



# Sharing European Histories

TEACHING STRATEGIES

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We are grateful to the members of the international expert group, Eleni Christodoulou, Miquel Essomba, Julia Kushnereva and Chris Rowe, for helping us select these inspiring strategies.

A special thank you to the authors of *Once Upon A Time...We Lived Together* – a collaborative project of history teacher associations from the countries of former Yugoslavia and beyond – for contributing primary source material to the ‘Analysing historical figures to understand how and why they are perceived differently’ strategy. We are also grateful to George Brock-Nannestad, to whom we owe our understanding of the Lacerda Polychromograph, and Quintino Lopes, whose research on Armando de Lacerda and the Laboratory of Experimental Phonetics of Coimbra<sup>1</sup> supported the development of the ‘Using object biographies to reveal how our pasts are interconnected’ strategy.

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1 LOPES, Quintino (2021), *A Global Periphery. Armando Lacerda and the Experimental Phonetics Laboratory of Coimbra (1936-1979)*. Lisbon: Caleidoscópio.

# **Sharing European Histories**

An initiative of the Evens Foundation in partnership with EuroClio. Developing and promoting teaching strategies to help young people understand the complexity, multiplicity, and transnational character of European history and their part in it.

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## INTRODUCTION

Historical identity is central to relations between states and people in the here and now. In our diverse society, we cannot escape history when seeking to understand the present. However, we all know that the past is often a source of conflicting interpretations rather than easy consensus.

Like other histories, understanding European history involves a continuous process of construction and deconstruction, writing, and rewriting. We hope to facilitate youth contribution to the creation and comprehension of critical history and to counter norms of passive dominant narrative acceptance. Raising awareness of history's constructed nature and the need for self-guided research is necessary for historical understanding.

We believe that opening up space to engage with the dissonant and often conflictual nature of European history is the first step in discovering common positions or overcoming divisions while acknowledging existing differences. Diving into the history of a continent marked by the constant movement of cultures and populations can also offer insights into how people have interacted and lived together in the past.

The overall aim of Sharing European Histories is to help young people understand the complexity, multiplicity, and transnational character of European history and recognise how history can engage everyone in understanding Europe.

To achieve this, we launched an open call for contributions in 2018, inviting individuals and organisations to propose strategies that approach teaching European history from that perspective. Working bottom-up has allowed us to keep an open mind regarding projects and ideas that answered the real needs of educators and researchers working in this field. In close consultation with an international

expert group, we selected five individual contributors and two project mentors from across Europe and supported the further development of their ideas.

The result? Teaching strategies designed and tested by teachers for teachers. As they are not linked to a specific subject, they can be applied to many different topics in history curricula and are widely adaptable for educators across Europe.

- Using stories of the past to teach students about its complexity
- Using commemorative practices to teach that history is a constructed narrative
- Using object biographies to reveal how our pasts are interconnected
- Analysing historical figures to understand how and why they are perceived differently
- Studying histories of ideas to learn about continuity and change

We hope you find them useful and thought-provoking. Should you like to contribute your ideas, please do not hesitate to share them with us!

Sincerely,  
Katria, Steven, Hanna, and Marjolein  
– The EuroClio-Evens Foundation Team

For more information, go to [sharingeuropeanhistories.eu](https://sharingeuropeanhistories.eu).

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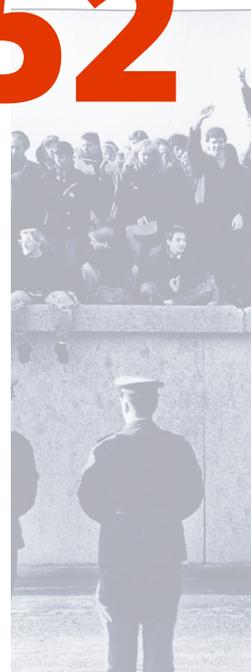
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## OUR EXPERTS

### Elisabete Pereira

is a post-doctoral researcher at the Institute of Contemporary History – Science, History Studies, Philosophy, and Science Culture (New University of Lisbon; University of Évora). She holds a Ph.D. in History and Philosophy of Science with a specialisation in Museology from the University of Évora (Portugal). Her academic background centers around history and cultural heritage. Her current topics of research are the history of collections and museums in the 19th and 20th centuries; transnational and cultural museum history, with a special focus on object biographies and historical invisibilities; and issues of decolonization.

Elisabete’s strategy – **Using object biographies to reveal how our pasts are interconnected** – encourages students to become familiar with “hidden” and interconnected histories through the analysis of objects showcased in museums – who created them, who owned them, and where they were used and kept. Analysis of chosen museum objects allows for periodisation, understanding of the environment in which the object functioned, and understanding of the roles of those involved with the object. Students are asked to consider influences, responsibilities, relations, and exchanges between actors at local, institutional, and international levels. This strategy underlines the transnationality of state histories and allows students to draw historical attention away from military and political events that often dominate classrooms and draw attention to social and cultural history instead.

### Gentian Dedja

has 15 years of history and geography teaching experience and serves as the Vice President of the History Teachers Association of Albania “Youth and History.” He holds an MA from the University of Tirana and works part-time as a pedagogue at the University of Elbasan. Gentian has co-authored textbooks, served as the national coordinator of the ePACT project, and is involved in the field of remembrance as a teacher trainer.

Gentian’s strategy – **Analysing historical figures to understand how and why they are perceived differently** – focuses on analysing key figures from the past – recent or ancient – and how they are perceived or remembered in different places. Students are encouraged to look at historical interpretations of these figures – from texts to monuments to modern media – to work out how different groups perceive them. Students are then asked to investigate the historical context behind these perceptions to suggest reasons why these figures are remembered in such ways. This strategy emphasises that history is constructed and encourages students to approach dominant narratives critically.

### Joanna Wojdon

is an Associate Professor at the University at Wroclaw (Poland) and Chair of the Department of Methodology of Teaching History and Civic Education. She is a board member of the International Society for History Didactics and managing editor of its scholarly journal – the Journal of Research on History Didactics, History Education, and History Culture (JHEC). She is also a member of the International Federation for Public History Steering Committee.

Joanna’s strategy – **Using commemorative practices to teach that history is a constructed narrative** – encourages students to analyse and deconstruct how the past is commemorated in their locality by looking at historical plaques, monuments, and names of public spaces. Students are asked to determine what message(s) these commemorative works carry, by whom, for whom, and when they were formulated, who is excluded, and why they might be excluded. Students explore how and why these commemorative practices changed over time in order to develop an understanding of the constructed nature of history in public spaces. This strategy is an innovative approach to class excursions – an alternative to visits that are typically meant to teach what the past is, rather than how the past is told. The strategy is part of the book “Thinking on Multiethnicity” (Myśląc o wieloetniczności),

based on the Big Six concepts of historical thinking developed by Peter Seixas.

### **Juan Carlos Ocaña**

is Head of the History Department and Bilingual Program at IES Parque de Lisboa in Alcorcón, Madrid. He holds a Ph.D. in Philosophy of History and Geography from the Universidad Autónoma, Madrid and is the author of various Spanish textbooks for Secondary Education. He is also a recipient of a Fulbright Grant – American Studies Institutes for Secondary School Educators.

Juan Carlos' strategy – **Studying histories of ideas to learn about continuity and change** – requires students to use key skills involved in historical thinking – chronological and geographic placement of important events – to contextualise the evolution of influential ideas that have shaped history. Chronologically and geographically locating events related to the evolution of an idea helps students understand influences, relations, and exchanges that determine the complex construction of ideas that currently prevail on the continent.

### **Helen Snelson**

has taught History to 11-18 year olds in schools in and around the City of York for 20 years. She holds a BA in History from the University of Oxford and primarily works for the University of York as the Curriculum Leader for History Teacher Training. She is also Chair of the UK Historical Association's Secondary Teachers' Committee and has written articles for its journal 'Teaching History'. She is a regular presenter at conferences and has contributed to several EuroClio projects, including Sharing European Histories and Historiana. She specialises in introducing archival material and recent research of academic historians into the school history classroom.

Helen's strategy – **Using stories of the past to teach students about its complexity** – engages with real people's memories. It asks students to compare similarities and differences in narratives and draw conclusions about the

causes of disparity or similarity. Students are encouraged to contrast history in their textbooks with the remembered past and consider what makes for historical significance.

### **Iryna Kostyuk**

a Sharing European Histories co-mentor, has 25 years of history and social studies teaching experience. For over 20 years, she has worked as a trainer – teaching educators in the areas of history, civic education, human rights, and critical thinking methodology. Her professional interests include issues surrounding standards, curricula, and textbooks. Iryna has co-authored and edited several national and international textbooks, teachers' manuals, and articles. She has cooperated with EuroClio since 2001 and, as a teacher trainer, she has held over 100 seminars in different regions of Ukraine, incorporating EuroClio's approaches wherever possible.

### **Richard Kennett**

a Sharing European Histories co-mentor, is an assistant headteacher in Bristol, UK, a trustee of the UK Historical Association, and a fellow of the UK Schools History Project. He writes textbooks and helps train teachers across the country. Richard has worked with EuroClio for a number of years, collaborating with historians and on the Sharing European Histories project.

## OUR PARTNERS

### The Evens Foundation

is a public-benefit foundation started as a family endeavour in 1990. The expression 'Living together harmoniously in Europe' embodies the founders' vision and stands at the core of our work. We look for tangible ways to engage with this key concern from philosophical, social, cultural or educational perspectives. We identify and support innovative ideas and award achievements through our prizes and calls. Furthermore, we foster experimental projects that bridge the gap between research and practice and facilitate knowledge exchange through lectures, seminars, debates and publications. We collaborate with an ever-expanding network of citizens, practitioners, researchers, NGOs, academic and cultural institutions connecting different communities and perspectives across the continent and beyond.

For almost thirty years, we have been active in key fields of intervention such as democracy, education, media, arts, and science. Our projects explore different forms of togetherness and belonging, call for new solidarities and aspire to create an unbiased space for the plurality of voices and discordant viewpoints to intersect. We seek to critically investigate values, social constructs, and narratives in order to enable a collective reflection within a wider society.

As an operative foundation, we initiate and run projects together with our partners. Since the foundation's outset, we have opted to take risks and we remained solidly committed to experimentation – be it through designing our own projects or supporting independent pioneering ideas. We mainly focus on the development of pilot projects testing scientific hypotheses, innovative pedagogies, or artistic processes. Working from a range of different areas in Europe, we have acquired a deep knowledge of local and transnational realities and the stakes involved. Our initiatives consider these specificities while seeking a broad dissemination and pan-European praxis exchange.

### EuroClio – European Association of History Educators

was established in 1992, at the behest of the Council of Europe, to build bridges between history education professionals from all parts of recently reunited Europe. It is a far-reaching network of 83 member associations representing 47 countries in 2019.

EuroClio supports the development of responsible and innovative history, citizenship, and heritage education by promoting critical thinking, multiperspectivity, mutual respect, and the inclusion of controversial issues. It advocates for the sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of communities, countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through educator capacity-building and the production and implementation of innovative teaching tools. The vision of EuroClio is for all learners to become active, responsible citizens through engaging in history and citizenship education for mutual understanding and peace.

In our earlier years, a special focus was put on countries in political transformation and transition, in particular those with inter-ethnic and inter-religious tensions. Of late, our projects have focused on the creation of transnational educational materials and the encouragement of collaboration amongst countries within ambitious partner projects. The work has brought together hundreds of historians and history educators to share experiences, to implement innovative learning about the past, discussing also sensitive and controversial issues, and therefore creating new and inclusive historical narratives.

**Evens  
Foundation**







# Using object biographies to reveal how our pasts are interconnected

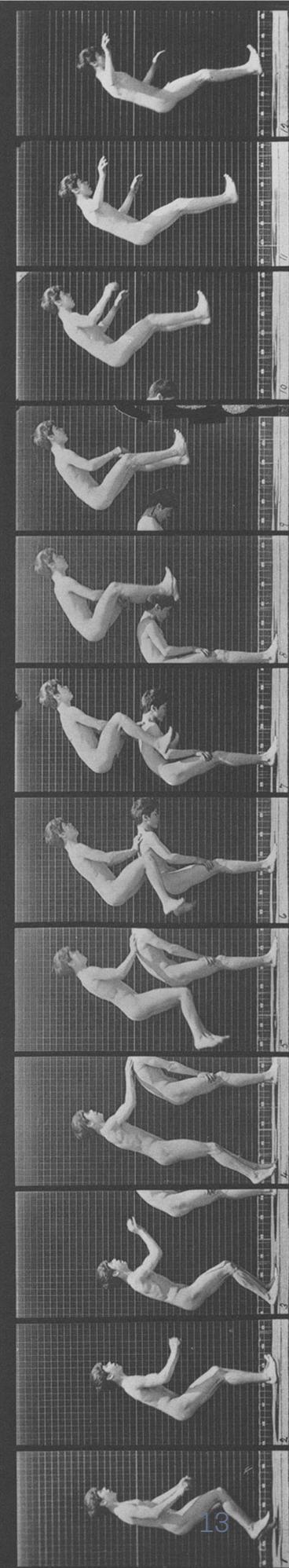
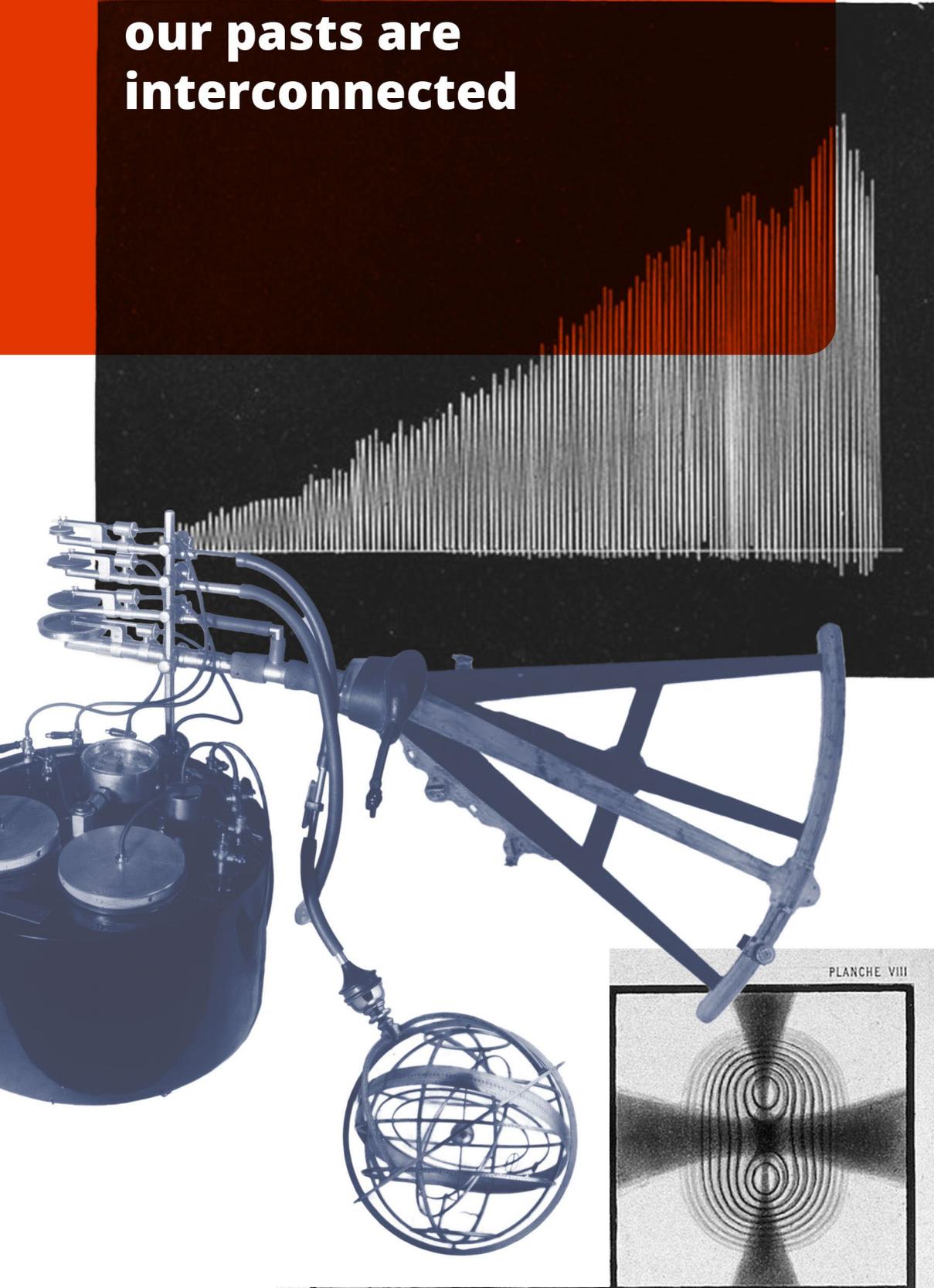
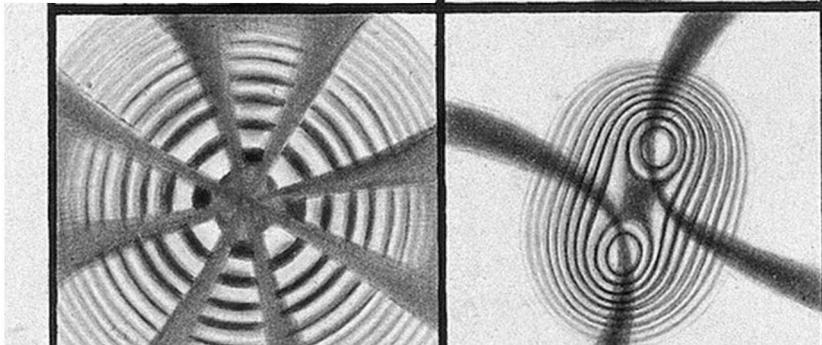
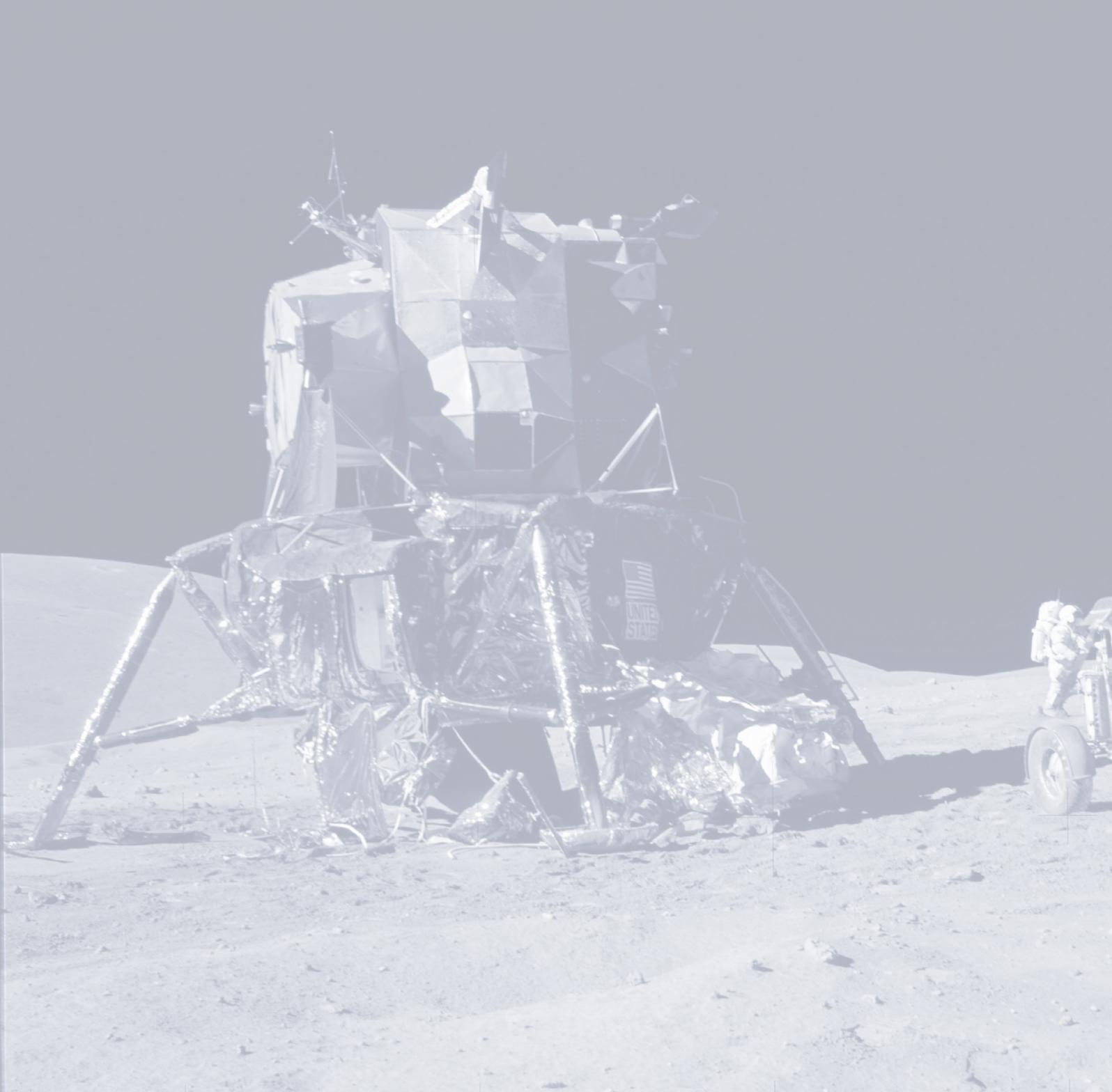


PLANCHE VIII





## ELISABETE PEREIRA

**An object biography - a collection of sources on how an object was created, who has owned it, and where it has been used and kept - reveals otherwise overlooked historical actors and introduces new historical perspectives.**



## WHAT IS THE AIM OF THE STRATEGY?

The strategy is primarily aimed at teaching the transnationality of history. Revealing how a multitude of people are involved in knowledge construction and the musealisation of objects humanizes the process of building knowledge and encourages students to engage with history from perspectives of difference and diversity (e.g., political and religious).

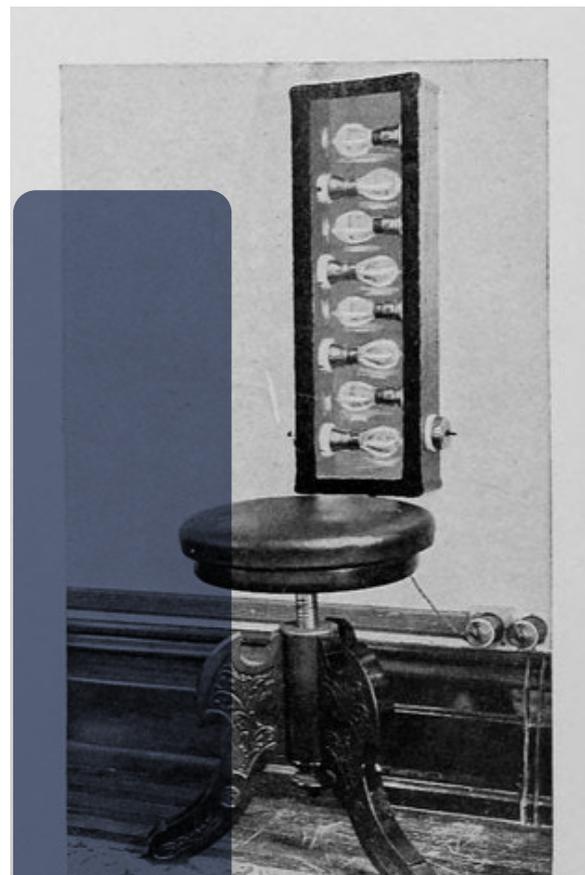
Facilitating analysis of historical and multi-cultural roots of museum objects encourages the confrontation of dominant, state narratives of history and could help to overcome divisions between countries and cultures.

Close analysis of objects allows us to draw historical attention away from military and political events that often dominate classrooms, and toward social and cultural history instead.

## OVERVIEW OF THE STRATEGY

This strategy encourages students to become familiar with “hidden” and interconnected histories through the analysis of objects showcased in museums – who created them, who owned them, and where they were used and kept. It underlines the internationality of state histories by confronting them with the transnationality of museum objects.

Students will be asked to consider questions and complete tasks related to museum objects. Chosen museum objects will have descriptions (existing or provided) able to be used in an analysis which leads to periodization, understanding of the environment in which the object functioned, and understanding of the roles of those involved with the object. Students will then consider influences, responsibilities, relations, and exchanges between actors at local, institutional, and international levels and within the continent and between the continent and other parts of the world that will contextualize the object historically and politically.



Electric Light Baths (Kellogg).



**What do you  
need to do  
to use this  
strategy  
in your  
classroom?**

## STEP 1: PREPARE THE MATERIALS

To carry out this activity you first need to produce an object biography' to teach. There are two options:

### Option 1 – Use a ready-made object biography

Use a ready-made object biography. We have provided a biography for the Lacerda Polychromograph on [historiana.eu](http://historiana.eu), for example.

### Option 2 – Make your own object biography

Conducting original research for an object biography could be time-consuming. However, there are rich digital resources available that could help.

#### 1. Use digital museum resources to find the right object

Museum archives are often digitised and could provide extensive background information. You must pick an object that has a rich history and, preferably, a transnational story. Be aware that museums cannot or do not provide equal amounts of information about all of their objects – there may be many historical sources that allow researchers or museum staff to provide substantial information or there may be very few such historical sources.

The following museums have excellent online collections:

- [Google Arts & Culture](#)
- [Oxford Museums](#)
- [Musée des Arts et Métiers](#)
- [Museum of the History of Polish Jews](#)
- [Musée du Louvre Oeuvres à la Loupe](#)
- [Rijksmuseum Boerhaave](#)

#### 2. Produce your object biography

You must use information from the museum website to write the object biography. The text should:

- Explain what the object is.
- Identify where the object is located (if applicable).
- Describe what the object is made of.

- Describe the meaning and importance of the object.
- Introduce the actors involved with the object – the scientists, technicians, craftsmen, or artists who made it; the individuals who preserved, collected, or musealised it; and their relationships to the objects in production, use, and/or reuse.

#### 3. Collect secondary material that will support your analysis of the object

If possible, collect any documents and or images that help to contextualize the object. Many of these materials could also be collected in museums' digital archives. It could be useful to collect maps, photographs, or illustrations that could help to understand the object's path and context. These materials should be accompanied by short captions that contextualize the available historical source.

## STEP 2: USE THE MATERIALS IN THE CLASSROOM

Activity 1: Hook the students' interest and introduce the object

*This activity is important in getting students interested in the object you are studying.*

Hooking the students into the object is fundamental to the strategy. This could be done in a variety of different ways. Here are some examples:

- Provide a photo of the object, but do not tell the students what it is. Encourage them to guess. This would work very well with an unusual object.
- Show a video clip of the object or a related film. Showing the object 'in action' would be interesting. A clip related to the object at a certain time might also be intriguing.
- Get the students to hypothesise what the object might tell us about history.

Following this, read the object information the museum has made available aloud to the students or ask them to read it to themselves. This will serve to familiarise them with the object's story.

### Activity 2: Analysing the components of the object biography

*This activity asks the students to assess contextual material, see the connections, and place the object in a wider narrative.*

Provide the students with source material in addition to the museum's object information – photos of the object at different times, written documents, etc.

A way in which students can place the object in a wider narrative is through chronologically placing events on a timeline or in a worksheet. Provide each student with a worksheet depicting a table with rows drawn for each time an object is moved or changes ownership. In one row, ask the students to plot the object's narrative in the table, condensing the written narrative they have been provided with, and selecting key points to include or exclude. In adjacent rows, ask students to note which countries are involved at each stage – the countries where the actors are from and/or the country where the object is located – and any major events from history that are happening at the same time, e.g., wars or key turning points. This will help them contextualise history.

- What can this object tell us about influences, responsibilities, relations, and exchanges between actors at local, institutional, and international levels?
- What can this object tell us about influences, connections, responsibilities, relations, and exchanges within the continent and between the continent and other parts of the world?
- Does this object reflect the wider history of the same time?
- Does this object show a connected world or a conflicted world?
- Has this object always been displayed/part of the historical narrative or has it or its creator experienced historical erasure or omission in the past?

### Discussion

*This activity gets the students to analyse contextual material and wraps up the investigation.*

Discuss what you have found to conclude your studies. Here are some examples of questions you could ask. Some will be more applicable or relevant than others depending on the chosen object:

## WHAT OBSTACLES COULD A TEACHER WITH THIS STRATEGY FACE?

### **Preparing an object biography could be time-consuming**

Teachers could use the information made available by museums. Several museums provide object biographies or teaching resources on their websites that could be used in conjunction with this strategy.

Be aware that museums cannot or do not provide equal amounts of information about all of their objects – there may be many historical sources that allow researchers or museum staff to provide substantial information or there may be very few such historical sources.

### **It could be hard to find contextual sources**

Teachers could find it difficult to locate secondary sources to contextualise the object. Museum archives are, again, the best place to start with this search. Contacting the museum where the object is currently located could help.

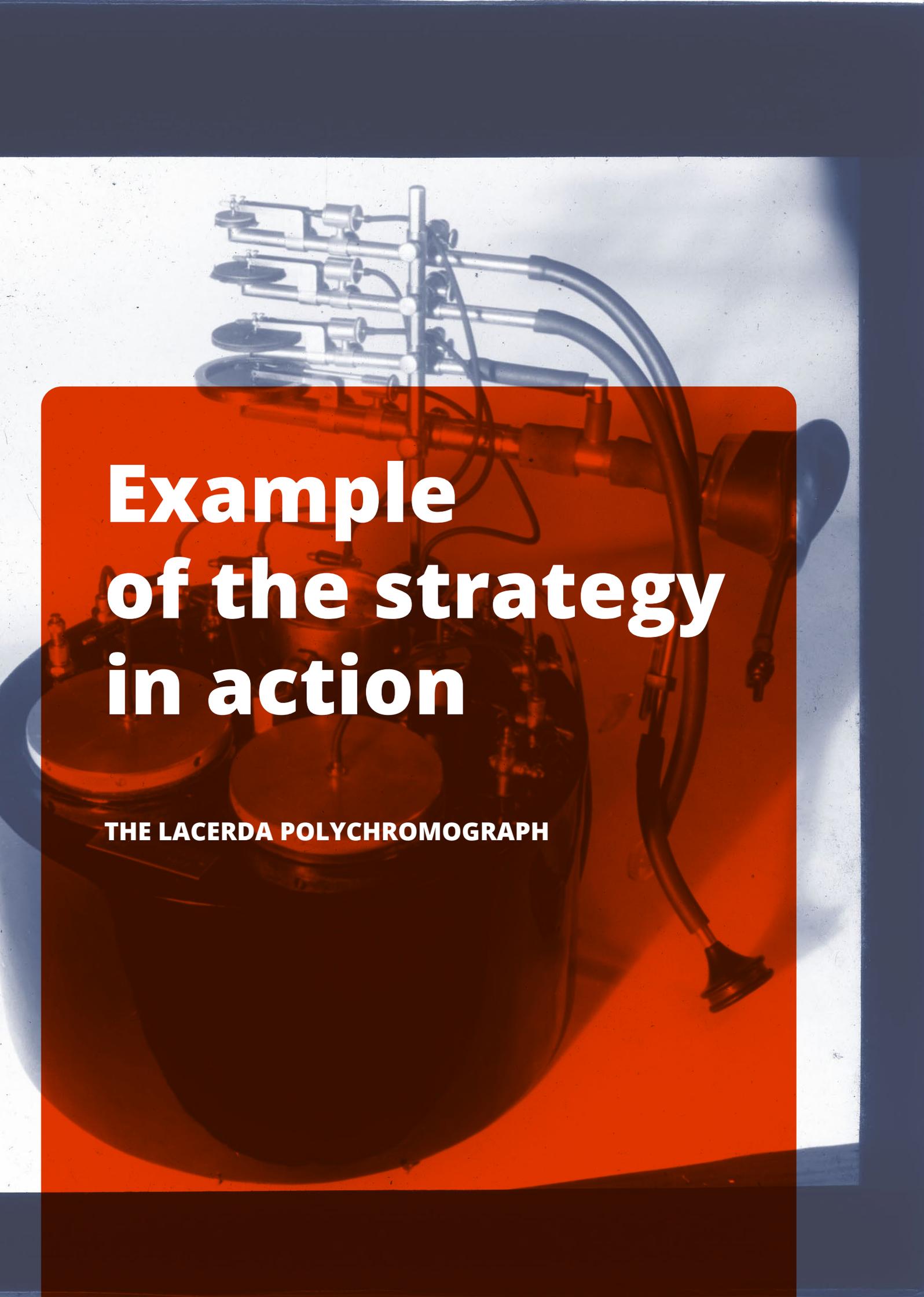
## HOW COULD YOU MAKE THIS STRATEGY MORE INCLUSIVE?

### **Supporting lower attaining students**

Providing a reduced narrative would be beneficial to reduce the amount of reading that is required. A gap-fill exercise, where the students are given guided questions about the object's narrative and asked to fill in the blanks, could also be a good alternative.

### **Challenging higher attaining students**

Writing concisely could be a challenge. After the students have analysed the object biography, ask them to write a new information card that could sit next to the object in the museum. As these cards are often very concise, this will require the students to include as much information as they can in less than 100 words.



# **Example of the strategy in action**

**THE LACERDA POLYCHROMOGRAPH**

## HOOK THE STUDENTS' INTEREST AND INTRODUCE THE OBJECT

Provide a photo of the object, but do not tell the students what it is. Encourage them to guess. You can ask them the following questions:

- What do you think this instrument is for?
- When was this instrument created?
- Where was this scientific instrument created?
- By whom was this scientific instrument created?

Get the students to hypothesise what the object might tell us about history.

Following this, read the following object information the museum has made available aloud to the students or ask them to read it to themselves. This will serve to familiarise them with the object's story.

### **The Lacerda Polychromograph - "forerunner of the inkjet oscillograph, some 15 years previously."**

The polychromograph was created in 1932 by a Portuguese scientist named Armando de Lacerda (1902-1984). The instrument was built in Bonn (Germany), while Lacerda specialized in Experimental Phonetics at the University of Bonn.

The instrument had a mouthpiece and used a thin jet of ink that was directed towards a strip of paper, where the speech sounds and mouth movements were recorded. This minimized friction found in traditional instruments.

In those days, phoneticians wanted to understand human speech, create new techniques to teach different languages, and help people with physical difficulties related to speech, such as the mute.

## ANALYSING THE COMPONENTS OF THE OBJECT BIOGRAPHY

Provide the students with source material in addition to the museum's object information – photos of the object at different times, written documents, etc.

For this activity, students will need some basic knowledge of the interwar period. You may want to assign some reading about this period in preparation for this activity. Depending on your students' knowledge level, you may also want to provide them with a political map of the countries and information about the different European political regimes.

### **Progress and scientific networks in the context of European nationalisms**

In the history of research on human speech, the work carried out by Armando de Lacerda, a 20th-century Portuguese phonetician, is of great importance. Lacerda was a specialist in Experimental Phonetics at the Phonetics Laboratory in Hamburg and the Institute of Phonetics in Bonn from 1930 to 1933. In 1936, He established the first Portuguese laboratory of Experimental Phonetics in Coimbra whose "splendid technical facilities", along with the international prestige of its founder and director, attracted countless foreign scientists.

During the Estado Novo, an authoritarian period of rule from 1933 to 1974), Portugal had been understood by historiographers to be a predominantly rural country – picturesque and essentially uninterested in issues across Europe, a place where little scientific research was carried out. However, the action of Armando de Lacerda and the Coimbra laboratory he founded complicated this understanding. The prevailing image of a scientifically backward country did not square with the existence of a Portuguese University laboratory that attracted researchers from leading universities around the world, such as Harvard.

The scientific instruments developed by Armando de Lacerda, some of which have recently been rediscovered in reserve collections at the Museu da Ciência da Universidade de Coimbra (the Science Museum at the University of Coimbra), have now become a heritage resource with the potential to have a huge impact on the field of museology and historiography (Kopytoff, 1986, 64-91). The Lacerda polychromograph can facilitate awareness and recognition of the important role played by a Portuguese scientific body in the international arena during Estado Novo. Lacerda's instruments served as a catalyst for the forging of relationships between researchers from different countries. Their influence only dimmed decades later upon the object's obsolescence – an inevitable result of the emergence of new instruments which nevertheless could not have been developed without the contributions of Lacerda.

It is important to highlight this scientific heritage by reconstituting its trajectory, identifying the different contexts and changes in the value of the objects that comprise it, and recognising the crucial links between individuals and instruments in space and time (Alberti, 2005: 559-571). In the period between the wars, this and other scientific instruments, which links Coimbra, Hamburg, Bonn, and Harvard, represents yet another “forgotten case of ‘scientific excellence on the periphery’” (Gootenberg, 2007: 202-232. Cueto, 1989), showing how science, even in the context of economic autarchy and nationalism, flourishes within the framework of international communication networks.

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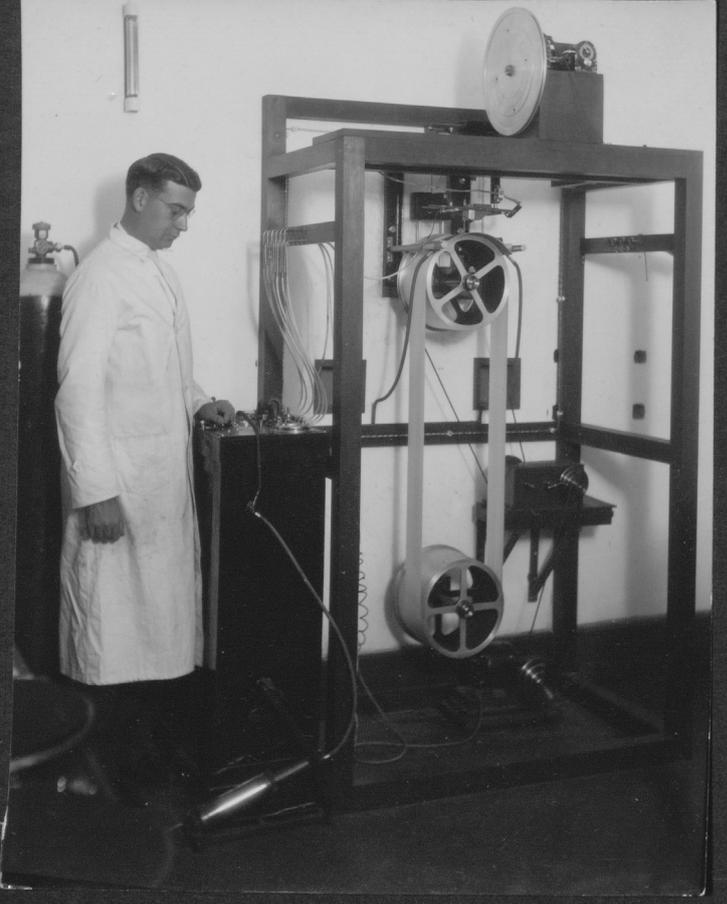
MENZERATH, Paul; LACERDA, Armando de (1933), *Koartikulation, Steuerung und Lautabgrenzung*, Berlin; Bonn: Ferd. Dümmlers Verlag.

## OBJECT BIOGRAPHY TIMELINE

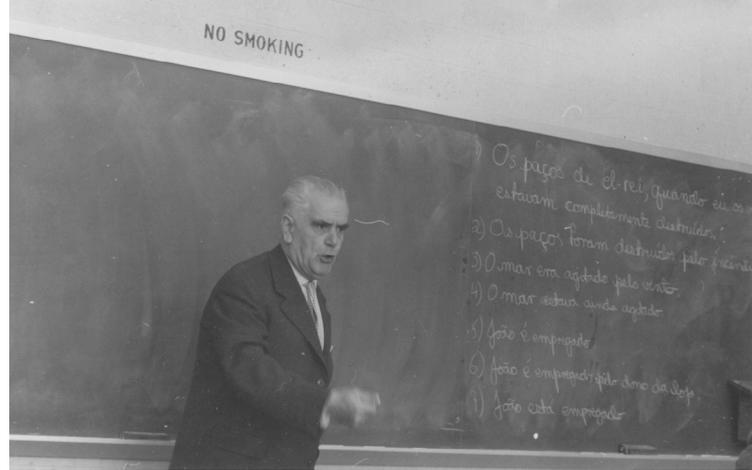
1. Invented by a Portuguese scientist, Armando de Lacerda (1902-84), in 1932..
2. Funded by the Portuguese state.
3. Built in Germany, at Bonn University – Institute of Phonetics.
4. First presented in Holland in 1932 at the first International Congress of Phonetic Sciences in Amsterdam.
5. This instrument and the techniques developed by Armando de Lacerda became world-famous and attracted scientists from all over the world to Portugal.
6. The object became obsolete between 1950 and 1960.
7. The Laboratory of Experimental Phonetics at the University of Coimbra was extinguished in the 1970s.
8. This instrument, and others, were abandoned at the University of Coimbra until recently rediscovered.
9. This instrument, and others, are now acquiring new meaning as museum objects.



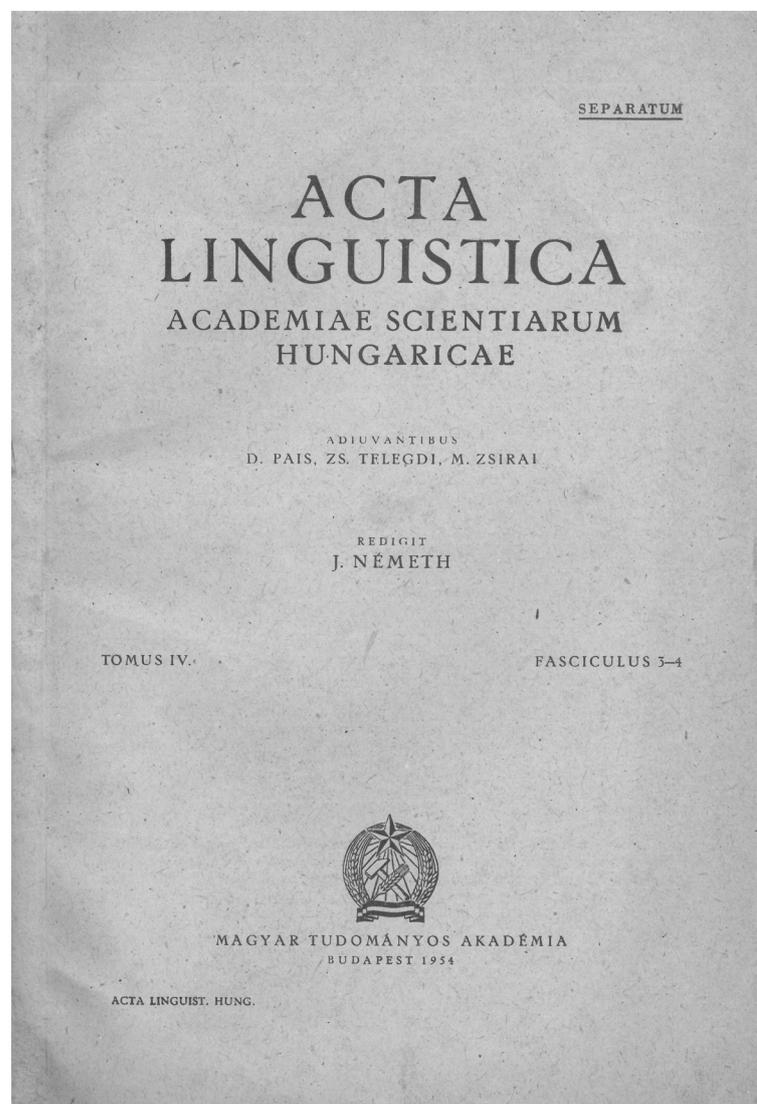
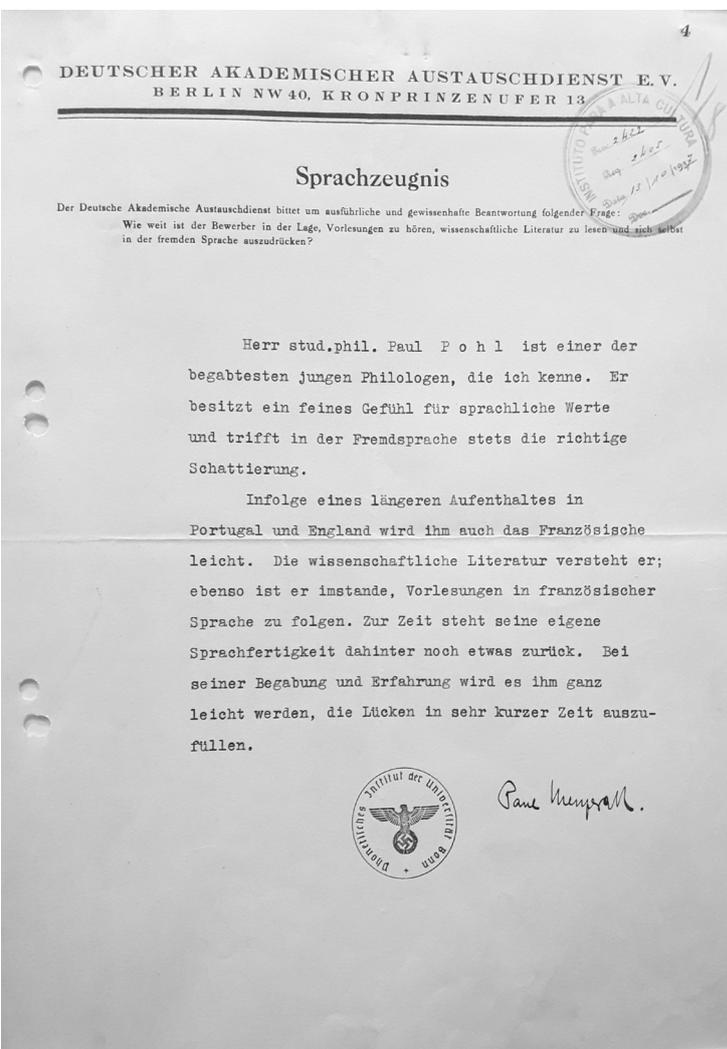
Photograph of the Bonn Institute of Phonetics (1932) showing Armando de Lacerda (right) and Paul Menzerath (left) conducting research using the Lacerda Polychromograph. (Archive: Museu da Ciência da Universidade de Coimbra)



Francis Millet Rogers (Harvard University) working with the Lacerda Polychromograph at the University of Coimbra Laboratory. (Archive: Biblioteca Alonso Zamora Vicente)



Armando de Lacerda : "International authority in Experimental Phonetics". Lacerda was invited to teach in several universities like Wisconsin-Madison or in Queens College of the City University of New York (1965). (Archive: Arquivo Familiar Paulo de Lacerda)



Documents sent by foreign phoneticists to Armando de Lacerda. (Left, archive: Arquivo do Camões, Instituto da Cooperação e da Língua, I.P.) (Top, archive: Biblioteca do Laboratório de Fonética. Faculdade de Letras de Coimbra)



## Discussion

Discuss what you have found to conclude your studies. The following are questions the students could be asked to answer:

- What can the Lacerda Polychromograph tell us about influences, responsibilities, relations, and exchanges between actors at local, institutional, and international levels?
- What can it tell us about influences, connections, responsibilities, relations, and exchanges within the continent and between the continent and other parts of the world?
- Does this object reflect the wider history of the same time?
- Does this object show a connected world or a conflicted world?

The ink-jet printers we use daily have their origin in Lacerda's Polychromograph. Scientific progress on the basis of global cooperation has resulted in improved development and well-being of populations.

This object biography underscores the need for global responsibility. While the traditional, elite scientific centers from countries like the USA, France, England, and Germany were involved in the development of the polychromograph, they needed and benefited from research conducted in more peripheral institutions and countries (e.g., those in Southern Europe, Eastern Europe, and Latin America). The Lacerda Polychromograph, in the context of nationalism, is an excellent example to use when highlighting the scientific progress of the first decades of the twentieth century. Despite a supposedly closed Europe, economic autarchy, and rivalries between nations, history shows that scientific knowledge developed. These developments were possible only through the circulation of people, ideas, scientific objects, and publications. The scientific relations associated with this instrument show a Europe beyond nationalisms. Science has no frontiers and development of scientific

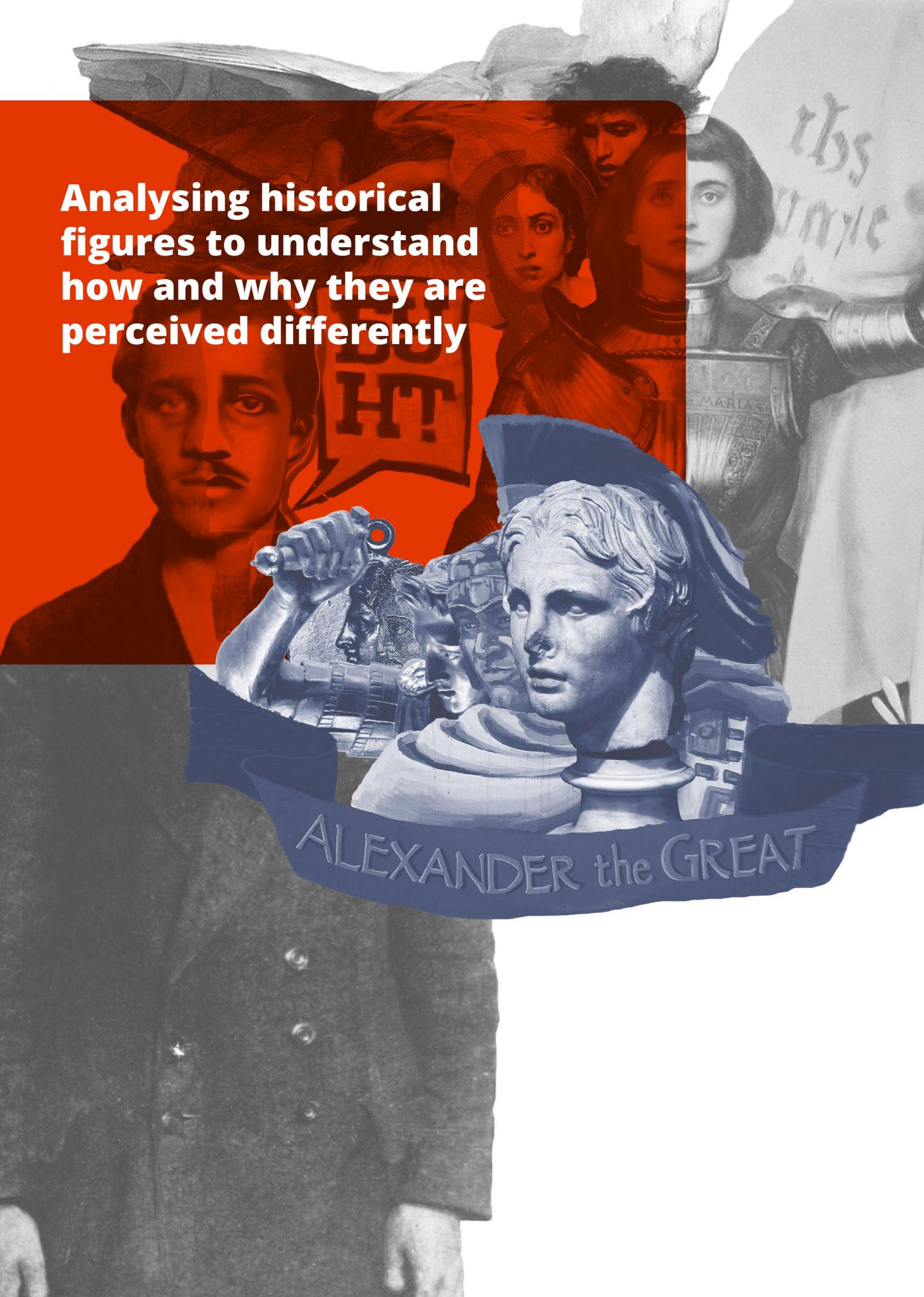
knowledge relies on the convergence of intellect regardless of varying nationalities and political ideologies. These international networks show cohesion in an otherwise divided Europe and are vital to post-war European unity and progress.

## **ADDITIONAL SUITABLE TOPICS FOR THIS STRATEGY**

- Cooke and Wheatstone telegraph (House of European History)
- Idea for a future European Banknote; Netherlands 1949 (House of European History)
- Common objects, such as Kristine Keren's Green Sweater (Holocaust)
- Bendery Constitution - Pylyp Orlyk
- Buildings with differing purposes and ownership over the years
- Art history as a piece of historical evidence
- Igor Sikorsky helicopter





A collage of historical and artistic images. The top left features a portrait of a man with a mustache. To its right is a woman in a red dress. Further right is a man in armor with a shield that says 'MARIA'. The bottom center shows a classical bust of a man's head. A blue banner at the bottom contains the text 'ALEXANDER the GREAT'. The background is a mix of red and blue tones.

**Analysing historical figures to understand how and why they are perceived differently**

ALEXANDER the GREAT



## GENTIAN DEDJA

**Great historical figures are often seen or remembered differently across the continent. To some, they might be a hero. To others, a villain. This strategy encourages students to look at how and why figures are perceived differently.**

## OVERVIEW OF THE STRATEGY

This teaching strategy focuses on the analysis of key figures from the past – recent or ancient. It asks students to focus on a single figure to analyse how they are perceived or remembered in different places.

Students are encouraged to look at historical interpretations of these figures – from text to monuments to modern media – to work out how each country/region perceives them. Are they perceived positively or negatively? Students are asked to investigate the historical context behind these perceptions to suggest reasons why these figures are perceived in such ways.



## WHAT IS THE AIM OF THE STRATEGY?

This strategy aims to encourage students to see beyond the dominant historical narratives of their country or community. By looking at how various people perceive the same figure, they are confronted with the fact that there are often multiple interpretations of history and historical figures.

The strategy will emphasise that history is constructed and will encourage students to approach the dominant narratives they are taught critically.

A vintage military aircraft, possibly a P-51 Mustang, is shown in flight against a dark blue sky. The aircraft is illuminated from below, highlighting its silhouette and the white cross on its tail. Below the aircraft, a city is visible, with a portion of it highlighted in a bright orange-red glow. The overall scene suggests a historical or military context.

**What do you  
need to do  
to use this  
strategy  
in your  
classroom?**

## STEP 1: PREPARE THE MATERIALS

To carry out this activity, you first need to gather materials on the historical figure you wish to study. These materials should be a transnational collection of different understandings of the same figure for this to work. There are two options:

### Option 1 – Use ready-made materials

Use ready-made materials. For example, on [historiana.eu](http://historiana.eu) we have provided materials on Gavrilo Princip that can be used for this strategy.

### Option 2 – Prepare your own materials

To put together an effective transnational collection of materials, you need to:

A. Choose a suitable historical figure to study  
The strategy will work best with figures:

- Who are perceived in different ways. For example, choose figures who might be seen as a hero in one country and a villain in another.
- For whom there is easily accessible material on this figure. Try to find different representations of this figure in textbooks, statues, and the media. It is not necessary to have all three, but the more sources of information you have, from the widest range of countries, the better the outcomes will be.
- Who are well-known. This will better capture the interest of students.

B. Prepare the materials

Familiarise yourself with the narrative of the historical figure you are studying. A solid background is key before doing anything else. What is known for certain? What is uncertain? What are the common myths surrounding the figure? Next, find material on your chosen historical figure from different countries or communities.

## WHERE MIGHT I FIND EXAMPLES FROM DIFFERENT COUNTRIES/COMMUNITIES?

### Textbooks

in your own country and using the EuroClio network

### Monuments/Plaques

via collections such as Europeana or an internet browser search

### Media representations

via collections such as Europeana or an internet browser search

- When looking for representations, look for the most obvious representations you can find as this will help the students, e.g., those that show these figures in very black and white ways.
- Please be aware that media representations, in particular social media posts, may use images for racist or hateful purposes that should not be promoted in a classroom.
- Limit the number of representations you find to three or four per type of material. More will make this task unmanageable.
- It will be necessary to provide some context to the statues and media representations: who produced them? When? Where? For what purpose? For what audience? Who funded them?

## STEP 2: USE THE MATERIALS IN THE CLASSROOM

### Activity 1

 *This activity gets the students familiar with the story.*

Before the students analyse any of the different representations of the historical figure, it is fundamental that they know the story and key events in their life. This can be done several ways, among them:

- Reading out the story, making clear what is factually known and what is assumed.
- Getting the students to create a timeline or a storyboard of that particular figure.

At the end of this activity, explain to the students that although this is the historical figure's story, it is not necessarily the case that all people view this story in the same way. Highlight the fact that history is constructed and prime the students to look at different representations.

### Activity 2

 *This activity gets the students to look at the different representations of the historical figure.*

Divide the students into groups. Each group will investigate representations – monuments, plaques, newspaper articles, videos, etc. – of Gavrilo Princip to better understand how he is popularly remembered by different groups and commemorated in different communities.

- Investigating how the figure is taught (in school textbooks) in different countries can help them understand how this figure is officially perceived in that country.
- Investigating how the figure is represented in monuments and plaques in different countries or communities will get them to understand how this figure is commemorated.

- Investigating how the figure is represented in modern media in different countries or communities will get them to understand how this figure is popularly remembered.

Each group should be provided a template like the one found at the end of this strategy (Fig. 1).

While completing this, it is critical that the students not focus on what they believe is the best representation; rather, they should focus on each representation's details.



### Discussion 1

 *This discussion gets the students to compare and analyse the different perceptions and broadly reflect on the implications of discrepancies in representation.*

Once the investigation is complete, it is important to discuss what has been found. Some of the following questions could be used to foster discussion:

- Are there any differences between how the textbook, the statues, and the media present this figure? Why might that be the case?
- Are there more similarities or more differences between the ways that this figure is perceived?
- Why do different people perceive the same historical figure in different ways?
- Has the perception of this figure changed over time? Why might this have been?
- How could we overcome some of the differences we have in the way we perceive this figure?
- Why might different perceptions of this figure be dangerous?
- What have our studies shown about the nature of history and the way we remember the past?

## WHAT OBSTACLES COULD A TEACHER WITH THIS STRATEGY FACE?

### **Selecting a suitable historical figure**

Selecting contrasting representations is key for this strategy to work. They need to be understood by students and be different. Language can be an obstacle to finding the right sources.

### **Lacking context**

In order for the strategy to work, students need to know in what context a representation was made. They need information about the time, place, and the maker. Otherwise, students will not be able to make the right inferences. This information is not always easily accessible.

## HOW COULD YOU MAKE THIS STRATEGY MORE INCLUSIVE?

### **Supporting lower attaining students**

Ensure that students know what historical representations are. It might be a good idea to show them contemporary images of celebrities and ask them what characteristics they have. Do they look like heroes or villains?

You could also have students look at statues or memorials, as this is a less-text heavy medium and the characteristics of the figure are typically exaggerated and more obvious. You might also provide the students with prompts. For example:

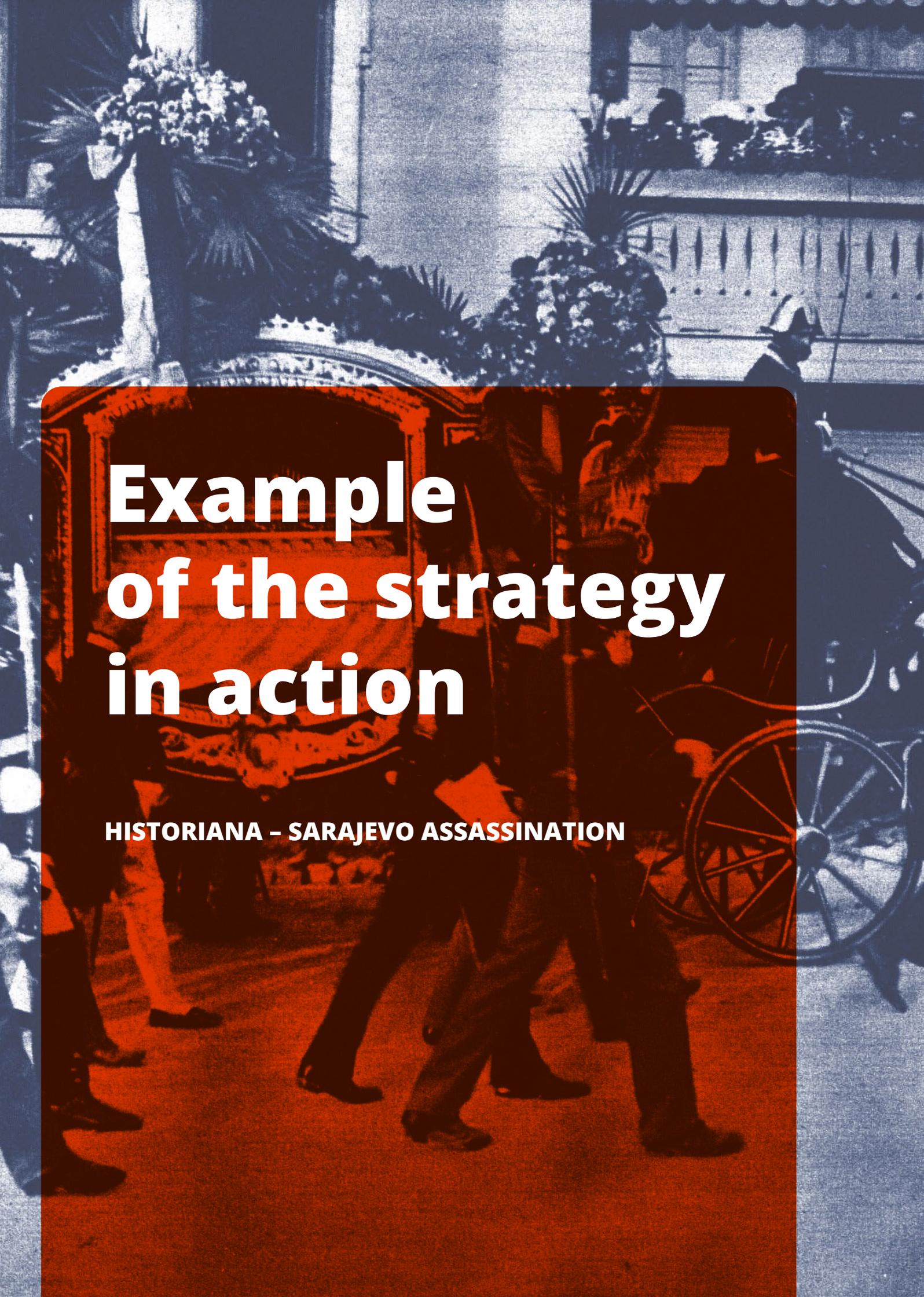
- What does this statue represent?
- Are the people who made this statue proud of this figure? How can you tell?
- How is this figure posed? Why might the artist have the figure in this pose?

### **Challenging higher attaining students**

Ask students to research figures within their country or community that are perceived differently by certain groups. Students can present their findings/thoughts in a classroom-wide discussion to give voice to minority perspectives and underscore that there is no such thing as an uncontested narrative.

Challenge students to find additional different representations of the same historical figure. Ask them to explain the differences and what might explain them.

If related legislation on historical memory surrounding this figure exists, challenge students to review and analyse it. What might be the motivations for legislation? This might require the teacher to simplify the language.

A historical black and white photograph of a funeral procession in Sarajevo. The scene is dominated by a large, ornate horse-drawn carriage in the foreground, which is being pulled by several men. The carriage is heavily decorated with large, spiky floral arrangements and a casket. In the background, other people are visible, some carrying smaller floral arrangements. The overall atmosphere is somber and formal. The image is overlaid with a semi-transparent orange and blue gradient, and a large white text box is centered over the middle of the scene.

# Example of the strategy in action

**HISTORIANA - SARAJEVO ASSASSINATION**

## Activity 1

*Provide the students with some historical context – lecture, discussion, and/or handout.*

Before the students analyse any of the different representations of Gavrilo Princip, it is fundamental that they know the story and key events in his life. At the end of this activity, explain to the students that although this is Gavrilo Princip's story, it is not necessarily the case that all people view him and his actions in the same way. Highlight the fact that history is constructed and prime the students to look at different representations.

## HISTORIANA – SARAJEVO ASSASSINATION

The annexation crisis was the result of the absorption of the territory of Bosnia and Herzegovina into the Austro-Hungarian Empire (1908-1909) and succeeding Balkan Wars (1912-1913). By 1914, the relationship between Serbia and the Austro-Hungarian Empire had deteriorated. In annexing Bosnia and Herzegovina, the Austro-Hungarian Empire had penetrated deep into the Balkans to the borders of Serbia. Following the Balkan Wars, great powers engaged in a struggle to divide the lands. The Austro-Hungarian Empire, Germany, and Italy on the one side, and France, Great Britain, and Russia on the other side, involved themselves in the region through diplomatic interventions and by preparing for possible armed conflict.

Alongside these developments, south Slavic youth movements began to grow. They advocated for the idea of South-Slavic unity. They aimed to destroy the Hapsburg monarchy to unify all South Slavic nations into one joint state under Serbia's leadership. The youth organized themselves in secret groups, and their means of political disruption were often assassinations of prominent representatives of the Monarchy.

Aware of the deteriorating relations, the Austro-Hungarian Monarchy, as a demonstration of its power in the Balkans, organized military maneuvers in the summer of 1914. These were conducted by the Heir to the throne, Archduke Franz Ferdinand himself.

During the Archduke's visit to Sarajevo on 28 June 1914, members of the organization Mlada Bosna (Young Bosnia), Gavrilo Princip, Nedeljko Cabrinovic, Trifko Grabez, Vaso Cubrilo, Cvjetko Popovic, Muhamed Mehmedbasic, Danilo Ilic and others, assassinated the Heir and his wife Sophia. The Austro-Hungarian Monarchy blamed Serbia for this event and, soon after, declared war. There followed declaring war and inclusion into the conflict by other European countries. The spark of assassination lit the great fire of the WWI.

In historiography, the Sarajevo Assassination and involvement of Serbia have been presented in different ways. While the act of assassination was justified by some as a heroic act of the youth organization Mlada Bosna who wanted to rid themselves of foreign rule, for others, Gavrilo Princip and other assassins were criminals and their act was vigorously criticized.

## ENCYCLOPAEDIA BRITANNICA

**Gavrilo Princip**, (born July 25 [July 13, Old Style], 1894, Obljaj, Bosnia—died April 28, 1918, Theresienstadt, Austria), South Slav nationalist who assassinated Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, and his consort, Sophie, Duchess von Hohenberg (née Chotek), at Sarajevo, Bosnia, on June 28, 1914. Princip's act gave Austria-Hungary the excuse that it had sought for opening hostilities against Serbia and thus precipitated World War I. In Yugoslavia—the South Slav state that he had envisioned—Princip came to be regarded as a national hero.



Born into a Bosnian Serb peasant family, Princip was trained in terrorism by the Serbian secret society known as the Black Hand (true name Ujedinjenje ili Smrt, “Union or Death”). Wanting to destroy Austro-Hungarian rule in the Balkans and to unite the South Slav peoples into a federal nation, he believed that the first step must be the assassination of a member of the Habsburg imperial family or a high official of the government.

Having learned that Franz Ferdinand, as inspector general of the imperial army, would pay an official visit to Sarajevo in June 1914, Princip, his associate Nedjelko Čabrinović, and four other revolutionaries awaited the archduke’s procession on June 28. Čabrinović threw a bomb that bounced off the archduke’s car and exploded beneath the next vehicle. A short time later, while driving to a hospital to visit an officer wounded by the bomb, Franz Ferdinand and Sophie were shot to death by Princip, who said he had aimed not at the duchess but at General Oskar Potiorek, military governor of Bosnia. Austria-Hungary held Serbia responsible and declared war July 28.

After a trial in Sarajevo, Princip was sentenced (October 28, 1914) to 20 years’ imprisonment, the maximum penalty allowed for a person under the age of 20 on the day of his crime. Probably tubercular before his imprisonment, Princip underwent amputation of an arm because of tuberculosis of the bone and died in a hospital near his prison.

*Citation Information “Gavrilo Princip”*

*Date Published: 24 April 2020*

*URL: <https://www.britannica.com/biography/Gavrilo-Princip>*



## Activity 2

*This activity gets the students to look at the different representations of Gavrilo Princip.*

Divide the students into groups. Each group will investigate representations – monuments, plaques, newspaper articles, videos, etc. – of Gavrilo Princip to better understand how he is popularly remembered by different groups and commemorated in different communities.

Each group should be given a blank template similar to the one found at the end of this strategy (Fig. 1).

While completing this, it is critical that the students not focus on what they believe is the best representation and focus rather on the details of each representation.

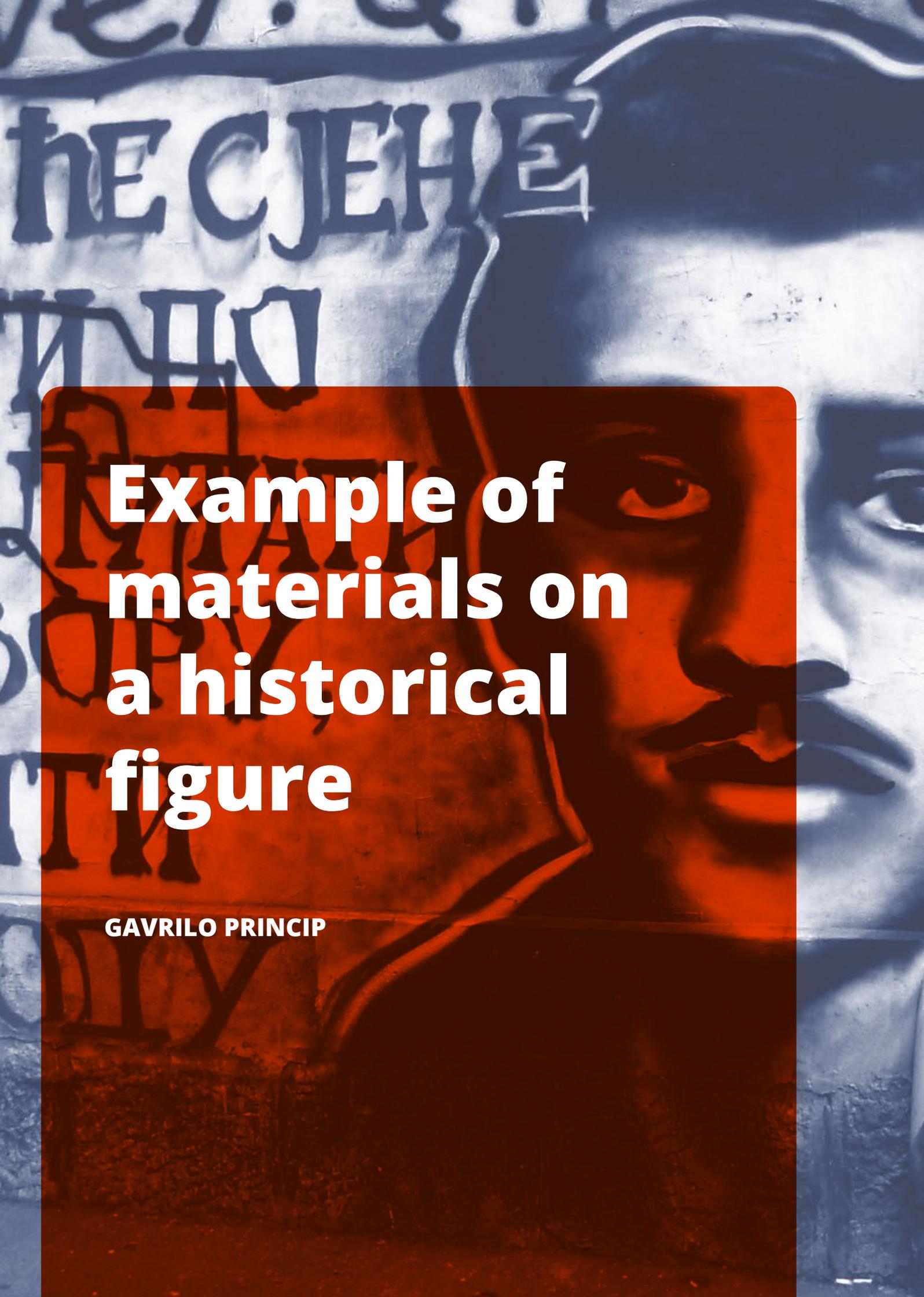
## Discussion 1

This discussion gets the students to compare and analyse the different perceptions and broadly reflect on the implications of discrepancies in representation.

Once the investigation is complete, it is important to discuss what has been found. Some of the following questions could be used to foster discussion:

- What are the differences between the way that the various sources present Gavrilo Princip?
- Why do different people perceive Gavrilo Princip in different ways?
- Has the perception of Gavrilo Princip changed over time? Why might this have been?
- Are there more similarities or differences in the ways that Gavrilo Princip is perceived?
- How could we overcome some of the differences we have in the way Gavrilo Princip is perceived?
- Why might different perceptions of him be dangerous?
- What have our studies shown about the nature of history and the way we remember the past?





# **Example of materials on a historical figure**

**GAVRILO PRINCIP**

## HOW IS GAVRILO PRINCIP PUBLICALLY COMMEMORATED?

### Perspective 1 – Anti-Princip

Inscription on the monument, 1917 “At this spot Archduke Franz Ferdinand and his spouse, Duchess Sofia of Hohenberg gave their lives and spilled blood for God and Homeland”



### Perspective 2 – Pro-Princip

Belgrade street named after Gavrilo Princip.

*Стас / CC BY-SA*



Actor re-enacts the June 28, 1914, assassination of Austrian Archduke Franz Ferdinand in Sarajevo, where Bosnian Serbs unveiled a statue commemorating assassin Gavrilo Princip.

*Photo by Damir Spanic on Unsplash*  
URL: <https://unsplash.com/photos/CSGom5WecgA>



### Gavrilo Princip's footprints and plaque placed in 1945

From this spot on 28 June 1914, Gavrilo Princip with his shot expressed the national protest against tyranny and centuries of our people's longing for freedom.

*Memorial plaque erected on 6 May 1945 and memorial footprints of G. Princip placed in 1956.*

*URL: <http://g-ecx.images-amazon.com/images/G/01/wikipedia/images/b67c09a14e346968a34ce5b9ec165b-8746cee8aa.jpg>*

### Pictures and information about building and making a tomb for the assassins in 1920

#### Today in Sarajevo

(Telegram to 'Politika') Sarajevo, June 6

Tomorrow, on St. John day, there will be a formal burial of bones of Vidovdan (St. Vid day, 28 June (heroes). Gavrilo Princip, Nedeljko Cabrinovic, Jakov Milovic, brothers Mitar and Nego Kerovic, who were brought from Terezin in Czech, accompanied by the Falcons. The procession starts at the Post Office, where Lujo Novak will hold a speech, towards the place where Gavrilo Princip killed Franz Ferdinand and his wife on Vidovdan, 1914. On that place, Vasilij Grdjic will speak about the significance of the Vidovdan assassination, followed by a chorus performance of "Hey, the Trumpet Man." A special tomb has been built on Kosevo cemetery, where the remains of Gavrilo Princip and his colleagues will be placed tomorrow.

*Politika, br. 4384 od 7. June 1920*

### The Chapel of St. Archangel Michael and the inscription on tomb plaque

Blessed is the one who lives forever. He had a reason to be born. Vidovdan heroes Nedeljko Cabrinovic, Veljko Cubrilovic, Gavrilo Princip, Danilo Ilic, Nego Kerovic, Mihajlo Misko Jovanovic, Jakov Milovic, Bogdan Zerajic, Trifko Grabez, Mitar Kerovic, Marko Peric. 1914.



### Perspective 3 – Ambivalent (Mixed or neutral perspective)

Plaque in Sarajevo commemorating the 1914 assassination.

*Photo: Michał Balsa / CC BY-SA*



# HOW IS GAVRILO PRINCIP PORTRAYED IN THE MEDIA?

**Perspective 1 – Anti-Princip**  
**Newspaper article from Sarajevski list br. 130, 29 June (16 June) 1914. An article from Government's newspapers published in Sarajevo during the times of the Austro-Hungarian Monarchy, about the assassination of Franz Ferdinand. The Julian calendar was used in the area until 1918.**

cheerfulness suddenly vanished under the impression of a terrible God-forsaken act, taking precious lives of Archduke and Heir Frantz Ferdinand and Duchess Sophia of Hohenberg. (...) In the heart of today's deeply saddened Bosnia lies the dead body of our hope and the pride of the whole Hapsburg monarchy. (...)"

**Politische Correspondenz (Vienna) – DIE ERMORDUNG DER HRONFOLGERS UND SEINER GEMAHLIN – number 11610 of 30 Jun 1914.**

This news agency publishes what the Vienna papers wrote on the second day after the assassination.

*Neuefreie Preace:* The assassination was a Balkan murder, a bloodthirsty act, similar to savage butchering. So, if this assassination should mean that you sovereings and Heirs to the throne will always be welcomed like this in Sarajevo, then the only answer may be: 'We are here and we stay here'. All heads of states must think about peace, but must not allow the Balkan plague to spread further, since crime is contagious.

*Die Zeit:* A heavy shadow falls on Serbia. Serbia is now given a great and noble opportunity to do good for itself and its compatriots in our Monarchy. Serbia should take advantage of this opportunity. After the savage Serb act in Sarajevo there should be a noble Serb counteract in Belgrade.

*Nikola D. Trisic, Sarajevski atentat u svetu bibliografskih podataka, Veselin Maslesa, Sarajevo 1980, 21.*



“Those were the days of joy, days of thrill. Who does not remember them? (...) People happily received them, as the visit was a decoration, they hailed them when they suddenly appeared in Sarajevo, for people were exalted, looking their future ruler in the eyes. (...) And finally, the last day of their stay in Sarajevo came – and suddenly the glass of joy was filled to the top with the worst bitterness. Joy and

“Catastrophe in Sarajevo. The assassination of Archduke Francis Ferdinand and Duchess of Hohenberg. With hand grenade and Browning. The Heir and his wife were killed. Two assassinations. (...) Assassins arrested. Return of the Emperor.”

*Die Illustrierte Kronen Zeitung (the largest circulation Austrian daily paper, published since 1900), 29 June 1914*

URL: [http://einestages.spiegel.de/hund-im-ages/2009/11/16/96/e70e86700c4437f45762133de62765b5\\_image\\_document\\_large\\_featured\\_borderless.jpg](http://einestages.spiegel.de/hund-im-ages/2009/11/16/96/e70e86700c4437f45762133de62765b5_image_document_large_featured_borderless.jpg).



## Perspective 2 – Pro-Princip

### Stenograph notes, Gavrilo Princip about his and political goals of Mlada Bosna.

The ideal of youth: Unity of Yugoslav people, Serbs, Croats and Slovenians, but not under Austria. In Some form of astate, a republic, or something like that. He believed there would be a revolution if Austria gets into a difficult position. But for such a revolution a terrain must be prepared, a mood created. There were assassinations before, and assassins were heroes to our youth. He did not mean to be a hero. He only wanted to die for his idea. (...)

*Excerpt from stenographic notes of Vienna psychiatrist, D. martin Papenhajm; Princip o sebi, Zagreb 1926), in: V. Bogicevic, Mlada Bosna, pisma i Prilozi, Sarajevo 1954, 464-465.*

### Pamphlet of the assassinator supporters.

Let's love our heroes: Jukic, Zerjic, Dojcic, Cabrinja, Planinscak, Princip, for they are prophets of the nation, for they are nation! Sons of Yugoslavia! Don't you feel, sons of Yugoslavia, that in that blood lies our life and that the assassination is the God of Gods of the nation, for it proves that Mlada Bosna lives. There lives the body pressed by the unbearable imperialist burden, there lives the body ready to die! (...) In the blood is the life of a race, in the blood is the God of a nation! Death preceded Resurrection! Assassination is the resurrection of the Nation. (...) and the death of the two heroes is the Resurrection of our hearts. Oh glorious, oh great sons and prophets of Yugoslavia!

*MANUSKRIFT found during the search of place of Mladen Stojanovic, a student in his final year of gymnasium in Tuzla, which he wrote on the day of the Sarajevo assassination, 28 June 1914; V. Bogicevic, Mlada Bosna, Sarajevo 1954.*

**Newspaper article in Politika,**  
Narodna biblioteka Srbije, Online katalog

The bloody Sarajevo event made a great impression in all social layers in Belgrade. The impression is even deeper for we know, from experience, that in reaction to this bloody act there will come a number of troubles for our people in the Austro-Hungarian monarchy. (...) As accustomed, the Vienna press will make poor accusations against Serbs and Serbia. The Serb nation will be blamed because the assassins Cabrinovic and Princip are Serb nationality. Serbia will be guilty because one of the assassins, as reported from Sarajevo, said at the hearing that he was earlier in Belgrade. Both accusations are absurd. Neither can the whole nation be responsible for the actions of one or two individuals, nor can Serbia be responsible for actions of a man, just because he used to live in Serbia. (...)

*Politika, br. 3744, 17.06 1914.*

### Perspective 3 – Ambivalent (Mixed or neutral perspective)

The Heir to the Austrian throne murdered along with his wife by Bosnian youth, avenging the annexation of the country.

New York Times (American daily paper published continuously since 1851), 29 July 1914.



### The Trial in Sarajevo

The main discussion started against Princip, Cabrinovic, and associates, for the murder of Franz Ferdinand and his wife. The state prosecutor of Sarajevo court accused Princip and twenty two of his associates for the treason and two premeditated murders. Apart from them, three others were accused with accessory for hiding the weapons procured for the execution of the assassination. The prosecution states the procedure of a plot made in Belgrade, by members of National Defense, and describes the traveling of the conspirators and smuggling of weapons to Bosnia, how they found accessories in Sarajevo, and other details about the assassination. The prosecution states the procedure of a plot made in Belgrade, by members of the national defense, and describes the irredentist plotting of Serb-nationalistic circles in Belgrade, reaching the Royal court itself, and a systemic work against the Austro-Hungarian and Hapsburg dynasty in Serbia, Croatia, and Bosnia, work with the goal to take Croatia, Dalmatia, Istria, Bosnia, Herzegovina, and south Hungary provinces, inhabited by Serbs, from the Austro-Hungarian Monarchy and to join these lands to Serbia. The conspirators Princip and Carbinovic admitted, as claimed in one telegram from Sarajevo, that they were inspired by hatred for the Monarchy and by Serb nationalistic feelings for uniting all Yugoslavs, the destruction of the Austro-Hungarian Empire, and the creation of a great Serbian empire. That is why they designed a plan to assassinate the Archduke Franz Ferdinand; a plan which they realized.

*Politika, br. 3842, 6. 10. 1914.*

### Everybody Cries

A court scene prepared in Vienna. Vienna, 15 October.

At the end of the process in Sarajevo, Cabrinovic conducted his statement with the following: We honestly did not know the deceased was a father, we only here heard he had children. We are most deeply touched by the last words

he spoke to his wife: Don't die! Live for your children. (The whole courtroom cried.) It may be I am a villain, a murderer. Do with me what you will; but I swear to God I only wish the old Emperor, the children, in their souls to forgive us for what we did wrong to them. You, judges, send us to death immediately. We are not common criminals, we are only deceived boys. (He could not speak further from crying.)

The presiding judge then asked the accused if anyone wanted to say something. Gavrilo Princip then stood, firm and determined (...), with blushing cheeks, but calm, showing self-control, and said energetically: There were no foreign stimuli in this assassination. When Cabrinovic said so, he lied, and also lied to the state prosecutor who wanted to prove it. Nobody hired us! We loved our people, we knew the circumstances of living, we knew well all its troubles! That is the truth.

*Politika, br. 3850, 14. 10. 1914.*

### **Villain or hero? Sarajevo is split on archduke's assassin Gavrilo Princip**

100 years after the Bosnian-Serb radical murdered Austria's Franz Ferdinand the city is still divided on his actions

For one half of the city, he was the national hero who fought against imperial oppression and fully deserves a new park in his name. For the other half he is a villain who killed a pregnant woman and brought a flourishing epoch to an end.

Gavrilo Princip, the Bosnian-Serb radical who set in train a chain of events that led to the outbreak of the first world war will be the central figure in Sarajevo this weekend as the city marks 100 years since he assassinated Archduke Franz Ferdinand in 1914.

The anniversary is being marked by concerts, conferences and exhibitions, as the city projects itself as a beacon of peace following a century in which it has been associated with war. But stark divisions remain, both from the

most recent war between 1992-1995, in which 100,000 people died and Sarajevo suffered a 1,425-day siege by Serb forces, and events 100 years ago. Princip remains a polarising figure, revered by many of Bosnia's Serbs, but derided as a murderer by the country's Muslims and Croats.

"For the past 100 years, the information that the world has received from here was about war and atrocities," says Ivo Komsic, Sarajevo's mayor. "Now we're sending a different message of peace, love and understanding."

This is Sarajevo's biggest international moment since the end of the Bosnian war almost 20 years ago. A range of international figures are attending ceremonies on Saturday, including a concert of the Vienna Philharmonic orchestra at the newly restored city hall, where Franz Ferdinand attended a reception shortly before the assassination, and which housed the city's library, destroyed by Serb artillery during the war. The presidents of several European countries are expected. The UK is sending Baroness Warsi. Just before midnight, a choir will sing on the Latin Bridge, beside which Franz Ferdinand and his pregnant wife Sophie were killed by Princip.

However, the ceremonies are being boycotted by the president and prime minister of Serbia, who claim that a plaque on the city hall commemorating the 1992 bombardment and the loss of almost 2m books denigrates the Serb people.

Despite his message of goodwill, Komsic presides over only a part of an ethnically divided city. Nineteen years after the war ended, Bosnia operates as two "entities", the predominantly Muslim and Croat Federation, and the overwhelmingly Serb-dominated Serb Republic (RS). The highly autonomous RS was recognised by the peace settlement. Many Muslims regard it as the product of ethnic cleansing, while for Serbs its existence is a guarantor of peace.

Swaths of the capital lie in the RS, where the administration of Istocno (east) Sarajevo operates separately, the two not even joined by public transport. In emergency cases, citizens of Istocno Sarajevo cannot be treated in the city centre's general hospital, Komsic notes, instead having to be taken 120 miles to Banja Luka, the capital of the RS.

In Istocno Sarajevo, Gavrilo Princip is still lauded by many as a national hero who fought against Austrian oppression. Milorad Dodik, the republic's strongman prime minister, is expected to open a new park and name it after the assassin. In the Communist Yugoslav era, Princip was regarded as a revolutionary hero who fought for the freedom of all southern Slavs, but now Bosnia is independent it is largely Serbs who cling to this view.

In a chic Italian restaurant on a Sarajevo boulevard still named after Communist dictator Tito, Asim Sarajlic, a senior MP of the Muslim-nationalist SDA party, says that for Muslims and Croats, Princip brought to an end a golden era of history under Austrian rule.

"When the Austrians first occupied in 1878, Bosnians refused to accept the empire, but in nearly 40 years, they did more for Bosnia than all the other rulers did in centuries – building railways, cities and institutions. The Austrians gave us a lot – modern systems of government, education and healthcare. For normal citizens of Sarajevo, it was a crime for Princip to kill an innocent pregnant lady and her husband who came to celebrate the accomplishments of Austria. We are strongly against the mythology of Princip as a fighter for freedom."

But sitting in the house he is building in Istocno Sarajevo amid meadows poignantly dotted with poppies, Nebojsa Grubac, who fought in the Serb army in the early 1990s, is incensed about the change in how Princip's actions are interpreted.

"They're trying to change history," he says. "I learned in school that he was a hero, and now

they're trying to paint him as an aggressor – fuck that!"

He sees Princip, and Bosnia, as the innocent victim of Great Power politics that have led to repeated conflicts.

Despite differences over history – and having fought against Muslims less than two decades ago – Grubac feels no ill-will towards the other ethnic groups in Bosnia. He says that 80% of the work on his house was done by Muslims. He grew up in what is now the Muslim-dominated part of the city, and is still good friends with a Muslim he used to play with as a child, who fought for the Bosnian side during the war. Only one of his Muslim acquaintances refuses to greet him. But he adds there is still fear that prevents the united Bosnia he would like to see – and that another war is a real possibility, due to the machinations of nationalist politicians.

One of the few bright spots in recent years has been the Bosnian national football team's first World Cup, even though the team was eliminated in the group stages. In a bar in Sarajevo's Grbavica district, yards from what was the front line during the siege, young Bosnians decked out in the country's colours cheer on the side during its last match, an emphatic victory over Iran.

"To be honest, I don't really care about the anniversary," says Tarik, a 29-year-old web designer who works for a British company. "I think Princip was a coward who killed a pregnant woman." For him, there are more pressing concerns. Frustrated with a lack of opportunities in Bosnia, he is looking for work in Germany, where he fled with his family as refugees during the war.

*Andrew MacDowall, The Guardian*

<https://www.theguardian.com/world/2014/jun/27/gavrilo-princip-sarajevo-divided-arch-duke-franz-ferdinand-assassination>

## **ADDITIONAL SUITABLE TOPICS FOR THIS STRATEGY**

- Winston Churchill
- Napoleon Bonaparte
- Josef Stalin
- Mother Theresa
- Christopher Columbus
- Benito Mussolini
- King Leopold II of Belgium
- Mikhail Gorbachev
- Queen Victoria of the United Kingdom
- Stepan Bandera

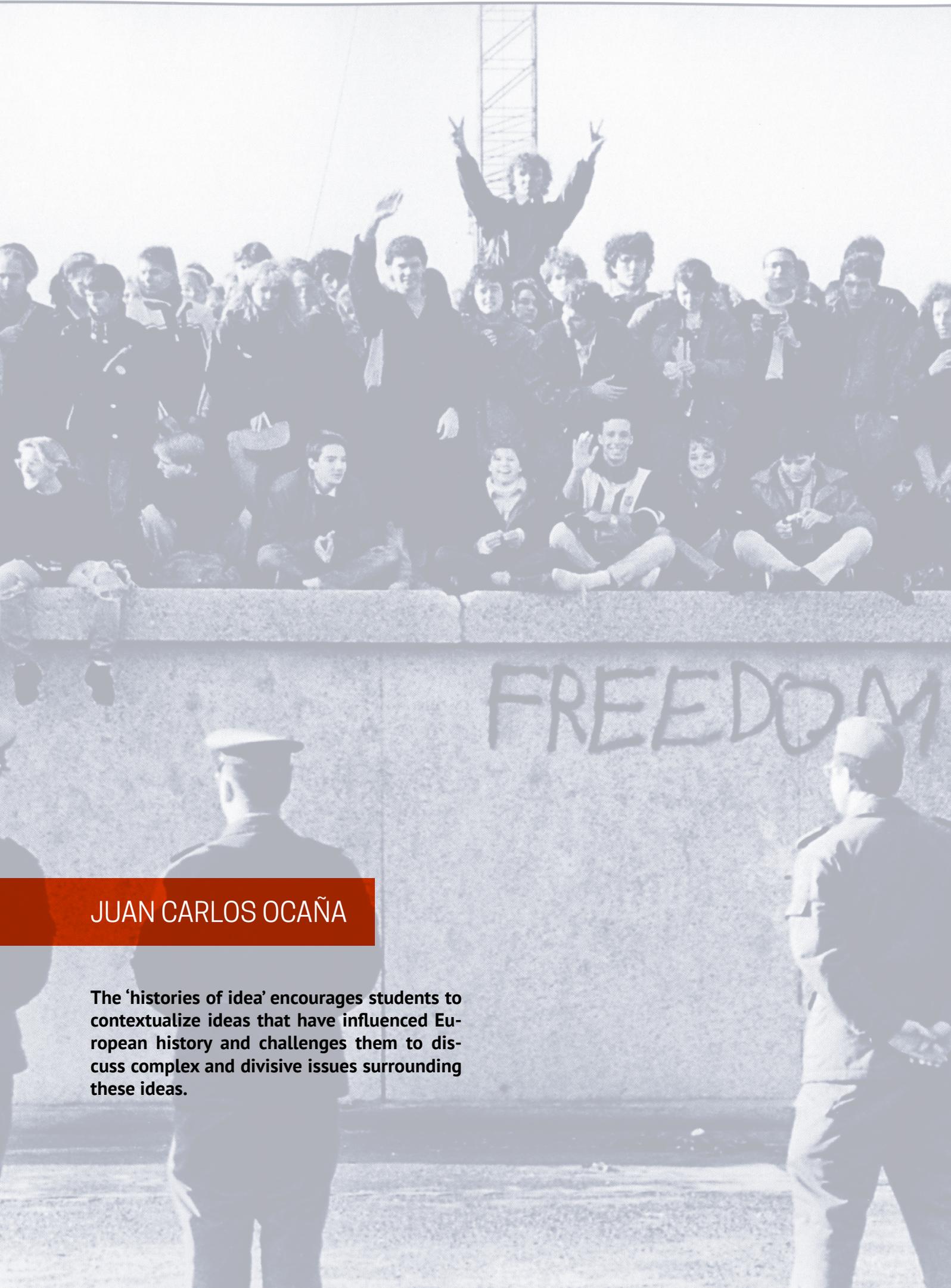
# FIGURE 1 – 1ST TEMPLATE

	REPRESENTATION 1	REPRESENTATION 2	REPRESENTATION 3
How is the historical figure represented?			
When and where was this representation made?			
Who made the representation?			
Why might the representation be made in this way?			



# Studying histories of ideas to learn about continuity and change





## JUAN CARLOS OCAÑA

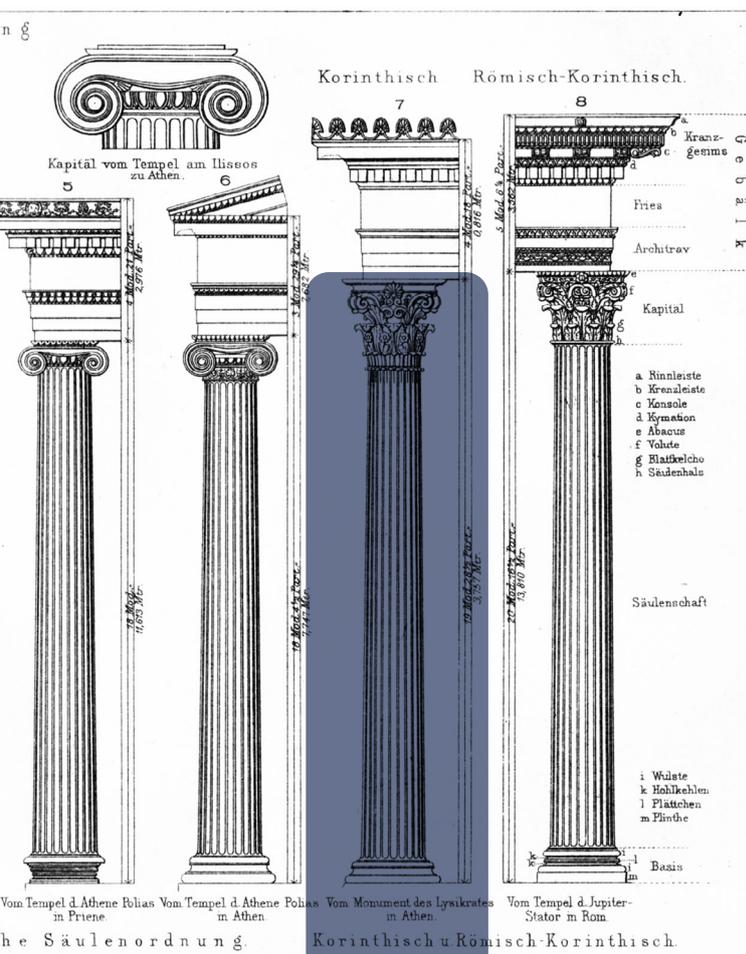
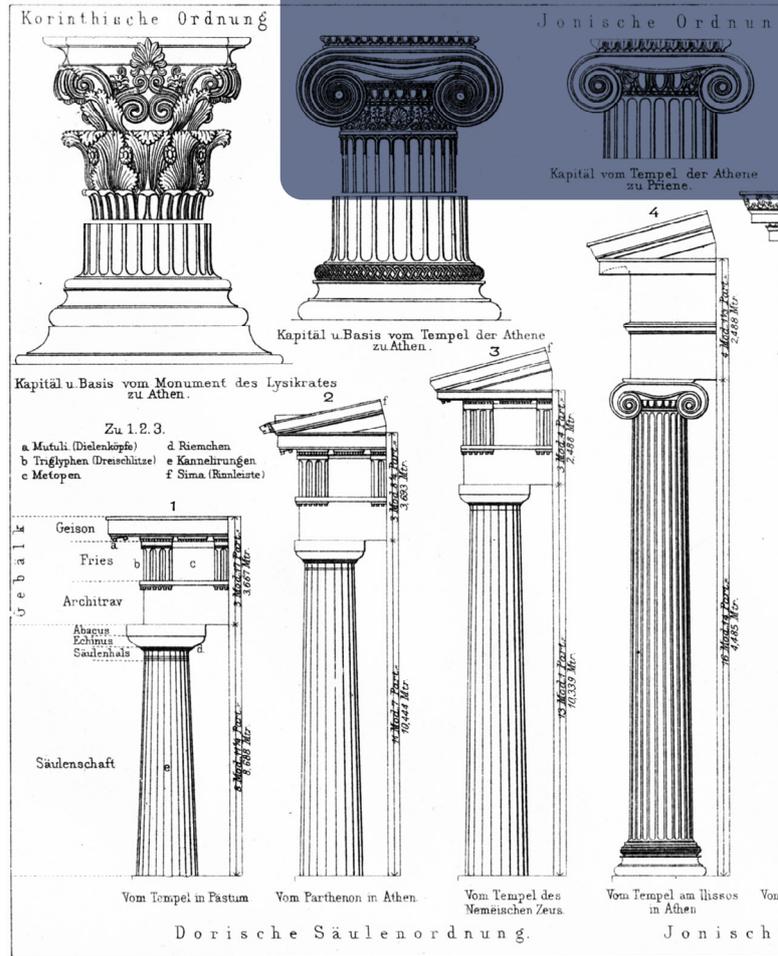
The 'histories of idea' encourages students to contextualize ideas that have influenced European history and challenges them to discuss complex and divisive issues surrounding these ideas.

## OVERVIEW OF THE STRATEGY

The strategy requires students to use key skills involved in historical thinking – chronological and geographic placement of important events – to contextualise the evolution of influential ideas that have shaped history.

Chronologically and geographically locating events related and/or integral to the evolution of an idea could help students understand the influences, relations, and exchanges that determined, and continue to determine, the construction of ideas that currently prevail on the continent.

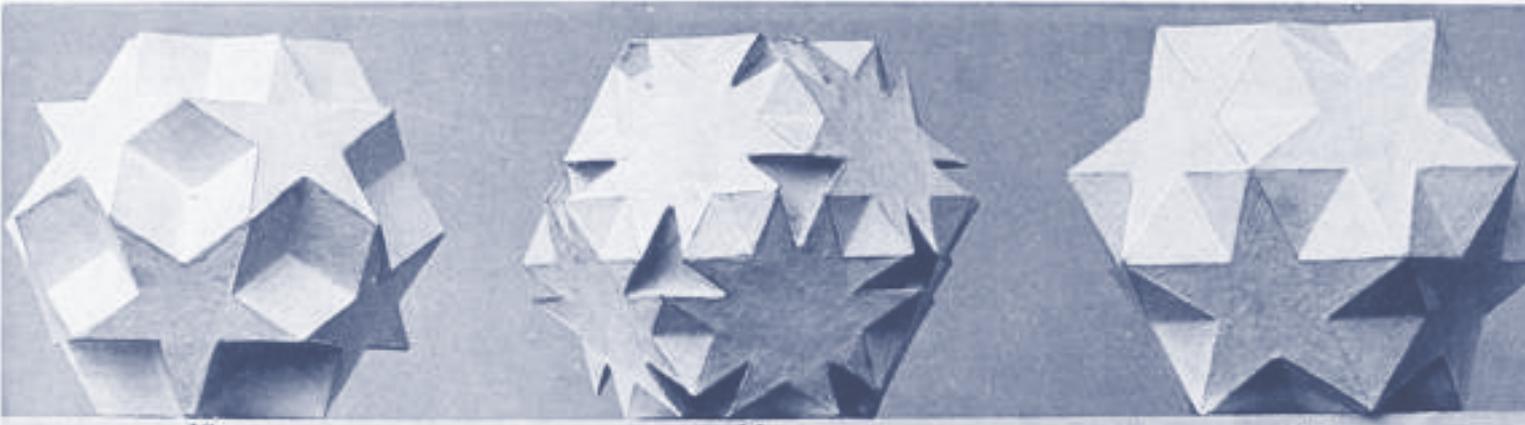
The study of these ideas' evolution, quite often characterized by conflict and controversy, offers a great opportunity to engage students with history from the perspective of difference and diversity. The proposed strategy also allows students to discuss complex and divisive issues that have informed the evolution of ideas on the continent.



## WHAT IS THE AIM OF THE STRATEGY?

The strategy is primarily aimed at teaching the evolution of widely-shared ideas. Chronological thinking and geographic placing will help students to contextualize contemporary prevailing ideas.

The strategy also allows the students to discuss some controversial issues that have marked the development of the main ideas that are prevalent in Europe nowadays.



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**What do you  
need to do  
to use this  
strategy  
in your  
classroom?**

## STEP 1: CHOOSE AN IDEA

We cannot understand the present-day without considering the influential ideas that have shaped it. An idea can relate to an economic and/or political system – capitalism, communism, authoritarianism, autocracy, democracy, meritocracy, federalism, unitarianism, populism, liberalism, etc. – or belief system – pacifism, militarism, humanism, theism, etc.

An idea can be presented as aforementioned – a political, economic, or other belief system – or it can be something more specific that falls under the larger umbrella of a system or serves as one of its core tenets. For example, ‘European unity’ falls under the umbrella of federalism. Examples of core tenets/underlying ideas are ‘property is privately owned’ (capitalism) or ‘use of violence is never justified’ (pacifism).

An idea should be:

- Influential – play a role in the shaping of the present-day.
- Widely-held – of relevance to many countries, not just your own.
- Easy to define – not rely on extensive prior knowledge of political or economic theory.
- Traceable by events across time – able to point to distinct moments when the idea might have evolved.

Choosing an appropriate idea is essential to the strategy. Select an idea that is of interest and engaging to your students and adaptable to your curriculum.

## STEP 2: CHOOSE EVENTS AND DATES

To carry out this activity, you must first understand for yourself how the idea evolved, for whom it evolved, and what factors influenced or triggered changes in thinking. Following this, you need to carefully select key events that students will arrange chronologically and place geographically.

To compile an effective collection of events or influences (publications, inventions, etc.), consider the following criteria:

- They must relate to the development of the idea.
- When possible, they should have an international reach.
- Where possible, they should affect a diverse range of actors (socio-economic, ethnic, gender/sex, etc.).

Ideas – such as economic and political systems like capitalism and communism – will have geographically diverse roots from the very beginning as they took hold in a wide range of countries at similar points in time. Other ideas might not offer as great a variance at the beginning of their evolution, rather diverse interpretations will be seen and geographically dispersed across the continent later on.

## STEP 3: PREPARE FOR DISCUSSION

After chronologically and geographically locating key events related to the evolution of the idea, consider the phases or shifts in thinking involved in the idea’s evolution.

For example, what was the interpretation of ‘inalienable human rights’ in the 16th century versus the 18th versus the 20th? Which groups qualified as ‘human’ in these different interpretations? White elite males, all white males, all white people regardless of sex, all people regardless of religion, all people regardless of race, all people regardless of sexual orientation?

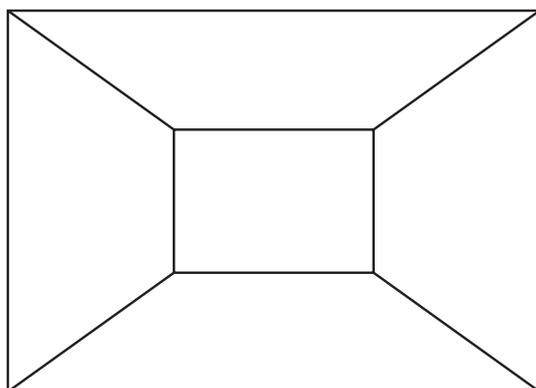
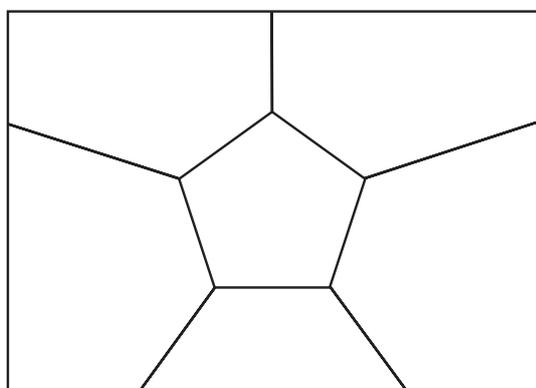
This part of the strategy allows students to deepen their comprehension of the idea and its evolution through discussion. If it makes it easier, consider creating a guide for yourself, like the one seen at the end of this strategy (Figure 1), to assist with unpacking the idea’s evolution. Tie these changes back to events that have been arranged in the timeline and discussed.

## STEP 4: USE THE MATERIALS IN THE CLASSROOM

### Activity 1

*This activity gets students to familiarise themselves with the basics of the idea and understand how others might interpret it.*

Divide the class into groups of four or five and provide each group with one large worksheet and a marker each. Each area radiating from the centre (below) is a space for each group member to write down their responses.



Ask the students what comes to mind when the idea is mentioned. Provide time for each student to share their recorded responses with their group without discussion or debate from the other students. Ask groups to collectively decide on the five most important/significant responses and record them in the centre of the worksheet. All group members must agree on the top five items.

Repeat the exercise on a class-scale. Each group's representative will record their group's top five responses in an area radiating from the center of the master sheet and share their reasoning. Ask for the class to come up with a final top-five and develop a definition of the idea collectively.

### Activity 2

*This activity gets students to familiarise themselves with specific events related to the idea in-depth.*

Pairs or small groups of students are each given a different event from the past. The pairs/groups are asked to research the event they have been given and prepare five-minute presentations to be given in front of the class.

### Activity 3

*This activity gets students to arrange events on a timeline and create a visual contextualisation aid.*

Pairs/groups draft on a piece of paper basic information on their respective key event (including the date and location) and arrange themselves chronologically to construct a "human timeline" that allows the class to visualize the idea's evolution. This timeline should then be transferred and written down in timetables on a worksheet.

Following this, students will locate where these key events affecting the evolution of the idea took place on a blank map on their worksheets. In this way, students will create a visual aide that they can use to contextualise the idea's evolution across time and space throughout the remainder of the teaching strategy.



## Discussion

*This discussion gets students to deepen their comprehension of the idea and its evolution through debate.*

Class discussion will follow the evolution of the idea. The aim of the discussion is to enable students to understand what influenced the evolution of the idea. It is also an opportunity to identify the different phases of the idea's evolution. Some topics to discuss:

- Key events and turning points;
- Phases of the ideas evolution;
- Pace of change – Gradual or expedient?;
- Various actors involved – Who gained? Who lost?;
- Various philosophies or movements that might have influenced the idea; etc.

Throughout this exercise, ask students to explain what might have accounted for the different phases or shifts in thinking and encourage them to tie these changes back to events that have been arranged in their timelines. Teachers should help students using question prompts. For example:

- If you had to choose just one event as the most important for this idea's evolution, which one would you select?
- Which of these events could be deemed not significant enough and non-essential to understanding the spread of the idea?
- How popular is the idea in the present-day? What might account for its popularity or lack thereof?

## WHAT OBSTACLES COULD A TEACHER USING THIS STRATEGY FACE?

### **Reading ability**

Students need to be reasonably confident readers to do the work as exemplified here. Alternatively, less confident readers could be paired with more confident peers and/or stories could be translated, reduced in length, read as a class, or turned into sound recordings.

### **Conceptual understanding**

Teachers will need to review events and sources bearing in mind the prior knowledge of their students. There may well be terms and concepts that need explaining or simplifying to make sources accessible to all.

### **Question prompting**

Some students will be able to analyse sources without prompt questions. Others will need prompt questions. Examples of these are given throughout the strategy and in the exemplar material. They should give teachers an idea about the detail required of question prompts and can be adapted to suit other ideas/topics.

### **Adapting this strategy to the national curriculum**

Depending on the national curriculum, it might be easier or more difficult for teachers to adapt this strategy totally or partially. Teachers should consider choosing ideas that overlap in whole or in part with the existing curriculum or that can be contained to a certain period or geographic area to incorporate into the existing curriculum.

## HOW COULD YOU MAKE THIS STRATEGY MORE INCLUSIVE?

### **Supporting lower attaining students**

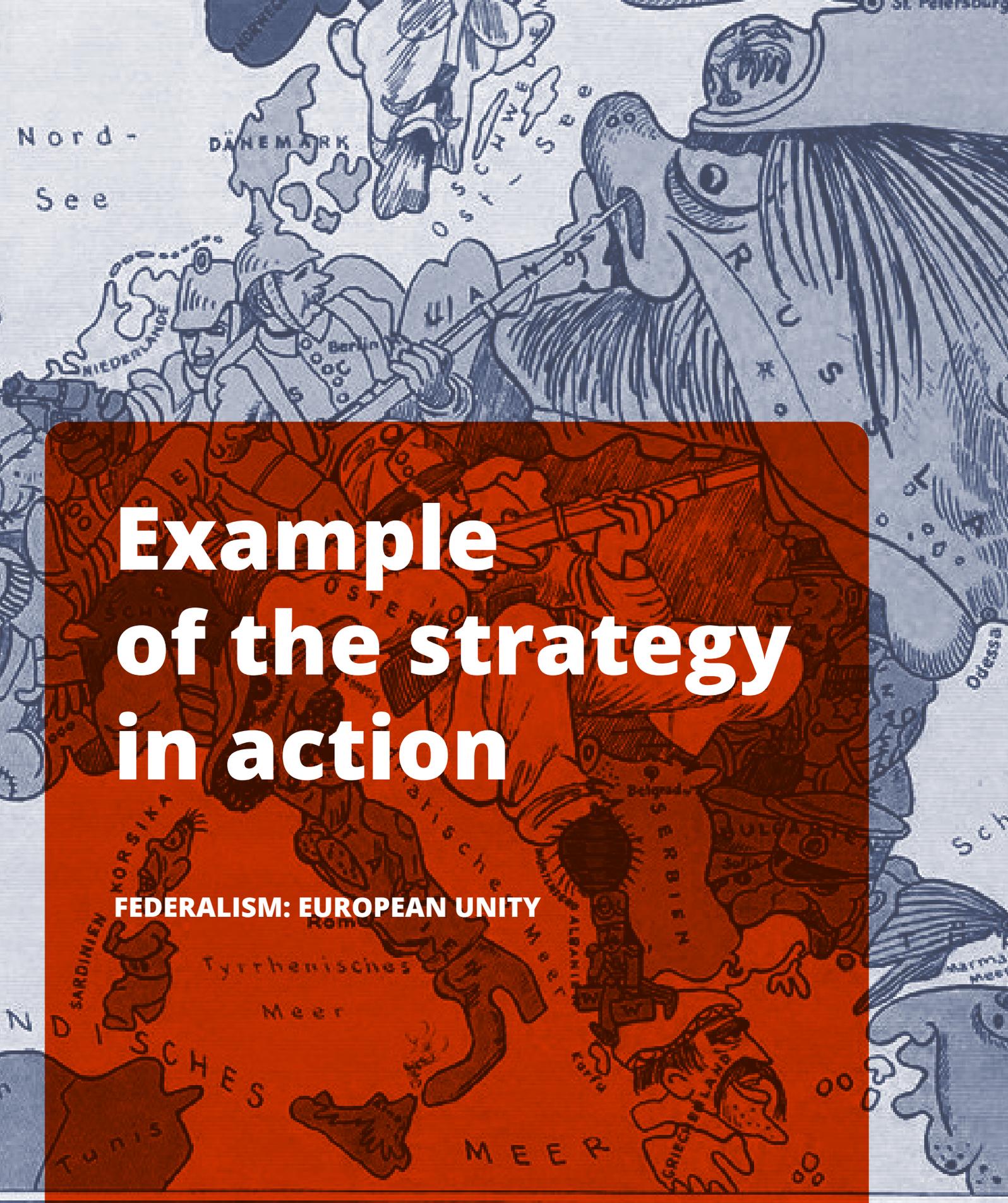
Some students might struggle with the amount of reading involved in the research of an event related to the chosen idea. You could provide pre-written packets of information on the key events to substitute organic research to tackle this. Equally, pairing a lower attaining student with a higher attaining student could support them with the research and reading requirements.

### **Challenging higher attaining students**

For your higher attaining students, you can add an additional activity and discussion. Pair the groups and assign each pairing a tension related to the idea. The groups in the pairing will be given materials that support opposing views on the tension. For example, for the idea of 'European unity', a tension up for debate is the merit of a single currency. One of the groups in the pairing will be given materials that support the use of a single currency while the other will receive materials against the use of a single currency. You can either give each pair of groups different tensions and opposing positions to read about or give all pairings the same. Other examples of tensions related to 'European unity' could be the merits of a common army, common borders, and common healthcare.

After the pairings have received their respective materials, ask them to read them and outline their groups position. The groups can then either (a) debate amongst themselves or (b) present their positions and debate in front of the class. This activity and discussion set will require students to skim for information, think more critically, and develop persuasive arguments.





# Example of the strategy in action

**FEDERALISM: EUROPEAN UNITY**

timat Rock, die Dogge Irland im Rücken. König Oskar von Schweden sieht „gespannt“ auf Russland. Frankreich dem Nichtstun hingibt. Belgien — hat ihm schon! Deutschland und Oesterreich-Ungarn teilen gute deutsche F „Wille“ Italien ist treu bis zum Tod — dem Sieger. Sicilien vulkanischer Boden, sonst aber ganz ruhig. Montönig von Durazzo — Albanien — verlässt sein Volk. Griechenland und die Türkei haben sich zum Fressen gern. Carolus von Rumänien? Russland will das Ganze verschlingen, es wird ihm aber nicht gelingen!

This example uses a collection of events and sources from the last century. It covers a period from the 1920s up to today.

## WHY 'EUROPEAN UNITY'?

It is one of the core examples of the difference of political and economic ideas that characterize contemporary Europe. While it falls under the umbrella term 'federalism', it necessarily incorporates other ideas, such as liberalism and democracy. This idea is:

- Influential – it is a key issue in current Europe political and economic debate.
- Widely-held – a growing number of Europeans have opted for defending this idea instead of nationalist ideas that conformed Europe since the 19th century.
- Easy to define – the idea of economic and political integration is easy to be defined and understood.
- Traceable by events across time – there are distinct moments that can be selected to track the idea's development.

The idea of European unity can be traced back to the Middle Ages. During the Carolingian dynasty to Pödebrady, in 1464, a Hussite King of Bohemia proposed a union of European, Christian nations in opposition to the Turks who had taken Constantinople. The Abbot Charles de Saint-Pierre proposed the creation of a European league of eighteen sovereign states with a common treasury, an economic union, and no borders. Marquis de Lafayette (France) and Tadeusz Kościuszko (Polish-Lithuania), defended the idea of a United States of Europe, similar to the recently created United States of America. In the nineteenth century, intellectuals such as Mazzini, Saint-Simon, and Victor Hugo imagined variations of a United States of Europe. Napoleon's imperialistic ideas for Europe also bore notions of European Unity.

However, we will focus on events beginning with the First World War leading up until the present day. In this period, the idea of

European Unity developed in a way that is recognizable to us today.

Before the lesson, you must understand how the idea evolved and what factors influenced or triggered evolution or changes in the idea. To carry out this lesson, students will arrange events chronologically and place them geographically.

### Activity 1

Students will get to know about the idea of European unity. Most probably, different conceptions about this notion will turn up among the students. This will be a good occasion to clarify the main features of the idea. The teacher will gain a better understanding of students' knowledge of this issue, which will help in the adaptation of the strategy to their level of comprehension.

The class is divided into four or five groups. Each group is provided with a large worksheet and a marker.

Ask the students what comes to mind when they think of European unity. Provide time for each student in the group to share their recorded responses with the group without discussion or debate from the other students. Ask groups to collectively decide on the five most important/significant responses and record them in the center of the worksheet. All group members agree on the top five items.

Repeat the exercise on a class-scale. Each group's representative will record their group's top five responses in an area radiating from the center of the master sheet and share their reasoning. Ask for the class to come up with a final top five and develop a definition of the idea collectively.

## Activity 2

This activity aims to make the students familiar with the main events that marked this idea's evolution. The teacher shows the students a presentation with all the events they are going to work about. The students are assigned an event to research. They then give a short three-minute presentation to the class on their findings.

## Activity 3

*This activity gets students to arrange events related to the idea of European unity on a timeline and create a visual contextualization aid.*

Pairs/groups draft on a piece of paper basic information on their respective key event (including the date and location) and arrange themselves chronologically to construct a "human timeline" that allows the class to visualize the idea's evolution. This timeline should then be transferred and written down in timetables on their respective worksheets. *See example worksheet used in the exemplar.* Following this, students will locate where these key events affecting the evolution of the idea took place on a blank map on their worksheets. In this way, students will create a visual aide that they can use to contextualize the idea's evolution across time and space throughout the remainder of the teaching strategy.



## Discussion

*This discussion gets students to deepen their comprehension of the idea and its evolution through debate.*

The teacher should organize the debate following the chronological evolution of the idea. This is a way to obtain a discussion that could be relevant for the students' historical thinking.

Once the students have achieved in the previous activities a chronological and geographical understanding of the evolution of the idea of the European unity, the debate will help them to understand what factors influenced the evolution of the idea. Once we know what, when and where, this strategy must deal with the why and what reasons explain the idea's evolution.

The discussion will help the students identify the historical circumstances that marked the evolution of the idea and identify the different stages of this evolution. Some points that could be discussed are:

- Which were the key events and turning points in the progression of the European unity idea? Which were the main setbacks?
- In which phases could we divide the evolution of the idea?
- In which historical moments did the progression accelerate? In which moments, did the idea spread over the continent? In which periods did the idea go into crisis?
- How did the great historical events affect the evolution of the idea of European Unity (World wars, economic crises, cold war, end of the Soviet bloc, pandemic, etc.)
- What social agents were supportive of the idea? Which ones were reluctant to dump all nationalisms?
- In which ideologies is the idea of European unity sustained? Which political ideas are enemies of the European integration?
- Who were the main personalities that promoted or opposed the idea?

Throughout this exercise, ask students to explain what might have accounted for the different phases or shifts in thinking and encourage them to tie these changes back to events that have been arranged in their timelines. Teachers should help students using question prompts. For example:

- If you had to choose just one event as the most important for the European unity idea's evolution, which one would you select?
- If you had to select a period (interwar period, Cold War, etc.) as the most relevant for this idea's progression, which one would you choose?
- If you had to select a setback (De Gaulle's rejection to British access, Brexit, economic crisis, etc.) as the most harmful to this idea's progression, which one would you choose?
- Which of these events could be deemed not significant enough and non-essential to understanding the spread of the idea?
- How popular is the idea in the present-day? What might account for its popularity or lack thereof? Which are the main points that might be behind the idea of European unity nowadays?

## ADDITIONAL SUITABLE TOPICS FOR THIS STRATEGY

- Inalienable human rights
- Property is privately owned
- Use of violence is never justified
- Separation of Church and State
- Equality
- European unity
- Corporate social responsibility
- Suffrage



## EXAMPLE WORKSHEET - TIMELINE

Seventeen events that show the evolution of European unity as an idea.

EVENT HISTORICAL CONTEXT	EVENT HISTORICAL CONTEXT	EVENT HISTORICAL CONTEXT
<b>&gt; YEAR</b>	<b>&gt; YEAR</b>	<b>&gt; YEAR</b>

EVENT HISTORICAL  
CONTEXT

EVENT HISTORICAL  
CONTEXT

EVENT HISTORICAL  
CONTEXT

> **YEAR**

> **YEAR**

> **YEAR**

EVENT HISTORICAL  
CONTEXT

EVENT HISTORICAL  
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EVENT HISTORICAL  
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CONTEXT

> **YEAR**

> **YEAR**

> **YEAR**

EVENT HISTORICAL  
CONTEXT

EVENT HISTORICAL  
CONTEXT

> **YEAR**

> **YEAR**

## **EXAMPLE WORKSHEET**

### **- BLANK MAP**

Locate these eleven events on the map of Europe

This can be done in two ways:

- Students use a single contemporary map of Europe
- Students use three maps of Europe that correspond to the three great historical period this example covers:
  - The Interwar Period (1919-1939)
  - Cold War (1945-1991)
  - Europe after the Cold War (1991-present day)

THE INTERWAR PERIOD (1919-1939)



COLD WAR (1945-1991)



## EUROPE AFTER THE COLD WAR (1991-PRESENT DAY)



# Idea

TIME PERIOD	DID THE IDEA CHANGE? HOW?	ACTORS	INFLUENCES (PHILOSOPHIES, EVENTS, MOVEMENTS)	WHO GAINS AS A RESULT OF THE CHANGE?	WHO LOSES AS A RESULT OF THE CHANGE?

## EXAMPLE TIMELINE – EUROPEAN UNITY

### Pan-Europa movement

#### Richard Coudenhove-Kalergi – 1923

Coudenhove-Kalergi's thought was conceived after WWI. The possibility of European Unity sprung from an urgent need to forestall war. His first book, *Pan-Europa* (1923), contained a form to join the Pan-Europa Movement, which held its first Congress in 1926 in Vienna. In 1927, Aristide Briand was chosen as the honorary leader of the Pan-Europa movement. Public figures, such as Albert Einstein, Thomas Mann, and Sigmund Freud, took part in Pan-Europa congresses.

Coudenhove-Kalergi was the founder of the first movement who fought for a united Europe. Even though he appreciated socially democratic principles, his ambition was to set up a conservative society that overruled democracy with “the social aristocracy of the spirit.”

The only hope for a Europe frequently plagued by war was to become a federation. Coudenhove-Kalergi thought that Pan-Europe would be a more flexible and competitive Austria-Hungary, with English spoken by all in addition to their native tongues.

### Memorandum on the organization of a regime of European federal Union

#### Briand, Aristide – 1930

Aristide Briand was a French politician who played an outstanding role in international relations after World War I. In 1926, he and Gustav Stresemann received the Nobel Peace Prize for their work facilitating Franco-German reconciliation. In 1928, Briand signed the Briand-Kellogg Pact intended to prevent war.

In his well-known address to the Assembly of the League of Nations (1929), Briand defended the creation of a ‘federal link’ between the European countries. This ‘European Union’, open

only to European members of the League of Nations, would act in a harmonized way under the auspices of the League of Nations. It would involve establishing a ‘Common Market’ through a ‘Customs Union’. The conference of European States which was supposed to be organised to debate these proposals was never held.

In most of Europe, the project faced a strong nationalist resistance. The 1930s economic crisis put an end to this project.

### Churchill and the Council of Europe – 1949

The Council of Europe, founded in 1949, is an international organisation whose purpose is to defend human rights, democracy, and the rule of law in Europe. It has 47 member states.

On 19 September 1946, at the University of Zurich, Churchill gave a speech on European unity. Churchill was the first eminent politician to take sides in a debate so far held by a few activists. Churchill aimed his address specifically at the world leaders.

Churchill encouraged Franco-German reconciliation and proposed a sort of “United States of Europe”... but without the involvement of Great Britain. Churchill set the scene for a future federation of Western European nations and favoured a European third way, finding its niche between the USA and the USSR. He defended the creation of a Council of Europe as well.

### Jean Monnet – The man who inspired the birth of the European Community.

In 1943, Monnet joined the French Committee of National Liberation, the French government in exile fighting against the Axis. At this time, he had already claimed the need for Europe's Union to regain and retain peace. During a meeting of this committee in 1943, Monnet stated:

*“There will be no peace in Europe if the states are reconstituted on the basis of national sovereignty...The countries of Europe are too small to guarantee their peoples the necessary prosperity and social development. The European states must constitute themselves into a federation...”*

During the international tensions of the first Cold War, Monnet recognised it was time to take real steps towards European unity. He began working on the idea of a European Community.

On 9 May **1950**, Robert Schuman, France’s Minister of Foreign Affairs, presented the Schuman Declaration. Urged and drafted by Monnet, it proposed that all German-French production of coal and steel be placed under one High Authority.

After the **1954** failure to set up a European Defence Community, Monnet created the Action Committee for the United States of Europe – established to rekindle the spirit of European integration. It became one of the leading driving organisations behind many developments in European integration.

### **Robert Schuman – Architect of the European integration project.**

Robert Schuman, the French foreign minister between 1948 and 1952, is considered one of the founding fathers of European unity.

In cooperation with Jean Monnet, he drafted the renowned Schuman Plan. Published on 9 May 1950, this day is now regarded as the birthdate of the European Union. Schuman proposed joint control of coal and steel production – essential materials for the arms industry. The basic idea was that an inability to singlehandedly control coal and steel production would reduce the likelihood of war.

### **Treaty of Rome**

#### **The birth of the European Community.**

The Treaty of Rome gave birth to the European Economic Community (EEC), the most well-known European Community (EC). It was signed on 25 March **1957** by Belgium, France, Italy, Luxembourg, the Netherlands, and West Germany and came into force on 1 January 1958. Formally known as the Treaty on the Functioning of the European Union, it continues to be one of the two most important treaties in the modern-day European Union (EU).

#### **The intricate British accession.**

After initially rejecting the European Economic Community (EEC), the United Kingdom warmed to the idea of membership following the 1956 Suez Crisis – an international incident that cooled the relationship between the UK and the US. The UK became aware of the isolation that their initial refusal had caused.

#### **De Gaulle’s rejection.**

On 14 January **1963**, General de Gaulle declared his opposition to the United Kingdom’s application for accession to the EEC. He believed the United Kingdom to be a Trojan horse representing hidden US interests. According to the French leader, British accession would lead to the Americanisation of Europe. He had serious doubts about the UK’s commitment to Europe and believed it would be better for the Common Market to become more integrated rather than accept the UK.

When Charles de Gaulle’s tenure as President of the French Republic ended in **1969**, negotiations with the UK were relaunched. In **1973**, it joined the European Community alongside Ireland and Denmark.

### **The Maastricht Treaty**

#### **The birth of the European Union.**

The Maastricht Treaty founded the European Union, created the pillar structure that remained until the Lisbon Treaty (**2009**), greatly expanded the EEC/EU’s competences, and led to the creation of the single European currency – the euro (introduced on 1 January **2002**).

The two new pillars – bringing the total to three – created by the Maastricht Treaty were the Common Foreign and Security Policy and Cooperation in the Fields of Justice and Home Affairs.

The Treaty established the European Union's citizenship, which was given to the citizens of member states in addition to their national citizenship. EU citizenship affords certain rights, freedoms, and legal protections to all of its citizens. European Union citizens are entitled to freedom of movement, settlement, and employment all over the EU. They are free to trade and transport goods, services, and capital across EU borders without restricting capital movements or fees. They have the right to vote in and run as candidates in local and European elections in the country of their residence. Lastly, the Treaty established an elected European Parliament and allowed citizens to bring cases directly to the European Court of Justice (ECJ) in Luxembourg.

### **The enlargement to the Southern new democracies.**

The mid-1970s saw the end of dictatorial regimes in Greece, Portugal, and Spain. These new democracies intended to join a union based on democracy, human rights, and economic development.

Greece joined in **1981**. Spain and Portugal's accession to the EEC on 1 January **1986** made the Union the 'Europe of the Twelve.' Despite concerns about Spain and Portugal introducing economic problems – tied to agriculture and the free movement of workers – the Mediterranean's geopolitical importance and the previous enlargement successes left the two countries in a favorable position.

### **The end of the Cold War and the fourth enlargement.**

The fall of the Berlin Wall (**1989**) and the end of the Soviet Union (**1991**) caused a geopolitical earthquake in Europe and the world. For the first time since 1957, it was possible to aspire to an all-inclusive union of the European states. However, such success was far from

guaranteed, as the violent end of Communist Yugoslavia showed.

The enlargement of the EU to include parts of the former Eastern Bloc began with Germany's reunification in **1990**.

Austria, Finland, and Sweden – neutral countries during the Cold War – also decided to join the EU. As these countries had already established close economic ties with the European Community, this enlargement process took place quietly. Austria, Finland, and Sweden became EU members on 1 January **1995**.

### **Eastern enlargement**

Central and Eastern Europe's legacy was one of dictatorship. These countries wanted to consolidate their new democracies and gain access to the EU and NATO to prevent falling into the Russian sphere of influence once again.

In the end, eight Central and Eastern European countries – the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, and Slovenia – plus two Mediterranean countries – Malta and Cyprus – acceded to the EU on 1 May **2004**. This accession was the largest single EU enlargement in terms of people and countries. This enlargement was considered as "an historical opportunity" and "a moral imperative."

It was clear that the EU desired to admit these countries as members despite their being less developed than Western Europe. Not long after, Romania and Bulgaria acceded to the EU on 1 January **2007**. Healing the wounds of the Balkan war has been a long process. Croatia eventually joined the EU on 1 July **2013**. Albania and several successor states of the Socialist Federal Republic of Yugoslavia have adopted EU integration as a foreign policy aim.

## **Economic crisis and the surge of Euroscepticism**

The **2008** financial crisis spurred a surge in Euroscepticism in several EU countries.

### **Brexit**

After a **2016** referendum in which 51.9% of voters voted to leave the EU, the UK became the first country to voluntarily end its membership. The Brexit withdrawal agreement has played a significant role in relations between the two entities, especially during the transition period, which is expected to last until 31 December 2020, prior to the country's official departure from the Union on 31 January 2020.

The exit of the UK is the outcome of a long history of confrontation and distrust during its membership. However, Brexit was not a unanimous decision, and the decision to leave has dramatically divided British society.

### **Coronavirus crisis and European solidarity**

The COVID-19 pandemic has taken much of the EU by surprise. Many – including Italy, Spain, France, Belgium, and the soon-to-be former member UK, have been badly hit. As French President Macron said to the Financial Times in an interview on 17 April 2020: “It is a moment of truth (for European Union).”

Unfortunately, the EU response to the pandemic has been characterized by division. The Netherlands, Germany, and other more fiscally conservative countries have rejected radical measures of solidarity, such as pooling the debt in the form of “Eurobonds.”

After lengthy negotiations, the EU reached a historical agreement in July **2020** – a €1.82 trillion budget and the creation of a coronavirus recovery package. The pandemic has laid bare both the triumphs and the shortcomings of the Union. Only time will tell what lasting effects this health crisis will have on the EU, its citizens, and its governance style.

## **ADDITIONAL SUITABLE TOPICS FOR THIS STRATEGY**

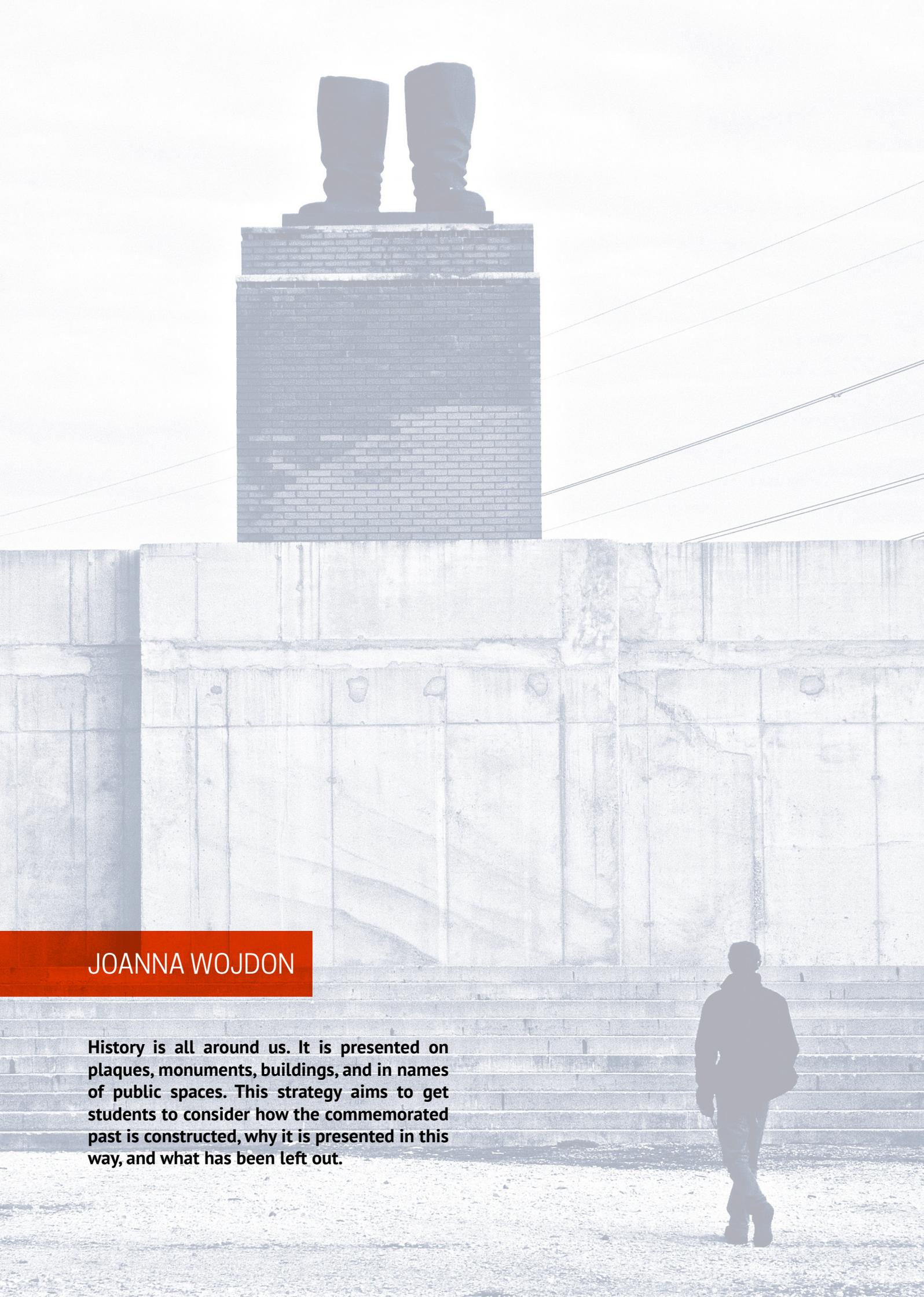
- Inalienable human rights
- Property is privately owned
- Use of violence is never justified
- Separation of Church and State
- Equality
- European unity
- Corporate social responsibility
- Suffrage





# Using commemorative practices to teach that history is a constructed narrative





JOANNA WOJDON

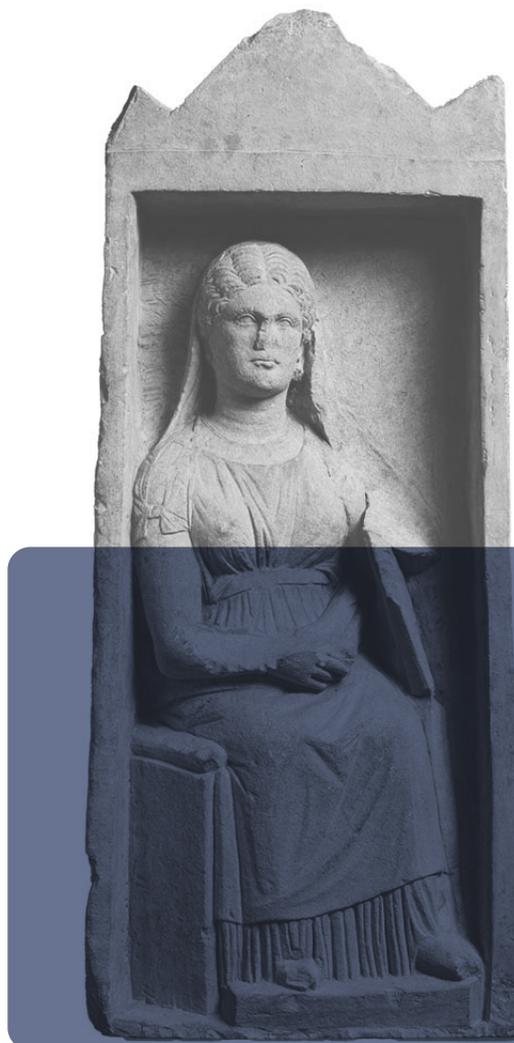
**History is all around us. It is presented on plaques, monuments, buildings, and in names of public spaces. This strategy aims to get students to consider how the commemorated past is constructed, why it is presented in this way, and what has been left out.**

## OVERVIEW OF THE STRATEGY

This strategy encourages students to analyse and deconstruct how the past is commemorated in their city / town / village by looking at historical plaques, monuments, and names of public spaces, such as streets, squares, buildings, and boroughs/cities.

Students will be asked to determine what message(s) these commemorative works carry, by and for whom they were formulated, when they were formulated, whose interests they serve, who is excluded, and why they are excluded. They will explore how and why these commemorative practices changed over time – e.g. how street names changed or what plaques were added, removed, or renovated – in order to develop an understanding that history in the public space is constructed and reconstructed for various reasons.

This strategy is an innovative approach to class excursions, an alternative to visits that are typically meant to teach *what* the past is rather than *how* the past is told.



## WHAT IS THE AIM OF THE STRATEGY?

This strategy aims to show that history presented in public spaces, and history more broadly, is a constructed narrative and one that should be approached critically.

It reveals how history is consumed outside of classrooms and beyond textbooks and asks students to look for diversity in representations of actors or groups of interest who are or may deserve to be represented.

Close analysis and comparison enable us to find commonalities, influences, and supranational trends. Simultaneously, students may come to notice sensitive, conflicting narratives or issues and discuss how they could deal with them in public spaces.



**What do you  
need to do  
to use this  
strategy  
in your  
classroom?**

## STEP 1: PREPARE THE MATERIALS

### A - Decide on the historical site you will analyse

Choose an area in your city / town / village where there is a meaningful set of plaques / monuments / buildings / names of public spaces that commemorate the past. You should try to pick a site where there is a range of commemorative works within relative proximity to one another. This could be organized as a virtual excursion using Google Maps, Street-View, or another application.

### B - Prepare background information on the commemorative sites

Familiarise yourself with some background information on the sites you are going to ask the students to analyse. The following questions could be asked to prompt analysis:

- When was this commemoration created?
- Who created it?
- On whose initiative was this commemoration created?
- What circumstances led to this commemoration being created?
- What does it commemorate?
- Does the commemoration reflect a local, national, international event, or a combination of the aforementioned?
- What theme does this relate to (politics, culture, religion, etc.)?
- What historical periods are reflected in these commemorations?
- Has this commemoration changed over time? (This works particularly well with street names.)

## STEP 2: USE THE MATERIALS IN THE CLASSROOM / ON THE EXCURSION

### Activity 1: In advance of the excursion

Depending on the amount, kind, and/or quality of information available on-site, students can be introduced to the general time period or theme in advance of their excursion. This can be done via a short lecture, a video clip,

or an open class conversation on the topic of memorable events in history (geographically or time-bound to be relevant to the future excursion). This will allow students to confront their previous findings or understandings with the objects they find in the public space during the visit/excursion

### Activity 2: The excursion

Students will be taken on an excursion of the commemorative site(s). There they will gather information on what they observe. They can be asked to document their findings by taking notes or taking photos of the objects in question. It might be useful to create a worksheet that students can fill out while on the excursion and refer to during the guided discussion following the excursion.

### Discussion 1: After the excursion

Students are asked to deconstruct the commemorative practice(s) they have investigated by considering a few questions. These questions might include:

- Who erected or named these commemorative objects?
- When were these commemorative objects erected or named?
- For what reason(s) were these objects placed in the public space?
- Whose views do these commemorative objects represent?
- What historical period is reflected in this commemorative object?
- What purposes do these commemorative objects serve?
- Has this commemorative object changed over time?

This is an opportunity for the teacher to understand which points and issues need underlining or further explanation. It is also an opportunity to address history and related issues that might be sensitive, contested, or controversial. Students should come to understand the selectively constructed nature of historical narratives.



## WHAT OBSTACLES COULD A TEACHER WITH THIS STRATEGY FACE?

### **Organisation of the excursion**

As in the case of any excursion, this is a time-consuming activity that demands organisation, discipline, and a good deal of attention. Additionally, some teachers may find it difficult to identify enough objects of desirable quality/usefulness within their locality. A possible solution for both of these issues could be the organisation of a virtual excursion, despite an in-person excursion being preferable.

### **Conceptual understanding**

Teachers will need to provide more or less information in advance of the excursion, bearing in mind their students' prior knowledge. There may well be terms and concepts that need explaining or simplifying to make the excursion accessible to all.

### **Question prompting**

Some students will be able to think critically about the narratives portrayed by the commemorations without prompt questions. Others will need prompt questions. Examples of these are given in the exemplar material.

## HOW COULD YOU MAKE THIS STRATEGY MORE INCLUSIVE?

### **Supporting lower attaining students**

- Choose relatively simple commemorative objects or practices to analyse and/or present. Monuments are often best-suited for this.
- Select fewer commemorative objects/practices to analyse or fewer aspects of analysis to consider.
- Assign students specific roles in the course of investigating an object/practice. For example, a lower attaining student could serve as a documenter, while a higher attaining student could be a researcher.

### **Challenging higher attaining students**

- During the excursion, students could be asked to conduct a survey asking passers-by about the meaning of the commemorative objects. Ask the students to discuss similarities and differences of interpretations of meaning.
- Organise additional post-excursion activities (see *Additional – Option 1 and 2*) and prompt them to address more sensitive themes, issues, or events that require additional research.
- Assign more in-depth research into the past in search of events or individuals to commemorate. Encourage the use of local archives or press.
- Compare commemorative practices in other places, whether that be comparisons of general practices or comparisons of the same/similar events to those in their own locality.





# Example of the strategy in action

**WROCLAW**

Wrocław was a city that changed its state affiliation many times throughout the centuries. The ethnic composition of the inhabitants of Wrocław has also changed, both gradually (e.g. under the influence of Germanization of medieval patriciate) and abruptly (e.g. as a result of post-war displacement of the Germans).

Prussian leaders and the Third Reich emphasized the German character of the city, while the leaders of the Polish People's Republic after World War II emphasized its Polish origins. After the fall of the Soviet Empire, at the turn of the 20th and 21st centuries, the city's slogan became "Wrocław – a meeting place". The new leadership strived to showcase the city's centuries-old diversity and highlight the various ethnicities of its past inhabitants.

In the early 21st century, the "Path of History" was installed on the pavement in Wrocław's Nankiera Square. Bronze plaques placed there symbolized important events in the history of the city. New ones are added from time to time. The students' task is to analyse the existing plaques, identify preferences and omissions of their creators, and design additional plaques.

Additional supporting material:

<b>1000</b>	Establishment of the Bishopric	<b>1842</b>	First Rail Line – Wrocław to Otawa
<b>1241</b>	Mongol Invasion	<b>1913</b>	Construction of the Centennial Hall
<b>1242</b>	Location under Magdeburg Law	<b>1945</b>	Fall of Festung Breslau and devastation of the city
<b>1335</b>	Incorporation of Wrocław into the Kingdom of Bohemia	<b>1980</b>	Solidarity Trade Union
<b>1526</b>	Incorporation of Wrocław into the Austrian Habsburg Monarchy	<b>1997</b>	Eucharistic Congress
<b>1530</b>	Five-Field Coat of Arms granted	<b>1997</b>	Millennium Flood
<b>1720</b>	Founding of the University of Wrocław	<b>2012</b>	UEFA Euro Championship
<b>1741</b>	Incorporation of Wrocław into Prussia	<b>2016</b>	European Capital of Culture
<b>1793</b>	Tailor's Revolution	<b>2017</b>	World Games
<b>1807</b>	Occupation by the Napoleonic Army		

## EXAMPLE EXCURSION

For each plaque, identify

- its connection to political, social, cultural, and/or economic history;
- which ethnic group's past it reflects;
- whether it is a part of local, regional, national, and/or international history;
- what changes it reflects; and
- which spheres of life are missing in the plaques and why.

800-907	Great Moravia, Silesians																		
907-985	Duchy of Bohemia Silesians	985	985																
985-1025	Duchy of Poland	1025	1025																
1025-1034	Kingdom of Poland	1034	1034																
1034-1038	Duchy of Poland	1038	1038																
1038-1042	Duchy of Bohemia	1042	1042																
1042-1076	Duchy of Poland	1076	1076																
1076-1079	Kingdom of Poland	1079	1079																
1079-1138	Duchy of Poland	1138	1138																
1138-1173	Duchy of Silesia	1173	1173																
1173-1248	Duchy of Lower Silesia	1248	1248																
1248-1335	Duchy of Wrocław	1335	1335																
1335-1469	Kingdom of Bohemia / Holy Roman Empire	1469	1469																
1469-1490	Kingdom of Hungary	1490	1490																
1490-1620	Kingdom of Bohemia / Holy Roman Empire	1620	1620																



<b>1620-1742</b>	<b>1742-1807</b>	<b>1807</b>	<b>1807-1871</b>	<b>1871-1918</b>	<b>1918-1933</b>	<b>1933-1945</b>	<b>1945-1952</b>	<b>1952-1989</b>	<b>Post-1989</b>
Habsburg Monarchy / Holy Roman Empire	Kingdom of Prussia	First French Empire	Kingdom of Prussia	German Empire	Weimar Republic	Third Reich	Republic of Poland	People's Republic of Poland	Republic of Poland



# EXAMPLES OF WORKSHEET



Political / Social / Cultural / Economic	Polish / Czech / German / Jewish / other	Local / Regional / National / International	Social groups	Changes



Political / Social / Cultural / Economic	Polish / Czech / German / Jewish / other	Local / Regional / National / International	Social groups	Changes

## VARIATIONS OF THIS STRATEGY

### Option 1

Students could present their own proposals explaining possible adjustments and alterations to existing commemorative objects and practices, taking into consideration the changing realities of the contemporary world, values, societal goals, etc. For example, they could design their own commemorative plaque or monument(s), re-name the streets or squares in the area, etc. and provide reasoning for its placement in the public space. The inclusion of multiple perspectives of the past (e.g. those of marginalized groups) should be encouraged.

- What will your commemorative object look like? Alternatively, what will your public space be named?
- Will you include a plaque or inscription? If so, what will it state?
- Where will you place this commemorative object in the public space? Why have you chosen this location?
- For what reason(s) is this commemorative object placed in the public space?
- Whose view(s) does this commemorative object represent?
- What historical period is reflected in this commemorative object?
- What purpose does this commemorative object serve?
- Could this commemorative object change over time?

### Option 2

Groups of students could be asked to design the commemorative practices in various time periods. For example, what monuments would they put in the square in the 18th, 19th, 20th, 21st century so that they reflect dominant virtues, political preferences, newest achievements, and political goals of the particular society.

### Option 3

Design plaques such as the ones in Nankiera Square in Wrocław for your own town/village/district taking into consideration the turning points and the elements of continuity in its history. Make sure your pavement is acceptable and attractive to tourists from different countries.

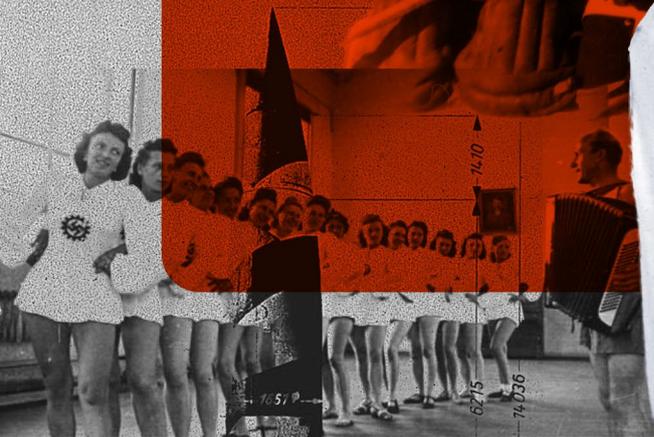




# Using stories of the past to teach students about its complexity



Die wichtigsten Maße de



P.N.F.

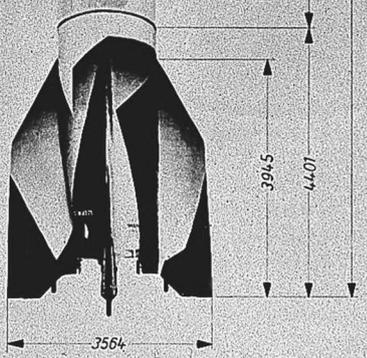


Abb. 2

Figure 2

The most important dimensions of the missile



HELEN SNELSON

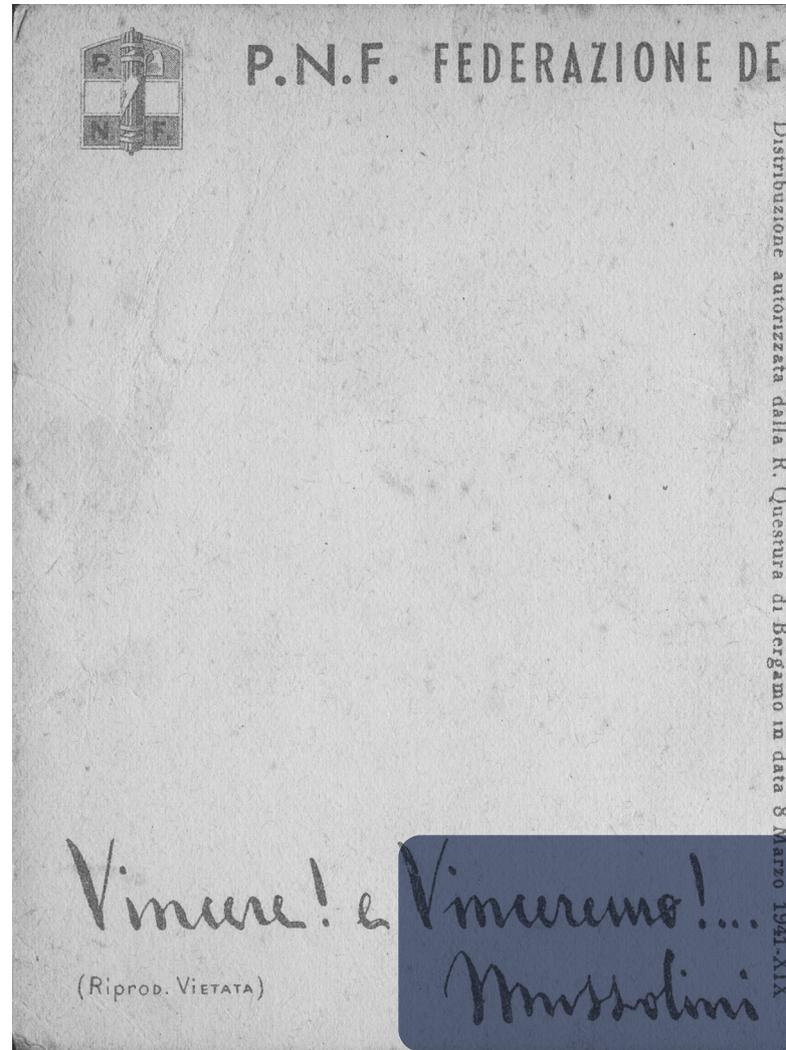
**'Stories of the past' uses the memories of people across the continent to get students to see that people experienced the same time period or event in different ways.**

## OVERVIEW OF THE STRATEGY

The strategy is based on the collection of multiple life stories of individuals from different parts of the continent (if possible) or one country and different parts of society (age, gender/sex, nationality, ethnicity) about the same time period or event. This collection of life stories could introduce students to an unfamiliar period and encourage them to gain their own sense of period behind the version portrayed in their textbooks.

Comparing descriptions of “big events” in the textbook with the reflection of them in human lives and the analysis of differences and similarities of perception of historical events and periods by people with different backgrounds could help students grasp that life was (is) always more complex and less straightforward than simple cause and effect exercises may seem to make it in hindsight.

The proposed strategy supposes not only the concrete example of work with selected and prepared stories but the method of collecting life stories as historical sources for teaching/learning activity with other events/periods.

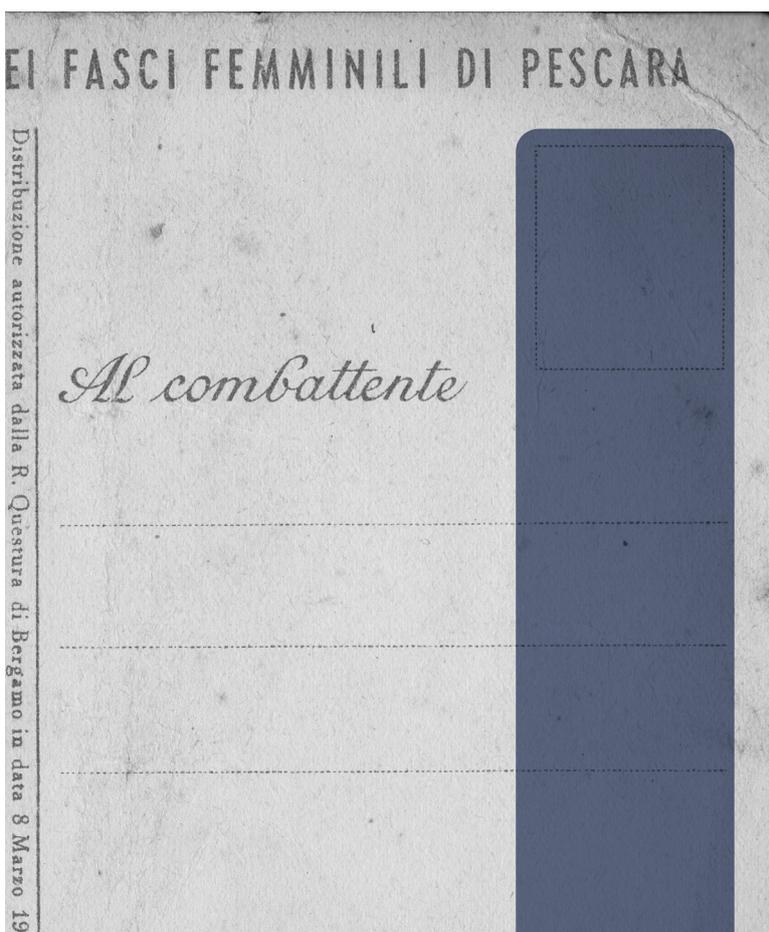


## WHAT IS THE AIM OF THE STRATEGY?

The strategy is primarily aimed at teaching diversity. It will show how despite living different histories across the continent, there are a vast amount of experiences that we still share.

The strategy provides nuance and a platform for voices from the time that have not been heard before and, therefore, makes it harder to be ‘black and white’ about complex issues.

The strategy will also help students see the difference between history and memory and understand the constructed character of history.





**What do you  
need to do  
to use this  
strategy  
in your  
classroom?**

## STEP 1: PREPARE THE MATERIALS

To carry out this activity, you first need to gather a collection of ‘stories from the past’ on the topic you wish to teach. These topics should be transnationally focused for this to work. There are two options:

### Option 1 – Use a ready-made collection

Use a ready-made collection of ‘stories from the past’. On [historiana.eu](http://historiana.eu), there are collections covering the period 1945-1949 and 1989-1990. Here is [another example](#) of a collection that is based within the experience of one country – the former Czechoslovakia – but which has a range of perspectives on key 20th-century topics relevant to that country.

### Option 2 – Make your own collection

To put together an effective collection of ‘life stories’ you need to think about the following:

#### 1. Make a diverse collection

Here is a checklist to help you construct a diverse collection of memories. You should strive to collect memories that reflect:

- The range of areas, regions, and countries relevant to the topic;
- Memories of people in varied economic positions;
- People of different ages at the time of the memories;
- A gender balance;
- Differences in education and social status; and
- Ethnic and other minority voices.

What diversity means exactly will vary depending on the time period and topic chosen. For example, the topic of ‘experiences of Spain leaving behind the age of Franco’ would draw voices from a different range of perspectives than the topic ‘Europe 2001-2008’ and different, again, from a topic such as ‘Our town in the 1960s’. ‘Stories of the past’ do not seek to be representative (they could not be) and should not be presented as the voice of a people or a country.

#### 2. Ask the same questions

About 5-6 main questions should be asked of people contributing life stories. This enables students to make comparisons in class. It also opens up the possibility of reducing the quantity of text for students who may find a whole story too much reading at one time. Students could be given a story response by response in smaller sections. Please see the specific example given for examples of questions.

#### 3. Access stories

There are well-established networks of history educators who will be able to understand this context and will be able to help you to access stories. One such example is the EuroClio Facebook group. A clear brief with parameters and requirements is highly likely to result in help from colleagues. They will, of course, need a bit of time to access the stories for you.

#### 4. Construct the stories

Read through the material collected and think about how it could help students gain a sense of period and place. You may need to research/add information on other issues and themes present in society to better contextualise the story. Simplify the language, explain concepts, and exemplify comments as necessary so that someone who does not know this person and their local area can still understand the story. Be prepared to heavily edit long responses. Please see exemplars for examples of tone and style.

## STEP 2: USE THE MATERIALS IN THE CLASSROOM

### Activity 1: In advance of the excursion

*This activity gets students comfortable with one story in depth before beginning comparisons.*

Pairs of students are given a story from the past. You can approach this in one of three ways: every pair has a different story, some pairs have the same story, or give out stories question by question. Their first task is to read the story to understand and locate their person's story on a map displayed on PPT at the front of the class.

### Activity 2

*This activity gets students to move to comparisons but only with one other story to make it more accessible.*

Pairs then join with other pairs who have a different story and they compare notes to find similarities and differences. Students often benefit from prompt questions. For examples of these please see the exemplar activity.



### Discussion 1

*This discussion gets students to share their ideas across the class to reach generalisations about the stories as a set.*

Class discussion then follows about similarities and differences. What has been found? What ideas do we have about why there might be these differences? (For examples of questions for teachers, please see the exemplar activity). The aim of the discussion is to enable students to learn that people have diverse experiences of the same period. People do not necessarily regard the same events/changes as most significant.



### Discussion 2

*This discussion is designed to get students to critically engage with the process of history and our use of evidence.*

Teacher questioning will promote discussion about the nature of the evidence to draw out how: we can only draw tentative conclusions; these sources are not representative of groups; there are problems with memory; as a set of sources it raises more questions; and we could test the validity. (For examples of questions for teachers, please see the exemplar activity).

### Activity 3

*This activity gets the students to compare what they have found to the narratives in their textbook so they can critically question the narrative they have been provided. This will help them realise that history is constructed.*

Pairs then refer to the years of the topic in their textbook or a timeline of the period prepared from textbook-style material. What is the difference between what the textbook and what the person who gave their story from the past remembers and focuses on? What is in the textbook and what is not? Would these people see their memories and/or what is most important to them reflected in the textbook?



### Discussion 3

*This discussion concludes the strategy.*

Teacher questioning to draw out answers and further observations about:

- What answers have we found to our questions?
- How have the stories further enriched our knowledge of the period?
- Does it matter that there are differences between the textbook's history and what people who lived through the time remember as most important and impactful to them?

## WHAT OBSTACLES COULD A TEACHER WITH THIS STRATEGY FACE?

### **Reading ability**

Students need to be reasonably confident readers to do the work as exemplified here. Alternatively, less confident readers could be paired with more confident peers and/or stories could be translated, reduced in length, read as a class, or turned into sound recordings.

### **Conceptual understanding**

Teachers will need to review stories bearing in mind the prior knowledge of their students. There may well be terms and concepts that need explaining or simplifying to make stories accessible to all.

### **Question prompting**

Some students will be able to think about the stories without prompt questions. Others will need prompt questions. Examples of these are given in the exemplar material. They are topic specific, but will give teachers ideas about the detail required and can be adapted for other topics.

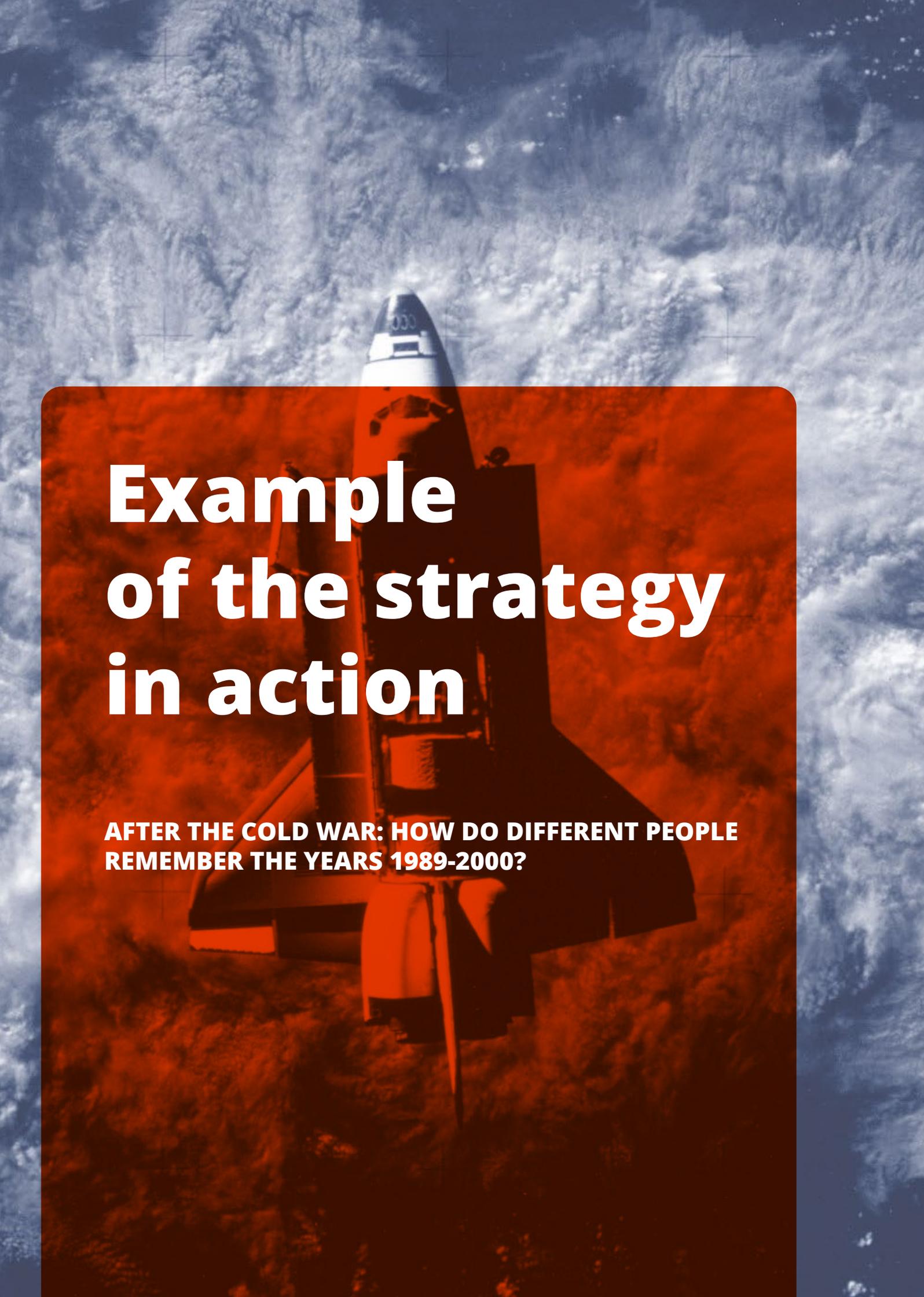
## HOW COULD YOU MAKE THIS STRATEGY MORE INCLUSIVE?

### **Supporting lower attaining students**

Some students might struggle with the amount of reading involved in this strategy. To tackle this you could use fewer stories, or use a condensed story, i.e., remove some of the text to leave only the most important parts. Equally, pairing a lower attaining student with a higher attaining student could support them with the reading requirements.

### **Challenging higher attaining students**

For your higher attaining students, you could easily skip Activity 1 and, instead, give them a larger pack of stories immediately and get them to find similarities and differences. This will require them to skim for information and think more critically.

A photograph of the Space Shuttle Columbia in orbit above Earth. The shuttle is oriented vertically, pointing upwards. The Earth's surface is visible in the background, showing a mix of blue oceans and white clouds. The shuttle's nose cone has the number '000' on it. The entire image is overlaid with a semi-transparent orange-red rectangular area that contains the text.

# **Example of the strategy in action**

**AFTER THE COLD WAR: HOW DO DIFFERENT PEOPLE  
REMEMBER THE YEARS 1989-2000?**



This example uses a collection of 'stories about the past' from the period 1989-2000. These are available from the [historiana.eu](http://historiana.eu) website.

**Indicative time: 2 to 3 hours**

**Approximate age: 11 to 16 year olds**

### Activity 1

- Display a map of the countries of Europe on a PPT at the front of the class. Give pairs of students one of the stories from the past.
- Ask students to read their story for understanding and to locate their person's story on the map.
- As students work, answer any questions about the meaning of the life stories and the locations of events in the stories.

### Activity 2

Pairs of students then join with another pair who have a different story and compare notes to find similarities and differences. Here are some prompt questions that can be given to students:

- How similar and different are the people you have read about in terms of: age, gender, their level of education, the place they were born, the place they lived in during the years 1989-2000?
- How would you summarise your person's story?
- Overall, does your story give a sense of easy or difficult times in these years? Share examples from your stories.
- How much did life for your person change during the period? How does that compare to the other person's experience?
- How much were the people you have read about concerned by events very personal to them? How much were they concerned by wider events and changes in society?

### Discussion 1

Class discussion then follows about the similarities and differences. Teachers should draw out similarities and differences through questioning:

- How does where a person lived seem to be important?
- How do personal factors, such as age and gender, seem to affect a person?
- What else seems to shape what someone regarded as most significant to remember about this time of their life?
- What does all this suggest to us about life in the period 1989-2000?

Students should be encouraged to notice that people have diverse experiences of the same period. People do not necessarily regard the same things from the time period as having been most significant. They should be encouraged to put together hypotheses as to why these differences in perspective exist.



### Discussion 2

These life stories are not representative. They are few in number and are highly personal views from particular people using hindsight at a particular moment in time. However, though anecdotal, they are valid on their own terms. As evidence, they can be used to illustrate the diversity of remembered experiences of the period. To help students to think more deeply about the nature of evidence in relation to this source material, you could ask students:

- What may be the problem of relying on memory for finding out about this topic?
- What do the memories reveal about this period that is useful to a historian?
- What else do we need to know to make sense of this whole period and to understand where this person's memory fits into a wider context?
- What questions would we like to ask the person if we could ask them more about their memories?

### Activity 3

Working in pairs, ask the students to read about the period 1989-2000 in their school textbook or use the standard timeline of the period that has been prepared from textbook sources (see student materials section). They could use these prompt questions:

- What is the difference between what the textbook/timeline describes of the period and what the person who gave their story from the past remembers?
- How much would your person see their memories/what they have said was most important to them reflected in the textbook?



### Discussion 3

Teacher questioning to draw out answers and further observations about:

- How have the stories enriched our knowledge of the period further than the textbook/timeline? (Students should be able to comment that they add diversity, nuance, variety, colour, and complexity.)
- Does it matter that there are differences between the textbook's history and what people who lived through the time remember as most important and impactful to them? (This is another opportunity to focus on the idea that what we regard as historically significant varies.)
- How do these life stories help us to answer the question: 'How do different people remember the years 1989-2000?'





# Examples of two stories

HILF MIR, DIESE TÖDLICHE LIEBE Z

## EXAMPLE 1

### 1989-2000+ MEMORIES FROM A MAN BORN IN THE REPUBLIC OF IRELAND

#### **What you think of first when you look back to the period of your life between 1989-2000?**

These were my late teenage years. I finished secondary education in 1989 and so I had big dreams and hopes. Exciting times! I was the first generation who could go to university. Where I lived there was not much industry; Ireland never had an industrial revolution, but suddenly there was potential, walls coming down, opportunity, and I was the right age to benefit.

#### **The key events of your life in the years 1989-2000+**

In 1989, I was about to move to university and there was 'freedom in the air' that I had not experienced in my younger years. As a young teenager in the early 1980s, there was a sense that the Cold War was very dangerous. That said, I loved my teenage years. I was optimistic, despite my father being unemployed and Ireland being a rubbish place to live in the early 1980s. Things changed and Ireland became a great country to live in in the 1990s. I left university in 1992. I had a huge passion for History and English and Ireland had just begun to link to the European Credit Transfer System (an early form of Erasmus). My professor suggested I join. I had never been out of Ireland, so I grabbed the chance and went to Denmark to study a master's in History. I went to Roskilde, as one could work in a group. I loved it. In 1993, I returned to Ireland to train to be a teacher. From 1994, I was teaching at a disadvantaged school in Dublin West. I taught there until 2000. In 1999, I got married.

#### **What we need to know about your life before 1989 in order to better understand the period?**

I was born in 1972. When I was a child, Ireland had very high unemployment and not very many people went to university, especially

not those from disadvantaged backgrounds like mine. Ireland was a hard country to live in. The Irish Constitution was reviewed by the Roman Catholic Church before the Cabinet in the 1940s and laws were strict and illiberal. Even in the 1980s the Church had a dominant place in society. Coming out as gay was still a problem then and so was having kids when unmarried. I was OK as my parents were liberal-minded and my dad put up with no nonsense from the Church. Primary school was often run by nuns. They were awful, vicious, and aggressive. Corporal punishment at school was legal until 1982, but nuns still used it until the 1990s. By the time I reached the senior end of secondary level, there were no more nuns and priests in school. They'd all gone.

#### **Where you lived 1989-2000 and your home?**

Dublin, when not in Denmark. I grew up on a council estate – housing owned by the local government for poorer people. There was a great sense of community even though we were disadvantaged.

#### **Your hopes and aims at the time**

Ah, I think I've covered that. I wanted to go to university, travel, and then become a teacher. I hoped life was going to get better – and it did. I loved those times. Even though we had enormous challenges, even though we had very little money or prospects, there was a sense of the new, the different, and the possible.

#### **Things that limited your life and prevented you from doing what you wanted**

I was lucky. In the early '90s, things were opening up and problems were reducing. Ireland had been a place where you only got on in life if you knew the right people. Your postal address mattered and I grew up on the wrong estate. My dad felt that de Valera – the first leader of fully independent Ireland – had a lot to answer for and, in the later 1980s, we started learning about the corruption and scheming of men such as Charlie Haughey – a de Valera protégé. However, though that legacy was around, things were changing fast and I did not have a problem. It was scary being the first in the family to go to university, but I loved it.

### **What you did with your time then?**

Again, I've mostly said this. I can add that I had great friends – great times!

### **What you remember was on the news back then?**

I remember the news about the bombings on the English mainland by the IRA. We didn't go to the north of Ireland on our own. The Troubles there felt a long way away, but we were aware of the tensions from the news. There was no optimism for peace in Northern Ireland. It was economically-depressed, too. Peace coming in 1997 was surprising and very welcome.

### **How you think events in the news shaped your life?**

The 1989 opening of the Berlin Wall had an impact on me. My friend's mum had emigrated from Poland to England and married an Irishman. As soon as the Wall opened, they made a family visit to Berlin. He came back so excited and it made me excited, too. The people's power, the social activism, the resistance...it all added to a feeling of chance. We weren't putting up with the old Ireland anymore.

### **How you remember the mood and atmosphere of these years?**

There was a mood of growing optimism. In 1986, there was a concert in Dublin with U2 called 'Make it Work'. It was a public statement and protest about how difficult things were in Ireland. It was to raise political awareness of poverty and hardship. In 1987, U2 released the 'Joshua Tree.' And then 1989 was just great – transition, something different...

### **What you think has changed most between then and now?**

Everything! For me, the most important thing is the reduced role of Church as a control on society. The stranglehold of the Church, represented by the Roman Catholic priest coming round to your house on a Sunday afternoon, has lifted. Ireland is liberal. We had referenda to get abortion rights, same sex marriage, etc. and huge crowds turned out to Dublin

Castle for the announcement of the results. We do politics better. There's more transparency, more accountability, more trust, and less scheming. The Rhein report of 2008 was begun in 1998 to uncover the abuses of the Church and we are still needing a national discussion about what it means for us.

## **EXAMPLE 2**

### **1989-2000+ MEMORIES FROM A WOMAN WHO WAS BORN IN BOSNIA-HERZEGOVINA, AT THE TIME WHEN IT WAS PART OF THE FORMER YUGOSLAVIA**

#### **What you think of first when you look back to the period of your life between 1989-2000?**

My main memory is of the Bosnian War – the civil war in Bosnia-Herzegovina between 1992-95. But, it might surprise you, I also remember having a great time in high school despite the war. I was 15 in 1992 and we had the best parties ever. This was because our parents couldn't expect us to be back the same night as there were night-time police hours (a curfew). We couldn't be in the streets coming home. Even school was unbelievably fun. We had all the excuses in the world not to go, but it was friendly and we studied really hard. People around us were dying every day. People were moving and others arriving, due to ethnic cleansing<sup>1</sup>. We knew life was unique and should not be taken for granted.

#### **The key events of your life in the years 1989-2000+**

I was 13 in 1989 and I was at high school during the Bosnian War. In 1996, I went to university in Banja Luka. I could travel home every weekend as it was not too far from our home in the Republika Srpska part of Bosnia-Herzegovina. Then, I became a teacher and got married in 2002.

<sup>1</sup> Ethnic cleansing – the forced removal of one group of people from an area to empty it of those sort of people.

### **What we need to know about your life before 1989 in order to understand?**

My family are a mixture of nationalities (Croatian and Serbian) and when I was small it was never an issue. I was not aware that we were a mixed family before 1991. Then, the first nationalistic political parties took over. I remember looking at the posters and slogans pasted on street corners and trees and asking my dad, "what is this?" He said, "this is a Bosnian Muslim national party, this is a Croatian national party, this is a Serbian national party, and so on." This was strange, as most of us were raised in the Yugoslavian spirit. We knew there were different nationalities, but we were raised as Yugoslavs. My grandmother was religious and we had to go for Christmas and Easter to visit her, but it was just a tradition. I did not connect it to a national background.

### **Where you lived 1989-2000 and your home?**

Our family home was in Doboje, a town in the former Yugoslavian republic of Bosnia-Herzegovina. We lived in a small flat of 50m<sup>2</sup> in a building with 17 floors. That was a standard home for about 80% of Yugoslavian families living in big towns and cities. First we were on the 8<sup>th</sup> floor and then on the 5<sup>th</sup>. My grandparents had a house in the same town with a yard and a dog. I lived at both addresses. We also had a small house for the weekends in the mountains 15km away.

### **Your hopes and aims at the time**

I kind of knew that I wanted to stay in Bosnia. My sister 100% wanted to leave the country. I wanted to make my own money so my parents did not have to support me. For two years, in high school, I worked in a grocery store so that they did not have to give me pocket money. I was in school in the morning and then worked 8 hours in the store with my books. I read big books. One day a soldier came in and said I had a worse time than him having to read all those books – that was his perspective! I knew I wanted to finish school and go to university.

### **Things that limited your life and prevented you from doing what you wanted**

The war was not the only problem. Getting a visa to travel was horrible and humiliating. You queued through the night, then reached the front in the daytime and met a clerk who took your life apart with a 1000 questions. It was so humiliating. You had to talk about everything and even provide proof that you could pay your electricity bill. All that just to get out of the country and go on a summer holiday. Things got better for me when I got another passport – a Croatian one through my mother's family – in addition to my Bosnian.

### **What you did with your time then?**

In my last year of university, I started teaching history. My old school could not find a teacher and asked me. From 2001-2005, I travelled from Doboje to Banja Luka. It was hard as it is 100km on a train and it took nearly 3 hours. I was terrified of being unemployed, but eventually I quit and went back to live with my parents. I did my master's degree and then it was okay.

### **What you remember was on the news back then?**

I remember the Berlin Wall opening. I remember the dissolution of Yugoslavia. I remember 1995 when the war was finally over and in November there was the Dayton Peace conference. I remember the period around making the European Union bigger and that happy atmosphere.

### **How you think events in the news shaped your life?**

Hugely! The early 1990s were a totally new world for us in Yugoslavia. For the first time, we got media from many sources instead of just from the government controlled news agencies. Most people watched TV and it was shocking for my parents to see more than one 19:30 evening news programme with more than one viewpoint. Who should we trust? What should we think right now? I remember that period as a total mess. As a society, we were not ready for this. It was difficult. There

was an extremely popular TV show in Sarajevo called 'Top lista nadrealista' made by a movement called 'New Primitivism'. At first it was a radio show, then a TV show, then a rock band. They made fun of our lives and, looking back now, they predicted everything that happened and it shocks me.

**How you remember the mood and atmosphere of these years?**

At first, there was a 'national awakening', but not in a positive sense; we moved centuries backwards and from peace to war. After 1995, there was hope and 'great expectations'. Then, hope turned to disappointment.

**What you think has changed most between then and now?**

It's hard to answer. At that time there was still the socialist idea of life. Here, in what was Yugoslavia, everyone who wanted to work had a job, social security was secured, everyone had health protection, schools were for free, we could travel, and most people had a place to live for free. Many people hoped that after 1995 it would stay the same. It did not. We don't have socialism and we don't have developed capitalism either. We have had a devastating transition period that has ravaged our economy. Massive factories don't exist anymore and privatisation took place in a very bad way. People with corrupt money took over. That's why there's such huge disappointment.

## EXAMPLES OF WORKSHEET

Read the story of the past that you have been given and make notes on this worksheet ready to discuss what you have read.

PERSONAL DETAILS	
Place of birth:	Approximate age:
Level of education:	Gender:
WHERE THE PERSON LIVED IN THE YEARS BETWEEN 1989-2000	
HOW WOULD YOU SUMMARISE YOUR PERSON'S STORY? (THE KEY EVENTS, THEIR MAIN FEELINGS, THE WAY THEY REMEMBER...)	

OVERALL DID THE PERSON HAVE AN EASY OR DIFFICULT TIME?  
NOTE AN EXAMPLE.

WERE CHANGES THAT THEY EXPERIENCED POSITIVE OR NEGATIVE? WHY?

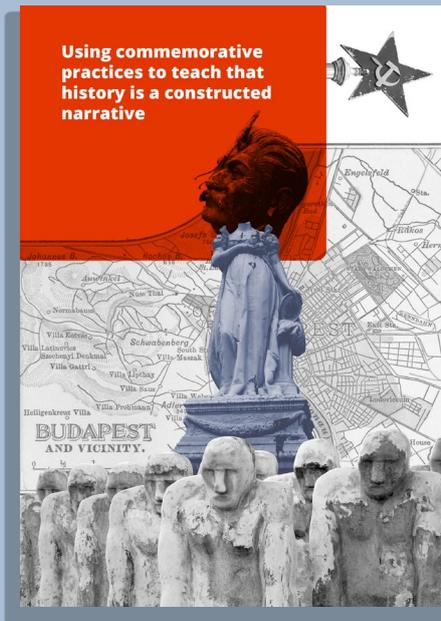
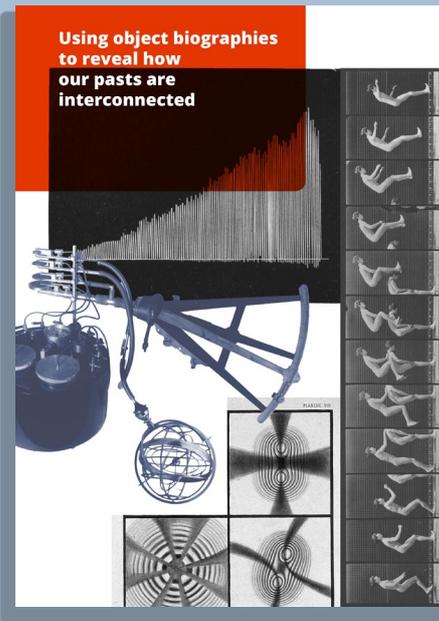
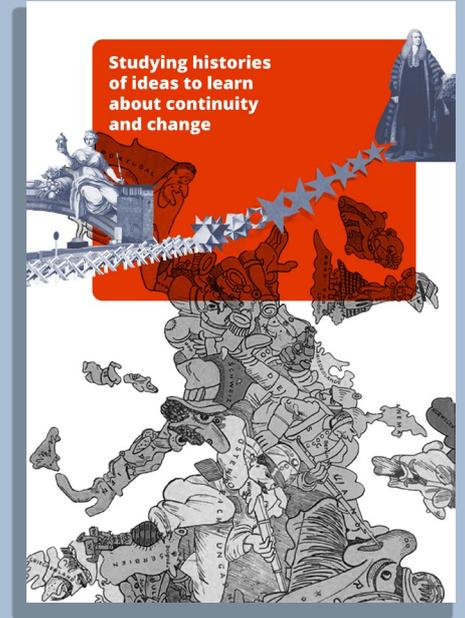
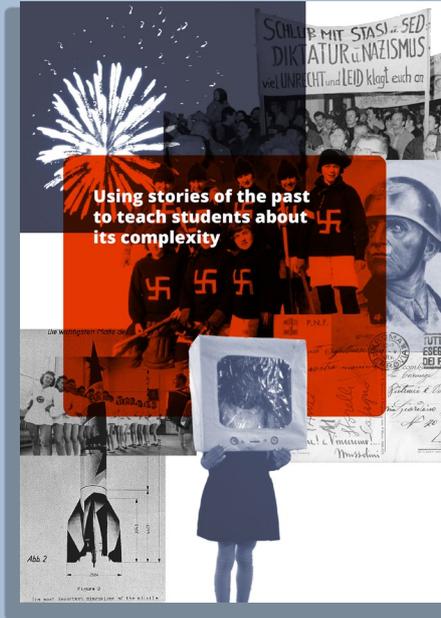
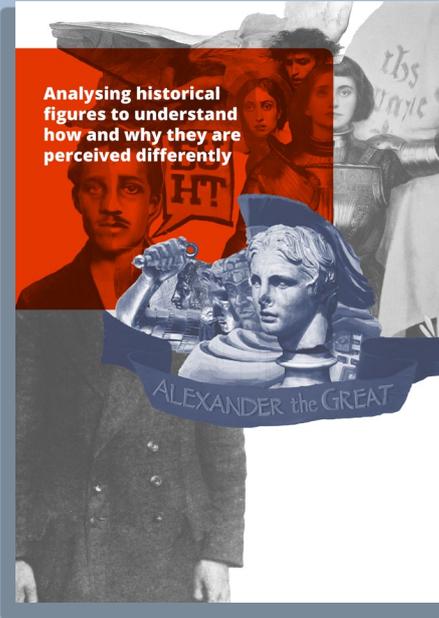
GIVE EXAMPLES WHERE THE PERSON WAS CONCERNED BY EVENTS VERY  
PERSONAL TO THEM.

GIVE EXAMPLES WHERE THE PERSON MENTIONS, OR IS AFFECTED BY,  
WIDER EVENTS AND CHANGES IN SOCIETY.

## **ADDITIONAL SUITABLE TOPICS FOR THIS STRATEGY**

As this strategy relies on oral history it can only focus on the recent past. However, we believe the following topics would work really well with this strategy:

- The creation of the European Union
- Life after the Second World War
- 1968: The revolutionary year
- The oil crisis of 1973
- Chernobyl
- Color Revolutions
- Atlantic Slave Trade
- Teaching Nazi Germany
- Waves of immigration
- Brexit+
- Reflections on a particular decade



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**Set in stone,  
history blinds.  
Set in motion,  
it opens minds.**

**HISTORY TEACHING MATTERS.**

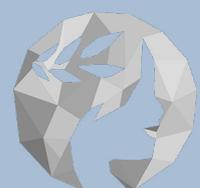
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