



# Pestalozzi

## Training Resources

### History Education (HIS)

How can we best select historical sources and use them  
in the classroom?

by

**Author:** Tahany Shemeis - Egypt

**Editor:** Pascale Mompoin-Gaillard

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Last edition: April 2012

*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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## Theme: Selecting and using historical sources

### Expected outcome

- Guide teachers to use selected historical sources that support the content of their teaching, and reflect multiple perspectives of a targeted historical topic.
- Plan lessons that actively involve their students in forming a balanced perspective towards historical events.

### Target group

Type of training	School level / age	Subject area
school based in-service training	Ages 11- 15	History, citizenship education

### Brief description of the unit

This session is a 6-hour workshop for in-service teacher trainers. In this workshop participants will go into hands-on experience in evaluating historical resources based on a set of agreed upon criteria. Teacher will evaluate how these sources are suitable for a given historical event, and plan on how they would use these sources in the classroom to develop a multi-perspective view of that event. In the second part of the workshop the focus will be on enabling participants to develop a lesson plan, based on the content they teach, where they use the selected sources effectively in the classroom.

### Methods/techniques used

Individual and group work, collective research; interpretive and dialogical approach

**Time** 4 hours in session with trainer(s)

Activity 1	▶ 20 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 50 minutes
Activity 4	▶ 50 minutes
Activity 5	▶ 60 minutes
Activity 6	▶ 120 minutes

**Tips for trainers:** See tips in activities

## Resources

Library and a computer with internet connection	
4 worksheets each one has criteria for evaluating one type of the following historical sources: films, images, maps, sound recordings.	
Textbooks for the primary and preparatory stage	
Rules for brainstorming session	Appendix 1
Motion picture analysis worksheet	Appendix 2
Photography/image analysis worksheet	Appendix 3
Audio clip analysis worksheet	Appendix 4
Map analysis worksheet	Appendix 5
List of historical sources available	

## Activity 1 Initial brain storm about historical resources and its importance



20 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To identify exiting preconceptions about historical resources and their impact in the classroom.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To indentify different types of historical resources.</li> <li>➢ Come to consensus on why and how teachers use historical resources.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Brainstorming; dialogical approach</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Flipchart</li> <li>➢ Computer and beamer</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Prepare the room for a whole group session.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Project a slide show casing different types of historical sources to help participants engage in the brain storming session on different types of historical resources. (See appendix 1 for rules on brainstorming).</li> <li>➢ Ask the participants <i>What are sources can a teacher use in the classroom to work on a topic with students?"</i></li> </ul>	

<ul style="list-style-type: none"> <li>➤ Elicit answers from participants and write them ALL on a flipchart.</li> <li>➤ With participants' help prioritize the list on the flipchart according to their importance and relevance to the goals of the session.</li> <li>➤ Wrap up the discussion with summing up how teachers analyze and use historical sources. For example: <ul style="list-style-type: none"> <li>- What is the source's explicit content?</li> <li>- What is the source's implicit content?</li> <li>- What does it emphasize?</li> <li>- What does it leave out?</li> </ul> </li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ I When wrapping up the activity don't forget to highlight and stress upon the 4 questions that we need to answer when analyzing a historical source and why these questions are important when choosing and using a source.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ <i>"What have you learned during this exercise?"</i></li> </ul>	

## Activity 2 Analyzing motion pictures



60 minutes

<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To guide teachers in selecting motion pictures/ videos that support the content of their teaching, and reflect multiple perspectives of the targeted historical topic.</li> </ul>	<p style="text-align: center;"><b>Notes</b></p>
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<p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To help trainees develop criteria to choose motion pictures/ videos as historical sources.</li> <li>➤ To critically review the information and perspective reflected by motion pictures/ films on a historical event.</li> <li>➤ To promote classroom activities that make best use of motion pictures/ films while forming a balanced perspective towards historical events.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Individual work, group work, guided lesson planning.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A motion picture/ film on a historical event. In this example we chose a 15 minutes film on the topic of the “July Revolution” that announced Egypt as a republic.</li> <li>➤ Motion picture analysis worksheet; 1 per participant. (appendix 2)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange the room for the viewing session as a whole group. Then arrange the room for small group work (groups of 4/5 participants).</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Divide participants into groups of 4-5 trainees.</li> <li>➤ Distribute motion picture analysis worksheet to the participants, and explain what they are expected to do during this activity.</li> <li>➤ Write the title of the video clip and let participants answer the first 2 questions in the worksheet individually.</li> <li>➤ Play the motion picture/video, and then ask participants to answer the rest of the worksheet individually.</li> <li>➤ In their groups, participants discuss their answers then share it with other groups in an open discussion.</li> <li>➤ Ask the groups to list different classroom activities in which they can use similar sources.</li> </ul>	

**► Tips to trainers/anticipated difficulties:**

- The film used in this example, presents how parties -other than the government in Egypt- see the revolution's cons and pros. This helps in reflecting a different point of view than the one presented in the textbooks. To implement this activity in other contexts than the Egyptian one, the trainer should select a motion picture that deals with one of the historical events in his/ her region.
- Although using only one sample of a motion picture /video to be analyzed by the groups limits the opportunity to present a wide range of perspective, it helps in guiding participants through the process of analyzing a historical source and reduces the time spent in this activity.
- Give enough time to the groups to elaborate and discuss the last two questions in the worksheet ( Q 6 & 7):
  - Question 6 enables them to identify the perspectives that the film presents, different than the textbook perspective.
  - Question 7 enables them to see that although the film adds to the textbook content it still has its limitations and should be complemented with other sources and teaching techniques to develop multiperspectivity.

**► Debriefing/reflecting:**

- Help teachers think of similar ideas that they can use in the classroom. For example:
  1. show a clip of a historical event without the audio commentary and give students a chance to make up their own comments on the clip;
  2. compare it with the actual comment
  3. elaborate on differences and similarities.



### Activity 3 Analyzing Photos / images



50 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To help teachers to learn how to select photos / images that support the content of their teaching, and reflect multiple perspectives of a targeted historical topic.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To identify criteria to chose and analyze photos / images as historical sources.</li> <li>➢ To promote classroom activities that make best use of photos / images in forming a balanced perspective towards historical events.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> Group work, collective research, guided lesson planning; interpretive approach</p>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ 4 pictures that represent the historical period of the pharaohs and the Mamlouks.</li> <li>➢ Photography/image analysis worksheet (appendix 3)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange the room for small group work (groups of 4/5 participants).</li> </ul>	
<p>▶ <b>Instructions / procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Distribute photos / images analysis worksheet for the participants, and explain what they are expected to do during this activity.</li> <li>➢ Give each group of participants one of the photos to analyse using the worksheet.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ In their groups, participants discuss their answers and prepare to share these answers with other groups.</li> <li>➤ Give each group time to present their photo and the outcome of their analysis to other groups.</li> <li>➤ Moderate a discussion on the different approaches taken by the different groups and whether it has changed participants' outlook on the use of picture/images in the classroom.</li> <li>➤ Ask the groups to list different classroom activities in which they can use similar sources.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ When selecting the photos / images that will be used in this activity, participants should reflect on how the artists who produced them view these historical eras. This helps in reflecting a different point of view than the one presented in the textbooks.</li> <li>➤ For implementing this activity in other context than the Egyptian context a trainer should select relevant pictures / images.</li> <li>➤ Give enough time to the groups to elaborate and discuss the last two questions in the worksheet ( Q 9 &amp; 10 ) as: <ul style="list-style-type: none"> <li>- Question 9 enables participants to identify how the artists who produced the photos/ images see a historical era and how it is reflected in their work.</li> <li>- Question 10 enables participants to identify the different perspectives that enrich the one presented in the textbook to better tackle the topic.</li> </ul> </li> </ul>	
<p>▶ <b>Debriefing/reflecting – Follow up activity:</b></p> <ul style="list-style-type: none"> <li>➤ Debrief with trainees on the decision-making process that just occurred. You may guide this discussion with questions: e.g. “what do you think of the process by which we decided to chose this issue”, “do you agree with our group choice”, “could we have done things differently?”, etc</li> </ul>	

## Activity 4 Analyzing maps



50 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To guide teachers in selecting maps that support the content of their teaching, and reflect multiple perspectives of a targeted historical topic.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To identify criteria to chose and analyze maps as historical sources.</li> <li>➢ To promote classroom activities that make best use of maps in forming a balanced perspective towards historical events.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work, presentations; guided lesson planning;</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ 4 old and new maps of Egypt and Middle East that were drawn to represent the region in different historical eras.</li> <li>➢ Map analysis worksheet (appendix 4).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange the room for small group work (groups of 4/5 participants).</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Distribute map analysis worksheet to the participants, and explain what they are expected to do during this activity.</li> <li>➢ Give a map for each group of participants to analyze using the worksheet.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ In their groups, participants discuss their answers and prepare to share their answers with other groups.</li> <li>➤ Give each group time to present their map and the outcome of their analysis to other groups.</li> <li>➤ Ask the groups to list different classroom activities where they can use similar sources.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ One of the criteria in selecting maps that will be used in this activity should be that they reflect not only the perspective of the historians of the region but also perspectives from other historians.</li> <li>➤ For implementing this activity in other context than the Egyptian context a trainer can select four maps that represent a historical era or region that their teachers deal with in their textbooks.</li> <li>➤ While discussing both questions 3 &amp; 4 participant will tackle the issues of both the nature of the source and the purpose behind drawing this map and how these can affect the way things are represented thus reflecting its designer's point view.</li> <li>➤ Giving groups enough time to discuss and share their responses on Questions 7&amp; 8, will enrich the perspective presented in the textbook and lead to better understanding of the historical events discussed.</li> <li>➤ Working with maps can be very challenging. It is easy for teachers to access geographical and other types of maps with country borders for the recent times, but it may be harder to find maps that present historical eras with trustworthy references. We add references for such maps in the reference section below.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Go back to the brainstorming list and compare the answers with the previous preconceptions the participants voiced an the beginning of the unit.</li> </ul>	

## Activity 5 Analyzing audio clips



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To guide teachers in selecting audio clips that support the content of their teaching, and reflect multiple perspectives of a targeted historical topic.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To identify criteria to chose and analyze audio clips as historical sources.</li> <li>➢ To promote classroom activities that make best use of audio clips in forming a balanced perspective towards historical events.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> Individual and group work, presentations; guided lesson planning</p>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ An audio clip that reflects debatable points of view for a historical event. In this example, we use a clip on the topic of the “Camp David” peace treaty between Egypt and Israel.</li> <li>➢ Sound Recordings analysis worksheet (appendix 5).</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange the room for small group work (groups of 4/5 participants).</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Distribute the audio clip analysis worksheet for the participants, and explain what they would do.</li> <li>➢ Set the scene for the sound recording, by telling the participants about the source of the recording and the context of its production.</li> <li>➢ Play the sound recording, and then ask participants to answer the worksheet individually.</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Back in groups, they discuss their answers and share it with other groups in an open discussion.</li> <li>➤ Ask the groups to list different classroom activities where they can use similar resources.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The sound recording that we used in this activity reflects debatable perspectives of Camp David peace treaty to enrich the group discussion.</li> <li>➤ For implementing this activity in other contexts, a trainer can select a sound recording that reflects a debatable position for a historical event or topic that teachers deal with in their textbook.</li> <li>➤ While discussing questions 7 highlight the type of information that can be interpreted from a sound recording based on its nature rather than other types of resources (e.g. the tone of the voice could reflect anger or enthusiasm , ....etc) .</li> <li>➤ Give enough time to the groups to elaborate and discuss the last two questions in the worksheet ( Q 8 &amp; 9) as: <ul style="list-style-type: none"> <li>- Question 8 enables them to identify the different perspectives that the sound recording presents than the one in the textbook.</li> <li>- Question 9 enables them to see that although the sound recording adds to the textbook content they have, it still has limitations and should to be complemented with other sources and teaching techniques to develop multiperspectivity.</li> </ul> </li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Go back to the brainstorming list and compare the answers with the previous preconceptions the participants voiced at the beginning of the unit.</li> </ul>	

## Activity 6 Lesson planning to develop a multi-perspective view of historical events in the classroom



120 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To promote teaching methods that actively involve students in forming a balanced perspective towards historical events.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To help teachers be able to select historical resources that add multi perspectives to the topics tackled in the textbooks.</li> <li>➢ To plan collaboratively sample lessons that help learners gradually form an analytic and balanced perspective towards the topics in their textbook.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Group work, collective research, dialogical approach</li> <li>➢ Individual and group work, presentations; guided lesson planning</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ A library, or a large collection of historical references</li> <li>➢ Computers with internet connection.</li> <li>➢ Textbooks that are currently in use in schools.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange the room for small group work (groups of 4/5 participants). If students are using electronic presentations, you will need to rearrange the room so that everyone faces the screen during the last part of the session.</li> </ul>	

**► Instructions/procedure:**

- Ask each group to select a lesson from their textbook, and then give them time to use the library or the internet search to get suitable resources to be used in their lesson.
- In their groups they analyze these sources and decide on which ones to use.
- Participants then write a lesson plan using the selected sources. Have them do this on a flipchart or a PowerPoint so they can easily present the lesson plan to the whole group in the next step.
- Each group presents their lesson plan to the other groups and gets feedback on their work.

**► Tips to trainers/anticipated difficulties:**

- Letting participants search for resources and plan for their lessons collaboratively in their groups at this stage , helps in sharing, collecting a wide range of classroom activities and test how these activities can work better. It also increases self confidence in trainees who will feel more apt to be creative in the classroom.
- In Egypt history teachers has only one textbook assigned by the Ministry of Education to be used in the class, so it is important to have copies of these textbooks available in this session to analyze and compare with the resources they will select. Also it will facilitate their presentation to the other groups in the training who might not be familiar with this textbook. The whole experience of selecting historical resources and presenting the historical topic multi perceptively in the classroom is new for teachers of history in Egypt as they are trained to present a single perspective in the class. This can lead to having different level of openness and willingness to show creativity amongst teachers, with some remaining quite skeptical about how successful this technique can be in the classroom.
- Give enough time for the groups to present their lesson plans to the rest of the participants, so that all groups will be able to share the ideas.
- Facilitate constructive feedback on the presentation among the groups, to help the presenters modify their lesson plans, and the rest of the participants gain new ideas.



## Evaluation and assessment

This type of collaborative project work produces positive effects but also difficulties worth expressing and underlining:

	Notes
<p>The trainer should engage the participants in a discussion to point out the most important aspects they have learned during the session.</p> <p>You can use the following questions:</p>	
<p>➤ What are the implications for your teaching?</p>	
<p>➤ What will be the challenges for your classroom?</p>	
<p>➤ How might you follow up these issues in your teaching?</p>	

<p>➤ What other questions are raised by this type of activities?</p>	
<p>The trainer evaluates the lesson plans developed by the participants to get feedback on the training impact by checking the following points and their evident in the lesson plan :</p>	
<p>➤ Did they use historical sources that really added value to the lesson?</p>	
<p>➤ Did they use the sources effectively in the classroom activities designed in the lesson?</p>	

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## References

- The National Archives,
  - <http://www.archives.gov/education/lessons/worksheets/>
  
- Maps:
  - <http://www.lib.utexas.edu/maps/historical/>
  - <http://www.euratlas.com/index.html>
  - [http://www.reisenett.no/map\\_collection/historical/history\\_europe.html](http://www.reisenett.no/map_collection/historical/history_europe.html)

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## Appendix 1:

### Activity 1

#### Brainstorming rules (for trainers only)

- Define the problem you want to be solved clearly, and lay out any criteria to be met; 'common good'.
- Keep the session focused on the problem.
  
- Ensure that no one criticizes or evaluates ideas during this session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free running nature of a good brainstorming session.
- Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group.
  
- Let people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity!
- Ensure that no train of thought is followed for too long. Encourage people to develop other people's ideas, or to use other ideas to create new ones.
  
- Appoint one person to note down ideas that come out of the session. A good way of doing this is to use a flip chart. This should be studied and evaluated after the session

Appendix 2:

Activity 2

Motion Picture Analysis Worksheet

1- Title of Film: \_\_\_\_\_

2- Before viewing the film and based on its title answer these two questions :

- o What concepts or ideas do you expect to see in this motion picture?

\_\_\_\_\_  
\_\_\_\_\_

- o List some people you might expect to see in the film.

\_\_\_\_\_  
\_\_\_\_\_

3- Now after viewing the film, highlight the ideas/concepts and people that you found in the film. Type of motion picture (check the applicable one):

<input type="checkbox"/> Documentary Film	<input type="checkbox"/> news release
<input type="checkbox"/> Film based on true story	<input type="checkbox"/> Combat film
<input type="checkbox"/> film developed for training purposes	<input type="checkbox"/> Propaganda Film
<input type="checkbox"/> Film based on a novel	<input type="checkbox"/> Other (specify)

\_\_\_\_\_  
\_\_\_\_\_

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4- What is the central message(s) of this motion picture?

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5- What are the physical qualities of the motion picture (live action, narration, special effects, etc) and its effect on communicating the central message of the film?

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6- How does the content of this film relate to the textbook and other available sources?

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7- Write a question related to the content you teach that this film is unable to answer?

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## Appendix 3:

### Activity 3

#### Photograph/Image Analysis worksheet

1- Photo/Image source: \_\_\_\_\_

2- Source date: \_\_\_\_\_ Historical era: \_\_\_\_\_

3- In brief describe the important events and prevailing ideas of this historical era:

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4- Type of Document (black & white, colored, photo, painting,.....etc):

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5- What can you see (people, objects, actions, symbols,...etc ) in the photo/ image?

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6- Main idea of the photo/ image:

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7- What is the intended audience?

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8- In what context and why do you think this photo/ image was produced?

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9- What does this image tell you about life at that time / people in the picture?

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10- How does the content relate to the textbook and other available sources?

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## Appendix 4:

### Activity 4

#### Map Analysis Worksheet

1. Type of Map : \_\_\_\_\_

2. Date of the Map: \_\_\_\_\_

3. The source of the Map (with the name of the producer if available):

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4. Why do you think this map was drawn? (Support your answer with evidence)

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5. List three things in this map that you think are important.

- ---
- ---
- ---

6. What type of information is missing in this map?

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7. What information does this map add to the textbook's content concerning this event?

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8. Does the information in this map support or contradict information and perceptions that you have? Explain.

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## Appendix 5:

### Activity 5

#### Audio Clip Analysis Worksheet

1. The source of this audio clip :

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2. When was it recorded?

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3. Type of audio clip (interview, debate, news report, ....etc):

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4. Whose voices do you hear on this recording?

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5. What are the unique physical qualities of the audio clip? And how do they affect the message /content communicated through this sound recoding?

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6. Why do you think the audio clip was produced and for what audience? Support your answers with evidence.

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7. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.

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8. How does the content of this recording relate to the textbook and other available sources?

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9. Write about an issue related to the content you teach that this recording is unable to answer?

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