

The background of the cover is a photograph of a bookshelf. The books are of various colors and thicknesses, creating a textured, layered effect. Some visible titles on the spines include 'History of Europe', 'WORLD HISTORY', 'POVIJEST LJUDSKE VRSTE', 'CIVILIZACIJE XX VIJEK', 'ISTORIJA SVIJETA', 'POVIJEST', 'WORLD', and 'EUROPE 1918-1940'.

Luisa Black

# MANUAL FOR HISTORY TEACHERS IN BOSNIA AND HERZEGOVINA

EUROPE 1918-1940

ISTORIJA SVIJETA

POVIJEST

WORLD





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# Preface to the handbook

This handbook is the result of a long process that began in 1999 and involved the participation of the Ministries of Education, Pedagogical Institutes and other persons responsible in one way or another for history teaching in Bosnia and Herzegovina, and, above all, history teachers themselves. The Council of Europe, in accordance with Recommendation (2001) 15 of its Committee of Ministers on History Teaching in Twenty First Century Europe, and in close co-operation with the OSCE Mission to Bosnia and Herzegovina and the Georg Eckert Institute for textbooks studies, provided ongoing support.

In 2006, after two years of training, discussion and political negotiation, a milestone was reached with the adoption of common Guidelines for drafting new history and geography textbooks. This essential reform was made possible by the energy and determination of all the various partners and the financial support of the Government of Canada through LIP funds of the CIDA office in Sarajevo. This handbook is the first step in implementing the reform following the publication of the new textbooks. The Council of Europe will continue to offer its support to all concerned in meeting the challenge that lies ahead.

I would particularly like to stress the importance of the contributions made by experts from Bosnia and Herzegovina and other European countries, whose generosity in sharing their knowledge and experience did much to ensure the success of the endeavour. I am especially grateful to the editor and author of this handbook, Mrs Luisa Black, for her considerable work and her commitment.

Recommendation (2001) 5 states that history teaching "...occupi[es] a vital place in the training of responsible and active citizens and in the developing of respect for all kind of differences, based on an understanding of national identity and on principles of tolerance" and should "...enable European citizens to enhance their own individual and collective identity through knowledge of their common historical heritage in its local, regional, national, European and global dimension".

On several occasions during the various seminars held while preparing this handbook, the Secretariat drew attention to the fact that the quality of the work done in Bosnia and Herzegovina was not only a step forward for the country itself, it also served as an example for all the member countries of the Council of Europe.

I am confident that this will also be the case with the implementation of the reform of history teaching.

Jean-Pierre Titz

Head of History Teaching Division

Directorate of School and Out-of-School Education, Higher Education and Research

Council of Europe





# **Preface to the teachers guide OSCE Mission to Bosnia and Herzegovina**

The OSCE Mission to Bosnia and Herzegovina – which assists and encourages the local authorities to develop a genuinely inclusive education system within its post-conflict rehabilitation mandate - considers that education is of paramount importance for BaH's future domestic and regional stability , and the long-term success of other reform and transition efforts depends on it.

In a post-conflict, multi-confessional, multi-national state undergoing a difficult political, social and economic transition process, perhaps no issue is more important to the stability, security and reconciliation processes than education. Education reform is needed to ensure that the ideological issues that fuelled the war – identity, history, culture, language, sovereignty, self-determination, individual and group rights – give way to a new phase of post-war confidence-building and reconciliation wherein an education system is gradually developed that is accessible, acceptable and effective for all citizens, irrespective of their ethnic origin or status.

The Mission's Education Department places the process of development of modern, multi-sourced history textbooks and history teaching in this broader context.

This handbook is one of the concrete results of this long term process initiated by the OSCE Mission to Bosnia and Herzegovina, in partnership with the Council of Europe and the Georg Eckert Institute for Textbook Research; it demonstrates the genuine long term commitment of a wide range of international as well as local actors – Ministries of Education, Pedagogical Institutes, local and regional experts and officials – to provide the younger generations with the necessary intellectual tools to live and work in a multi-national, multi-confessional state and region.

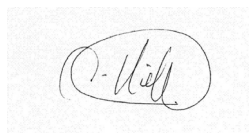
In order to assure the sustainability of this process, further efforts should be focused in the future on the development of appropriate history curriculum standards – building on the Guidelines for Writing and Evaluation of History and Geography Textbooks - within the framework of the Education Agency for Pre-School, Primary and Secondary Education.

I am confident that this handbook will prove an excellent professional companion for all teachers of history in BaH, and that it will serve as a useful example of best European practice in this country and in the whole region.

Claude Kieffer

Director of Education

OSCE Mission to Bosnia and Herzegovina







# Introduction

*by Luisa BlackLuisa Black*

My first visit to Bosnia and Herzegovina (BiH) was to Sarajevo, in November 2003, to participate in a seminar organized by the Council of Europe (CoE) and the Mission to BiH of the Organization for Security and Cooperation in Europe (OSCE). At the time, we were trying to raise the issue of the training of history teachers and the seminar's main focus was on new methods and approaches to history teaching.

Teachers felt it was not enough to change classroom methodology. The conditions to do so had to be created and teachers were really willing to become responsible partners in curriculum development, textbook writing, and teacher training.

When the seminar ended, there was a consensus that the work should be continued and participants asked the Council of Europe to organise more follow-up teacher training seminars. Once requests had been made by the relevant education authorities in BiH, a number of seminars were organised. They prepared the ground for education reform, which is now accepted as an urgent need by all the cantons in the Federation of BiH (FBiH) and by the Republika Srpska (RS). There were two significant moments in this process. The first was the revision of textbooks to eliminate all aggressive and offensive terms, and the second was the drafting of new textbooks after adoption of the Guidelines for Writing and Evaluation of History Textbooks for Primary and Secondary Schools in Bosnia and Herzegovina by the Ministers of Education at all levels of the FBiH and RS.<sup>1</sup>

These guidelines formed the basis for decision making in the process of textbook writing and reviewing, which was supported by a further set of seminars organized jointly by the CoE, the OSCE Mission to BiH, and the Georg Eckert Institute for International Textbook Research, with the financial support of the Canadian International Development Agency.

It was the wish of all involved in this project that teachers be comfortable using the new books. This was the reason for launching teacher training seminars, a project that aimed at training a group of trainers from all the cantons of the Federation and from the RS, who would then become training-multipliers, facilitating the flow of information to practicing teachers in the schools. It was also decided that the end product of the seminars would be a guide for teachers - a useful tool to support classroom work. It was to include contributions from the organizers, local and regional experts, and experts from the different European countries involved in the process. I was given the task of putting it all together, in a practical, easy to consult, and above-all teacher friendly way.

I have to confess that it has been a great pleasure - and an honour - to be able to take part in such a project. Any teacher trainer feels that the task of being an educator is a great one, believing the teacher to be the element that gives coherence to reform by bringing to life whatever there is in a textbook. It is the wish of all involved in this project that this guide provide support to teachers in their daily classroom work and decision making.

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<sup>1</sup> *The Guidelines were published in the official Gazette in August 2006. See Appendix, p. 131,*



# A Few Words on the Rationale of this Guide

*by Luisa Black*

In general terms, history teaching in western countries has been intended to produce good and patriotic citizens. History in schools had to teach the national story and to provide a moral education. This concept was questioned after World War II in Europe, leading to substantial changes in approach. In the 1960s, national history dominated the curricula but was no longer approached from a moral point of view - in fact this was to be avoided. The textbooks contained mainly narrative, with sources appearing largely as illustrations. In the 1970s, history teaching continued to change, as textbooks began to present more sources and less narrative, while students had to learn by doing, i.e. they had to start working with sources. The approach continued to eschew moral education.

Today, in most western European countries,<sup>2</sup> students study history in order to learn about and understand the world they live in and the forces, movements, and events that have shaped it.<sup>3</sup> They do this by working with sources as a way of developing specific skills - the skills of the historian - and the curricula once again has a moral purpose: there is a combination between history and citizenship. Students are not just learning about the past, but also the attitudes of democratic, tolerant citizenship. This shift has implied huge changes both in curricula, which are required to give more space to recent history, and in teaching methods. The process has had a very positive by-product for history teachers, who have become real professionals. One of the most visible consequences of this professionalisation is that the authors of the history textbooks are now practicing teachers and not university professors. This is the case in both the FBiH and the RS.

There is a major difference between the way we teach history now and the old way. New modern teaching methods have reached the classroom with the introduction of new curricula, new textbooks, and teacher (re)training. Ultimately, professional teaching depends on the quality of training and the relative weight given to knowledge-based (content) and to skills-based (methods) history teaching.

The situation is less clearly drawn in the field, as most training systems try to balance content and methods in history teaching. As training systems become less teacher (more attention to content) and more student oriented (more attention to methods), the trend is towards classrooms where students are actively involved, responsible learners.

It is possible to teach facts, focus on transferring knowledge, tell students what to know, and give them the answers. Most trainers learnt history that way and most teachers have taught history that way for decades. The outcome of such teaching has often been the repetition of a one-sided version of the past that generations of students learned by heart and found boring.

There is, however, another way of teaching, based on the principle that multiple interpretations of the past exist, which depend on the standpoint of the viewer and on analysis of the available source material. In addition to the mainstream interpretation, events in history may be subject to ethnic, religious, gender-based and other interpretations. Many events are also, of course, subject to conflicting and opposed interpretations.

If we want to teach the skills required to appreciate the complexity of different interpretations of the past, we have to use source material and teach students how to think. For this, we must ask questions.

When we apply and present different interpretations in teaching history, the impact can be enormous, in so far as we really help students to develop their own critical thinking and, in consequence,

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<sup>2</sup> And also in the USA, Australia and New Zealand.

<sup>3</sup> Robert Stradling, *Teaching 20th century European history*, Council of Europe, 2000.

a tolerant attitude towards different interpretations. These are lifelong transferable attainments. Modern societies, like BiH, tend to be multi-ethnic, and it is therefore reasonable that, alongside the standard history, there coexist diverse memories and interpretations that all groups have to cope with and learn to respect. The history classroom is the right place to do this in an organised and systematic way.

This guide for teachers was inspired by the concept of multiperspectivity and readers will find many references to it. It may be considered a way of thinking, a way of selecting, examining and using evidence from different sources in order to unravel the complexities of a situation and work out what happened and why.<sup>4</sup>

The systematic introduction of multiperspectivity into the learning process has deep implications, namely:

1. Students are asked to use sources to make well-argued judgements (interpretations) of historical events, which should mean that the classroom becomes more tolerant and respects different interpretations, distinguishing facts from opinions and argued judgements.
2. The teacher acts as facilitator, moderator and resource person, as the focus shifts from teaching to learning.
3. The teacher concentrates more on methodology and less on content.

This guide for teachers aims at helping teachers to understand this new role and adapt to the changes implied. It is a teacher friendly guide and may be read from beginning to end or consulted by topic, with a view to obtaining information, reflecting on specific issues, or consulting a checklist or examples of good practice for inspiration.

This is not a weighty guide, with paragraphs and paragraphs of text. We decided to write a light guide, with as little narrative as possible - like today's textbooks - which is useful and usable and will, we hope, be used, and in which teachers can write their own notes and comments. In fact, we would like it to be considered a starting point, to inspire change and to present teachers with challenging information that helps them adopt different teaching attitudes and methods - and helps them enjoy the process.

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<sup>4</sup> *Ibidem*, p. 142.

## **SOURCES**





# Using Sources in New Textbooks

*by Leonard Valenta*

In these times of transition, society in BiH has been confronted with novelties in all areas of social life. There have been changes in the education system with regard to organisation, educational and developmental principles, teaching methods, and so on. These changes have affected history as a subject taught in schools in BiH. Thanks primarily to international institutions, in the years after the war it proved possible to identify core teaching staff who, together with the authorities, have been able to promote an objective and professional approach to teaching history in schools. The process is a continuing one, but has already engendered good results.

Multiperspectivity is a new approach to teaching history that should be introduced into BiH schools alongside direct work with historical sources. These are major novelties, which were not part of the education system of the previous socialist society. These new methods present history teachers with enormous challenges. Although the first textbooks with original sources allowing for multiperspectivity and interaction in the classroom are expected to appear in the academic year 2007/2008, the question remains as to what degree and how successfully teachers will be able to work with them. This text will present certain key guidelines for successful work by both teachers and students. They are, first and foremost, answers to the following questions:

1. How to select sources?
2. How to guide students in work with sources?
3. Which sources to use?
4. How to use good sources successfully?
5. How to find a good source?

## 1. How to select sources?

In order to select a good historical source, one needs to know:

- ◆ What is to be achieved by selecting a particular source?
- ◆ Does that source provide a realistic picture of an event?
- ◆ How easy is it for students to understand the selected source (with special attention to student age)?
- ◆ Which sources have the potential to interest and motivate students to work and think about them?
- ◆ What is the functional and developmental task of the source, in addition to its basic tasks?

## 2. How to guide students in work with sources?

- ◆ Sources should be selected which allow us to view an event from several perspectives.
- ◆ It is good to offer two sources for a given event, so that students can learn about different views of one and the same event.
- ◆ Interaction is important in working with sources:
  - ✓ Allow students to ask their own questions first, so as to express their interest in a source,
  - ✓ Listen to their thoughts, views, positions and interpretations of the source,

- ✓ Throughout the process, the questions you ask them to ensure the source is dealt with adequately should motivate them to ask further questions,
- ✓ Allow them to be creative, as you may learn things you did not know,
- ✓ Build a culture of democratic dialogue, and
- ✓ Respect any line of thinking and guide students towards the main message of the source.

### 3. Which sources to use?

While selecting sources, the aims we want to achieve should be afforded due attention, in particular those related to developmental work and their function. The most frequently used sources in history are visual and written ones. They can both be categorized in terms of what we want to achieve with them, as follows:

#### 3a - Visual sources

For analysis:

- ◆ Photographs,
- ◆ Cartoons,
- ◆ Propaganda materials.

Photographs are the most specific representation of an event or person and as such are some of the most important historical sources. That is the reason why this is the most commonly used type of source in textbooks.

Over the past 300 years, cartoons have been reflections of social and political turbulence. They present an event or a person, often in an exaggerated, ironic, or sarcastic way, i.e. as a caricature.

Analysis of cartoons as historical sources:

- ◆ Allows students interesting insight into what people in the past thought about something,
- ◆ May sometimes present an event better than a text.

Propaganda materials are a very useful source. Their use peaked in the 20th century. This type of historical source provides multiperspectivity and may embody:

- ◆ The influence of ruling political, social, military, and other structures over the community in general,
- ◆ Their aspirations and aims,
- ◆ The mechanisms for achieving the perceived aims.

For analysis:

- ◆ Works of art,
- ◆ Maps,
- ◆ Emblems.

This type of historical material provides comprehensive opportunities for analysing and learning new things. In the context of BiH, it is important to study coats of arms, flags, and other emblems in order to build tolerant views.

### To understand and experience

- ◆ Monuments,

- ◆ Buildings.

Although primarily of a material rather than a pictorial nature, these sources may be used by analysing pictures of them. If appropriate opportunity exists, in situ analysis is far more effective, but analysis of visual material may produce good results with regard to the understanding and experience of particular periods, ways of thinking or attitudes, and the artistic tastes of people of a particular period.

### **3b - Written sources**

- ◆ Legal documents.

An important feature of work with this type of source is to look and, if possible, analyse the source as a whole. Otherwise, there is a danger of misinterpretation. If it is a lengthy document (a constitution, etc.), it is important to contextualise it.

- ◆ Newspaper articles.

Analysis of newspaper articles can provide excellent insight into social issues during the periods studied.

Whether drawn from government or independent newspapers, this type of source usually offers/imposes opinion on individuals, groups or the entire community.

When analysing such sources, it is good to compare the views, thoughts, and reactions of the press and the government in the given period.

- ◆ Protagonists' statements, thoughts, and attitudes.

Such sources may give a good description of the time covered. Analysis of this type of source may be very effective in helping students understand the message a person or group considered to be correct during the period in question.

- ◆ Descriptions of an event or person.

Physical and character description may be of great help in building multiperspectivity, not only in relation to a person but also to that person's actions.

- ◆ Testimony by protagonists.

Access to the experiences and views of ordinary people, although not subject to (direct) historical criticism, are probably the best representation of how people truly experienced certain things. By collecting such sources, students develop their research and communication skills, as well as strong empathy.

- ◆ Literary work.

Excerpts from literary work may serve the purpose of meeting educational and functional tasks.

### **4. How to use good sources successfully?**

Successful use of any of the above sources, or any others, requires the skill of asking good questions, which is to say constructive, intelligent ones. One should always start from basic, global questions and move towards more complex ones that will deliver answers.

Here are some questions that may be asked when analysing portraits as visual messages from a given period or when analysing monuments:

Questions for analysing a portrait:

- ◆ Who do you see in the pictures?
- ◆ How are they positioned?
- ◆ How are they dressed? What does that tell you?
- ◆ What is the state of their clothes? Is there anything noteworthy?
- ◆ What are they looking at? Why do you think that is so?
- ◆ How do you feel about these portraits?
- ◆ What do you feel about these people?
- ◆ Do the portraits present any emotional features? Are any particular emotions emphasized?
- ◆ What is emphasized, in your view?

Questions for analysis of a monument/building:

- ◆ What are the key elements of this monument/building?
- ◆ Describe it in detail? What are the parts that make it up?
- ◆ What is the style?
- ◆ Does the choice of location of the monument/building have a meaning?
- ◆ How do you interpret the epitaph – text on the monument?
- ◆ How does this monument/building make you feel?
- ◆ What is the role of this monument/building?

## **5. How to find a good source?**

There are three basic rules:

1. First, you should know what you want to achieve with the source.
2. You should also know what segment of human life in the past you want to bring closer to the students, to their thoughts and experiences.
3. Finally, you should be clear on which methods you intend using in analysing the source.

Guided by these, you will achieve the desired results.



# Dealing with Sources in History

*by Chris Rowe*

## **The big picture**

Asking questions about historical sources has to be done in context. What is the “big picture” of the issues and events that the sources relate to? This “big picture” means having a clear chronological context (a timeline), a clear geographical context (a map), and an understanding of the issues (a range of perspectives).

## **The multiperspectival approach**

Multiperspectivity is very important. It also needs to be defined carefully. First, it is not comprehensive and does not try to include absolutely all perspectives – historical sources will always be used as selective examples within an inclusive framework. Second, it means more than nationalist perspectives – there are many different perspectives within a nationalist or religious perspective. Such perspectives include young as opposed to old, female as opposed to male, city as opposed to countryside, socialist as opposed to conservative, and many more.

## **Asking the right questions**

Dealing with sources in History is not only about literal comprehension of the words or images that the sources contain. The essence of evaluating a source is analysis of the intentions of whoever originated those particular words or images. So, questions about sources should always be asked in a clear context:

- ◆ What is the “big picture” into which the source fits?
- ◆ How does the source fit in with other multiperspectival sources on the same issue?

The key is to approach each source as a source directly:

- ◆ What type of source is it?
- ◆ Who originated it?
- ◆ What was the motivation or attitude behind it?
- ◆ What audience was it aimed at?

## **Type of source**

Many sources are visual – photographs, paintings, cartoons, posters.

Many sources are written – letters, reports, memoirs, diaries, and so on.

There are other important sources, too, such as statistics and graphs, maps, archaeological or scientific artefacts, songs, radio, television, and films.

All such sources can be of value to the historian, sometimes for different reasons. It is all about asking the right questions.

## **Who originated it?**

Remember, the key aspect of any source is the purpose of the person who originated it:

- ◆ Was it to persuade?
- ◆ To complain?

- ◆ To make excuses?
- ◆ To contradict someone else?
- ◆ Was it purely private?
- ◆ Was it meant to be seen by others?
- ◆ Does it come from:
  - ◆ An official document or government pronouncement?
  - ◆ A “high-level insider”?
  - ◆ An “expert outsider”?
  - ◆ An “ordinary person” who has directly experienced an important event?

### **How well informed is the source and in what ways?**

- ◆ By first-hand experience or involvement?
- ◆ By access to private or secret evidence or to key highly placed sources of information?
- ◆ By expert knowledge and understanding not available to others?
- ◆ By frequent and repeated contacts, or just “once-off” access?

### **How far can it be trusted?**

Is there reason to suspect the reliability of the evidence, e.g. due to:

- ◆ Deliberate lying or manipulation for propaganda purposes?
- ◆ A partisan approach prejudiced by special loyalties?
- ◆ Self-justification, trying to avoid punishment, criticism, or embarrassment?
- ◆ Bland public statements that conceal the private truth?
- ◆ Wishful thinking or sentimentalizing?
- ◆ Inaccuracies because of a lack of sufficient knowledge or understanding?

### **How far is it corroborated by other sources?**

### **Is it typical of an important attitude or trend?**

### **Contextualising sources**

- ◆ Place each source in context – what background knowledge is needed?
- ◆ Relate each source to other sources – what sources might provide vital additional information – or different perspectives?

Assess each source in terms of what actually happened – does the source give a true account?

# Motivation

by Luisa Black

## History is not a boring subject, or is it?

Students will enjoy a history lesson if they are involved and motivated. Professional teachers can do something about this.

Teachers motivate students who are not intrinsically motivated to learn history by engaging their interest, demonstrating the relevance of what they are learning, displaying enthusiasm for what they are teaching, establishing challenging goals, and employing a variety of teaching strategies.

History should be interesting to both teachers and students. If the teacher enjoys the subject and shows it, students will share some of that interest and enjoyment. An interested teacher is a teacher who studies the subject matter and has a life-long learning attitude to share with the students.

Textbooks are very useful, as they contain the basic information for and are the common denominator of all history lessons. But teachers can use other sources, namely primary sources to motivate students and enhance their visual, reading and language skills. Teachers should select primary sources they have themselves enjoyed and use secondary sources for contextual information. Teachers should add information to help students understand the context of primary sources.

When teachers take the time to look at society today, they understand that students are quite interested in the issues of today, such as ethnicity, globalisation, gender,<sup>5</sup> minorities, fashion, music, sport, food, etc. If teachers support their students' search for identification as part of a generation, the students will enjoy the search and find meaning for their own lives.

One possibility in the classroom is to explore food:<sup>6</sup> what people used to eat, what they eat now, what challenges they had to face to be able to eat, what are today's challenges, how eating habits have changed, what were the historical reasons, etc. In a classroom with multiethnic students, food usually is a great ice breaker and a successful getting to know you better activity.

Students are very interested in recent history.<sup>7</sup> Issues like the Tsunami, September 11,<sup>8</sup> the Iraqi conflict, the Balkan wars, etc. will bring current events into the classroom. Teachers will motivate students to learn about the context of the specific issue and will have an opportunity to ask for research work in everyday media and to develop learning skills in the classroom, e.g. through debates, which are a great tool for engaging students and developing critical thinking, public speaking, teamwork cooperation, and public behaviour.

Teachers can also motivate students by using body language. If teachers ask the class to sit, stand, talk, and behave the way they would have if they were living during the period they are studying (the crusades, renaissance, the 20's, etc.), students will very quickly come to feel closer to the subject matter and understand the style of the period. This can have a deep effect on study.

Teachers should include local and regional history whenever possible.<sup>9</sup> Local history preserves the heritage of a community. A local manifestation of a global problem will motivate students to research it. Local or regional newspapers have advertisements, pictures, and articles on historical events that

<sup>5</sup> Cf. *Good Practice activities with gender history* p. 109-110.

<sup>6</sup> A good starting point: [www.foodtimeline.org](http://www.foodtimeline.org) or <http://museum.agropolis.fr>

<sup>7</sup> The BBC has a very good webpage for recent history: [www.bbc.co.uk/history/recent](http://www.bbc.co.uk/history/recent)

<sup>8</sup> A good Internet site to work with students: [www.september11news.com](http://www.september11news.com)

<sup>9</sup> Cf. *Good Practice exercise on local history*, p. 107,

link the life of ordinary people to the global dimension.<sup>10</sup> It is of interest to the history classroom to be aware of personal recollections (see oral history below), street names, special buildings (churches, hospitals, schools, libraries), etc.

It can be difficult for students, in particular younger students, to think in abstract terms about the experiences of large numbers of people – especially when those people are from backgrounds different from the student's own. One approach to overcoming this is to focus upon the individual – the recorded experiences, for example, of an individual slave rather than slavery in general or of an individual immigrant arriving in a new country rather than immigration, or of a persecuted individual rather than persecution.

I can still vividly recall visiting the Holocaust museum in Washington and the impact that seeing a room full of thousands of shoes belonging to victims of the gas chambers had upon me. Because the items were so personal, they had a power that statistics alone could not convey.

John Hamer, St. Petersburg, CoE Seminar, June 2006

The facts are always less than what really happens. If you get a law, like Group Areas, under which various population groups are uprooted from their homes and so on, well, somebody may give you the figures, how many people are moved, how many jobs were lost. But to me it doesn't tell you really as much as the story of one individual who lives through that.

Nadine Gordimer, *The Listener*, 21 October 1970

When I look back on my childhood I wonder how I managed to survive at all. It was, of course, a miserable childhood: the happy childhood is hardly worth your while. Worse than the ordinary miserable childhood is the miserable Irish childhood and worse yet is the miserable Irish Catholic childhood.

Frank McCourt, *Angela's Ashes*, 1996

Oral history records the living memories of older people or people with specific life experiences, creating a more vivid and understandable view of the past.<sup>11</sup> It is very appealing for the young, because it is interactive and brings a new, more human dimension to family and community life, linking past and present.

Teachers can use other sources, such as music and films, as a lesson starter or to immerse students in the atmosphere of a specific historical period, exercising skills such as chronology, change and continuity, and empathy. Students will understand songs better, if they have the lyrics written down, and will train their critical eye, if teachers provide either a short introduction or give a questionnaire before they watch the films. Teachers don't have to show all the film and should interrupt, whenever they think comment is needed.

Teachers should use the Internet, as students have affinity with and enjoy computer technology. They should also teach students to use their critical skills when selecting information on the Internet:

- ◆ What is the source of the information?
- ◆ Who wrote it?
- ◆ What was the purpose?
- ◆ How reliable is it?
- ◆ How can you tell?
- ◆ Etc.

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<sup>10</sup> Cf. *Good Practice exercise on everyday life*, p. 113.

<sup>11</sup> *Oral History Society: www.ohs.org.uk*. In this Guide there is an Oral History Activity for Women's History, p. 87-88.

# Working with Visual Sources

*by Luisa Black*

When teachers use visual sources in a lesson they have to understand why there is a need for visual sources, what the specific skills used to analyse them are, and how these skills are useful in the learning process. Teachers must also be aware that, just as with other sources, questions must be asked about the reliability of visual sources.

Students belong to the image generation, meaning that they have studied most of their school subjects with reference to visual/concrete images in textbooks, while the teachers belong to the word generation, meaning they studied most of their subjects with reference to what was written in textbooks. In fact, as they read a description in the textbook they constructed a mental/abstract image of that description.

So a very difficult and in a way contradictory exercise faces them in the classroom. While teachers constructed their images after reading/listening to the description of objects, students have to look at the visual source and learn to describe it using words, which is not easy for them. The history lesson is a privileged space in which to do this, and the teaching and learning of visualization skills should start at an early age.

As an exercise, it has huge learning potential. Although students are surrounded by visual images, they often cannot comment on or remember what they have seen – they have not engaged with the images, have not read them.

For that, they need to look deeply and use their creative thinking to question and to hypothesise. Visual sources can be powerful tools that provide unique insights into the past. They are and should be treated as sources of information that can be read as texts in their own right, not as mere illustrations.

The following text presents a step-by-step way of doing this, which teachers should adapt to the specific visual source being analysed and their students' age group.

## **A framework for interpreting visual sources (younger students)**

1. What do you see? Look for something else, too.
2. List the people/characters.
3. List the objects.
4. List the colours.
5. Write a title.

Students should by now be engaged with the picture, so it is time to consider the meaning of the images, and teachers should ask questions related to its purpose and its context, such as:

1. What did it mean to people at the time?
2. What is the message or story?
3. What can we learn about the past from it?

## **A framework for interpreting visual sources (older students)**

When teaching visual skills (the skills needed to analyse a visual source), teachers and students should work at two different levels. Firstly, the class describes the source and only then analyses the source.



There are many reasons for this. Describing, whether orally or in written form, develops verbal fluency and language skills. Students also develop critical thinking skills, as they understand what it is to be accurate, that accuracy is an exercise, and that accurate description is the basis for well-grounded interpretation. All these are lifelong transferable attainments. This can be done individually, in pairs, in groups, or as a class activity, depending on the time allotted and level of difficulty.

**Description** - students should be able to describe the different elements of a visual source, like:

- ◆ The people involved,
- ◆ The landscape,
- ◆ The areas in the picture,
- ◆ Forms and lines,
- ◆ Colour and light effects,
- ◆ Movement,
- ◆ The position of the viewer,
- ◆ Balance/focus.

**Interpretation** - guided by the description, students should be able to answer questions like:

- ◆ Who?
- ◆ When?
- ◆ What is going on? (story)
- ◆ Symbols, signs, expressions, movements?
- ◆ Who made/took it? Why?
- ◆ How are the text and picture related to each other?
- ◆ Does this represent first or second hand information?
- ◆ What is the message?
- ◆ The existence of bias, ideology, or stereotype in the picture.

Other questions should be asked, particularly when teachers have decided to use video or film as a visual source, but with pictures too:

- ◆ What happened before the scene depicted?
- ◆ And after?
- ◆ What led to this situation?
- ◆ What followed it?
- ◆ Why did it take place?
- ◆ What different perspectives could be taught?

**From information to evidence** - to make the final synthesis, students should be able to answer the following questions:

- ◆ How do you know?
- ◆ How sure are you?

## **How reliable are pictures as sources?**

The question of the reliability of visual sources is the same as that of the reliability of any type of source and is part of classroom work.

Students should therefore consider:

1. The source's purpose - no picture appears by accident.
2. Why was it produced?

To impress people? To tell you what to think? - Unreliable...

No obvious reason, private collection? - Reliable...

Students need to consider events going on at the time of the picture –

Do they back up the picture? Reliable...

### **Wrap up:**

- ◆ We should train students to handle the type of visual material they usually get their information from (television, movies, survey-books, newspapers, magazines, encyclopaedias, text-books, the Internet...).
- ◆ Being able to describe accurately is a very important skill that can be developed by history teaching.

The learning potential of accurate description:

- ◆ The student understands that interpretation and description are very different.
- ◆ The student will be able to transfer that understanding to the analysis of information received from other environments and media.
- ◆ Students learn to understand the concept of accuracy.

This has a (very) positive influence on students' own standards - they become more demanding.



# Working with Written Sources

by Snjezana Koren

Documents and other kinds of written sources lie at the heart of all historical study, including history teaching. Skills acquired through working with (written) sources belong among the main competencies to be transferred to students by history teaching.

There are many different types of written sources: documents, newspapers, letters, diaries, speeches, autobiographies, chronicles, etc. These types of written sources have very different purposes and evidentiary/statement value. There are primary sources (sources created at the time of a given historical event) and secondary sources (texts and writings created later, often on the basis of primary sources). In practice, the distinction between primary and secondary sources is often just a matter of degree and depends on the questions we pose them. For example, historiography is usually defined as a secondary source. But, when we study the significance of historiography during a given period and how it reflects certain phenomena in society, then it can be considered a primary source.

## What should we pay attention to in using written sources in the classroom?

- ◆ Carefully chosen written sources can help to bring history alive for many students.
- ◆ Carefully chosen written sources enable students to become aware of questions that have to be asked and problems that have to be solved.
- ◆ Reading and understanding written sources from the past requires a certain level of reading ability and the understanding of a particular vocabulary. This can be demanding for students: complex sentence structure, unfamiliar words, text length, or concepts whose meaning has changed through time. This can be addressed by adding explanations of less common words or simplifying and shortening complicated and long texts. It has to be done carefully, to ensure that the original meaning of the source is preserved and that the shortened version does not distort or over-simplify the account or over-emphasise statements.
- ◆ Using written sources just to extract information is not a particularly economical way of learning and does not convey the proper significance and importance of working with sources. Sources should add a new quality to textbook narrative, not just illustrate and support the views of the textbook authors or teachers. They should offer different perspectives on events, people, and phenomena discussed in the classroom.
- ◆ Analysis, evaluation, and interpretation of written sources encourage students to develop a critical approach to other sources of knowledge, including textbooks. This can help students to understand that textbook narratives are just one and not the only possible presentation of events.
- ◆ When working with written sources, students become familiar with procedures and methods used by historians in their work. In that way they are exposed to situations that encourage them to develop critical thinking skills, e.g.:<sup>12</sup>
- ◆ Distinguishing between facts and opinion,
- ◆ Distinguishing relevant from irrelevant information,
- ◆ Determining the factual accuracy of a statement,

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<sup>12</sup> Adapted from: B.K. Beyer (1988), *Developing a thinking skills program*. Quoted in: Robert E. Sklavin (2000), *Educational Psychology: Theory and Practice*, pp. 284-285.

- ◆ Determining the value and credibility of a source,
- ◆ Identifying ambiguous claims or arguments,
- ◆ Identifying assumptions which are not supported by sources,
- ◆ Detecting bias,
- ◆ Recognizing logical inconsistencies in a line of reasoning,
- ◆ Determining the strength of an argument or claim.
- ◆ Skills in critical thinking are best acquired in relation to topics students are familiar with. Working with sources always needs contextualization and the acquisition of the knowledge required to understand the topic being studied in the classroom.
- ◆ One way to encourage students to think critically is to present them with texts that involve conflicting accounts, different sides, and multiple perspectives on an issue for discussion. Under such circumstances, students can identify their differences, compare various answers to a question, and recognize that there is sometimes more than one good answer or explanation.

### **A framework for interpreting written sources**

#### **Author:**

- ◆ What do we know about the person who produced the text? Where does he/she come from? (Sex, age, profession, social class or group etc.).
- ◆ How is the author related to the event described? (Was he/she an eyewitness or participant? Is he/she writing on the basis of their own experience or is he/she retelling somebody else's story? Was **he/she in the position to have enough knowledge to interpret the events he/she is describing?**)

#### **Origin of sources:**

- ◆ When and where was the text produced? Who wrote the text and in what context? (Date of composition, date of publication, main characteristics of a period and event).
- ◆ Are any names, dates or other facts missing?
- ◆ Does the text contain any signs/hints/suggestions that indicate how the author collected information?
- ◆ Was the source created at the time of the event or later?

#### **Types of sources:**

- ◆ What sort of document is it? (Official report, document, newspaper article, diary, memoirs, autobiography, speech, etc.).
- ◆ What kind of statements, accounts, reports, evidence, testimony, or information can be expected from the text? (Different types of written sources have different purposes and statement value, i.e. legal documents show processes which lead to certain decisions, letters and diaries give insight into the viewpoints of their authors, newspaper articles show political and other views and the attitudes of those who create them, autobiographies and memoirs speak about the self-understanding of their authors, etc.).

#### **Theme and purpose:**

- ◆ What is the source about? (Finding data, description of the main ideas and events in the text).



- ◆ Why was the text produced? What is the author trying to tell us? What are his/hers main points/ideas/perspectives/points of view?
- ◆ Who was the intended audience? Why was the text produced? What did the author want to achieve?
- ◆ What is the perspective of the author? What are the interests he/she represents? Was it written in the interest of some person, political party, institution, or idea? Is it meant to criticize, justify, defend, etc.? Has the author any reason to be biased in describing certain events, e.g. is he/she constrained by personal interests, does he/she want to emphasise his/her role to make it more positive or important, etc.?
- ◆ What are facts, what are opinions, and what are arguments in the text? What expressions/ words/parts of sentences indicate these categories?

**Presentation:**

- ◆ Structure and composition of the text.
- ◆ Appearance of a sentence (type, length and order of sentences).
- ◆ Choice of words (everyday, refined, conventional).
- ◆ Arguments and concepts and any special meaning they have.
- ◆ Rhetorical devices (symbols, allegories, metaphors, repetitions, word-play, etc.).



# Asking Questions

*by Luisa Black*

The use of sources in a lesson is closely linked to the questions we ask the sources. A source becomes alive and offers information when we question it. In fact, there is a close relationship between the concepts of evidence, enquiry and historical investigation or research:

- ◆ Sources can become historical sources only in the context of historical enquiry and questioning.
- ◆ The crucial component of an enquiry is the question posed – changing the question changes everything.
- ◆ There is a close link between questions, sources, and interpretations.

Interpretations are representations and constructions of the past.

There is a relation between interpretations and questions - and types of questions. A practical exercise for understanding this link might be an enquiry focused on Ghandi (or Mandela, or Churchill...), where we ask students to compare (find differences and similarities) in how Mandela (or Churchill...) was portrayed in different media (film, television, newspapers, magazines, etc.). We can also show students how provisional historical interpretations are when we ask them What might we say, if all we knew about Ghandi, Mandela or Churchill...was what could have been known in the 30's, 50's, or today and compare the results.

We can use questioning as a key to engaging students in learning. Once students have learned how to ask relevant and appropriate questions, students will have learned how to learn. There are many important questions to ask in a history lesson. Indeed, when using sources we need to ask questions. Not all questions relate to historical interpretation, but they are all needed.

Rudyard Kipling wrote a poem on questions, which could be practiced by all history teachers and students:

I keep six honest serving men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.<sup>13</sup>

Let's look at some of the questions suggested by Kipling:

1. What? - relates to description and analysis.
2. When? - relates to time.
3. Where? - relates to space.
4. Who? - relates to people.

These questions, when related to history learning, are usually the starting point of a lesson. In fact, historical enquiry starts with these four questions. Historical interpretation, however, uses questions to develop skills that enable students to process the information of one or more sources and make argued judgements. In this sense, some questions are more important than others. The questions that matter to historical enquiry are those that do not have an immediate answer but are based on reasoning (critical thinking skills) and interpretation (creative thinking skills).

The most important questions in historical reasoning usually are:

1. Why? - relates to cause and effect.
2. How? In what way? - relates to problem-solving & synthesis.
3. Which? - relates to decision-making criteria selection.

**Some examples:**

Why: cause and effect using a political propaganda poster:

- ◆ Why was this poster designed?
- ◆ Why was it included in ...?
- ◆ Why were the main symbols introduced?
- ◆ Why are the sizes of the different elements inaccurate?

How/In what way: the basis for problem-solving and synthesis:

- ◆ How was public transport introduced? How, not why.
- ◆ How was slavery abolished? How, not why.
- ◆ How do you know this?
- ◆ How sure are you?

Which: the basis for decision-making (choice based upon criteria and evidence)

- ◆ Which sources did you select (to research lifestyle in Sarajevo in 1914)?
- ◆ Which clothes would you be wearing and which clothes would you not be wearing, if you were living in Sarajevo in 1914?

A practical exercise on questioning - The 60's:

We are using questions as powerful tools for reasoning. The aim of this activity is for students at the end of it to be able to answer the following questions:

- ◆ What do we mean by the 60's?
- ◆ How do we define the 60's?
- ◆ How can historians talk about and divide time into chunks?
- ◆ What relative weight should be given to:
  - a) Politics,
  - b) Culture,
  - c) Economics,
  - d) People?

Start the class by brainstorming with the students on the question (with two students writing answers on blackboard):

*What questions should we ask about the 60's?*

Follow this by an exercise for the whole class, asking the question (with two students write the answers on blackboard):

*Which ideas go together?*

Follow this with an exercise of selection - students should cluster questions into groups:

People, causes, politics, feelings, culture...

(You can allow more questions and categories if students suggest them).

In most cases, the categories the students come up with will organise and mirror the standard topics of the teacher. The fact that they came from the students adds motivation to finding the answers. When students begin to label the different kinds of questions, they learn the mechanism of selection and discover that thinking requires a choice of questions.



# **MULTIPERSPECTIVITY**





# The Introduction of Multiperspectivity into History Teaching

by Luisa Black

Introducing the concept of multiperspectivity in history teaching can be seen as a logical consequence of the democratisation of society and of the educational systems.

There are many reasons for using multiperspectivity in teaching history. The basic arguments are that:

- ◆ The same historical event can be described and explained in different ways, depending on the standpoint of the historian, politician, journalist, television producer, or eye-witness,
- ◆ All historical accounts are provisional, and
- ◆ It is very unusual for there to be a correct version of an historical event.<sup>14</sup>

The introduction of multiperspectivity has had a deep impact on history teaching, affecting teaching methods and classroom management. The good news is that using multiperspectivity makes history teaching more dynamic, challenging, and motivating for students and has the long-term consequence of educating generations for peace, tolerance, and democracy. It develops the capacity to think critically, process information, take decisions, and cooperate, while students are prepared to form their own judgements and opinions. The bad news is that the introduction of multiperspectivity is time consuming, needs light syllabuses, uses a lot of source material, and depends on good textbooks and trained teachers - this is what school reform is all about.

Multiperspectivity is also an attitude, a democratic one that distinguishes facts from opinions and understands that there really is no universal historical truth. The use of multiperspectivity by teachers and students implies a decentring of the educational approach, with the aim of making students aware of the many different points of view possible regarding a given event in history – whether of a state, a social class, a minority, etc.

Multiperspectivity is not relativism, because its aim is for students, after looking at events from various perspectives or standpoints and sometimes after heated argument, to make a choice that is rational and well-argued, rather than one based on bias and emotion. This choice should be based on criteria grounded on ethical elements. This is inevitable for all education. To attain a rational level of interpretation based on the analysis of data is of great value in learning and is particularly appropriate in learning about controversial and sensitive issues.

## Why do we need multiperspectivity in history teaching?

In general terms, there are two major history teaching methods, which can be classified as traditional and modern depending on the weight given to knowledge (content) and to skills (method) in the curricula and the classroom. History teaching needs both, and no very clear line can be drawn between traditional and active learning methods. Students can certainly be taught how to think using traditional methods, but they may also remain very conservative while using modern teaching. What makes the difference is the teacher's attitude towards the class, namely being tolerant and democratic and allowing students the space and time to think and express well-argued interpretations that are respected. In fact, teaching has a lot to do with body language and attitudes, and good teacher training takes these things into account.

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<sup>14</sup> Robert Stradling, *ibidem*, p.142-3.

The modern trend in history education is to consider the interpretation of sources and information processing as of higher educational value, because these are lifelong skills that can be transferred to other situations. In fact, almost everything that is memorised is easily forgotten, and all teachers know that history teaching that relies on memory has good short term results, but less certain long term success.

Modern societies are made up of different communities, with different backgrounds and experiences (stories, accounts, opinions, interpretations, and stereotypes). Society today is dynamic. Its main characteristic is its changeability, and its members have multiple identities (including age, gender, occupation, religion, and environmental attitudes), some of which can play a bigger role in their decision-making than nationality or ethnicity. In an open, democratic, and tolerant society, identity is a personal choice. Classrooms - teachers and students - are a product of society and reflect its heterogeneous composition. Classrooms need democratic management with teachers who accept that students have a right to express their own opinions, which may differ from the teacher's.

Multiperspectivity, however, needs careful preparation that includes the selection of relevant (and where possible contradictory) sources,<sup>15</sup> a clear definition of the aims of the lesson, and a targeted choice of tasks and activities. History teaching has become a very articulate profession that needs specific training and a reflective attitude.

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<sup>15</sup> Cf. Previous section on sources.

# Multiperspectivity: Teaching Methods

*by Alan Midgley*

For some history teachers, multiperspectivity (like source analysis) is a means to an end; for others it is an objective in itself. I suggest that the objective of historical study is the investigation of:

1. What happened,
2. When and where it happened,
3. Why it happened, and
4. What consequences it had.

No subject other than history addresses these questions.

Students should thereby gain:

- ◆ An understanding of history and
- ◆ An appreciation of the importance of the historical dimension in any issue they come to consider through their lives.

Multiperspectivity, like the analysis of sources, is a vital aspect of that historical understanding.

The teacher should select a broad historical problem/issue which offers the opportunity for a multiperspectival approach. Text-books should facilitate this approach (e.g. by including sources from differing perspectives). The teacher should establish and explain the parameters of the problem/issue and provide the outline of a timeline students should fill in for themselves as the lesson(s) develops.

## **Examples of problems/issues providing opportunities for differing forms of multi-perspectival approach:<sup>16</sup>**

- ◆ Austria-Hungary 1867-1918 – the differing perspectives of the nationalities/ ethnic minorities within the same country/Empire;
- ◆ Europe 1935-1941 - the differing perspectives of different countries' reactions to Nazism and Communism;
- ◆ The abolition of Sutee in British India – the differing perspectives of the customs/rights of indigenous peoples and those of imperial powers;
- ◆ Role-play - divide the class into groups with each group to consider the problem/issue from a different perspective.

The end-product might be a debate or a piece of written work, e.g. an essay on one of the following topics:

- ◆ How far do you agree with the statement that “an Empire is a more beneficial form of government than a nation state”? or
- ◆ Under what circumstances is the use of force justified in international relations? or
- ◆ To what extent should countries interfere in each others' internal affairs?

The teacher should then return to the time-line and:

1. Ask students to give their views on key turning-points, and
2. Examine what happened next.

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<sup>16</sup> These exercises are explained in detail in *Examples of Good Practice*.



# History Skills and Concepts

*by Luisa Black*

The evaluation and interrogation of sources is the core of history learning.

When students learn history, they develop a specific understanding, competencies, and skills - they learn how to think. For this, teachers use a variety of (visual or written) sources,<sup>17</sup> ask questions or set assignments, activities, and tasks. The skills that students learn are specific to history literacy. They are also lifelong transferable attainments and will be put to use in many everyday life situations experienced as young people and adults.

Evaluating sources is fundamental: are sources objective, subjective, ambiguous, or incomplete? Students interact with sources to interpret them and research their meaning and message, a skill that when deeply learnt becomes a powerful tool for analysing information and understanding how language changes over time.

In pursuing their aim, teachers use source material in their lessons for a variety of reasons and in many different ways:<sup>18</sup>

1. To help develop knowledge and understanding,
2. To help develop specific historical skills,
3. As a lesson starter,
4. As a basis for investigation and enquiry,
5. To support arguments in the narrative,
6. To offer comparative viewpoints,
7. To offer conflicting viewpoints.

In seeking explanations for historical events, students develop specific competencies, such as:

- ◆ Analysis,
- ◆ Evaluation, and
- ◆ Recording (making a synthesis).

They also learn specific key concepts and skills (the tools of the historian) that underpin the study of history. Here is a list:<sup>19</sup>

1. **Interpretation** - formulating questions that focus inquiry and analysis and distinguishing relevant from irrelevant information.
2. **Fact and objectivity** - distinguishing fact from opinion and objectivity from subjectivity.
3. **Chronological understanding** - distinguishing past, present, and future, using dates, vocabulary, and conventions to describe historical periods and the passing of time appropriately, and interpreting data presented in time lines.

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<sup>17</sup> Cf. Chapter 1 on sources.

<sup>18</sup> This scheme was offered by Brian Carvell at a CoE seminar in Sarajevo 2005.

<sup>19</sup> There are many more-or-less detailed lists of key concepts/historical skills. Lists of skills are general references. Historians use many skills at the same time, as do students. In skill development, the demands made on students vary by age group.

4. **Causes and effects** - understanding important and less important causes, as well as short-term and long-term and intended and unintended effects, and distinguishing between direct and indirect causes.
5. **Change and continuity** - identifying and explaining change and continuity within and across periods of history.
6. **Empathy** - entering into the way of thinking of people who lived in the past.
7. **Position taking/Use of evidence** - identifying, selecting, and using a range of historical sources to make a well-argued interpretation.

### **Including multiperspectivity:**

Interpretations are representations of the past and depend on the position of the viewer (age, gender, generation, ethnic origin, religion, profession, etc.). Introducing the concept of different interpretations in history teaching helps the development of critical thinking and tolerance:

- ◆ Different students have different interpretations of what happened.
- ◆ Interpretations are not facts and are all valid.
- ◆ Students identify themselves with the different perspectives/interpretations.
- ◆ Students learn to respect different opinions when their own opinions are accepted as valid.

The history classroom should be a space for using creativity to reconstruct the past. While doing this, students develop competencies in research, critical and creative thinking, and communication.

History focuses on the links between the past and the present. Students understand more about their own, their families', and their communities' lives, if they appreciate important events and developments from the past. The concepts of change and continuity – concepts specific to historical reasoning, but also powerful tools for the analysis of current issues - are naturally acquired in the history lesson by comparing situations in the past.

### **A framework for learning key concepts:**

It is the process of investigation, consideration, and reflection that allows students to form interpretations.

### **What is analysis?**

- ◆ A systematic approach to problem solving: complex problems are made simpler by separating them into more understandable elements.

### **How do we analyse?**

- ◆ By asking questions,
- ◆ By brainstorming,
- ◆ By grouping the answers under general headings (separating the whole into parts),
- ◆ By making sense of the parts (putting the parts together in an understandable whole).

### **What skills do we use?**

- ◆ Interpretation,
- ◆ Empathy – Perspectivity – Position taking,
- ◆ Chronology,



- ◆ The forming of a judgement based on the collection of data: use of evidence.

### **How do we use the skills?**

- ◆ What is the context (the big picture) into which the source fits?
- ◆ How does the source fit in with other sources on the same issue?

### **How do we finish?**

- ◆ By making a synthesis: bringing the pieces of the analysis together to make a logical whole.

### **There is a lot to be said about synthesis:**

- ✓ Key concepts are syntheses with complex meanings:
  - ◆ We teach history around these concepts;
  - ◆ They help us understand historical trends and patterns, as well as specific events.
    - ✓ Examples:
      - ◆ Revolution, counter-revolution, civil war, independence, democracy, colonisation, decolonisation, fascism, perestroika;
      - ◆ Republic, anarchy, monarchy;
      - ◆ Hierarchy, social pyramid, social status, middle class, working class;
      - ◆ Renaissance, baroque, art nouveau;
      - ◆ Industrial revolution, capitalism, socialism, globalisation.

In a history lesson, teachers integrate skill-based learning into essentially knowledge based syllabuses, and they do it around key concepts.

### **Skills based teaching and learning (how to think) - some examples:**

#### **Skill: change and continuity**

Teach around the turning-points. These concepts should be examined in various spheres of history: political, economic, social, cultural, religious, intellectual, etc.

- ◆ Change – implies a clear break with the past;
- ◆ Continuity – implies the existence of a link, a progression, an evolution.

#### **Skill: chronology** (not an exercise of date hopping...)

History is set in a time frame. Without a concept of time there can be no real understanding of change, development, continuity, evolution, etc. Students should understand historical time, different dating systems, and specific time concepts, like anachronism.

Teach with a timeline; divide the timeline of a key concept (e.g. slavery or apartheid) into decades, organise as many groups as you have decades, ask students to select the most important two or three dates in the decade, so that the class makes a new abridged timeline and reflects on/reviews choices.

#### **Skill: empathy**

Empathy is linked to creative thinking and emotional intelligence. To empathise, students need to lose the prejudices and expectations of their own time and take on the attitudes and understanding of a past age. Students could reflect and comment on the following quote:

If we could read the secret history of our enemies, we should find in each man's life sorrow and suffering enough to disarm all hostility.

Henry Wadsworth Longfellow, American poet (1807-1882)

**Skill: use of evidence**

A Portuguese example on spices, which constitute a major issue in Portuguese history:

It is possible to teach skills, namely the use of evidence, using everyday life methods.

Students are asked to:

1. Select different kinds of spices, glue bits of them in a piece of paper on which equal squares have been drawn.
2. Label the squares with the name of the spice and its origin.
3. Search the price per kilo of pepper and compare the price of pepper and its use to the price of two other popular spices.

This research prepares and enables the understanding of difficult questions such as:

- ◆ The importance of the spice trade in earlier days;
- ◆ The shift of the economy from the Mediterranean towards the Atlantic;
- ◆ The strategic location of Lisbon in the spice trade becomes clear and logical;
- ◆ The perspective of the world economy, a concept very difficult to teach 14 year olds, becomes clear and logical.

# Controversial and Sensitive Issues in History Textbooks in BiH

*by Smilja Mrdja*

## Historical and social context in BiH

Any study of BiH must start from the empirical facts that there are three constitutive peoples and that several national minorities live within the country. Pursuant to the Dayton Agreement, education is the responsibility of the entities and the cantons, so that there are currently 14 ministers, 14 ministries, 14 interpretations of standards, and 14 curricula. The problem may be less that there are three education systems than that they are subordinate to politics, so that when children leave school, the only thing they do the same way is add and subtract. The Ministries would probably reach agreement over math and physics, but not on national group of subjects, the most prominent of which is certainly history. Even a very superficial glance at existing textbooks shows that there are few common points in the content studied by children in Mostar, Banja Luka, and Sarajevo.

During the war, from 1992 to 1996, there was a fluid aspect to history textbooks in BiH. In the Bosniak majority areas of the Federation of BiH, there were newly written (“wartime”) textbooks, while the RS used textbooks from Serbia, and Croat majority areas used textbooks from Croatia. According to one historian, “Bosnia was not only following the path of division of territories, but also of division of historical awareness.” Since then, in our opinion, a host of qualitative changes have taken place in teaching history, thanks, among other things, to the efforts of the Council of Europe and the OSCE, as well as the Georg Eckhart Institute from Germany. Among the principal achievements of those changes are the facts that offensive content has been removed from textbooks, textbooks from neighbouring countries are no longer in use, common core curricula have been prepared, and guidelines for drafting new textbooks have been adopted. All this will undoubtedly contribute to even greater quality of new textbooks, which we expect to see in classrooms quite soon.

The purpose and object of this contribution is to describe this qualitative change, through a comparative analysis of the presentation of controversial and sensitive topics in existing and in new textbooks.

## The role of textbooks in teaching history

The key elements in education are: student, teacher, textbook, and curriculum. We would like to underscore the role of textbooks, particularly in countries in transition like BiH. In such countries, textbooks are accepted and understood as a “catalogue of knowledge” which contains the only true and correct interpretation of history, i.e. the universal “historical truth”.

In those countries, textbooks often contain no more than data on certain historical events (usually justified by a lack of space, short deadlines given to authors, crowded curricula, etc.), usually oversimplified and thus liable to political manipulation and the construction of historical myths.

This approach to the interpretation of historical events, particularly of controversial and sensitive topics, often leads to historical events being interpreted from just one side, “our side”. In view of all the political and other implications which different interpretations of controversial and sensitive issues may have for a multi-ethnic and multi-cultural society, it is unlikely that the peoples of such a society will understand each other or their neighbours, if they do not share historical interpretations of controversies from their shared history.

This is the source of the significance of applying multiperspectivity to controversial and sensitive issues.

Strictly defined curricula do not, however, give textbook authors sufficient space to apply multiperspectivity, nor do they allow teachers the time to apply it in their practical classroom work.

## **Why study controversial and sensitive issues? <sup>20</sup>**

A study of controversial and sensitive issues in history teaching allows students:

- ◆ To learn at school that there is not just “one” past;
- ◆ To develop a critical attitude towards different opinions on one and the same issue or event;
- ◆ To understand better what controversial or sensitive means;
- ◆ To understand the world they live in better, with all its versatility and complexity;
- ◆ To understand that any event may be interpreted in several ways;
- ◆ To learn how to analyse evidence critically and how to ask analytical questions;
- ◆ To acquire the knowledge and skills to create their own perceptions of history.

## **How do we define multiperspectivity?**

It is an approach which allows for the possibility and willingness to approach a particular historical situation and/or event from different perspectives.

It is a strategy of understanding, whereby we take into account other perspectives, or the perspectives of others, in addition to our own (Peter Fritzsche).

It is observation of historical events from different perspectives (Ann Low-Beer).

## **What are controversial and sensitive issues?**

Controversial issues are those in relation to which there is disagreement as to what happened and why, as well as to what the actual significance of the event is.

Such controversial issues as may potentially lead to divisions in a society and/or nation are considered sensitive, i.e. those which contribute to the creation and maintenance of biases.

A sensitive issue does not, however, always have to be a controversial one as well. In such a case, a sensitive issue does not reflect divisions in society. It may be linked with painful, tragic, and/or humiliating events.

## **Analysis of controversial and sensitive issues in current textbooks for 6th, 7th, and 8th (9th) grade of primary school in all three education systems in BiH**

Our analysis covered the following controversial and sensitive issues:

- ◆ The ethnic composition of the medieval Bosnian population;
- ◆ Tvrtko I Kotromanić, the Bosnian king;

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<sup>20</sup> Cf. *Good Practice activities on learning and teaching controversial issues*, p. 121-124.

- ◆ The presentation of the Bosnian Church;
- ◆ The process of conversion to Islam (Islamicisation) and devshirme;
- ◆ Gavrilo Princip – hero or terrorist?

### **Summary of key findings:**

1. The way in which the controversial and sensitive issues analysed are presented still serves the purpose of political manipulation, ideologisation, and the maintenance and dissemination of stereotypes.
2. The almost total suppression of different sources about a given event, particularly those for which conflicting versions exist, allows the presentation of controversial and sensitive issues from just one (one's own) perspective, i.e. with no multiperspectival approach.
3. The dominant mono-perspectival approach to teaching history, particularly the teaching of controversial and sensitive issues in current textbooks, does not contribute to the promotion and advancement of the values of cohabitation and understanding in a multi-ethnic and multi-cultural society such as BiH.



# History Is a Sensitive Subject for Teachers

*by Luisa Black*

History teachers are the product of a given society, so they are subject to all the same influences, emotions and prejudices that affect their students (and their families).

Controversial and sensitive issues involve basic questions of identity:

- ◆ Who am I?
- ◆ Who are we (as a family, a group, a community)?
- ◆ Who are you (my colleague, my friend, my teacher, etc.)?
- ◆ Who are they?
- ◆ And, finally, questions of worth (judgements of self and others).

They also stress the awareness that stereotypes are passed down through the generations, helping students detect myths and bias and promoting tolerance within the classroom.

It is important that teachers are aware of their own prejudices, and define clearly (and we mean - professionally) their own objectives, so that the learning process is under control and the history lesson does not become a useless emotional debate.

When dealing with controversial issues, it is very important that teachers and students understand in what ways the recent past was (is) interpreted by historians, writers, politicians, journalists and the media. This implies that the teaching methods should be based on the use of a multiperspectival approach, with source-based classroom activities.

The reason some history topics are considered controversial and so become sensitive is that these topics link past and present and provoke emotional debate within society and inside the classroom. Students enjoy studying these topics because they feel involved, they have to reason and understand different points of view, including those of minorities, and they generally feel they are maturing and able to debate the issues outside the classroom.





# Tasks and Activities

*by Luisa Black*

## **Effective teaching is impossible without interaction.**

Interactive teaching is a two way process: the teacher adapts his or her approach to the needs of the student(s). During a history lesson, students interact with the teacher, each other, and with the sources presented.

## **How to organise interactive teaching?**

1. Tasks or lessons must be challenging and give students something to think about.
2. The learning atmosphere in the classroom must be positive and cooperative, based on confidence and respect, to encourage students to express their ideas freely.
3. Teaching should be highly prepared, use a variety of methods, and allow students time to think, answer, and develop activities.
4. Appropriate (re)sources.

## **Critical and creative thinking**

Interactive teaching involves creative and critical thinking. Creative thinking is the creation or generation of ideas, processes, experiences or objects. Critical thinking is concerned with the evaluation of the former.

History teaching involves critical thinking, namely when the emphasis is given to the skills needed to analyse sources accurately. When teachers focus on critical thinking, their aim is to develop specific skills with their students. These skills should be also embraced by the teachers, as they will lead the class to a higher level of communication, whether oral or written.

The critical thinking skills are:

1. Clarity,
2. Accuracy,
3. Precision and relevance,
4. Questioning information and points of view,
5. Logic and fairness.

On a higher level, critical thinking involves:

6. Responding in a similar situation,
7. Decision making,
8. Producing own idea or method,
9. Reflecting upon one's own thought.

Teachers should be critical and creative in planning their lessons. They should also be creative in thinking about tasks and activities for the students and critical in how they plan them.

The teacher is expected to:

- ◆ Raise and formulate questions clearly and precisely,
- ◆ Gather sources relevant to the key-concepts around which the teaching is planned,
- ◆ Assess student work on relevant criteria and standards,
- ◆ Evaluate open-mindedly student assumptions and reasoning,

Communicate effectively with students and colleagues.

Broadly speaking, critical thinking is concerned with reason, intellectual honesty, and open-mindedness, as opposed to emotionalism, intellectual laziness, and closed-mindedness. Thus, critical thinking involves: following evidence where it leads; considering all possibilities; relying on reason rather than emotion; being precise; considering a variety of possible viewpoints and explanations; weighing the effects of motives and biases; being concerned more with finding the truth than with being right; not rejecting unpopular views out of hand; being aware of one's own prejudices and biases, and not allowing them to sway one's judgment.

Daniel J. Kurland, *I Know What It Says . . . What does it Mean?*, 1995.

Critical thinkers: distinguish between fact and opinion; ask questions; make detailed observations; uncover assumptions and define their terms; and make assertions based on sound logic and solid evidence.

D. Ellis, *Becoming a Master Student*, 1997.

There is, however, another kind of thinking, one that focuses on exploring ideas, asking questions, and finding many possible answers and interpretations to historical issues - this is creative thinking.

In simple terms, it is possible to encourage students to apply creative thinking to historical analysis, as it is a very natural human activity. Both history teachers and students are aware that:

- ◆ New ideas are composed of old elements
- ◆ Creative historical thought is the ability to detect connections or links between ideas expressed in the available source material.

The creative teacher or student is:

- ◆ Curious and (most of the time) optimistic,
- ◆ Enjoys challenge (opportunity),
- ◆ Comfortable with imagination,
- ◆ Hard working (does not give up easily).

All these characteristics have their place in the profile of the good historian. Teachers should be aware that bias and stereotype block creativity, because they inhibit students (and teachers) from accepting change and progress and seeing beyond what is already known or accepted. Teachers sometimes allow only a narrow range of attitudes and behaviours in their students, based on their own bias, prejudice,

hasty generalization, or limited past experience. The reverse is also possible: students bring stereotypes and bias from home and their creative thinking is blocked by these preconceptions.

Professional teachers should reflect on these questions.

Modern historical teaching has intimate links with the concept of multiperspectivity (the ability to look at situations from different angles or perspectives; hearing different voices and opinions); we should therefore be aware that it involves creative thinking. One activity very common in a history lesson, brainstorming, is a good example of creative thinking.

Practical examples:

A warm-up/motivating activity on the topic of the Slave Trade:

1. Start the class by brainstorming the students with the following questions:
  - a. Say words that relate to slave trade;
  - b. Say words that do not relate to slave trade.
2. Have students write the list of words on a sheet of paper.
3. Distribute three to five sources (consider the balance between visual and written sources).
4. Ask the students to analyse the sources and highlight main ideas and feelings they contain.
5. Ask students to review their first list.
6. Have two students write a final list on the blackboard.
7. Brainstorm with students on the question: Which ideas and words go together (cluster words into groups).

The teacher can then organise further activities according to the students' main areas of interest.

A lesson on 18th century South American history, based on a film:

Using excerpts from the movie, *The Mission*,<sup>21</sup> one might address the topic of The Jesuits and the enslaving of Native Americans (Indians). The teacher could ask the students the following questions:

1. Refer to three activities of the Indians in the Jesuit Missions.
2. Give two reasons for the conflicts between Jesuits and slave traders.
3. Write three arguments in favour of the Jesuits in the Missions.
4. Write the names of the countries involved in the conflict.
5. Write three arguments against the Jesuits.
6. Write three questions that you would like to debate in the classroom?

A debate might follow, based on the students' questions. The teacher should summarize and wrap-up the debate or ask the students to do so.

In an activity like problem solving, both kinds of thinking are important. First, students analyze a general question in relation to a selection of contradictory sources; then they come up with possible answers to the question; next they debate the various answers and select the ones they think most appropriate; and finally, teacher and students evaluate the effectiveness of the selected answers by looking at further sources on the topic. This activity shows an alternation between the two kinds of

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<sup>21</sup> *The Mission*, (1986), by Rolland Joffé, starring Robert de Niro, Jeremy Irons, and Liam Neeson.

thinking, critical and creative. In practice, both kinds of thinking operate together much of the time and are not really independent of each other.

History teachers should also be aware that thinking requires knowledge (a data base), if creativity is to develop its potential. The best ideas flow from a qualified mind. This is the reason why teachers always need to put an activity into historical context (the big picture). Students need knowledge to be able to complete a task, but not exhaustive knowledge, just sufficient to encourage curiosity.

In addition to knowing, creative students want to know why:

- ◆ What are the reasons behind decisions, events, facts, and so forth?
- ◆ Why this way and not another?
- ◆ Why not try this or that?

# **INTERACTIVE TEACHING**



# The Interactive History Class

by Luisa Black

History teachers do not always use the same methods. When we use the traditional method - a teacher-centred method - there is no real co-operation within the classroom. But if we use an active learning or student-centred method, we obtain co-operation between the teacher and the student and also between the students.

This does not mean that we have to forget all the traditional methods teachers have used before. But teachers should be aware of the possibilities of the different methods.

## Average Retention Rate<sup>22</sup>

Lecture	5%
Reading	10%
Audio Visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teach Others / Immediate Use of Learning	90%

In general terms, the more facts involved in a history lesson, the more teachers use traditional methods. When, however, there is a need for more interpretation and individual perception in a history lesson, teachers use interactive approaches more.

I will use the terms hard teaching (codified and rigorous) and soft teaching (subjective and analytical) to refer to this difference.<sup>23</sup> Usually, a history lesson combines hard and soft teaching and learning.

History is hard when it deals with facts and it becomes increasingly soft as it progresses into interpretation.

Most people – and this of course includes teachers and students, parents, head teachers and so on – are more comfortable with hard (more rules and more answers) than with soft teaching (more interpretation and more questions). But given the right tools and training, history teachers adopt new methodologies successfully.

<i>Hard Teaching Traditional</i>		<i>Soft Teaching Modern</i>	
Teaching	<b>Facts</b>	Learning	<b>Skills</b>
Content	<b>Knowledge</b>	Method	<b>Interpretation</b>
Memorising	<b>What to think</b>	<b>Thinking</b>	How to think ↕ <b>Multiperspectivity</b>
<b>Passive</b>	Answers	<b>Active</b>	<b>Questions to sources</b>

<sup>22</sup> Source: National Training Laboratories, Bethel, Maine: <http://eleaston.com/pyramid.html>

<sup>23</sup> Colin Corder, *Teaching Hard Teaching Soft*, published by Gower Group, UK and USA. We have applied the concepts from this book to history teaching.



Traditional teaching does not need many materials, but modern teaching is very demanding. If teacher training that focuses on interactive methods becomes more generally available, and teachers become familiar with modern teaching methods and pedagogical models, they will tend to develop a creative approach to organising their own lessons, using all sorts of sources.

Teachers who have learned new methodologies become innovative and independent, and their lessons are motivating and interesting, provided that the content is relevant for the learning community.

The potential for active learning strategies in a classroom is enormous, as students grasp the influence of historical facts on their everyday life or, in more general terms, on the life of ordinary people.

Using interactive methods, history teaching can develop a number of different types of skill, namely:

- ◆ Empathy - the ability to enter into the way of thinking of people who lived in the past;
- ◆ Historical reasoning – the interpretation of data using key concepts, such as change and continuity, cause and consequence, multiperspectivity and position taking;
- ◆ Moral reasoning;
- ◆ Critical thinking.

The success of history education can only be judged in the long term. One of the arguments in favour of this long term approach is the answers given by young teachers to the question: Why did you decide to become a history teacher? Teachers usually justify their choice, as because:

- ◆ They had a special history teacher, or
- ◆ They like history (which is a variation of the first argument).

On the basis of these answers, one can say that history education is successful over the long term. This is good news.

Teachers, like other professionals, face many problems, and like other professionals, they must learn how to deal with them. Similar problems exist in a number of countries and from a number of studies it is clear that there are regional similarities in the problems history teachers face.<sup>24</sup>

An interactive classroom may be recognised by the following characteristics:

- ◆ There is a cooperative learning atmosphere in the class;
- ◆ The teacher knows exactly the learning objective(s);
- ◆ The teacher negotiates with the students on assessment criteria;
- ◆ The activities are carefully planned;
- ◆ There is a variety of source material for the different lessons;
- ◆ The benchmarks (aims, length, duration, assessment...) for work are negotiated with the class;
- ◆ The teacher supervises all the work;
- ◆ The teacher and the class are open-minded;
- ◆ The learning objectives are the focal point of all the activities and the criteria for all decision making.

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<sup>24</sup> Cf. *Youth and History Survey*, published by The Körber-Stiftung

# Responsive teaching

*by Djordje Nijemcevic*

In order to catch up with Europe and modern teaching, the RS Ministry of Education in 1998 adopted a document entitled *Strategy and Concepts of Change in the Education System of the RS* (edited by Prof. Nenad Suzic, Ph.D., Ministry of Education). This very important document presented an analysis of the current education system and organisational changes to it. Key changes focused on: defining the purposes and goals of education, avenues of development, education for living in the 21st century, norms and regulations, curriculum content and decision-making and management in education. Organisational changes included guidelines for the development of pilot primary schools, the professional development of teachers, and improving the professional services and institutions of the Ministry. It is important to note that the RS Ministry of Education and the Pedagogical Institute benefited greatly from collaborating with the Council of Europe, the OSCE, and the Office of the High Representative.

In this chapter, we review changes in the teaching of history intended to improve teaching, i.e. the use of interactive teaching and collaboration between teachers and students. Written preparation for responsive teaching and class organisation through a specific unit will be looked at.

We think it is necessary to indicate specific goals (expected outcomes) in the field of education in the forthcoming period (on the basis of current trends) and we will also quote Professor Nenad Suzic's book *Dvadeset osam kompetencija 21. vijeka*, as one of the elements for elaborating written preparation for class organisation in responsive teaching.<sup>25</sup> On page 5 of his book, Professor Suzic says, "Since current education systems prepare children for the 21<sup>st</sup> century, it is necessary to consider personal competencies. The question is which competencies children will be using in 20-30 years and how to educate them for that time?" He then underscores that "in order to respond to this complex question, one needs to look at the future development of civilisation on the basis of current indicators." He lists the following as features of any future civilisation:

1. Globalisation,
2. The elimination of borders between many countries,
3. Rapid transfers of knowledge and technology,
4. The power of a nation to be measured by the power of its intellect, and that is where the money will go,
5. The tertiary sector (services) will grow in comparison with the primary (production) and secondary (higher provision) ones,
6. National education programmes will adopt international standards and will be of an international character.

In order to make teaching a valuable gift rather than a cumbersome duty, Professor Suzic reminds us of the ancient model of teaching the seven liberal arts, but says that the 21st century will require at least 28 key competencies. He groups competencies as cognitive (higher level of thinking), emotional, social, and active learning.

In line with the above-mentioned *Strategy* and in collaboration with the Pedagogical Institute, the RS Ministry of Education prepared a Model Curriculum, established six pilot schools, and organised teacher training. The curriculum was modernised, content was condensed, and content implementation included new methods and forms of work, which presented teachers with new teacher and student roles. The teacher is no longer expected to reproduce textbook content, but to be a planner and programmer,

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<sup>25</sup> Prof. Nenad Suzic, *Dvadeset osam kompetencija za 21. vijek*, PPZ Banja Luka, 2000.

to know his students – to deliver pedagogical diagnoses, to initiate changes, and to help the younger generation develop.<sup>26</sup> Students are expected to be active in their classes, to observe, present, and research, to collaborate, and to be interested in learning new things in preparation for adult life.

Such changes to the RS educational system were required for a number of reasons, but we would stress the same one as Prof. Svetozar Milijevic, who says, “In view of the rapid changes in modern science and technology, electronics, production and other walks of life, education should be, now more than ever, more efficient, more intensive and more rational. This can be achieved, in part, by introducing more efficient methods, techniques and aids into teaching. Schools can no longer be traditional, rigid or firmly tied to verbal-receptive methods. They must update their work.”<sup>27</sup>

This represents only one part of the opinion of our distinguished pedagogues and educators, and these recommendations have been successfully applied both in the pilot primary schools (with assistance from the University and the Pedagogical Institute) and in other primary and secondary schools. Comprehensive and useful sources now exist in this area, available in teachers’ staff rooms, including Prof. Suzic’s *Interaktivne nastavne metode*,<sup>28</sup> and texts and workshops published by primary schools such as the Petar Kocic School in Prijedor, the Vasa Cubrilovic School in Gradiska, and the Bora Stankovic School in Banja Luka, etc.

Using the most up-to-date interactive teaching methods and teaching aids in modern schools free of programme content and using the most up-to-date teaching technologies should help history become a subject students look forward to, not just because of its intrinsic importance, but as offering an opportunity to explore and tackle key information from the distant or remote past, apply it to life, and use it in future.

## What is responsive teaching?

Of the various interactive forms and methods, we have found that responsive teaching answers the requirements of the situation in history best. Before we present the methodological procedure for organising a lesson using this method (based on Prof. Mile Ilic’s book and interviews with the professor), key features must be presented.

In his book *Responsibilna nastava*, Professor Ilic asks the following question: Who decides on what to teach and how, within the existing, mainly instructive teaching?<sup>29</sup> Is it a formal requirement that teaching should be a joint student-teacher activity? Furthermore, Professor Ilic says that “considerable psychological and didactic research has shown that current teaching methods imply that the teacher is superior and the student subordinate, and that one-way information and authoritarian communication dominates. We sought ways of positive change to this situation in our schools. We tried to develop responsive teaching.”<sup>30</sup>

According to Professor Ilic, the English “responsive teaching” translates into the local language in Bosnia and Herzegovina best as “responsibilna nastava”, which stresses the shared responsibility of students and teachers. In this sense, responsive teaching is a form of democracy, and it means that “all the students in the class, along with their teacher, take part in implementing the curriculum (i.e. the unit) and that they share responsibility with the teacher.” As a method, it is recognisable by the fact that both students and teachers are responsible for selecting the best variant at each stage of work.<sup>31</sup>

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26 Danimir P. Mandic, *Informaciona tehnologija u obrazovanju*, Filozofski fakultet Beograd, 2001, p. 24.

27 *Inoviranje nastave prirode i društva*, Banja Luka, 1999, p. 7.

28 Prof. Nenad Suzic, *Interaktivne nastavne metode*, Volume 1, *Interakcija kao vid učenja i podučavanja*, RS Ministry of Education, Banja Luka, 1999.

29 Prof. Mile Ilic, *Responsibilna nastava*, Banja Luka, 2002, Foreword, p. 11

30 *Ibid.*, p. 11.

31 Prof. Mile Ilic, *lecture on Responsive teaching, two-day workshop for school inspectors and teachers in pilot schools*, Teslic, 2000.

## Comparative indicators for traditional and responsive teaching

No.	Traditional teaching	Responsive teaching
1.	The relationship between students and teachers is hierarchical, authoritarian, instructive, unequal, communication is one-sided: They often say “I.”	The relationship is cooperative, guided, equal, with two-sided communication, using arguments: They say “we.”
2.	The choice of content and teaching method is decided solely by the teacher; everything is pre-arranged.	Agreements are reached, new proposals are agreed upon, with the possibility of further agreement and adoption of interim rules.
3.	Strict instructions and information are given in a strict and instructive manner.	Explanations are reached jointly, in a tolerant and pleasant atmosphere.  Several ideas and proposals are considered.
4.	Domination of one-way information.	Information is multidirectional and exchangeable; the teacher considers students’ proposals.
5.	The teacher’s authority is built on orders, sanctions, poor grades. Teachers rely on authority and threats; they provoke dissatisfaction.	Authority is built on cooperation, interactive teaching, initiative. A trusting, relaxed and supportive atmosphere.
6.	Students dislike classes; they often agree with everything; they have a sense of inferiority.	Students and teachers are flexible, tolerant, and demonstrate mutual understanding and equality.
7.	Students are less independent:  • There is very little creativity and a weak sense of belonging to a group.	Everyone has an opportunity to act positively in a class, as they give proposals and take part in evaluation:  • Supportive, • Strengthens a sense of belonging to a group
8.	Teachers believe that working conditions are not their responsibility.	Teachers create positive and motivating working conditions.
9.	Critical, assigns blame.	Gives credit, corrects mistakes.
10.	Does not engage with the students’ “value system.”	Engages with the students’ “value system.”
		<i>Teachers are creators, but they respond to challenges and include them jointly.</i>
	<b>Who is the winner and who is the loser?</b>	<b>This question is not asked at all!</b>

**Conclusion: Democracy is a lifestyle – the aim is responsive teaching!**  
**In a polis, any citizen could enter government and ask anything.**

The aim of such teaching is to prepare students for solving problems, cooperating with others, and autonomy. If this form of teaching is to be applied, students must be offered appropriate choices (several options) of methods or forms of work to use for a given unit. That is why, following the model presented by Professor Illic, we present an example of executing a unit.

In order to ensure quality, the teacher is presented with two stages of work: first, the preparatory stage (the written lesson plan) and second, the delivery.

## **The written lesson plan**

Many theoreticians of history teaching methodology, both of previous generations (Lazar Rakic, Zlatibor Popovic, Marija Vrbetic, Hrvoje Matkovic, Milutin Perovic, Dusko Vranjesevic, Milenko Miladinovic) and the current one (Mladen Vilotijevic, Ranko Pejic, Milan Lazic, Radenka Kolakovic, Biljana Stojanovic, Bogoljub Lazarevic, Biljana Simunovic-Beslin, Dusan Vujicic, Dragica Koljanin), have given considerable attention to teachers' preparation. In his book *Metodika nastave historije*, Milutin Perovic says, "If a history teacher has a good global (annual) and operational (monthly) plan, i.e. a plan of work by themes, and if they have studied all the professional and methodological problems related to each theme, they have done a large part of the work related to professional and methodological preparation."<sup>32</sup>

According to Perovic, professional preparation entails "preparation of the content of the unit presented in the textbook, consultation of extensive sources, and taking into account the mental and physical abilities of students." The second part of preparation is didactic-methodological (determination of goals, volume and depth of the material to be covered, connections with other sections and lesson structure), "depending on whether it is delivered traditionally or interactively." The third part of teacher preparation is technical, involving the selection of teaching aids.

In order to apply responsive teaching in history, we recommend a combination of the guidelines for written preparation given by Professor Ilic on page 188 of his book and the guidelines presented by Professor Dragoljub Krneta.<sup>33</sup>

Workshop model – interactive teaching scenario – preparation to cover one unit

In the model scenario of written preparation to cover one unit by interactive teaching, activities are divided into those 1) Activities by teachers and 2) Activities by students.

### **1) Activities by teachers**

Activities by teachers are based on examining the curriculum (themes covered by a particular unit and written preparation for a lesson). The basis is the primary school curriculum, designed so that it contains themes and topics for individual units, the planned number of lessons, and teacher guidelines (methods and forms of work). In the sixth form curriculum, the unit entitled "The notion of the past and time: history as a science" is part of theme 2, "Introduction to history." The curriculum states that this theme is to be covered in two units. The first unit is "The notion of time and history as a science" and the second is "Calculating time." This theme is covered by three lessons (two of new content and one revision). Specific teaching outcomes are provided in a table:

The student shall be able to define history as a science, understand the notions of time and the past, explain historical sources, explain the calculation of time, and explain the concept of historical periods.

This excerpt from the curriculum indicates considerable novelties compared to the old one. It contains new sections, which did not exist in the old one, such as learning outcomes and teacher guidelines (teaching methods and forms of work) that are quite precise and assist teachers in preparing and organising lessons.

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<sup>32</sup> Milutin Perovic, *Metodika nastave historije*, Zavod za udzbenike i nastavna sredstva, Beograd, 1995, p. 141.

<sup>33</sup> Professor Dragoljub Krneta, "Interaktivna nastava kao didakticki model organizacije vaspitno-obrazovnog rada", *Zbornik br. 3, PPZ Banja Luka*, p. 8.

## **1.1. Project preparation – drafting preparation concepts**

- ◆ School
- ◆ Teacher
- ◆ Form and class: VI.1
- ◆ Subject: History.
- ◆ Theme: Introduction to history.
- ◆ Unit: The notions of the past and time: history as a science.

## **1.2. Teaching objectives**

Teaching objectives are derived from the curriculum, which should be analysed.

### **1.2.1. Goals (as per the curriculum)**

First the general goals contained in the history curriculum need to be examined and the relevant ones selected. That is why particular attention should be paid to the goals set out in the sixth form curriculum:

- ✓ Students should master basic notions and facts about the development of human society,
- ✓ Understand the notion of time, and
- ✓ Develop the ability to work independently, in pairs and in groups.

### **1.2.2. Specific objectives for the topic**

Specific objectives are presented in the curriculum, under outcomes.

## **1.3. Forms of teaching**

Forms of teaching are derived from the curriculum (p. 212 /the teacher is allowed the possibility of selecting the most effective forms of work in relation to the given unit./ We will offer the student different methods (lectures, work in pairs, individual work, different levels of complexity). Assuming that the students have also selected a short period of lectures /introduction and closing comments/, and group work as the dominant method, preparations should be focused on that form of work /necessary materials, establishing groups, assignment of tasks, reporting, group work, etc./

## **1.4. Teaching methods**

Depending on conditions at the schools themselves, the teacher should choose the most appropriate methods, in consultation with students, namely lectures, discussions, work with texts, demonstration, illustration, debate, interactive learning, etc. Students are consulted as to which method is to be chosen and in written preparation they are assumed (after being offered several options) to have selected an interactive method, i.e. interactive teaching.

## **1.5. Teaching aids**

Under guidelines for teachers, the curriculum provides for interactive teaching aids, and the teacher selects from the ones available. Interactive teaching recommends the use of teaching aids that are easily available from the library or an archive or that students may themselves collect from the Internet, etc.<sup>34</sup>

The unit may require the preparation of appropriate overhead transparencies (title, group tasks, pictures, maps and texts).

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<sup>34</sup> *Ibid.*, p. 19.

## **1.6. Articulating key items – as per the Outcomes presented in the curriculum**

For the teacher to have insight into the entire unit at all times, he or she should articulate key items, i.e. separate the important from the unimportant. For this purpose, teachers may use the Outcomes presented in the curriculum. In this form of preparation, the outcomes are converted into questions for the groups.

## **2) Student activity**

### **2.1. Preparation of proposals for the groups**

Interactive teaching entails different forms of work: in groups, pairs, etc. The teacher may establish groups in advance, although it is good to involve students. The teacher proposes different options, presenting new forms of work (responsive teaching) and taking student wishes into account.

### **2.2. Student preparation**

In this phase, the teacher provides instructions on the method of work, informs students about the content of the task, provides reference materials, indicates what classroom material is to be used, sets the time, indicates the selection and the role of reporters for the different groups.

### **2.3. The implementation stage is approximately 15 to 20 minutes and teachers act as consultants and coordinators.**

### **2.4. The presentation stage**

The order of presentations is set in advance for individuals, pairs or groups. Students present their work as agreed in advance. All students or groups should have prepared answers to the questions presented and have agreed as to who will present. Differences over answers should be clearly indicated – have they been agreed by the entire group or is a single student insisting on his or her own evidence? The teacher should stimulate and guide debate, present arguments, and indicate controversies. This is an important stage in interactive (responsive) teaching, as it allows students to present their own views and opinions.

## **3) Evaluation**

At this stage of work, we use discussion to evaluate this form of work for individuals, groups, or the class as a whole. The teacher instructs the students in critical evaluation, making clear that, in addition to the wealth of knowledge acquired, their opinions and their contribution to evaluation of results are directly related to the overall success of the class, since they selected the form of work themselves.



# Developing skills and competencies in BiH

*by Edis Dervisagic*

## **The purpose of teaching history is to develop learning skills**

By using different historical materials – sources (pictures, graphs, comics, texts), teachers develop different learning skills (empathy, multiperspectivity, and attitudes), evaluation skills, and note-taking (synthesis).

Developing students' analytical and interpretative skills and historical thinking abilities allows them to transfer such acquired skills to other areas and to develop the ability to think critically. Although it is clear that there is great value in teaching history by introducing learning methods based on skills development, the question is how to harmonise the three principal elements of history teaching:

- ◆ Acquisition of knowledge (presentation of content),
- ◆ Developing skills in critical analysis, interpretation, and evaluation of historical evidence (skill),
- ◆ Developing a sense of history.

According to Robert Stradling, student skill-based history teaching aims to develop the following abilities:

- ◆ To be able to articulate relevant questions,
- ◆ To examine historical problems or issues, and to indicate a possible research direction,
- ◆ To be able to examine a source of information,
- ◆ To be able to identify their own perspectives, biases, and prejudices, and to take them into account when interpreting sources,
- ◆ To use sources to identify relevant information, of help in providing answers to questions,
- ◆ To structure a sequence of information on a particular event or situation (what happened first, what came later, what happened at the same time ...),
- ◆ To place information within a context, by linking it to information on a period they already know, or a parallel event ...,
- ◆ To analyse materials in terms of reasons and causes, and to rank them by value and significance,
- ◆ To draw conclusions as to what happened and why, and to present reasons for their conclusions,
- ◆ To use their own analysis to present the whole story, either orally or in writing.

Developing student skills depends on several factors, in particular:

- ◆ Learning or teaching method (emphasis should be on active learning, group work, access to different sources and multiperspectivity);
- ◆ Curriculum – overcrowded curricula which stress content-based chronological study of one's own nation's history inhibit quality in teaching skills; curricula in the first countries to introduce new approaches give teachers wide-set guidelines, leaving them ample space to decide what



to teach, with a focus on the history of previously marginalised social categories and groups (women, the poor, national minorities, children, families, everyday life);

◆ Textbooks – in order to organise classes that develop skills, units or topics should be approached from different perspectives, which requires lengthier textbooks or auxiliary resources, like historical readers. Limitations include space, printing costs, and others discussed later.

## Why develop skills?

The traditional approach to teaching history was based on:

- ◆ Knowledge transfer,
- ◆ The dominant role of political history,
- ◆ A focus on events and personalities,
- ◆ Curricula that emphasise chronological overviews of national histories, and
- ◆ The presentation of national histories as histories of the largest national group.

In the early 1980s, the countries of western and northern Europe started to use “multiperspectivity” as a new approach to teaching history. This approach to the “new history” does not deny the importance of chronology or historical knowledge, but was, in fact, aimed at striking a better balance between lectures about the past and allowing students to develop skills. In this way, there could be more classroom focus on mastering analysis, interpretation, evaluation, and recording evidence obtained from a variety of primary and secondary sources. History teachers were thus tasked with teaching students to think historically and so to acquire skills they would carry with them for life – i.e. to develop the ability to think critically.

This approach to teaching history gradually won more and more supporters, for several reasons:

- ◆ Realisation that in the past, history teaching was all too often based on mono-cultural, ethno-centric, and exclusivist perspectives (this approach dominated academic history), and
- ◆ Greater awareness of the need to prepare young persons for life in a world of ethnic, cultural, linguistic, and religious diversity.

Modern political, social, and economic tendencies in Europe, all reflected in EU enlargement, with an ever more culturally and ethnically diverse population, have confirmed the introduction of a new approach to teaching history.

If this method of teaching history is to be applicable to countries in transition, history curricula must be reformed. In view of political events in the former Yugoslavia and particularly the war in BiH between 1992 and 1995 and the country’s internal organisation under the Dayton Agreement, the application of the so-called “new history” in schools across BiH has meant not only revising curricula, but also a new direction in approaches to teaching, i.e. incorporating sources which reflect different perspectives, introducing opposing interpretations of one and the same event, dealing with controversial and sensitive issues in the multi-national and multi-cultural society of BiH, and presenting relations with neighbouring countries without increasing animosity or xenophobia.

These are the challenges that the study of history in BiH has been facing since 1995, but ways to overcome these problems, the different interpretations of recent and distant historical events, and approaches to teaching this history lie outside the scope of this paper. The qualities of the new history teaching methods emphasized above include those listed in the April 2005 Guidelines for drafting and reviewing history textbooks for primary and secondary schools in BiH, which, however global they may be, are of particular importance in the BiH context.

## **Some problems in introducing a new approach to history teaching in BiH**

Problems and restrictions in introducing a new approach to teaching history in BiH appear in different forms.

History curricula are still overcrowded with content, and teachers are required to cover a large number of units in a relatively short time. This problem is particularly evident in high schools. Curricula require flexibility, if they are to secure better coverage of social categories, minorities, everyday life, i.e. content which allows for the introduction of multiperspectivity, thus allowing students to develop skills on the basis of examining relations between different groups with different perspectives. Curricula should be redesigned to allow teachers to teach their students to analyse and interpret different and opposing historical events.

Current curricula in the FBiH and the RS are based on content, presented in the form of the chronological study of the history of the state, without much room for the integration of skill-based learning into the teaching process. That is why they are a major obstacle to the introduction of a new way of teaching history and why the relevant ministries should pay greater attention to this issue.

The history textbooks currently in use are also a potential obstacle. They were prepared on the basis of the current curricula and are primarily a chronological presentation of events, trying to provide as full a picture as possible of each event. Textbook authors are presented with restrictions in terms of printing cost and purchasing power. That is why few historical sources are presented in textbooks, quotations are short, and illustrations are mainly there to follow the text and substantiate the author's assertions. That is why they provide very little scope for skills-based teaching methods.

Other restrictions are the large number of students per class (the maximum numbers set by current educational standards reduce the possibility of introducing new methods), the actual working conditions in BiH schools, which are far removed from modern technologies, and the number of schools which still lack basic capacity, such as premises, inventory, staff, etc.

There are also restrictions in the form of a lack of reference sources, and inadequate training of teaching staff with a view to skill-based teaching.

These problems in introducing new approaches to history teaching in BiH are quite serious and require comprehensive social engagement. It is, however, the history teachers themselves who should be the initiators and beacons of change.



# Learning Activities and Teaching Methods

*by Peter Gautschi*

The objective of history teaching is to enable students to learn:

- ◆ To acquire socially significant knowledge about history, and
- ◆ To interact with history and the past.

Students must themselves want this configuration of knowledge and expertise, must execute it themselves, and for this reason need to practice learning activities during lessons. The new teaching methods help teachers to enable students to use learning activities. The observation of learning activities and teaching methods focuses on the “how” of history teaching and views it from two sides: firstly, from the side of the student and secondly from the side of the teaching professional. Students learn: they exercise learning activities and make use of the teaching offered to them. Teachers teach: they exercise teaching methods and make their teaching available.

## 1. Learning activities in five dimensions

Learning is the acquisition of knowledge and capabilities on the basis of reflective encounters with the environment or oneself. It is characterised by “what” and “how”.

Historical thinking can be depicted in a model, with the processes shown as arrows and the products as squares. Historical thinking begins when learners direct their attention (for example on the basis of a question, an interest, a demand) in a focused manner towards the historical universe and discern suitable material from the past and from history (sources, representations). The learners then develop what they have discerned, that is to say they describe a fact which has been reconstructed from historical witnesses and, by this means, throw light on the historical background to the matter. They develop an objective analysis. During the next step they interpret what has been described, establish links to other historical witnesses, and place it in a broader context of causes and effects within the historic universe. This enables them to secure an evaluative historical judgement. Once this has been done, learners can establish relationships between a historical fact and its historical significance, on the one hand, and personal or social concerns, on the other. They assess the classified individual questions and are consequently able to develop an appreciation of historical values within the context of present and future, individual and social situations. The value judgement may be the starting point for a process of communication with others, may trigger a particular action on the part of the individual, or may itself give rise to further questions relating to the story, to the past, present or future. Learners can, moreover, depict individual products, processes, or their own historical thinking, thereby contributing to the expansion of the historical universe. Historical thinking can also begin when learners start questioning their value judgement and endeavour to link this to an evaluative judgement. To a certain extent, the learning process can run backwards. This shows that there are different forms and methods of historical thinking, and that the whole process is rarely realised in such a methodically disciplined step-by-step manner as here described.

The skills needed for historical thinking can be brought together under five headings:

- ◆ Perception skills, which lead to encounters with historical witnesses;
- ◆ Development skills, which lead to objective analysis;
- ◆ Interpretation skills, which lead to evaluative judgement;
- ◆ Judgement skills, which lead to value judgement;
- ◆ Representation skills, which lead to new historical witnesses.

## 2. Teaching methods on three levels

In order to facilitate student learning, teachers (once they have specified the content and topics, clarified the conditions, and defined and set the objectives) need to pose three questions:

- ◆ How should I organise the lesson I am planning? - Teaching environment level.
- ◆ Which sequence and what accent should I select within the chosen teaching environment? - Teaching path level.
- ◆ Which individual structural elements should I apply in the lesson I am organising? - Teaching situation level.

Those who teach history need to organise a teaching environment, need to offer a teaching path, and need to present a teaching situation. A wide range of teaching environments, teaching paths, and teaching situations are available for history teaching. Many of these are not limited to historical content and are equally suitable for other subjects.

A musical analogy can be deployed to help explain the relationship between the teaching environment, the teaching path, and the teaching situation. A teaching situation in the teaching of history corresponds to a musical motif. This is a short, but important fragment of perhaps no more than 2–6 notes. A number of different motifs of this nature, carefully placed in sequence, produce the melody. A melody corresponds to a teaching path. A teaching environment corresponds to the progression of the harmony in the music. This is the science and the art of placing several tones simultaneously in such a manner that the sequence of these harmonies forms a coherent whole. It is possible to play different melodies to every harmony progression, but there are specific rules and principles which should be adhered to: those who follow the bass line or the guidelines can rest assured that the sound is good.

### a) Teaching environments

History teaching can be organised in four different ways. There are four different teaching environments: presentational, developmental, assignment-based, and discovery-based history lessons. These are distinguished by the nature and manner in which teachers present the teaching materials to students and by which type of interaction with the past and history is being aimed for.

### b) Teaching path

A teaching path is a general didactic structure with a characteristic sequence (a characteristic articulation), with a specific objective, and with a typical scope of discipline or student focus. They differ in terms of the specific forms of control. The teaching paths call for specific patterns of organisation and can, for this reason, be assigned to the four above-specified teaching environments. For history teaching, we know the following teaching path: Narration, Explanation, Teaching talk, Discussion, Oral history, Project-based teaching, Group teaching, Learning game, Teaching excursions, Learning workshop, Case method, Lead text, Guided discovery, Classic workshop, Project method.

### c) Teaching situations

In the field of history teaching, a teaching situation is a compact didactic form that deploys specific materials and media, fulfils a defined function (provocation) for a selected lesson phase (introduction), or has a characteristic objective. Teaching situations also differ in terms of their typical procedure. In contrast to the teaching paths which require specific patterns of organisation, teaching situations can be deployed in conjunction with the widest possible variety of teaching paths. For history teaching, we know the following teaching situations: dealing with text sources, with images, with caricatures, with comics, with films, with songs and pop music, with maps, with statistics, with timelines, and with the Internet.

### 3. Teaching as a craft and art

Of course, neither the list of the teaching paths nor that of the teaching situations is definitive. Also of particular importance when it comes to the specialist subject are dealing with objects, photographs, newspapers, or monuments. In my publication “Geschichte lehren” [“Teaching History”], I describe 134 teaching paths and teaching situations.<sup>35</sup>

Obviously, it is not possible or even desirable for teachers to be masters of all teaching situations. They do not need to have them all in their repertoire. However, it is an essential part of the teaching craft that every teacher be familiar and able to deploy a basic set. The art of teaching consists inter alia in making the right selection. All options have their specific advantages and drawbacks. Teachers can only make the right selection by keeping a firm view of:

- ◆ Their own strengths: not all teachers are able to relate stories in an exciting manner;
- ◆ The content and topics: not every topic can be split up into subtopics for a learning workshop, or visualised in a feature film;
- ◆ The individual students; not all are fond of reading, or are able to read equally proficiently;

The objectives: as a rule, statistics are not suitable when it comes to developing perceptual skills.

#### 1. Learning activities in five dimensions

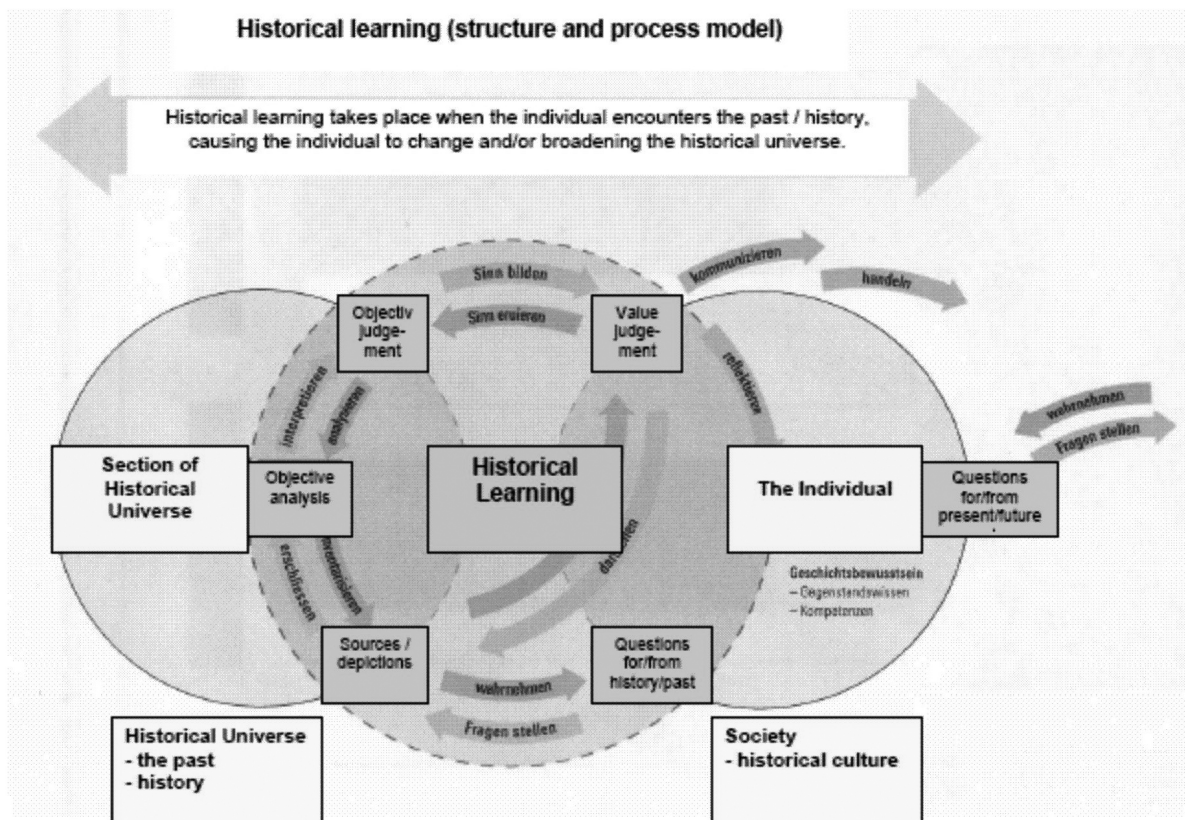
Objective judgement	<b>Judgemental skills</b>	Value judgement
<b>Interpretation skills</b>		
Objective analysis	<b>Representation skills</b>	
<b>Development skills</b>		
Sources / depictions	<b>Perception Skills</b>	Questions for/from past

#### 2. Teaching methods on three levels

##### a) Teaching environments

Presentational history teaching	Developmental history teaching	Assignment-based history teaching	Discovery-based history teaching
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<sup>35</sup> Peter Gautschi, *Geschichte lehren I*, 3rd Edition, 2005.



*b) Teaching paths*

Narration	Discussion	Project-based teaching	Learning workshop	Guided discovery
Explanation	Oral history	Learning game	Case method	Guided discovery
Teaching talk	Group teaching	Teaching excursions	Lead text	Project method

*c) Teaching situations*

Text sources	Images	Caricatures	Comics	Films
Songs	Maps	Statistics	Timelines	Internet



# Interactive Teaching and Assessment

*by Luisa Black*

**It is not possible to teach effectively without interaction.**

**All good teachers are interactive.**

As we have already seen, interactive teaching (IT) is a two way process: the teacher adapts his or her approach to the needs of the student(s). The teacher knows about the students' need because he or she receives feedback from them. Interacting is a systemic activity: teachers give inputs to students and get outputs from students in the form of feedback. The interactive teacher is aware of the different learning styles and rhythms of students. The interactive teacher is highly professional.

If a teacher asks questions in class, assigns and checks homework, or organises class or group discussions, then that teacher is already teaching interactively.

Interactive learning of history is a multi-way process: the learner may be interacting with the teacher, with other students, with resources, or with all three.

## Relating IT and assessment

To understand the relation between IT and assessment, we should focus on what learning is all about. In fact, everything we learn, we construct for ourselves, because it is our brains that are doing the learning. Consequently, the learning is only indirectly related to the teacher and the teaching. The teacher has to interact with the students - by asking questions for example - to know if his/her efforts to explain the topic were successful.

Assessment, from the Latin *assidere*, means to sit by the side. It refers to a very common teaching practice of observing the students' learning processes and acting on those observations to improve what they are doing.

Assessment is a crucial aspect of interactivity. It is central to the learning process, aiming at understanding and improving students' learning; it is also a process of looking at students' achievement. Lastly, it is the most significant influence on student learning.

In fact, if we wish to understand an educational system, we look into its assessment procedures; the spirit and style of student assessment define the real curriculum. It is not possible to change teaching methods without changing the assessment rationale and procedures as well.

This is not a simple process, because history is not a linear subject, and sometimes what students have learnt cannot be measured or only becomes apparent after many years. In the everyday routine of history teaching, assessment is part of the planning process; it is very different from testing and grading, which has to be done at the end of a learning process, as a record expected by students, their parents, and society.

Educational systems define the educational objectives of the schools and the subject matter; teachers have to organise teaching methods and experiences efficiently and make sure that objectives are reached. For this teachers use assessment and they do it according to the standards of the system:

- ◆ Standards describe what is expected from the students.
- ◆ Academic standards delineate the knowledge and skills students develop as a result of classroom instruction.



- ◆ Standards define what every student must know and be able to do
- ◆ Teachers plan their teaching to meet the standards.

## Purpose of Assessment

Assessment is the result of a movement towards accountability and involves a paradigm shift from the traditional view of what teachers provide (input) towards concern for what students actually learn, do, and achieve (output).

In broad terms, assessment has two purposes:

- ◆ To support and improve students' learning, and
- ◆ To bridge the gap between what has been taught and what has been learned

It is a very different concept from the one used by the traditional model, based on teaching knowledge with a uniform curriculum, which was centralised, academic, segmentary, and sequential. The methodology was imposed on all students at the same pace, from the simpler to the more complex, and relied on exposition and memorising.

Evaluation was summative (grading) and the teachers' responsibility.

Modern assessment is based on a different rationale:

- ◆ Assessment is criteria-oriented and learning friendly;
- ◆ Criteria are known by the teachers, students, and parents (and society) alike;
- ◆ Students are evaluated according to the criteria, so they know where they are in reference to them;
- ◆ Teachers are encouraged to negotiate criteria with students;
- ◆ Students are encouraged to be responsible for their own learning (they are responsible partners).

Besides setting appropriate criteria, assessment involves making expectations explicit and public. Student output is analysed to determine how performance matches expectations (that are public and explicit). The results of the analysis are used to improve student performance: it is a systemic process.

## Why assess?

- ◆ For political reasons: assessment provides evidence of student learning that justifies political decisions and the investment of taxpayer's money;
- ◆ For educational reasons: assessment is a learner-centred effort;
- ◆ To improve the educational process (curriculum development, textbook writing, teacher training, etc.).

## Summative assessment

When we think about testing and grading we are referring to summative assessment. This is a specific type of assessment, comprehensive in nature, which provides accountability and is used to check the level of learning at the end of the unit. Teachers have to be very attentive to using various methods and measures in order to have a comprehensive plan that is fair, because it differentiates between the various levels of learning.

## Formative assessment

When we think about improving the quality of student learning, we are referring to formative assessment - a specific type of assessment that is not evaluative and does not involve grading students.

Both summative and formative assessments can lead to curricular modifications, after analysing the results, when this analysis clearly shows that specific courses have not met students' learning targets.

## Classroom assessment

Teachers are responsible for improving students' learning; the everyday technique all students use for this is classroom assessment, largely because the quality of student learning is proportional (albeit not exclusively) to the quality of teaching, so that teachers can improve learning if they improve their teaching, by reflecting upon their own work.

There are other techniques:

- ◆ Good learning involves very clear goals and objectives and giving students early feedback, so it is also a good idea to tell the students what is expected of them at the end of the lesson and the unit.
- ◆ Good learning involves creative teaching, so that with regard to problematic issues, teachers should ask themselves "why can't I get the message across?" It is also a good idea to ask the class "what is still not clear?"
- ◆ Sharing experiences and reflecting with colleagues improves the quality of classroom assessment.

Classroom assessment does not involve special training and a teacher who is assessment-oriented is a teacher open to change (it is an attitude).

## Framework for classroom assessment

Teachers' evaluations and assessment can occur at any point along the continuum of the process:

1. Start the lesson by making sure required background knowledge is recalled.
2. Finish the lesson with two questions: What was the most important point of today's lesson? What remains unanswered, difficult, or less than clear?
3. Find hidden barriers and biases to learning.
4. Ask for a one sentence summary (Who did what to whom, when, where, how and why?).<sup>36</sup> This can be homework.

## Attitudes - emotional intelligence and assessment

Many educational systems today agree that history teaching develops specific skills and concepts, such as change, continuity, cause, perspectivity, etc. One skill - empathy - can be defined as the ability to understand something from another's point of view. It is also an attitude.

Studying history deals with values, attitudes, and moral reasoning. Teachers have to be aware of attitudes, as they will be present in classroom activities, especially debates, and have to determine what attitudes learning aims to develop and evaluate whether those aims are being achieved.

Empathy is linked to emotional intelligence. For a clearer idea as to how emotional intelligence can be developed (and evaluated) in a history lesson, we can use the affective domain of Bloom's taxonomy,

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<sup>36</sup> This is the question the US Secretary of State asks his or her staff every morning.

which helps teachers focus on specific questions and issues and organise tasks, activities, and, of course, assessment:

- ◆ Receiving
- ◆ Responding,
- ◆ Valuing,
- ◆ Organising,
- ◆ Characterising.

In a history lesson, empathy and emotional intelligence are embedded in the concept of multiperspectivity (the ability to look at situations from different angles or perspectives; hearing different voices and opinions). Having multiperspectivity in mind, we can use Bloom's taxonomy as criteria for teaching and assessing attitudes and behaviours:

- ◆ Receiving: Are students receptive to beliefs and values different from their own?
- ◆ Responding: Do students consider the views of others in the light of those person's values and beliefs?
- ◆ Valuing: Do students reflect upon the formation of their own perspectives, beliefs and values?
- ◆ Organizing: Do students explain the contribution made by diverse perspectives to the development of society and re-examine their own beliefs and values?
- ◆ Characterizing: Do students characteristically approach diversity issues in a manner that respects and appreciates different beliefs and values?

Lastly, history teachers need to reflect on their own personal beliefs and values and try to reach a certain level of professionalism. Reflecting and debating these issues with colleagues enable teachers to become aware of the issues such reflection involves - these same issues will come up in the history lesson.

## **Deciding what type of activity best suits your assessment needs**

Prior to assessing, teachers must make some decisions. These decisions involve questions such as:

1. What concept, skill, or knowledge am I trying to assess?
2. What should my students know?
3. At what level should my students be performing?
4. What is the main focus: reasoning, memory, process or attitude?

# Assessment - the basics

*by Chris Rowe*

## The integrated approach

- ◆ Assessment should not be separate from the teaching and learning of history. Assessment should grow naturally out of the course of study, testing the knowledge, understanding, and skills that students have gained.
- ◆ Lesson plans should not be seen in isolation. Each lesson plan should fit into a logical sequence. Not all important skills and activities will be fitted into every lesson.
- ◆ Teachers and students should both know clearly what is going on.
- ◆ Lesson plans and assessment schemes are not secrets for teachers only. Everybody should be aware of the Big Picture (the context).
- ◆ Pace is important: lessons should be lively enough to keep enthusiasm high, but they should be planned so that there is enough time for student involvement for questions to be asked and answered.
- ◆ Test and examinations should not be speed tests. They should allow students the chance to feel proud of what they can do.
- ◆ The use of historical sources and of multiperspectival approach is important for assessment, as well as for lessons and textbooks.



## **CHECK LISTS**



# History Textbooks Check List

*by Luisa Black*

## Useful history textbooks:

- ✓ Set learning outcomes in line with the curriculum,
- ✓ Are academically and pedagogically up-to-date,
- ✓ Include balance between local, regional, national, European and global perspectives,
- ✓ Include new topics (gender, human rights, multiculturalism),
- ✓ Point out cross-curricular themes and dimensions,
- ✓ Give space for teachers to decide on different teaching methods,
- ✓ Are not overloaded with information,
- ✓ Are challenging (stimulate critical thinking),
- ✓ Have adopted a multiperspectival approach,
- ✓ Offer a variety of sources (visual and written),
- ✓ Offer maps, diagrams, and time lines,
- ✓ Suggest questions for specific sources,
- ✓ Suggest tasks and activities (favouring independent learning),
- ✓ Suggest questions and tasks that allow assessment and self-assessment,
- ✓ Stress key words and concepts by unit,
- ✓ Reinforce language skills appropriate to the different age groups,
- ✓ Include appendices with short biographies and glossaries,
- ✓ Are student friendly (attractive, easy to read, with space for writing notes, visual sources of a readable size and not as mere decorations, not heavy, etc),
- ✓ Suggest other source materials and further readings.





# Sources Check-List

*by Luisa Black*

## Active learning methods are based on using sources

What is a source?

Anything that gives me an answer to a question or helps me solve a problem.

There are numerous types of sources:

- ✓ Eye witness accounts,
- ✓ Pictures, cartoons, photographs, and caricatures,
- ✓ Documents and letters,
- ✓ Maps, diagrams, and statistics,
- ✓ Artefacts, objects, coins, and stamps,
- ✓ Songs, television, and films,
- ✓ Advertisements,
- ✓ Newspaper reports,
- ✓ Databases,
- ✓ Etc.

Sources can be primary and secondary:

- ✓ A primary source is something that originates from the past.
- ✓ A secondary source is something that has been made more recently about the past.

A historian will ask a variety of questions in order to find out historical information about a source. The same questions can be asked of either a primary source or a secondary source.

There are six key questions to ask:

- ✓ Who?
- ✓ Where?
- ✓ What?
- ✓ When?
- ✓ How?
- ✓ Why?

Examples of questions to put to sources:

- ✓ Who made it? Who used it? Who is in the picture? Whose opinion does it show?
- ✓ Where is/was it? Where was it made? Where was it used?

- ✓ What is it? What is it for? What does it say? What was it used for? What does it show?
- ✓ When was it made? When was it used? When was it found?
- ✓ How was it made? How was it used? How has it survived?
- ✓ Why was it made? Why has it survived?

Why use source material in a history lesson?

- ✓ To help develop knowledge and understanding,
- ✓ To help develop skills,
- ✓ As a lesson starter,
- ✓ As a basis for investigation and enquiry,
- ✓ To support arguments,
- ✓ To offer comparative viewpoints,
- ✓ To offer conflicting viewpoints.

What can students do with the sources?

- ✓ Find answers to simple questions about the past.
- ✓ Select and combine information from sources to produce a structured answer.
- ✓ Identify the sources that are useful for answering a question.
- ✓ Use sources to reach and support a conclusion.
- ✓ Evaluate sources for reliability.
- ✓ Find sources of information and use them critically to answer questions.
- ✓ Use sources of information critically and carry out historical research.
- ✓ Reach substantiated conclusions about their enquiries.

In order to interpret sources, teachers develop different activities in the classroom and students are asked to:

- ✓ Answer the questions to sources.
- ✓ Put themselves questions about sources.
- ✓ Group sources according to certain criteria.
- ✓ Find out criteria for grouping sources themselves.
- ✓ Use sources, making timelines.

# Using Sources: Schemes Check List

by Luisa Black

Understanding a written source	
1 - What is it?	
Action sequence	Questioning
1. Introduction: nature of source, text type, context, and arguing the identification.	1. What is it? When (under what circumstances) was it produced?
2. Reference to the list of main topics, distinguishing facts from opinions and identifying specific vocabulary.	2. What does it tell? Are there adjectives? Is the language emotional?
3. Remembering acquired knowledge to establish the causes of some of the main topics or formulating possible reasons.	3. Why did it happen?
4. Reflection on the value of the source, identifying contradictions (namely when comparing texts) or omissions of information and the need for other sources to obtain further information.	4. Author's point of view, circumstances, conditions, reliability, missing information. What assumptions appear to underlie the author's arguments?
5. Making a scheme of the obtained information with reference to time and place.	5. Summarize or make a scheme of the obtained information.

**Obtaining information from written sources**  
**2 – The basic steps**

1. Attentive reading.
2. Identification of unknown vocabulary.
3. Finding its meaning.
4. Highlighting main ideas.
5. Giving the text a title (or) determining its main theme.
6. Transferring information obtained into a scheme, summary, or oral reference.

**Highlighting the main ideas**

Main Ideas	Basic questions/doubts
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
.....	.....

**Analysing language**

- ✓ Use of false analogies.
- ✓ Use of stereotypes.
- ✓ Limitations of appeals to the lessons of history.
- ✓ Use of emotive language.
- ✓ Appeals to the prejudices of the reader (listener or viewer).

Looking into causation:		
Possible Causes:	Possible Motives Evidence:	Possible Consequences:

Analysing change and continuity	
Differences (= change).	Reasons for the differences.
1.	1.
2.	2.
3.	3.
.....	.....
Similarities (= continuity).	Reasons for the similarities.
1.	1.
2.	2.
3.	3.
.....	.....

Analysing propaganda images (example)	
Image: What the propaganda image shows us about.....	Reality: What the propaganda image does not show us about.....
1.	1.
2.	2.
3.	3.
.....	.....

Action sequence for reading graphs	
<p>1. Identify the theme of the graph(s).</p> <p>2. Describe the variations of the graph:</p> <ul style="list-style-type: none"> <li>- maxima;</li> <li>- minima;</li> <li>- acceleration (of trend);</li> <li>- deceleration (of trend).</li> </ul> <p>3. Argue for conclusions regarding:</p> <p>3.1 the causes of variations (possible use of written sources);</p> <p>3.2 the relationship between causation and historical context;</p> <p>3.3 Compare information with other sources.</p>	<p>1. What kind of graph is it? What is the theme of the information it provides?</p> <p>2. What are the developments analysed in the graph?</p> <p>3. Why were there variations?</p> <p>3.1 Maxima and minima and acceleration or deceleration of the trend?</p> <p>3.2 What consequences might have arisen from the developments analysed with reference to the historical context?</p> <p>3.3 Is the information clear? Reliable?</p>

Action sequence for the interpretation of historical maps:
<p>1. Description of the map:</p> <p>1.1 Identify the map in time and geographical space;</p> <p>1.2 Describe the theme treated in the map.</p> <p>2. Analysis of the map:</p> <p>2.1 Interpret the symbols represented on the map;</p> <p>2.2 Identify countries and frontiers.</p> <p>3. Compare and comment on historical maps in chronological order:</p> <p>3.1 Describe changes;</p> <p>3.2 Identify the causes of change;</p> <p>3.3 Establish possible consequences of change.</p> <p>4. Reflect on the situation resulting from the last map.</p> <p>5. Summary/scheme of conclusions.</p>

Words open to multiple interpretation - soft	Words open to more focused work – hard
<p>To know</p> <p>To understand</p> <p>To believe</p> <p>To appreciate</p> <p>To grasp the significance of</p> <p>To enjoy</p> <p>To reflect</p>	<p>To write</p> <p>To recite</p> <p>To identify</p> <p>To differentiate</p> <p>To solve</p> <p>To construct</p> <p>To list</p> <p>To compare</p> <p>To contrast</p>





# Skills - Check List

*by Luisa Black*

1. Interpretation - formulate questions that provide a focus to inquiry and analysis; distinguish relevant from irrelevant information.
2. Fact and objectivity – distinguish fact from opinion, objectivity from subjectivity.
3. Chronological understanding – distinguish past, present, and future; use dates, vocabulary, and conventions to describe historical periods and the passing of time appropriately; interpret data presented in timelines.
4. Causes and effects – understand and distinguish important and less important causes, short-term and long-term, and intended and unintended effects, as well as direct and indirect causes.
5. Change and continuity – identify and explain change and continuity within and across periods of history.
6. Empathy – entry into the way of thinking of people who lived in the past.
7. Position taking/Use of evidence - identify, select, and use a range of historical sources to make a well-argued interpretation.

A framework for learning key concepts:

What is analysis?

- ◆ A systematic approach to problem solving: complex problems are made simpler by analysing them into more understandable elements.

How do we analyse?

- ◆ By asking questions;
- ◆ By brainstorming;
- ◆ By grouping the answers under general headings (separating the whole into parts);
- ◆ By making sense of the parts (putting the parts together in an understandable whole).

What skills do we use?

- ◆ Interpretation;
- ◆ Empathy – Perspectivity – Position taking;
- ◆ Chronology;
- ◆ The forming of a judgement based on the collection of data: use of evidence.

How do we use the skills?

- ◆ What is the context (the big picture) into which the source fits?
- ◆ How does the source fit in with other sources on the same issue?

How do we finish?

By making a synthesis: bringing the pieces of the analysis together to make a logical whole.



# Multiperspectivity Check-List

*by Luisa Black*

Multiperspectivity - 4 points to remember

1. Students have different interpretations of what happened.
2. Interpretations are not facts and are all valid.
3. Students identify themselves with different perspectives/interpretations.
4. Students learn to respect different opinions when their own opinions are accepted as valid.

The role of the teachers is to ask questions that constitute paths for reasoning.

To use multiperspectivity teachers have:

- ✓ To decide on the topic and learning objectives;
- ✓ To select the relevant (and whenever possible contradicting) sources;
- ✓ To decide on how context will be studied (before, during, by teacher, by students, by group of students, etc.);
- ✓ To link to other topics in the curricula or to other events/situations;
- ✓ To decide on tasks and activities (related to skills and/or content);
- ✓ To decide on what questions to ask (related to skills and/or content).

Remember that:

- ✓ Multiperspectivity is of great value in teaching sensitive and contradictory issues, the analysis of a number of contrasting views, allowing students to appreciate the complexity of the issues without reducing history to simple black and white terms.
- ✓ The selection of sources depends on their usefulness (learning value). Only teachers can determine that.
- ✓ Is the source necessary for the subject matter or is it just illustration?
- ✓ The question of source reliability can be included in class activities, and history students should be able to answer the following questions:
  - ◆ Are the sources biased or objective?
  - ◆ What emotions or feelings do they show?
  - ◆ Are they contradictory?
  - ◆ How reliable are they?



# Critical and Creative Thinking Check List

*by Luisa Black*

The critical thinking skills are:

- ✓ Clarity,
- ✓ Accuracy,
- ✓ Precision and relevance,
- ✓ Questioning information and points of view, and
- ✓ Logic and fairness.

On a higher level, critical thinking involves:

- ✓ Responding in a similar situation,
- ✓ Decision making,
- ✓ Producing one's own idea or method, and
- ✓ Reflecting upon one's own thought.

To teach critical thinking the teacher is expected to:

- ✓ Raise and formulate questions clearly and precisely,
- ✓ Gather relevant sources linked to the key-concepts around which the teaching is planned,
- ✓ Assess students' work using relevant criteria and standards,
- ✓ Evaluate open-mindedly students' assumptions and reasoning, and
- ✓ Communicate effectively with students and colleagues.

Creative thinking in history means that:

- ✓ New ideas are composed of old elements, and
- ✓ Creative historical thought is the ability to detect connections or links between ideas expressed in the available source material.

The creative teacher or student is:

- ✓ Curious and (most of the time) optimistic,
- ✓ Enjoys challenge (opportunity),
- ✓ Comfortable with imagination, and
- ✓ Hard working (does not give up easily).

All these characteristics are part of the profile of the good historian. Teachers should be aware that bias and stereotype block creativity, because they inhibit students (and teachers) from accepting change and progress and seeing beyond what is already known or accepted. Teachers sometimes allow only a narrow range of attitudes and behaviours in their students, based on their own bias, prejudice, hasty generalization, or limited past experience. The reverse is also possible: students bring stereotypes and bias from home and their creative thinking is blocked by these preconceptions.

Professional teachers should reflect on these questions.



# Lesson Plan Check List

by Luisa Black

<b>Theme:</b>		
<b>Unit:</b>		
<b>Topic:</b>		
<b>Class:</b>		
<b>Duration:</b>		
<b>General aims: After completing this unit students will be able to:</b> 1. 2. ...		<b>Specific aims:</b> 1. 2. 3. ...
<b>Skills:</b> 1. 2. 3. ...		<b>Attitudes:</b> 1. 2. 3. ...
<b>Sources:</b> 1. 2. 3. ...	<b>Questions:</b> 1. 2. 3. ...	<b>Other Resources:</b>
<b>Warm up activity/inquiry:</b>		
<b>Activities:</b> 1. 2. 3. 4. 5.		
<b>Wrap up:</b>		
<b>Feedback/Assessment/Homework:</b>		





# Assessment Check List

*by Chris Rowe*

## **Quick list to organise questions:**

- ✓ Remember the main facts.
- ✓ Put them in the right order.
- ✓ What things mean.
- ✓ Why things happen (causes).
- ✓ Measure relative importance of this fact.
- ✓ Compare two things.
- ✓ Decide on what skill you are focusing on (never more than two).

## **Examples of ‘propaganda’ questions:**

- ✓ How do you know the source is propaganda?
- ✓ What is the method of persuasion or manipulation being used?
- ✓ Do you think this is a skilful or a crude piece of propaganda?
- ✓ Why?

## **Setting questions with sources:**

- ✓ Choose a topic in the context of the Big Picture (context).
- ✓ Choose 3 to 5 multiperspectival sources on this topic.
- ✓ Ask a range of questions about these sources, looking for differentiation in the quality of the answers:
  - a. Identify (person, event).
  - b. Explain (term, word, key-concept).
  - c. Evaluate how this source is put together.
  - d. Put it in context (use knowledge you have).
  - e. Give reasons why you do or don’t (agree with an argument).

## **An example using questions regarding 1989 - list of written sources (chose 3; ask the questions as above)**

- ✓ Milosevic speech at 600th anniversary,
- ✓ Kosovo nationalist against Serbia,
- ✓ Serb supporter of Milosevic,
- ✓ Serb nationalist monk (father Sava) who changed his mind about Milosevic,
- ✓ Western journalist explaining the event to his readers.



# Assessment - the Basics

*by Chris Rowe*

## The integrated approach

- Assessment should not be separate from the teaching and learning of history. Assessment should grow naturally out of the course of study, testing the knowledge, understanding, and skills students have gained.
- Lesson plans should not be taken in isolation. Each lesson plan should fit into a logical sequence. Not all important skills and activities will be fitted into every lesson.
- Teachers and students should both know clearly what is going on.
- Lesson plans and assessment schemes are not secrets, reserved for teachers only. Everybody should be aware of the Big Picture (the context).
- Pace is important. Lessons should be lively enough to keep enthusiasm high but should be planned so that there is enough time for student involvement for questions to be asked and answered.
- Tests and examinations should not be speed tests. They should allow students the chance to feel proud of what they can do.
- The use of historical sources and the use of a multiperspectival approach are important for assessment as well as for lessons and textbooks.



# Assessment Criteria<sup>37</sup> - Check List for the 12 -15 Age Group

## Assessment criteria and relative weights:

I Behaviour and classroom participation	20%
Includes learning progress	
Includes Portuguese language and presentation	
II Summative Assessment	80%

### I Behaviour and classroom participation:

#### 1. Very unsatisfactory

The student:

- ✓ Is not on time and/or has a poor assiduity level;
- ✓ Disturbs classroom work;
- ✓ Doesn't present any homework;
- ✓ Is disorganized.

#### 2. Unsatisfactory

The student:

- ✓ Doesn't disturb classroom work;
- ✓ Is absentminded;
- ✓ Doesn't pay any attention.

#### 3. Satisfactory

The student:

- ✓ Pays attention;
- ✓ Is on time and rarely absent;
- ✓ Answers when asked;
- ✓ Takes part in classroom work;
- ✓ Follows the rules.

#### 4. Good (active)

The student:

- ✓ Takes active and accurate part in classroom work;
- ✓ Volunteers pertinent remarks.

<sup>37</sup> Based on a Portuguese school.

## 5. Very good

The student:

- ✓ Takes active part in all classroom work, both written and oral, well and correctly;
- ✓ Stands out for his/her competence, skills, attitudes, and accuracy when fulfilling tasks.

II Summative evaluation:

This assessment is carried out mainly on the basis of written tests that focus on the skills and competences below, in line with the content and percentages specified:

Knowledge and understanding 80%

The student:

- ✓ Identifies events, agents, institutions, concepts, and space-time frames in reference to National, European, and World History.
- ✓ Uses the appropriate vocabulary with accuracy.
- ✓ Establishes relations between conditioning factors and other aspects of the historical reality.

Applying the knowledge 10%

The student:

- ✓ Understands the content of different sources with regard to specific historical contexts.

Analysis, synthesis and problematisation 10%

The student:

- ✓ Distinguishes cause and effect, continuity and change, and development rhythms.
- ✓ Is capable of making a synthesis.
- ✓ Uses language correctly.

Learning progress:

Learning progress may be evaluated from 1 to 5 (insufficient to very good) depending on the students' work. This includes Portuguese language skills and presentation of work or during tests.

## **GOOD PRACTICE**





# Local History for Younger Students

*by Luisa Black*

All places have a history, a past. All changes that have happened in a place in the past are a part of its history. Any monument or event has a meaning or explanation of its origin. Teachers should give enough contextual information and guidance for students to research a local history project linked either to their village/street/neighbourhood, etc.

**Answer the following questions:**

1. What is the name of your village/street/neighbourhood?

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2. Why does it have that name?

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3. Which are the oldest houses and who do they belong to?

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4. What monuments are there in the village?

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5. What was their function in the past and what is their use now?

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# Oral History and Gender: Women in the 30's and 40's

*by Luisa Black*

## Lesson on everyday life in the 30's and 40's

### Description:

This activity requires students to work individually and in groups to accomplish highly targeted tasks. Teachers may wish to establish benchmarks (time frames) to hold students accountable for specific short-term objectives.

### Objectives:

- ✓ Students will know what oral history is;
- ✓ Students will know how to organise interviews;
- ✓ Students will have an overview of the life of ordinary women in the 30's and 40's;
- ✓ Students will interact with older people through interviews.

### Skills:

- ✓ Communication skills: oral and written;
- ✓ Source evaluation;
- ✓ Data analysis and synthesis;
- ✓ Empathy; change and continuity; causation.

### Teacher:

Explains context (the 30's and the 40's):

- ✓ Explains the basic rules of oral history;<sup>38</sup>
- ✓ Brainstorms students to decide on the different topics (4 or 5) of the oral history project (work, family, love, fashion, childhood, education, etc.);
- ✓ Organises groups according to the different topics;
- ✓ Organises a collection of sources (visual and written) on the 30's and 40's (students might be asked to help in the collection of materials from home), from which the students will pick sources in line with their topic.

### Students:

- ✓ Groups analyse source material and decide on the questions;
- ✓ Groups interview women in their families and/or neighbourhoods;
- ✓ Groups analyse the data;
- ✓ Groups present their main conclusions to the whole class, using their analysis of their interviews and the information from the sources they were given.

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<sup>38</sup> A very useful site: the Oral History Society: URL <http://www.ohs.org.uk/index.php>.

**Examples of possible questions to include in the interview:**

- ✓ What kind of work did you do?
- ✓ How would you describe your working conditions?
- ✓ How do you think this kind of work has changed since the 1930s?
- ✓ Did you have chores to do as a child?
- ✓ Tell me about the chores you had to do as a child.
- ✓ What was fashionable when you got married?
- ✓ Where did you meet your husband?
- ✓ How long were you dating before you got married?
- ✓ Did your parents approve of your marriage?
- ✓ How many children did you have?
- ✓ What did your children play with?
- ✓ What did your children eat?
- ✓ Who decided on education choices for your children?

**Evaluation:**

1. What was the most significant change in the everyday life of women in the 30's and 40's?
2. What evidence did you find of this change?
3. What other sources might you consult to confirm the significance of this change?
4. In what way was oral history a useful tool for understanding the past?

What are oral history's strengths and limitations?

# Justification for Suttee (British India)

*by Alan Midgley*

Suttee (the burning of widows on their husbands' funeral pyres) was not considered to be suicide but the duty of righteous women.

It was an act of extreme Hindu piety, purging the widow and her dead husband of all accumulated sin, guaranteeing their salvation and their re-union in the after-life.

In 1829 the British banned the practice of suttee in the areas of India which they controlled.

Questions:

1. To what extent, if any, was the decision to ban suttee an act of imperialism – the imposition of the values of one culture on another?
2. Or was it a legitimate intervention on humanitarian grounds?

Divide the class into 3 groups:

- ✓ Group 1 should discuss these questions from the perspective of a modern feminist,
- ✓ Group 2 should discuss these questions from the perspective of a Hindu traditionalist,
- ✓ Group 3 should discuss these questions from the perspective of a British administrator in 1829.

Each group should then produce a report, oral or written, to answer the following questions:

1. Under what circumstances, if any, is it justifiable to intervene in the affairs of another country/civilization?
2. Use your historical knowledge to provide examples of interventions which you think were:
  - a. justified
  - b. unjustified.
3. Give full reasons for your answer

Students might then be requested to produce topics from their own historical knowledge which lend themselves to a multi-perspective approach (the Congress of Berlin, 1878, might be discussed in this context).



# The History of Everyday Life

*by Luisa Black*

## Activity 1: Teaching the history of everyday life

- ✓ Use old magazines, newspapers, catalogue pages, etc. to research the fashion trends, household articles, the cost of living, and lifestyles of a particular period;
- ✓ Use local and national media to research advertisements on the same topics;
- ✓ Use other sources of information to reconstruct a picture of family life at the time.

### Questions for students:

1. Who did the household purchasing?
2. What were considered necessities of the time?
3. What were considered luxuries?
4. What attitudes did you find very different from today?

## Activity 2: Teaching the history of everyday life

- Use the same kind of sources as in the previous activity;
- Ask the students to research advertisements for a particular type of product (tobacco, drinks, cars and household appliances are very interesting in this regard) through some years or specific decades.

### Questions for students:

1. What information do the advertisements contain?
2. What claims do they make?
3. Who is the target buyer?
4. How has advertising for this product changed over time?
5. What social changes are reflected by changes in advertising for this product?





# Labour Movements in 19th century

*by Luisa Black*

We would like to point out that this is only an example. We tried to cover a period common to most European curricula, as our main concern is to give an example of the potential of literary sources for the study of history.

Grade level: 9th grade (14-15 year olds).

## Lesson Objectives:

1. The students will analyse a literary source.
2. The students will identify the social conditions that led to labour movements in 19th century Western Europe.
3. The students will share their feelings about the living conditions of the working class in 19th century France.

Skills: empathy, critical and creative thinking (visualizing), causation, change and continuity.

Source to be distributed :

*Germinal*, Chapter II (adapted)

[In the black night, in the middle of the beetroot and corn fields] you could hardly see the four huge blocks of houses, that could also be barracks or a hospital, geometric and parallel, divided by three long avenues. In the deserted plateau you could only listen to the wind blowing through the torn fences.

In the house of the Maheu family, number 16 of the second block, nothing had moved. The only room on the first floor was very dark, a darkness that crushed the many creatures that were sleeping, with open mouths, completely exhausted. Though it was very cold outside, the atmosphere, heavy, had life warmth, the smell of the dormitory that stinks like human cattle.

The cuckoo clock on the ground floor struck four o'clock; nothing moved, you could only listen to weak breathing, accompanied by noisy snoring. Suddenly, Catherine got up. Though she was tired she had, through habit, counted the four clangs of the bell, through the floor, without finding the strength to wake up completely. Then, with her legs out of the bed, she touched trying to find a match with which she lighted a candle. She was still sitting on the mattress, her head falling on her shoulders, desperately wanting to rest on the pillow.

Now, the candle lit the square room, which had 2 windows and was cluttered with three beds, a closet, a table, two old chairs made of dark walnut wood. The walls were painted of light yellow, heavily stained. There was nothing more, except rags hung on nails, and a jug on the floor, near to a red bowl that served as washbasin.

On the left bed Zechariah, the elder, a boy aged 21, was lying with his brother Jeanlin, who would soon be 11; on the bed on the right, two youngsters, Henry and Leonora, the latter 6 and the former 4 years old, were sleeping embracing each other; Catherine was sharing the third bed with her sister Alzira, so small for her 9 years, that she would not have felt her if it was not for the hunchback of the poor sick girl, that pushed through her own ribs. The glass door was open, and you could see the corridor that led to the stairs, where her mother and father slept on a fourth bed. There was also a crib for the younger child, Stella, aged 3 months.

In the meantime, Catherine made a desperate effort. She stretched out, passing her hands through her tangled red hair. She was skinny for her 16 years, and she only showed her tiny feet under her long skirt, they were blue as if tattooed by the coal, contrasting with her very white arms, and also with her face, which was damaged by the constant washing with black soap.

Émile Zola, (1840-1902) French novelist and journalist, an exponent of realism, and a believer in the socialist philosophy.

### **Activity Procedure:**

#### **You need three volunteer students:**

- ✓ One to read the text out loud;
- ✓ One to draw on the blackboard the room where the action takes place;
- ✓ One to write on the blackboard the names of the persons involved, their ages, and their relationships.

#### **You also need the remaining students to:**

- ✓ Comment on the writing and drawing on the blackboard, whenever the ‘drawing’ is not accurate or there is doubt as to names, etc.;
- ✓ Brainstorm on the feelings the text evokes and write them down;
- ✓ Ask questions to what they would like to know and write them down.

#### **With this text, one may also:**

- ✓ Motivate students to learn about how socialist theories were spread, as their feelings (empathy) go out to the working class;
- ✓ Compare with present working situations in some parts of the world (mostly Asia), where there is little worker protection;
- ✓ Contrast with the present situation of the working class in some privileged countries;
- ✓ Introduce this question of birth control and related issues;
- ✓ To grasp the importance of social questions in general.

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We were using an adapted text from literature, which was particularly useful for understanding and identifying the general conditions of working class life, which led to labour movements. Literary sources have huge learning potential. Teachers should research good literary sources, as they describe situations that students can visualize, using creative thinking and to motivate further reading.

# Austria-Hungary 1867-1914

by Alan Midgley

The following nationalities inhabited the Austro-Hungarian Empire during this period: German, Hungarian, Polish, Italian, Czech, Slovene, Ruthenian, Croatian, Serb, Bosniak, Romanian, Slovakian.

Exercise:

Divide the class into 12 groups (or fewer, if the teacher prefers to select those nationalities of greatest relevance to the students).

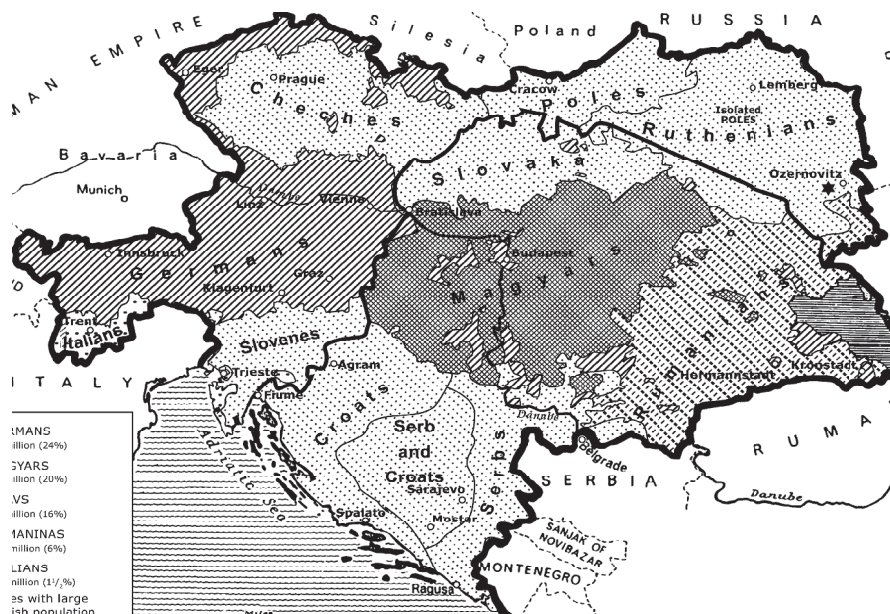
Each group should:

- a) Be allocated a nationality, and
- b) Research the situation in the Empire from the perspective of that nationality.

Each group should then produce a report, either written or oral, addressing the following questions:

- 1) What advantages does the Empire offer your nationality?
- 2) What grievances against the Empire does your nationality have?
- 3) From the perspective of 1914, what changes to the Empire would you like to see in the future?

Each group should present its conclusions and answer questions from other groups. If time allows, each group should produce reports from the viewpoint of another nationality (e.g. the Croatian group should address the same questions from a Serbian perspective).



# Europe 1933-1939

*by Alan Midgley*

By the late 1930s, the countries of Central Europe were surrounded by FOUR potentially expansionist powers: Nazi Germany, Fascist Italy, Hungary and the U.S.S.R. The following exercise should consider the situation of Yugoslavia, Poland, Czechoslovakia, Romania, the Baltic States, France, and the United Kingdom.

## **Exercise:**

Divide the class into 7 groups (or fewer if the teacher prefers to select those nationalities of greatest relevance to the students).

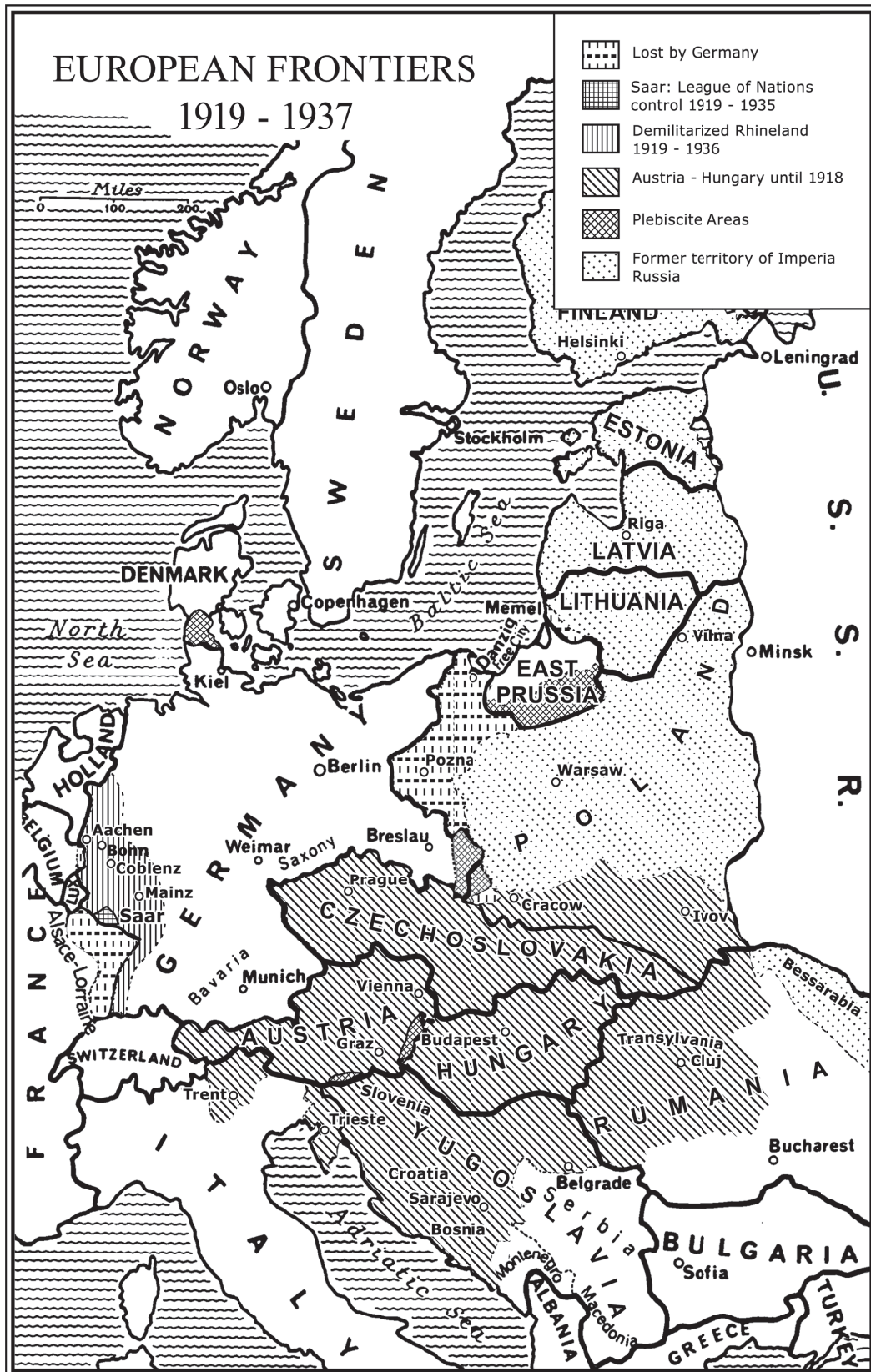
## **Each group should:**

1. Be allocated a country, and
2. Research the situation in Europe from the perspective of that country.

## **Each group should then produce a report (written or oral) addressing the following questions:**

1. What threat(s) were faced by your country in the period 1936-1940?
2. What policy choices were available to your country in the face of these threats?
3. Which of these choices do you think would best have served your country's interests? Give full reasons for your answer.

Each group should then present its conclusions and answer questions from other groups. If time allows, each group should produce reports from the viewpoint of another country (e.g. the Yugoslav group should address the same questions from a Polish perspective).







# Hiroshima and Nagasaki

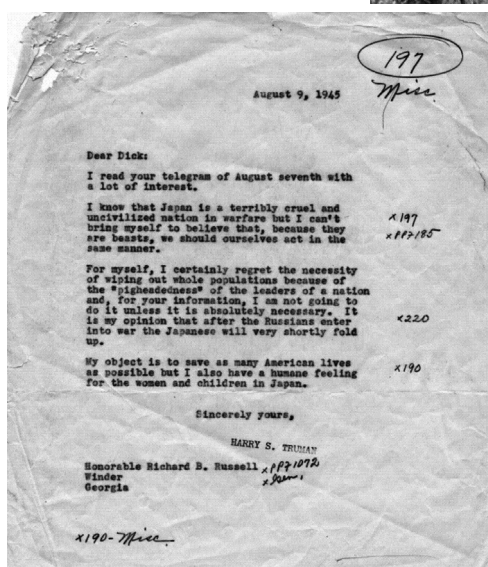
by Smilja Mrdja

Exercises dealing with a controversial issue in class, applying the basic framework and principles of multiperspectivity.

Principle 1: Start with what you have – with what is already known about the controversial issue you want to cover:

After you receive any, however basic, facts about the A-bomb and World War II from your students, complete the picture using short appropriate material (a short documentary, posters, slides, photos, etc.).

A picture says a thousand words:



## Framework for guided discussion:

- Ask your students to tell you what they know about the events presented in these photographs?
- Try to find out from your students what they have already heard about the bombing, what their parents have told them, or what they think about war?
- You may ask your students to select one photo and describe its content, or to write a short story about the consequences of the bombing on the citizens of Japan or a person from the picture.



Principle 2: Describe (present) the historical context of the event in question:

- ✓ *The end of World War II;*
- ✓ *The commencement of the nuclear age and the Cold War;*
- ✓ *German capitulation;*
- ✓ *Feelings caused by huge wartime losses, both in Japan and in the US;*
- ✓ *The huge cost of development of an A-bomb;*
- ✓ *Or even a discussion on how new technologies influence warfare.*

Principle 3: Use (study, examine) different sources of information:

Striking testimony from survivors:

ABE san<sup>39</sup>:

“I was 12 when the bomb was dropped on Hiroshima. My entire family vanished that morning, because they were all at home and I was on my way to school, far from the place of impact. My entire body was covered in burns, I had almost no skin, and what I remember the most is the horrible heat and thirst I felt.”

IKEDA san:

“My parents found me in an orphanage, I responded to my name but they did not recognise me because I had no skin on my face. For three years they hid all the mirrors from me, so that I couldn’t see my scars. The worst thing was that we could not have any family, because no one wanted to marry girls affected by the atomic bomb.”

Written testimony of a Hiroshima survivor:

“It was a beautiful sunny morning. Air-raid sirens went off at seven o’clock. At 8:15, a new, shiny “sun” overshadowed the natural one. The entire city was lit by a blinding light, of yellowish colour, like for a photo. Then an explosion followed from a distance, and all the windows and doors popped out of their frames. Walls started to collapse. Half an hour later a storm broke out and black rain started to fall.”

**Questions for discussion:**

- ✓ In your opinion, what is a war crime?
- ✓ Was there another way to resolve the conflict?

Principle 4: Give students a chance to feel empathy and to develop personal emotions about the event:

- ✓ In a short debate, allow students to present their own views and impressions of the statements given by survivors of the event (re-read the sources related to personal testimonies by survivors).
- ✓ Ask students whether they have heard of a little girl named Sadako who died of leukaemia and the (origami) cranes she made. If they have not heard the story, tell them yourself.

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<sup>39</sup> San – Japanese for Mrs.

Principle 5: Consider the decision-makers' key strategies and their consequences:

Questions for students:

- ✓ What factors led to the decision to drop the atomic bomb?
- ✓ What didn't they know at the time, or ignored, or considered unimportant?
- ✓ Who else took part in the decision?
- ✓ What are the immediate post-war events and circumstances which influenced later interpretations of Truman's decision?

Principle 6: Derive (make) conclusions and express (present) them clearly

A moot trial of President Truman for his decision to drop the A-bomb is a useful learning tool, as is allowing students to judge his decisions for themselves and present their judgement clearly, on the basis of facts and sources presenting the event from different angles.



# The Arab-Israeli Question

*by Alan Midgley*

We suggest the following approach to teaching this (or any other) controversial question:

Before teaching the topic, ask each student to give their views on the topic, as follows:

1. Would you describe your view as strongly pro-Arab?
2. As moderately pro-Arab?
3. As having no knowledge and/or opinion?
4. As moderately pro-Israeli?
5. As strongly pro-Israeli?

The teacher may do this by secret ballot without announcing the result or may conduct the vote openly.

When teaching has been concluded, ask the same questions again, and:

- ✓ Announce the results.
- ✓ Discuss the results.

Has there been any change in students' opinions? If so, why?

Ask students for their opinions on the reasons for the change (or why they have not changed their opinions during the teaching of the course).

Optional:

If the teacher is feeling brave (and/or confident), ask the students their opinion of the teaching. Ask their opinion of the teacher's views as follows:

Do they consider him/her to be:

1. Strongly pro-Arab?
2. Moderately pro-Arab?
3. Unbiased?
4. Moderately pro-Israeli?
5. Strongly pro-Israeli?

This may lead to a discussion of the extent to which the teacher's views might have influenced the thinking/judgements of the students.



# Tasks and Activities Check List

by Luisa Black

**The class wall** - History learning will benefit if the classroom has a wall to hang extra materials (maps, photos, newspaper articles, etc) and student work. The wall should reflect the work of the class. A varying and changing group of students should be responsible for the wall. All students should contribute to the wall. The teacher should encourage students to search the Internet to contribute (the teacher can evaluate students' contribution).

**Repetitive tasks** - Students like routines. Teachers can set a task to be performed regularly, at the end of a topic for example, like writing one sentence (just one) that summarizes the most important concept of the topic. This task can be done individually or result from group work. After reading the sentences aloud, the class might pick three to be put on the class wall.

**Making a puzzle** - The class is divided into groups, each group has to deal with a specific question and when groups finish they put together the pieces of the puzzle. This activity produces good results, when students are given timelines, (can be downloadable from the Internet), so that each group has a piece of the timeline and has to decide on three to five major dates (turning points) for the topic (working skills: change, causation). At the end there is an abridged timeline for the wall.

**Reading groups 1** - Teachers can enhance reading skills, by giving students excerpts of historians' work to read. The excerpts should be interesting (not boring...) and relevant to the unit being studied. The students should form reading groups (small) to read, debate, and then explain to the whole class the main points of the particular historian.

**Reading groups 2** - The same as 1, but teachers give excerpts of classical theatrical plays and students, after rehearsing roles in a small group, have to read/perform aloud to the class (or classes/parents/school).

**Debate** - Students like debates, but they need good planning and rules. Debates engage students and develop critical thinking and fluency, team work, research, cooperation, and organisation.

**Conferences** - Students organise a conference/debate for a different audience either of parents, other classes, the whole school, etc. Student-organised conferences help students take responsibility of their own learning, reflect on what they have learned, and set goals for themselves, acting as partners.

**Contemporary history** - Recent and current events will be present in the history lesson and are very motivating for students. The teacher must play a role in building student knowledge and analysis. Teachers should make sure students analyse different sources - the Internet will have plenty on current issues. Using a current local controversy, teachers can ask: Do you agree with the decision: Why? What would you change if anything?

**Creative homework** - Teachers let students decide on a homework project related to specific history topics. The history of everyday life is very appropriate for creative homework, as are oral history and local history.<sup>40</sup>

**Visualizing and describing** - Students make a drawing of what they read<sup>41</sup> or are encouraged to try to visualize their reading, discussing their visualization with colleagues. Teachers can start their students on this technique by asking them to describe something - when they read something they have to make the same kind of effort. Visualizing helps students understand visual sources better; while describing helps students understand reading better.

<sup>40</sup> Cf. *Examples of the history of everyday life*, p. 113.; *Oral history*, p. 109-110, and *local history*, p. 107.

<sup>41</sup> Cf. *Example for this activity in this chapter*, *Labour Movements*, p. 115-117.

**Warm up activities 1** - Lessons should start with an ice-breaker activity. It can be a challenging question or the introduction of an intriguing visual source. It can also be brainstorming on a specific question.

**Warm up activities 2** - At the beginning of the school year, teachers can organise activities to help break the ice and help teachers and students know and understand each other. Students like to know about their teachers, so teachers might ask students to act as reporters and ask questions of the teachers. Teachers can also ask students what is the perfect history lesson? This will help the teacher start planning according to student interest and learning profiles.

## **APPENDIX**







Commission for the Development of Guidelines  
For Conceptualizing New History Textbooks  
in Bosnia and Herzegovina

**GUIDELINES FOR WRITING AND EVALUATION  
OF HISTORY TEXTBOOKS FOR PRIMARY AND SECONDARY SCHOOLS  
IN BOSNIA AND HERZEGOVINA  
APRIL 2005**

**1. STARTING BASIS**

Starting from the cited recommendations contained in the Memorandum of Understanding, Council of Europe recommendations on teaching 21st century history (2001/15), UNESCO recommendations related to international understanding, cooperation and peace education and education related to human rights and fundamental freedoms (Paris 1974), as well as Declaration and Comprehensive Framework of Action in Education for peace, human rights and democracy, the Commission has developed the general, specific and individual guidelines for History textbooks writing, their evaluation and use;

In accordance with the Framework Law on Primary and Secondary Education (Official Gazette of BiH, no. 18/2003), and particularly Articles 3, 4 and 6 of this Law, and in accordance with the Memorandum of Understanding on the Establishment of a Commission for the Development of Guidelines on Textbook Writing for the Subjects of History and Geography in Bosnia and Herzegovina, signed in May 2004, the Minister of Education and Culture of Republika Srpska, all the Cantonal Ministries of Education as well as the Education Department of Brcko District have adopted these Guidelines, whose development was supported by the Ministry of Civil Affairs of Bosnia and Herzegovina, Ministry of Education and Culture of Republika Srpska and FBiH Ministry of Education and Science.

The History Textbook is derived from the curricula.

Development of these guidelines took into account the recommendations of the MoU, underscoring the following aims:

- 1.1. Students should receive a basic understanding of the history and geography of all three constituent peoples and national minorities;
- 1.2. Bosnia and Herzegovina is used as a main reference point;
- 1.3. The three constituent peoples and national minorities are presented in an impartial manner;
- 1.4. Disputed issues of the prescribed curriculum should be addressed in a manner which does not offend and respects the feelings of all three constituent peoples and national minorities;

- 1.5. Neighboring countries are presented in an impartial manner;
- 1.6. Interactive learning and comparative methodological approaches are applied in textbook writing.

## **2. GENERAL GUIDELINES FOR WRITING**

### **History Textbooks**

- 2.1. When writing textbooks, the authors should decrease the quantity of information relating to political history, in order to enable the provision of more information which students would also receive through other aspects of history, such as cultural, social, economic, and the history of everyday life.
- 2.2. Textbooks should be scientifically based and objective and aimed at building mutual understanding, reconciliation and peace in Bosnia and Herzegovina.
- 2.3. When writing textbooks, authors should apply the principle of multi-perspectivity, in order to enable the pupils to learn tolerance. The principle of multi-perspectivity should be present in all aspects of the textbooks: in the texts, illustrations, and sources. A multi-perspective approach may be represented in the textbooks by the fact that other views of a particular fact or event are presented.
- 2.4. National history should be presented in the regional context of Bosnia and Herzegovina and the neighboring countries, with examples taken from BiH and reflecting diversities as a factor of enrichment.
- 2.5. Text and appendices on the neighboring counties are founded on science, objectivity, tolerance and multi-perspectivity.
- 2.6. Questions and tasks for the students should be formulated in a way which will encourage critical and open thinking, as well as the ability to analyze historical processes. The authors should ensure that the text of the textbook encourages the development of the pupils' critical thinking, by presenting historical content from different perspectives.
- 2.7. Sensitive issues/controversial themes should be stated in the textbooks, in order to be opened up for discussion. To declare that there are various interpretations of historical events, with obligatory listing of different historical sources.
- 2.8. When writing textbooks, the authors should respect a balance between the quantity of texts, illustrations, sources, and tasks for students.
- 2.9. Information in textbooks should be presented in a manner that allows teachers to teach in an interactive way.
- 2.10. In general, the language used in the textbooks should be free of expressions and definitions which induce hatred and create an image of enemies, especially when speaking about neighboring countries.
- 2.11. Texts in the textbooks should be written in a language suitable to pupils' age and their capabilities, also in terms of the volume of dates and events in the text. Moreover, the texts should not be boring to the pupils; studying history should be fun and should initiate learning.
- 2.12. It is recommended that authors apply comparative methods when teaching specific syllabus content.
- 2.13. History textbooks can be written by a group of authors that consists of scientists and teachers with teaching experience.

- 2.14. All future textbook reviewers should respect the guidelines set for the authors.
- 2.15. From general and national history, there should be equal coverage of personalities who marked a specific time period through all aspects of their engagement (culture, politics, etc.).
- 2.16. Subject matter on the role and position of women in the society throughout different historical periods should be represented in textbooks.
- 2.17. When covering historical content, particular attention should be given to the history of national minorities in BiH.
- 2.18. History textbooks must be in compliance with the Constitution of Bosnia and Herzegovina;

### **3. SPECIFIC GUIDELINES FOR WRITING HISTORY TEXTBOOKS**

A modern history textbook is expected not only to educate, but to encourage, direct and lead pupils' development. The Common Core Curriculum in History should be incorporated in the textbooks. These guidelines are obliging for authors and reviewers.

A good History textbook is made of:

✓ A set of components (such as textbooks, work sheets, teacher manuals, documents on a CD, a historical atlas, documentaries, slides and other auxiliary content, etc.) which follow the Curriculum and syllabus and abide by the general principles of quality (such as; reliability, attractiveness, possibility of students' and teachers' creativity, etc.).

- 3.1. Conceptually, textbooks should be written in a way that historical sources are incorporated into the contents of the textbook for each teaching unit, and that they are diverse.
- 3.2. The History textbook breaks down the teaching contents by the prescribed syllabi and Common Core Curriculum.
- 3.3. In addition to the textbooks, authors are obliged to draft a manual for the teachers. The manual should offer some examples of how to go through a teaching unit, as well as the form and method of work, aims, tasks, learning outcomes, means of teaching and a minimum of didactic equipment.
- 3.4. An overview of everyday life should be included in all textbooks, and incorporated in historical periods.
- 3.5. All textbooks should include chronological tables.
- 3.6. Didactic materials that follow the textbooks in each teaching unit should contain questions, assignments, illustrations, pictures, graphics, historical maps, etc. and should be included in the textbooks as much as possible.
- 3.7. History textbooks need to be correlated to closely related subjects, whenever possible.
- 3.8. Textbook program concept must correspond to the age of the pupil. In a teaching unit, new expressions should be explained in accordance with the pupils' age.
- 3.9. The teaching content must serve the function of interactive teaching that places the teacher into a role of the dialogical method coordinator.
- 3.10. The terminology used for teaching historical events should reflect the time period that is being spoken about.
- 3.11. The use of historical maps should appropriately reflect the historical era they represent.

3.12. The rules for creating History textbooks are a structured, connected and gradual portrayal of historical contents, with examples.

3.13. Easy identification of the structure of History textbooks could be achieved by various graphic means – by emphasizing with colors, indents, condensation or expansion of the text, with the help of titles and sub-titles, assignments for connecting and systematization of notions, as well as offering ready-made systematization.

3.14. Authors should take into account the levels of knowledge when developing the textbooks. The levels of knowledge are lined up from the lowest (reproduction level), to the highest (knowledge on the level of synthesis and evaluation).

3.15. History textbook is a fundamental, compulsory schoolbook determining the level of knowledge in the frame of each theme provided for by the history curriculum.

3.16. It is necessary to determine a frame of historical contents according to the scope (quantity, number and volume of information on certain historical event) and the depth to be achieved in covering that historical content.

3.17. The introductory part of the class should be conceived as linking the previously acquired knowledge with the new content.

3.18 The workbook for students should follow the textbook content and be used for coursework revision. Workbooks could be plain in design; they do not have to be printed in color nor on the expensive paper.

3.19. Teachers' manual containing:

- Instructions for covering historical contents through topics in the textbook;
- Examples for the realization of at least one teaching unit;
- Proposals of didactical minimum for covering teaching content.

#### **4. INDIVIDUAL GUIDELINES FOR WRITING HISTORY TEXTBOOKS**

In addition to the above mentioned specific guidelines, related to textbooks for all grades, the following should be considered in regard to textbooks for all grades:

4.1. In the textbooks that cover the content from the Ancient era and antiquity, there should be more illustrations than text.

4.2. Texts in the textbooks should be written in a language suitable to pupils' age and their capabilities. The texts should not be overloaded with dates and events. Also, the texts should not be boring to the pupils.

4.3. When teaching about world religions from ancient history, their common features and specificities at the time of their development should be underscored.

4.4. Pre-historic period and pre-historic findings, as well as those from the Ancient times and the Middle Ages, should be highlighted on a map of BiH, as the focal point, and neighboring countries should only be represented with more important (archaeological) sites.

4.5. It is necessary to have lesser presence of political history in the textbooks and to introduce more contents from economic, social, cultural history and everyday life history, with respect to the principle of citing several historical sources.

4.6. The content on the Middle Ages may be structured by themes and chronology.

- 4.7. Studying BiH history in the Middle Ages should be in the primary focus, and historical events in the neighboring countries should be followed evenly, respecting the chronology and their mutual correlation.
- 4.8. Periods of revolutions of the Modern Age should be taught as phenomena in a wider historical context and should be presented conceptually. It is necessary to take into account the specificities of each revolution.
- 4.9. Incorporate multi-perspectivity and show historical processes from the Modern Era, having as many historical sources of different origin, as possible.
- 4.10. In the seventh and eight grades, the author of the textbook should be using assignments and exercises of critical thinking, using illustrations suitable to the age of the pupil.
- 4.11. Allow the pupils to understand historical phenomena, processes and to identify the most important facts.
- 4.12. The sentences used in History textbook should be somewhat longer and more complex than the sentences used by the pupils themselves, so the textbook could encourage the development of pupils' own language, but should not be overly long, in order to prevent difficulties in memorizing and comprehension of the subject matter.
- 4.13. The texts in the textbooks should be written in a language appropriate to the age of the pupil. The texts should not be congested with dates and events. Moreover, the texts should not be boring to the pupils; learning History should be fun and should encourage learning.
- 4.14. When covering the period 1945 – 1992, the content should be presented in three levels: history of the world, Europe, neighboring countries, i.e. former SFRY and BiH. This theme should be covered conceptually, through integration processes in the world and in Europe.
- 4.15. Individuals who have marked 20th century through all aspects of activity: culture, art, politics, etc. should be studied.
- 4.16. The Ministers of Education acknowledge the necessity for teaching of historical processes concluding with the end of the twentieth century, as to teach these processes in accordance with these Guidelines.

## **5. GRAMMAR SCHOOL AND OTHER SECONDARY SCHOOLS**

Starting basis, general, specific and individual guidelines contained in this document apply to all secondary levels of the education system (grammar school and vocational schools). They are the basis for history textbook writing process, with a remark that the historical content is covered in a broader manner, substantially and meaningfully.

- 5.1. Groups of pupils should be encouraged to take part in research projects and interactive learning in order to create conditions for dialog.
- 5.2. Controversial themes should mainly be stated in the textbooks, in order to be opened up for the discussion.
- 5.3. Historical contents presented in the textbook should be scientifically and professionally adequate, to reflect the most significant achievements of historical science, and to follow modern movements and results of the most recent research of historical science.
- 5.4. The historical text should motivate students to do independent work and to make conclusions about historical processes and phenomena.
- 5.5. The historical text introduces students to independent researches and creates conditions for dialog making and development of a more open and more tolerant way of thinking.

- 5.6. It allows and stimulates the development of analytical and critical abilities of the students.
- 5.7. It motivates students to work independently and to derive their own conclusions on historical processes, phenomena and events.

## **6. USE OF NEW TEXTBOOKS**

Use of new textbooks requires a completely different role of teachers in the education system. Textbooks are designed for interactive learning, so it is necessary to educate teachers in this method of teaching.

In order to fully meet the new conception and textbooks requirements, it is necessary to begin, at this stage, with the realization of permanent education of teachers. Lectures in permanent education can be given by instructors who are already well aware of the essence of new textbook concept. In relation to this, the respective Ministries should already plan financial resources for the implementation of this program. Evaluation of new textbooks carried out by reviewers entails full implementation of this document. Reviewers' guidelines have to be open for influx of new ideas in history.

For the realization of the guidelines of this document, we propose:

- To inform all relevant institutions about the adopted guidelines by the end of April 2005;
- Publish a competition for writing textbooks by the end of June 2005;
- Apply new textbooks in the 2006/07 school year;
- Provide training for teachers before the introduction of new textbooks.

These Guidelines will be published in the Official Gazette.

## **7. TECHNICAL STANDARDS OF A TEXTBOOK**

Contemporary approach to teaching of History and a contemporary history textbook imply that:

- 7.1. Textbooks will be technically processed and designed in such a way to be available and convenient to many generations of students (stitched-through textbooks), as long as the same Curricula are valid;
- 7.2. Textbooks will be adaptable to pupils' age, whereas bigger format will be applied in lower grades, and smaller one in higher grades;
- 7.3. Total number of pages of text and annexes is determined by syllabus;
- 7.4. The cover page ( covers – plastic-coated or hard ) must be adequate to content, attractive;
- 7.5. Appendices in the textbook should be multicolored on printing paper;
- 7.6. Should contain author's biography as well as an introductory note;
- 7.7. Font, titles and sub-titles of themes and teaching units are designed in a way that reflects the layers of the subject matter;
- 7.8. Size, content and details of appendices are clear and appropriate to the text;
- 7.9. Where referred to by the author, appendices are properly incorporated in the text;
- 7.10. Font of captions is different from the font of the text itself;
- 7.11. Historical curiosities are distinctive with its font and background color;
- 7.12. Textbooks can be used both at school and at home;



7.13. Textbooks meet environmental standards, especially regarding colors and graphics, that are health-safe;

7.14. Textbook meets contemporary European standards.

***Conclusions:***

1. The Commission has concluded that different points of views exist relating to certain historical contents in the curriculum and point 1.2. of the MoU which stipulates that Bosnia and Herzegovina is the reference point and recommends further work on harmonization of the curriculum, through development of standards in education.

2. Further steps should be taken towards harmonization of the concept of presentation of historical contents from national history (national history refers to the history of all constituent peoples and national minorities who have lived and continue to live in the territory of Bosnia and Herzegovina).

3. Guidelines for the subject of History should be reflected in the subject of Nature and Society.

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