endeavor through which you will get your students to understand the concepts of change and continuity, two of the most important goals of history education.

INTENDED LEARNING OUTCOMES

- **All students:** will know/learn about the meaning of the concept of "the wall."
- **Most students:** will know/learn bout different uses of the concept of "the wall."
- **Some students:** will know/learn about the references the concept of "the wall" makes, and will be able to comment on these references on a chronological foundation.

Grade: 9

Time: 40 minutes.

Key Question:

How many different meanings can a concept mean throughout time?

The Aim of the Lesson:

To get students to understand change and continuity by examining how the meaning attached to the concept of wall has changed through time.

Curricular links:

Students gain an understanding for the aims and benefits for learning history.

Preparation

Copy the cards provided on Worksheet-1 so that every group will have a set of cards (in total each set have 32 cards). Cut the sheets into playing cards and place the cards in envelopes for each group. Make copies of Worksheet-2 according to the number of students. The video for this activity could be downloaded from the website of EUROCLIO: <http://www.euroclio.eu>

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STARTER

- 1.** Focusing on the discipline of history, ask your students whether they know a concept that is used commonly in different disciplines. You can give examples to help them. For example: the concept of “the door,” as in “the door to Anatolia,” “the door to innovation,” and “the door to chaos.” You should not give them any clue about the concept of “the wall.”

3 min.

- 2.** Divide your students into groups of six. Give each group a set of cards containing the copies of all 32 cards. Ask them to figure out which discipline or concept the cards are related with.

5 min.

- 3.** Ask the students the common points of all pictures in the whole set and whether each card has a certain connection with one another.

12 min.

- 4.** Ask the students whether the cards are referring to any historical event. Ask them to group the cards according to particular historical events they are referring to.

15 min.

- 5.** Show the video about the concept to the students (the video is provided on the EUROCLIO’s website). After watching the video, ask your students to create a chronological timeline with the cards they have.



- 6.** Hand out **Worksheet-2** to the students and ask them to answer the questions on the worksheet. Discuss the answers given afterwards.

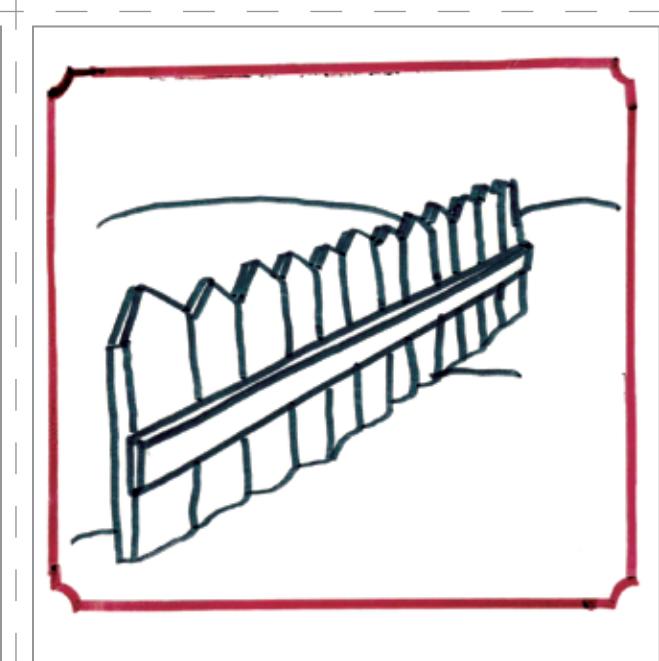
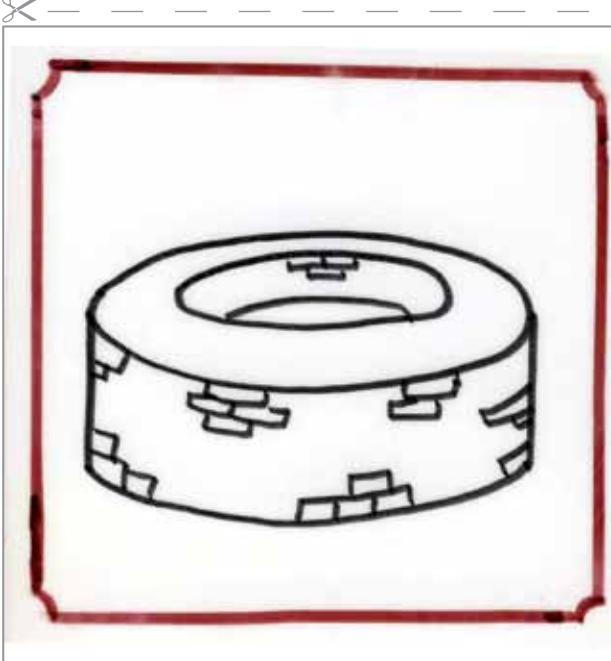
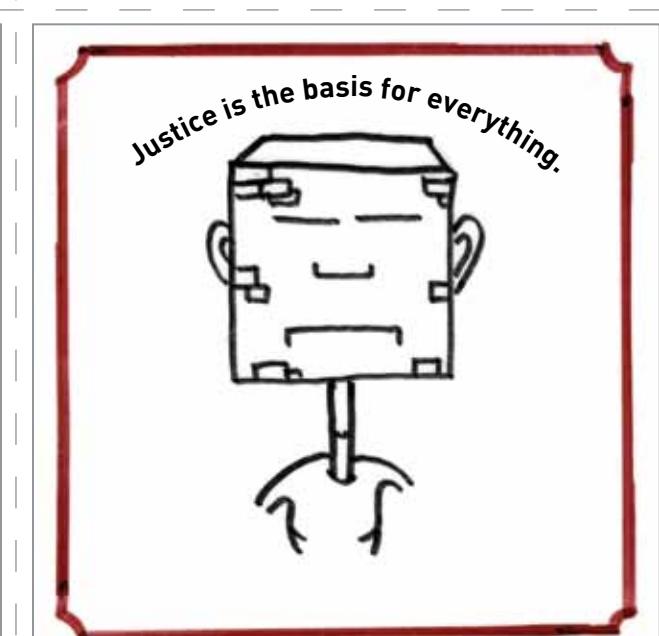
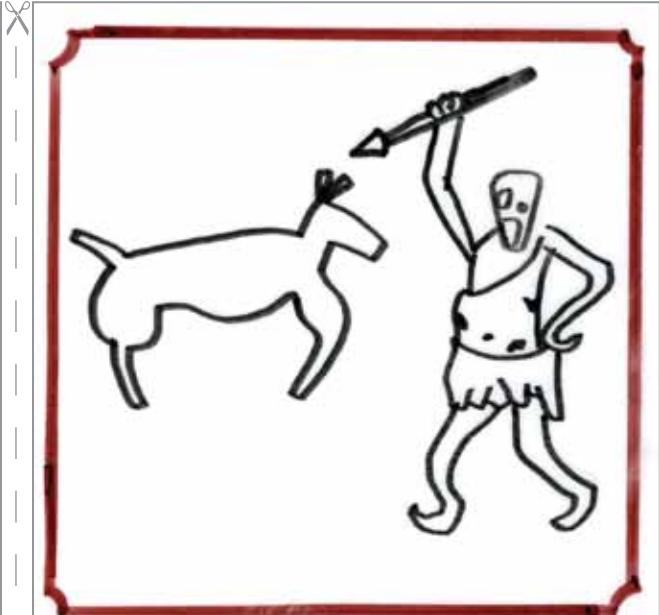
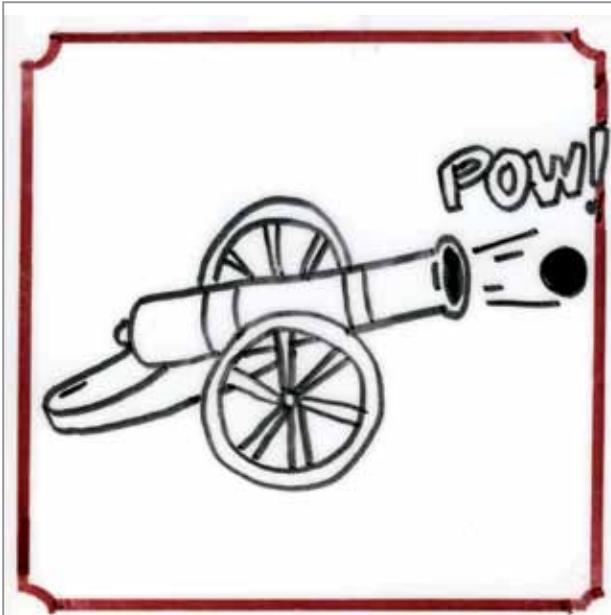
5 min.

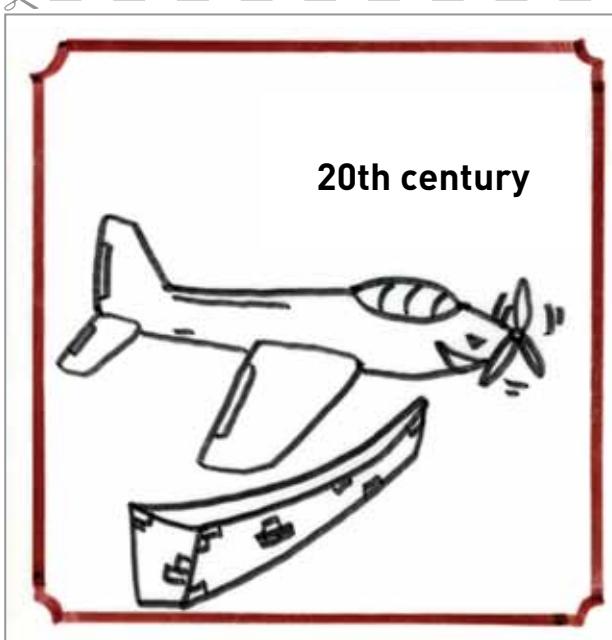
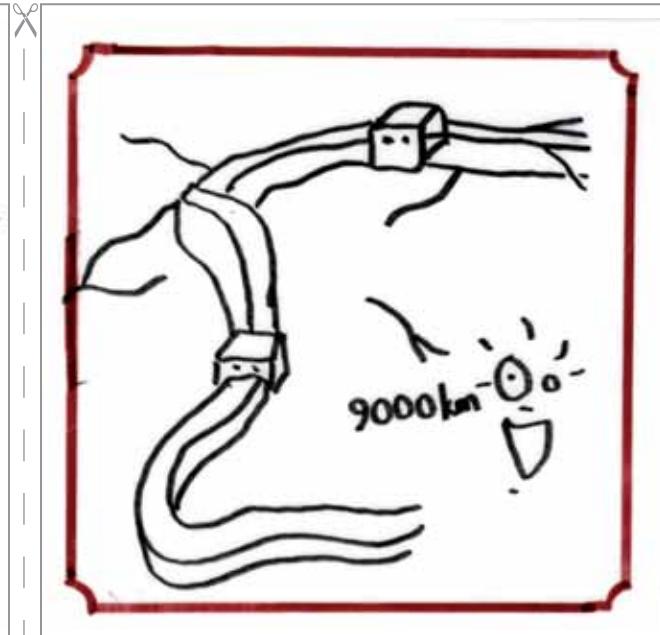
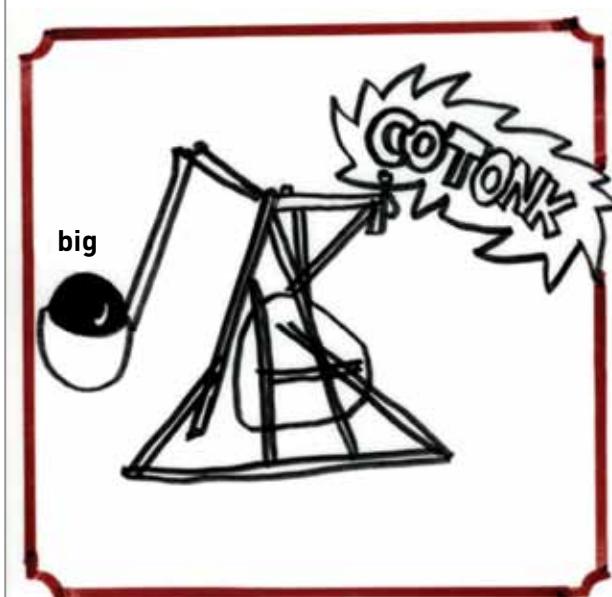
time

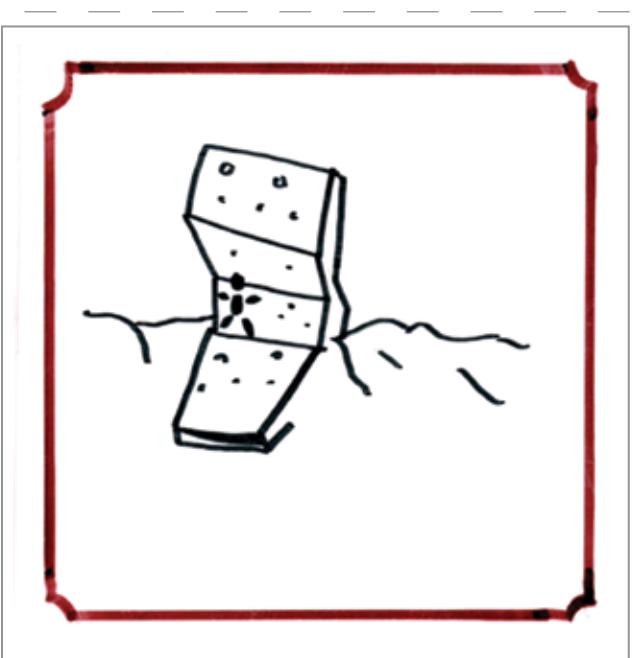
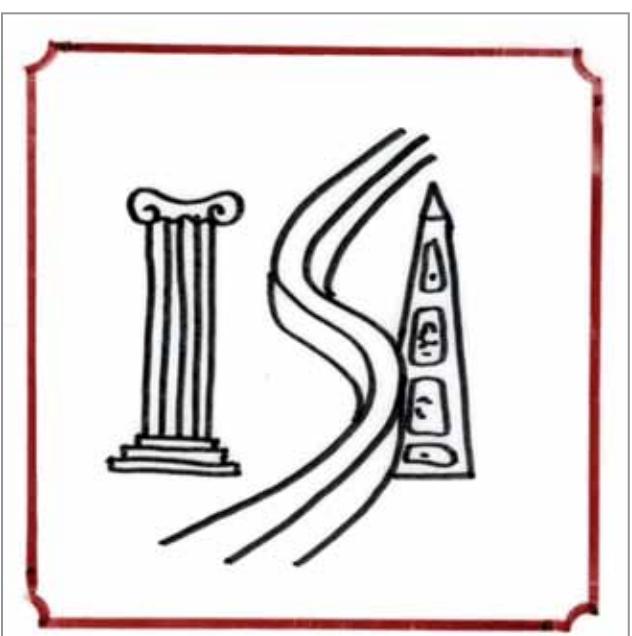
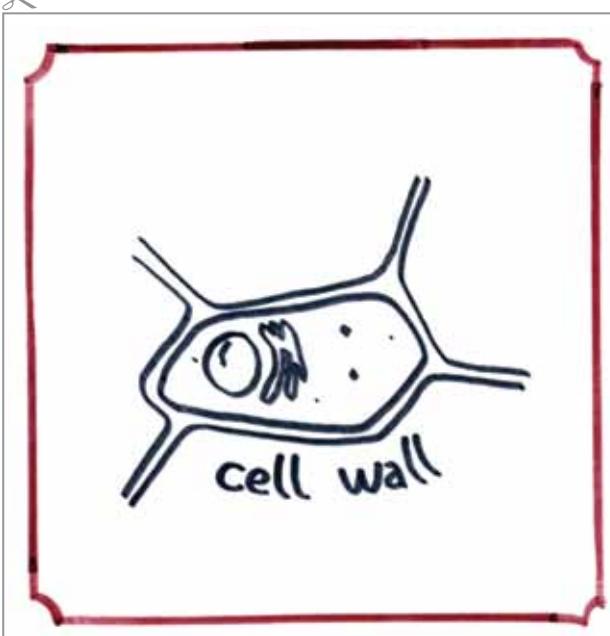
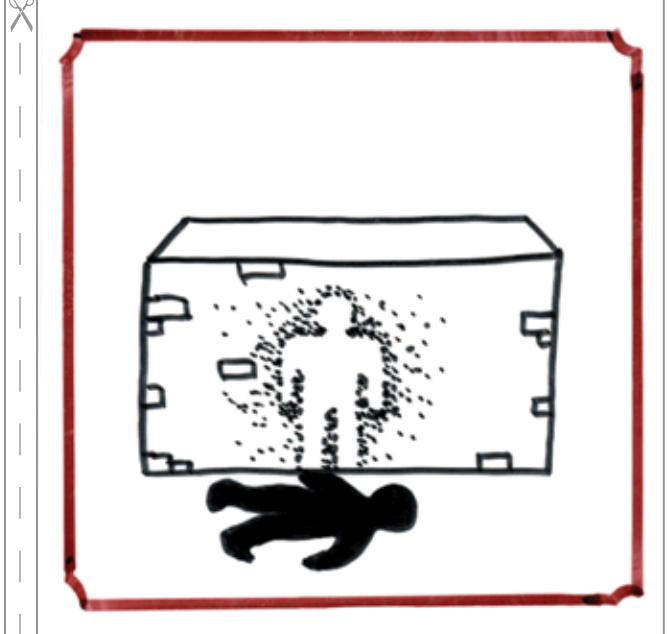
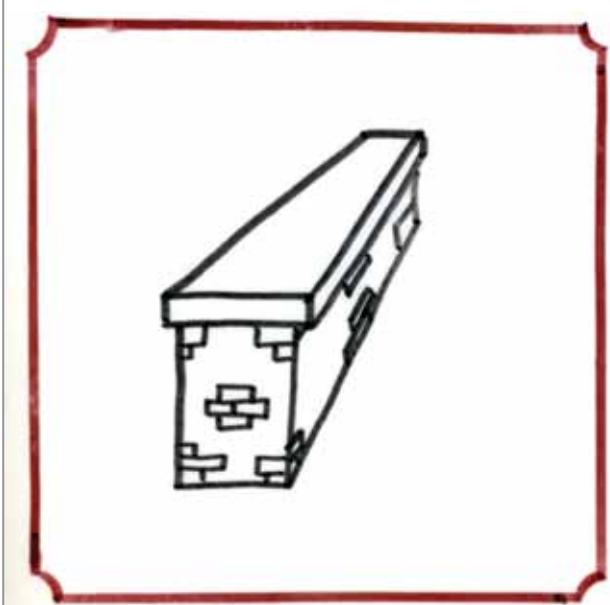
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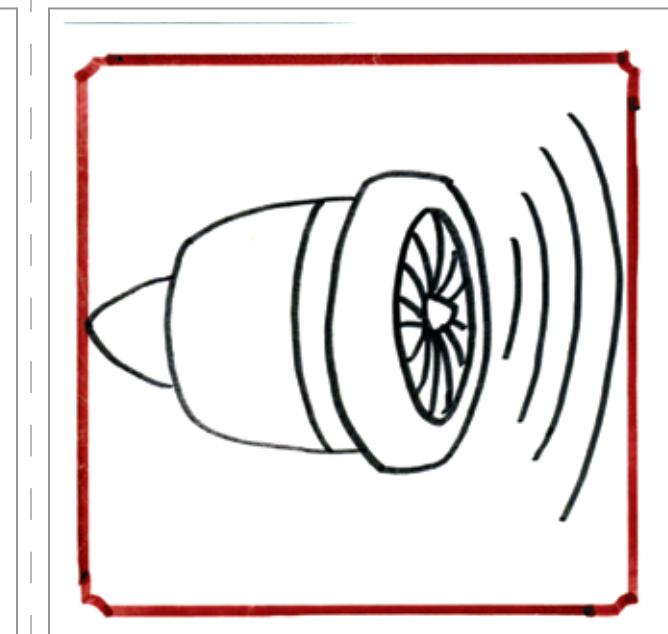
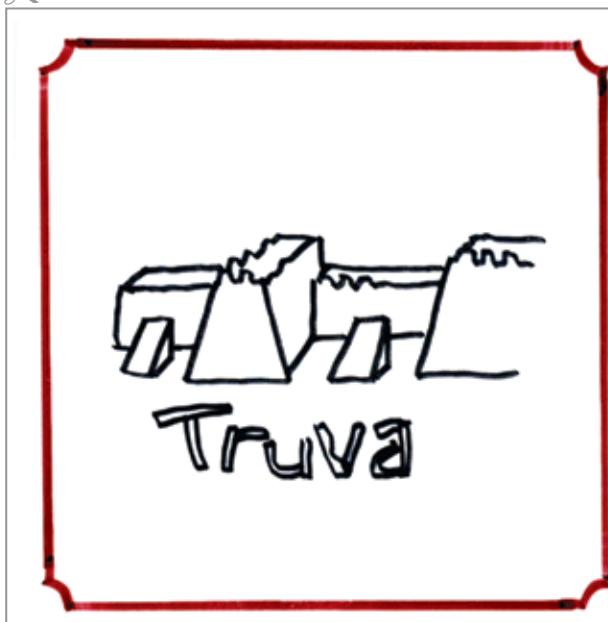
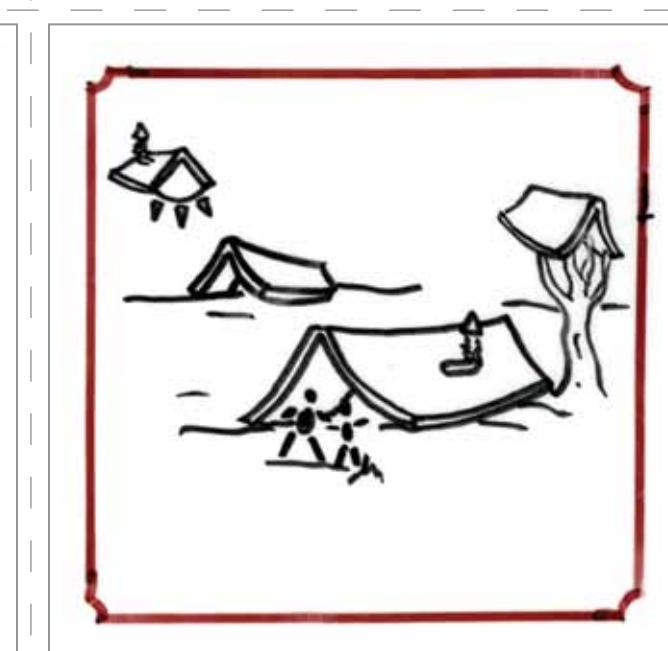
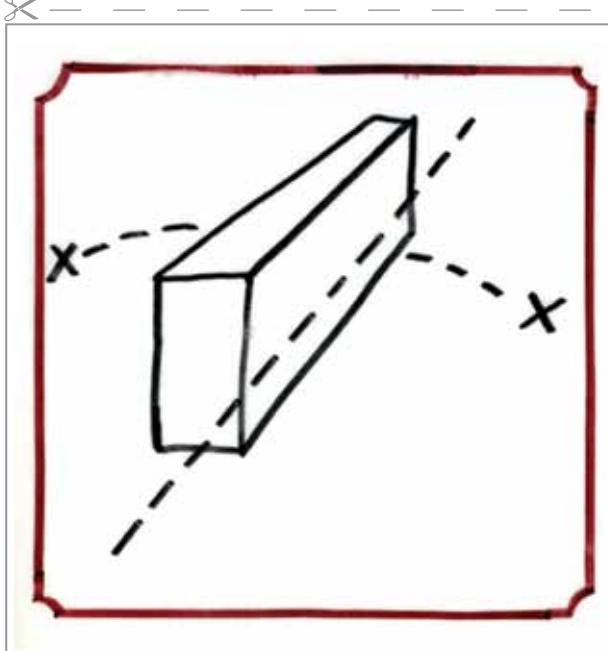
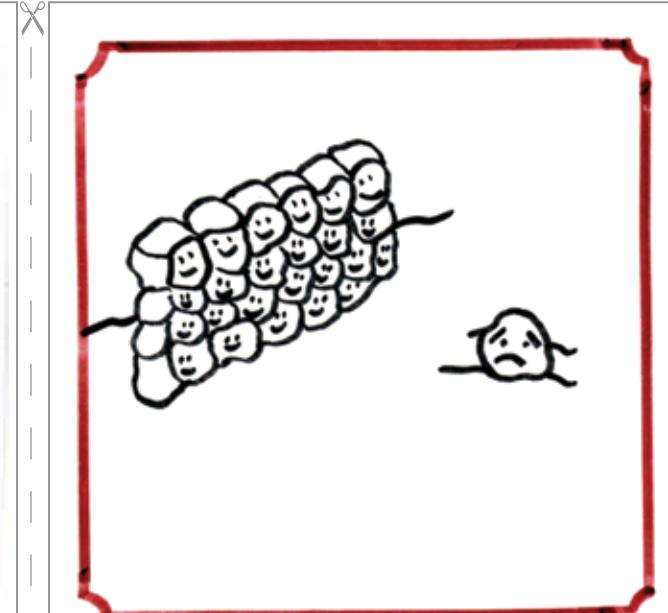
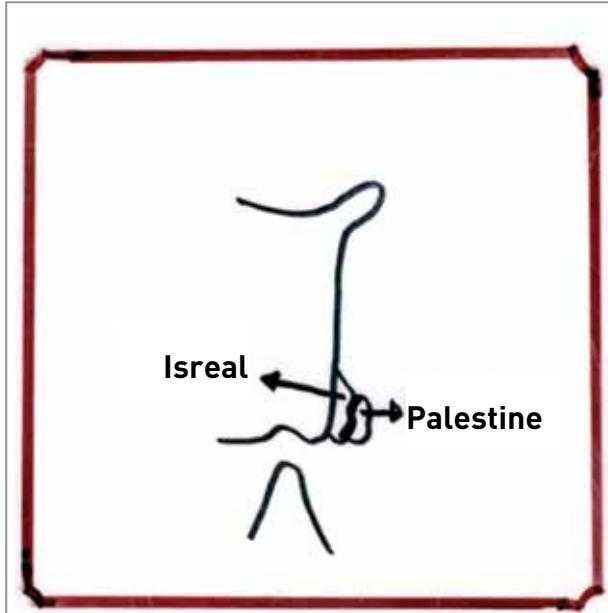
Ask your students to come up with three questions about what they learned in this class, and answer one of these questions.

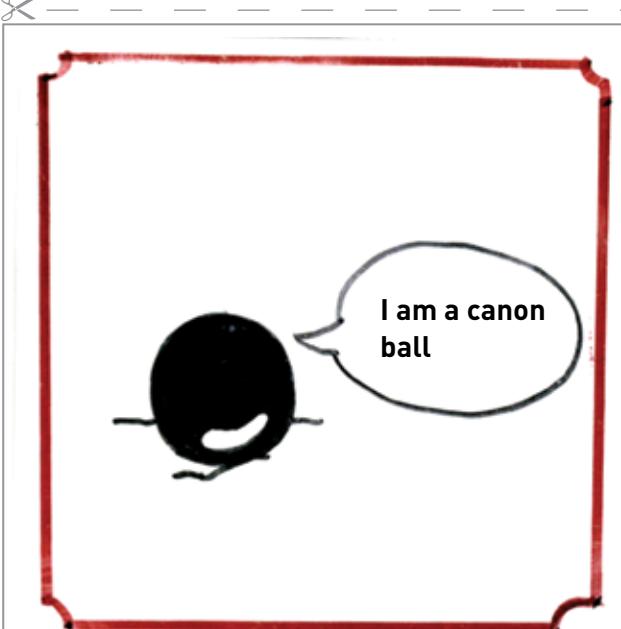
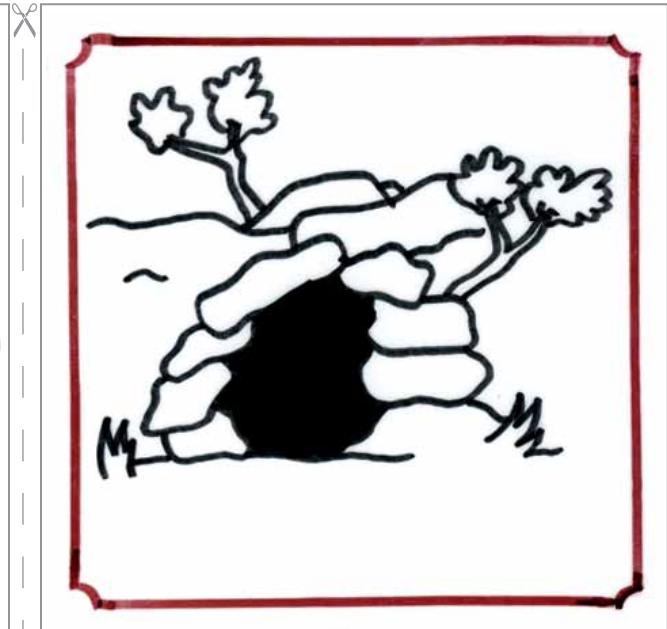


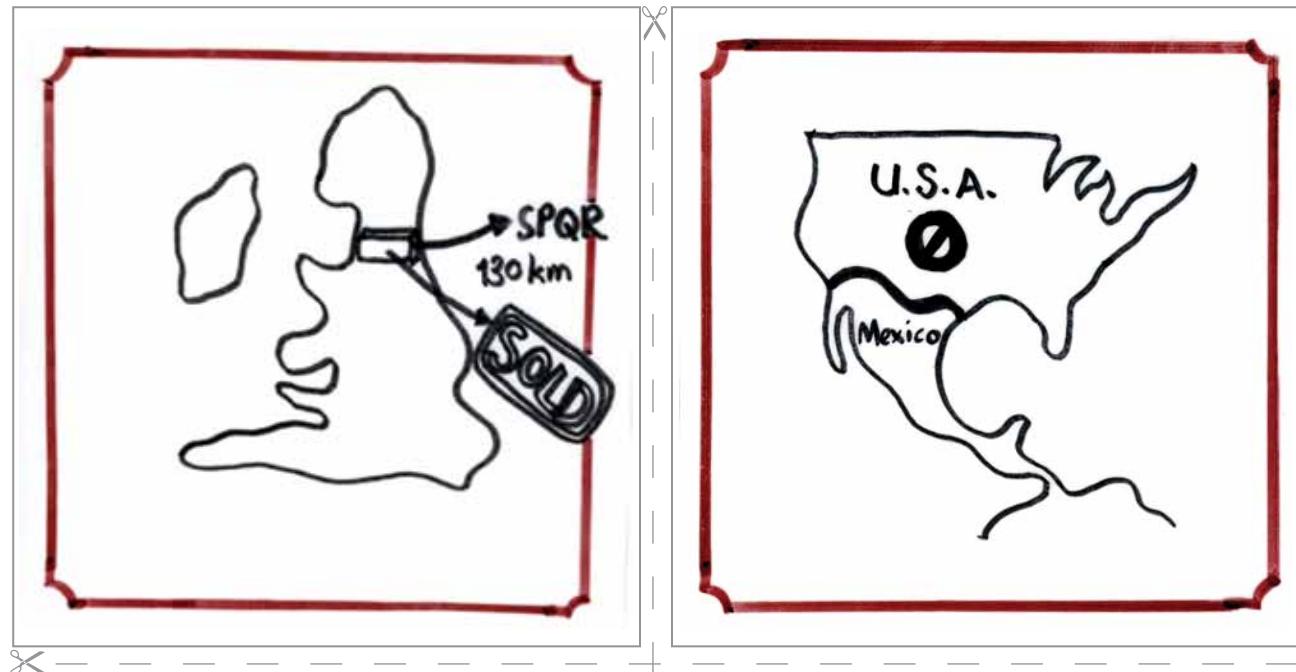














What has wall meant?	How has it changed?
In the Antiquity	
In the Middle Ages	
In Modern Times	
In the 20th. Century	