

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



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Gentian Dedja



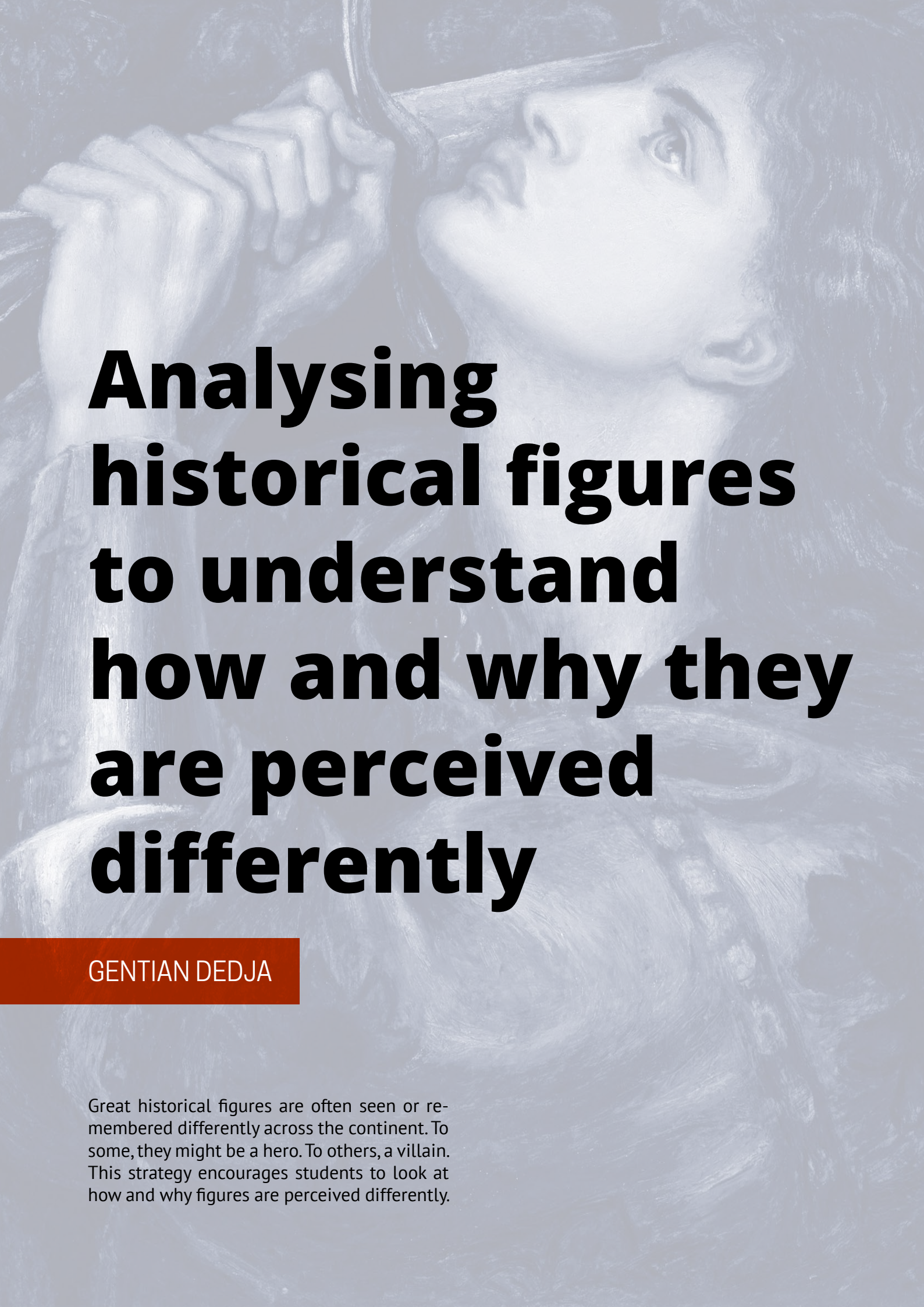
has 15 years of history and geography teaching experience and serves as the Vice President of the History Teachers Association of Albania “Youth and History.” He holds an MA from the University of Tirana and works part-time as a pedagogue at the University of Elbasan. Gentian has co-authored textbooks, 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.

This lesson plan is part of a five-part teaching strategy series designed and tested by teachers for teachers. 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. For more information, go to sharingeuropeanhistories.eu.



**Evens
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A classical painting of a woman with dark, curly hair, looking upwards with a determined expression. She is holding a sword with both hands, the blade pointing towards the top left. The background is a soft, light blue-grey wash.

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

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 blue sky with scattered clouds. The aircraft is dark-colored with a white cross on the tail and a white number '7' on the fuselage. Below the aircraft, a cityscape is visible, with a large portion of the image being a solid red overlay that serves as a background for the text.

**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 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.



Example of the strategy in action

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.

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 Gavri-
lo Princip.*

Divide the students into groups. Each group will investigate representations – monuments, plaques, newspaper articles, videos, etc. – of Gavri-
lo 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.

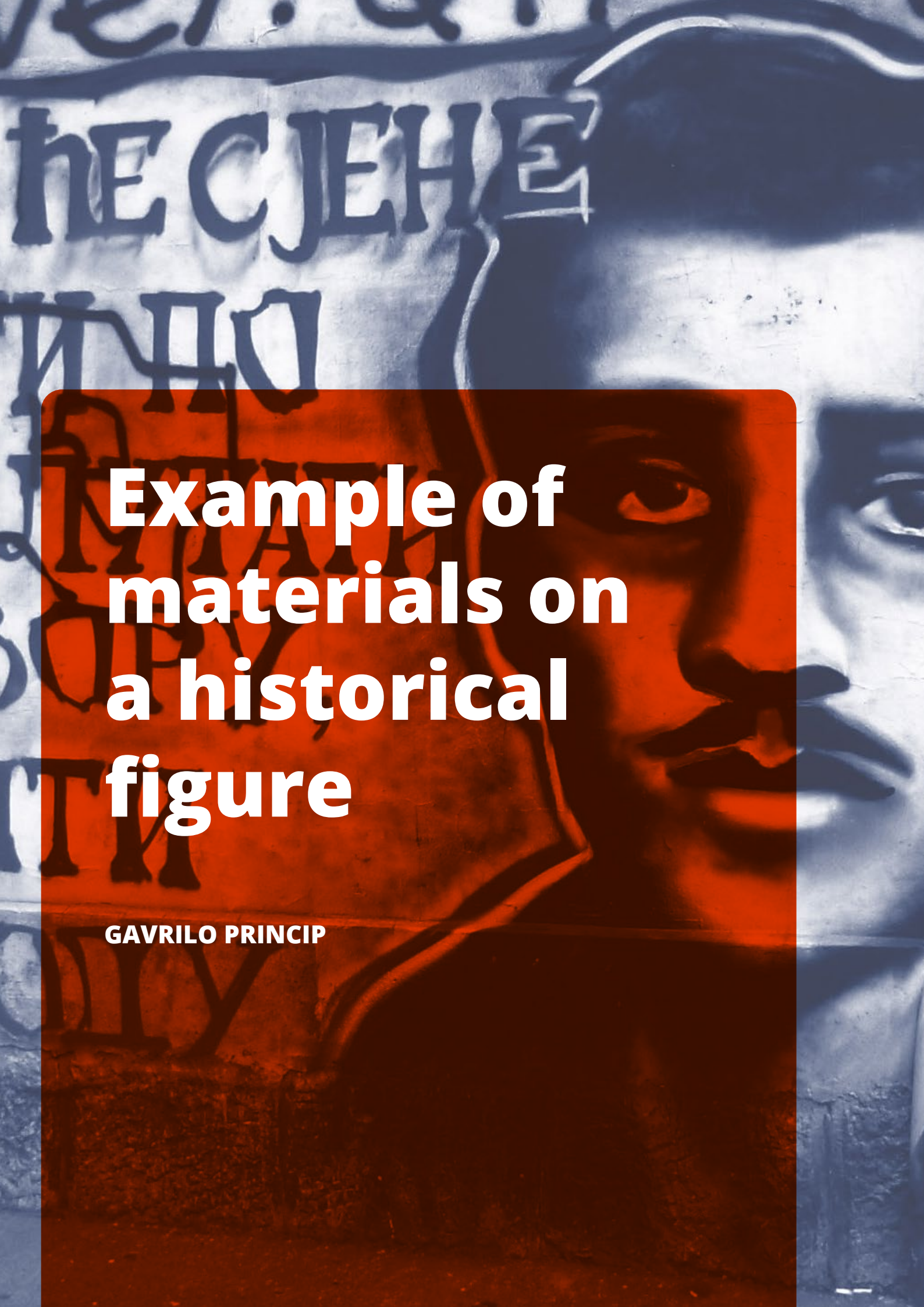
Discussion 1

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 Gavri-
lo Princip?
- Why do different people perceive Gavri-
lo Princip in different ways?
- Has the perception of Gavri-
lo Princip changed over time? Why might this have been?
- Are there more similarities or differences in the ways that Gavri-
lo Princip is perceived?
- How could we overcome some of the differences we have in the way Gavri-
lo 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 Gavriilo 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 Gavriilo 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 Bulsa / CC BY-SA



HOW IS GAVRILO PRINCIP PORTRAYED IN THE MEDIA?

Perspective 1 – Anti-Princip

Article Crni dani on the cover of the journal Sarajevski list (No.130; 29 June (16 June), 1914; Volume XXXVI), sourced from the Library of the Sarajevo Historical Archives. A government newspaper published in Sarajevo during the Austro-Hungarian Monarchy covers the assassination of Franz Ferdinand. The Julian calendar was used in the area until 1918.

Број 130 Број Понедељан, 16. јуна 1914. Понедељак, 29. јуна Год. XXXVII. Год.

Сарајевски Лист Sarajevski List

Издање: Сваког дана излази по два броја. Цена: Сваког дана по два кона. Укупна цена: 10 кона. Издање: 19. јуна 1914.

Crni dani.

Bili su dani veselja, dani oduševljenja. Ko ih se ne sjeća? Prijateljski nam podjelićemo Franjo Ferdinand dočao je u srce Bosne i mora Jadranskoga, preko kamioneta Mostara, kojemu je za onako vanredno usdan, iskreno srdačan prijem i doček poslao toplo osjećanje zahvala, a vojvotkinja Sofija Hohenberg došla je preko Beoda, da sa svojim visokim suprugom proboravi koji dan u zemlji, koju su i jedno i drugo bili na srce privinuli. Narod ih je radostan primio, jer je ta posjeta odlikovanje, pozdravljao ih je, kada su se iznenada pojavili u Sarajevu, jer se je oduševljavao, gledajući oči u oči svoga budućega vladara.

A oni su bili razdragani s onih burnih, ikrenih pozdrava, naklono su zahvaljivali za sve one iskaze ljubavi i privrženosti, koja je i posve naravna i posve shvatljiva.

I napokon je došao zadnji dan njihova boravka u Sarajevu — i odjednom se začu radost do vrha napunila najgorčom boli. I radost i veselje iznenada se naglo rasplini pod dojmom strahovitoga, bogumskog čina, kojemu padolje žrtvom dragocjeni život nadvojvode prijestolonasljednika Franje Ferdinanda i vojvotkinje Sofije Hohenburške.

Svima je stala pamet, pretrnala su sica. Počinjeno je svegrođe u tramu narodne ljubavi i privrženosti prema prejašnji gostima i prama vladalačkom domu, nagrdeno je svetilište, s kojega je plamalet neugasiva vatra ljubavi, oduševljenja, gostoljublja. Otkrivilo je srce naroda. Pobjeđivala lica su se zgledavala da se onda orose suzama od boli i tuge, koja je zadesila Bosnu i svu monarhiju, i koja će oduknuti po širokom svijetu, buduću gnusanje i odvratnost spram počinioca groznoga zločina i njegovih začetnika. U danima najiskrenije radosti i veselja naša je otadžbina doživjela nesreću crniji od svih nesreća, što ih ikada tečajem vijekova mogla da doživi.

Ured srca danas duboko razalotčene i potresene Bosne leži mrtvo. Tijelo naše nade i ponosa sve habsburške monarhije.

Velik stvaralački, oživljujući duh, velika, jaka volja, koja je na sve strane upijevala strahopoštivanje, slomljena je, skrivena u napunu

ljutokoga vijeka, a tom je prekidu, tom slomu najodličnija i najplemenitijega života morao da bude vidokom upravo vjerni, kao zlati čisti narod Bosne i Hercegovine. Strahovit je to udes i u srcu ubijen narod se pita, za kakve grijehe mora on da isplašta tu besprizorno groznu kaznu, što mu ja je Providnost namijenila?

Ima grijeh na inače nevinoj duši njegovoj, što su djeca pakla nikla na ovoj grudi. — ali narod kao takav nije skrivio taj grijeh. I na najdravijem tijelu stvara se smrtonosna rana. Ali iskonji se taj grijeh — i taj grijeh ne može da kila, niče i da se razvija na njezi narodnoj, jer taj iskonji grijeh stoji u najrazročnijoj opreci s patriotskim mišljenjem i dinastičkim osjećanjem narodnim: sav narod ustaje kao jedan čovjek protiv takovog iskonja i bezumnog grijeha, vjeran svoje habsburškom vladalačkom domu i prijestolju za sva vremena.

Kao što se je narod u danima radosti veselo nalazio oko svoga vladara, tako se i sada u ovoj najtežoj tuzi narod okuplja oko Previšnjega prijestolja, — ali nijem, ojađen, satrven. Sjedom vladaru, prokašanom stancu kamenu, preko čije su glave prolizale i godine i događaji, kao i časovi radosti i časovi žalosti, prinosi on na dar srca svoj, otkravljen kao mlada, iz kojih miko za vjekove ne će iščupati vjernosti prama žezla habsburške. Potresen i suzama obiliven moli narod satrene i rasplakane Bosne Svevišnjega, da blagome vladaru dašne snage i jakosti, da podnese bol i tugu, koja je i Previšnje prijestolje i naš narod kao i svu monarhiju u crno zavlja. Ljubav rastućeg naroda neka mu bude utjeha, a u bolno razjenu naroda bježe za sva vremena živa i budna vijest, da je on, narod, dan u ovom rezu da stoji na braniku habsburške Bosne, koja je nakvalena posvećenom krvlju jednoga od najvećih Habsburgovaca.



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 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 sovereigns 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 svetlu 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

“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.



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 a state, 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's 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 Srbje, 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. 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 époque 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?			



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

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