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A USERS GUIDE TO THE COMPLEMENTARY HISTORY TEACHING WORKBOOKS 'TEACHING MODERN SOUTHEAST EUROPEAN HISTORY'

THE SOUTHEAST EUROPEAN JOINT HISTORY PROJECT

BY

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AND

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PREFACE

The Joint History Project (JHP) may be understood as a civil society initiative of remarkable team work, carried out by historians and teachers exclusively from Southeast Europe. The main goals of the JHP were to improve history textbooks and history teaching, to investigate the possibilities of eliminating 'conflict-producing' national stereotypes from history textbooks, and to promote democratic citizenship, tolerance and mutual understanding. We tried to reach these goals through a systematic analysis of textbooks and curricula, through teacher training workshops and, finally, by developing alternative educational material.

The project has been developed through various phases including the compilation of four source books (Workbooks) for the teaching of modern Southeast European history and this users' guide complements the four Workbooks by offering methodological guidelines to teachers. The role of the teacher is central and the Workbooks' goals cannot be reached without the teachers' motivation and hard work.

The four Workbooks for the teaching of Modern Southeast European History aspire to strengthen research and multi-perspectivity and to offer a sincere, sober and balanced account of the past in order to better understand who we are and who our neighbours are. The variety of the historical sources included in the four Workbooks invite students to see historical developments from differing points of view and to acquire skills that will help them to understand the complexity of history, especially in their region.

Having coordinated the JHP for ten years, I had the privilege of meeting colleagues from different Southeast European countries, to make friends and to explore a world of fresh knowledge. I realised that I had a lot in common with people who spoke a different language and, through the experience of the Joint History Project, I managed to overcome the mental boundaries that I had not been aware of. I would like to thank my colleagues, Mirela, Bogdan, Halil, Kreso and Valery, with whom we developed the four Workbooks, and also Dubravka, Irena, Enes, Helian, Hayrettin and Mutlu, who worked on the local language editions. They all offered inspiration and spirit in this ten-year adventure. Finally, I would like to thank all the contributors who selected the sources from their countries and the teachers who participated in the workshops and contributed substantially in improving the Workbooks. Although since 1999 history teaching has changed, new textbooks and new curricula have been drafted, and political circumstances have changed too, with four more Southeast European countries joining the EU, there is still a lot to be done in the field of school history teaching.

Dr. Christina Koulouri
Professor of Modern History
General Coordinator of the JHP

ABOUT THE AUTHORS:

Dr Inez Sutton is an historian, with extensive experience of educating history teachers and training teachers in participative methodologies for, among other goals, conflict prevention and citizenship.

She holds a BA in History (University of California, Berkeley) an MA in History (University of California, Los Angeles) and a PhD in History (London University, School or Oriental and African Studies). Her PhD research focussed on inter-ethnic conflict in South Africa and later work has included a specialisation in the fields of peace education.

She holds qualifications in adult learning, training teachers and training trainers and has spent 40 years as an educator- mostly at universities in the UK and Africa- working mainly on history education, development studies and social sciences.

Drawing on both her academic and practical grounding through university and NGO posts, she has co-authored and piloted citizenship education and training projects for the Uganda Human Rights Commission, as well as working as part of a team on frameworks for adult education in East Africa. In addition, she wrote and delivered teacher training projects for healthcare workers in refugee camps in Southern Sudan, in collaboration with local and international aid agencies.

Her research work over the years has been published in various journals of social and economic history as well as in the major UK and US journals of African studies.

Her particular interest in the Joint History Project stems from the fact that the Project combines the two strands of her scholarly and applied professional interests. In addition, she regards the JHP as an unique tool that could be effectively replicated in numerous countries all over the world, not least some of the places in which she has researched issues of inter-ethnic conflict.

Ruth Sutton was the Development Coordinator at the CDRSEE between 2005 and 2008, and has a background in development and NGO work, as well as teaching qualifications and experience in alternative education. She has previously worked as a journalist, speech writer for the European Parliament and teacher.

She has a BA in Philosophy and Politics (University of Liverpool) and an MSc with distinction in Education and Sustainability (London University) as well as a Teaching English diploma (Cambridge University).
She has also written and taught packages of teaching materials for EU officials and the European Parliament.

During her time at the CDRSEE, she became involved in the Joint History Project and attended some of the training sessions and events as well as working with the JHP Project Coordinators on writing materials. While completing her MSc, she researched the participative methodology of the JHP with regard to examining how participation in the classroom could be translated into participation of students and teachers in a civil society, and how the training of these teachers could facilitate this.

PREFACE

When the Center for Democracy and Reconciliation in Southeast Europe embarked on producing the History Workbooks in the spring of 2002, even the most optimistic members of the team did not dare dream that, towards the end of the decade, we would be where we are now. The four Workbooks have eight language editions, thousands of copies are actually in classrooms throughout the region and almost a thousand history teachers have been trained in using them. This manual will help many more acquire the skills to use them.

It has been a challenging period with lots of praise for the project but also an ongoing endeavour to introduce multi-perspectivity into history teaching, which is still mainly seen as an ethnocentric educational tool. The journey has not been smooth, but it is on a road which is going in the right direction and has taken considerable strides already. This manual is an important milestone because it will greatly enhance the opportunities for teachers to use the JHP workbooks.

Like all milestones, this one cannot pass without an appropriate thank you to everyone who has accompanied the CDRSEE on this fascinating project. First and foremost among them are the history teachers in hundreds of schools throughout Southeast Europe who have contributed towards the JHP from the initial idea to its realisation. In her introduction, Christina Koulouri – yet another person of whose devotion to the JHP we are grateful – has named some; the full list would fill all the pages in this book! Without them, and their enthusiastic support and effort, the project would never have come this far. Gratitude goes towards all the members of the CDRSEE Board of Directors for their tireless support, but especially to Costa Carras and Erhard Busek who have always found the time and energy to push the JHP to new heights. And to the team which has managed the JHP so far; thank you Sheila, Maria, Theano, Athanasios, Leon, George, Antonis, Corinna, Ruth, Biljana, Maria, Jennifer and Louise.

A special thank you is reserved for Dr Inez Sutton and Ruth Sutton, the co-authors of this manual, who have selflessly donated their work to the JHP and the CDRSEE. Their creative and innovative work will help many teachers to bring the JHP to life in the classrooms.

Last but far from least, the CDRSEE wishes to acknowledge all the donors who have made the JHP possible over the last ten years. Thank you for your ability to recognise the importance of the project, your courage to support such a long-term endeavour and your determination to sustain it!

Nenad Sebek
Executive Director, CDRSEE

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SECTION ONE – GUIDE TO USING THE FOUR COMPLEMENTARY HISTORY WORKBOOKS

Introduction

Welcome to the Southeast European Joint History Project.

The Workbooks, which form the material content of the project, are the product of a long-term and inclusive body of work that involved teachers, historians, translators and editors from all the countries of Southeast Europe, and each book and source has been assessed by history teachers from each of these countries.

The Workbooks are not an attempt to define a common or unified history that shows a clear linear progression from one event to the next. Rather, they are intended to provide a collection of primary sources that will allow teachers to guide students through the questions, differences, ideas, processes, causes and consequences of history. In addition to developing skills, the Workbooks are also intended to enable students to enjoy a living dialogue with history throughout their lives.

Aims:

The Workbooks along with this guide are designed to teach students aged 13 and above to:

- Undertake historical enquiry and build up their own understanding of the processes of historical methodology
- Develop critical thinking skills
- Become conversant with the process of historical understanding and research
- Enable students to access primary sources and learn about interpreting events for themselves
- To become aware of the variety of primary sources – pictures, tables, maps, and so on, as well as written texts
- Develop empathy, interpersonal and meta-cognitive skills
- Build skills of evaluating and assessing
- Improve skills of understanding cause and effect
- Develop debate and compromise skills
- Bring history to life, link the past to the present and demonstrate the relevance of history to the students' lives today and in the future
- Enable students to utilise these skills with these Workbooks, with other sources, and across the curriculum

The organisations implementing the Joint History Project recognise that the most important people in the project are you, the teachers of Southeast Europe. It is your skills, dedication and participation that will define these books' success or failure.

It is up to you as to how you would like to use the books in class. What follows is simply a guide to how the books are organised, along with ideas as to how to involve the students as active learners.

Structure and themes:

The four Workbooks are not textbooks and have been carefully put together in a manner that requires a teacher's input, guidance and facilitation.

Each subject or source is also not supposed to be utilised in isolation but together with similar subjects in the current curriculum, with the teacher encouraging discussion and questioning about these sources.

The Workbooks are divided into four volumes:

1) The Ottoman Empire
2) Nations and States in Southeast Europe
3) The Balkan Wars
4) The Second World War

There is a chronology at the start of each volume, but each book is organised thematically, rather than along a timeline.

Each source is dated and referenced so that students can locate it in a particular context and time and understand the timeline as well as the other events taking place and the influences and forces underway, but the emphasis is on the continuation of themes, rather than learning the dates.

The themes that have been focused on are those that are common to all the countries of the region. Particular attention has been given to social history and sources by or about the 'common' person or the 'ordinary' man, living through specific events or times, thus highlighting the fact that history is not just about the great battles and leaders but also about the normal lives of people and how events affected them. This orientation of the books contributes to the attempt to bring history to life, in that students can relate to the stories of children and people's everyday lives.

Project Methodology:

A group of about 60 historians and teachers from all the countries in Southeast Europe selected and compiled the sources, together with inserting key explanations, class activities and some critical thinking questions. These are all suggestions or ideas for teachers to utilise as they wish, but will also require the inclusion of materials from other sources and an approach to learning that is participative. In order for discussion and debate to take place, you, the teacher, will need to act as a 'facilitator', rather than as someone telling the students the answers.

At the end of this document, there is a series of suggestions for participative and interactive games that utilise some of the skills that the students will need to tackle the issues in the Workbooks, and may serve as an introduction to participative learning for both you and your students.

Classroom methodology:

Within the classroom, the methodological aim is to enable students to participate as active learners in their history lessons and to be able to question, think critically, discuss, debate and work with the teacher as a 'facilitator' rather than through the teacher giving out the answers.

Teacher-Lecturer [1]	**Teacher-Facilitator**
Teacher centred	Learner centred
Delivers narrative that is either deliberately, or unknowingly, offering one point of view and set of values to the learners, with no avenues for discussion or disagreement.	Is aware that no-one is 'neutral' and that their background, ideas and points of view need to be recognised and acknowledged as part of the educational process. Is aware that all opinions need to be encouraged and discussed.
Has all of the right answers and only one correct answer to each question.	Encourages learners to enquire, think and analyse, without assuming that there is only one correct answer or that the teacher should know it.
Gives information on topics and the learners listen and take notes.	Encourages learners to offer ideas, ask questions, make presentations, share thoughts and work in groups.
Identifies the answers for the learners.	Guides, elicits and encourages learners to find solutions to what they seek.
Gives learners the materials and expects them to read only those.	Encourages independent research and thought.
Deals only with the issues in the set materials.	Incorporates items from outside the materials that are relevant, interesting and useful to the learner. Addresses issues raised by the learners in a creative manner.
Delivers lessons at one pace and marks students down for not keeping up.	Considers the strengths and weaknesses of each learner, as well as their interests, ways of learning and outside influences on why they may all learn at different paces.
Assumes that a learner who asks lots of questions does not understand or is not concentrating.	Assumes that a learner who asks lots of questions has an active and enquiring mind that is seeking encouragement and guidance towards further knowledge.
Unquestioning of oneself, own motives or materials.	Self-reflective and open to new content and methods.
Uses 'right/wrong' language to criticise learners.	Offers constructive criticism to assist the learner without judgment.
Introduces subjects in isolation.	Emphasises integration between subjects and

[1] *Table and following chart adapted from:* Kamya et al, & Kiirya et al (2004) The National Civic Education Programme of Uganda, 2004, Draft Core Curriculum Framework, produced by NCDC and LABE, Copyright, Uganda Human Rights Commission

	encourages the development of identifying cross cutting themes and issues.

The teacher facilitator must be:

Animator: stimulating genuine participation and further interest in the subject for independent research.

Educator: promoting the sharing of experiences, knowledge and views.

Informer: offering information so that the learners can give their views or opinions on it.

Organiser: arranging learning that promotes discovery. Using learners' daily lives to develop skills for daily life in the classroom that encourages mutual understanding.

Umpire: not normally taking sides in a classroom disagreement/debate and when doing so, if necessary, being aware of one's own outlook and prejudices when planning and implementing classroom activities.

Learner: taking in what the learners do, say, ask and bring in from their lives. Appreciation of the teacher-facilitator of the challenges that the learners face outside the classroom is essential.

Example: The teacher-facilitator must 'practice what he/she preaches' inside and outside the classroom.

Splitting up the class into small working groups supports and facilitates a participative and active style of learning. [2]

Group Size	Communication in the group	Group structure/methods
3-6 people	Everyone speaks	Buzz groups e.g. 6 people share for 6 minutes on a topic; working groups; pairs
7-10 people	Almost everyone speaks. Quieter people say less. 1 or 2 may not speak	Working groups; small thematic workshops
11-18 people	5 or 6 people speak a lot. 3 or 4 join in occasionally. Some do not speak	Plenary sessions (whole group – for brainstorm/giving information/feedback). Small working groups/pairs
19-30 people	A few people potentially dominate the discussion	Plenary session, as above, and small groups or pairs
30+ people	Little individual participation possible	Divide the group for participation. The bigger the group, the shorter the plenary session

Using the books:

The books are intended to be used as supplements to your current materials. They are not designed to be read through from start to finish as a comprehensive subject or theme in themselves. It is you, the teacher, who decides which texts or visual materials best complement and enhance the lessons you are currently teaching.

[2] *Adapted from*: van den Anke & Apostolov (2006), Educating for Peace and Multiculturalism, University of Warwick, 2006

The attached document 'class activities' suggests a number of 'warm up' games which can introduce the pupils to some of the issues and methods in the books, prior to starting work on the historical texts.

In addition, the model lessons attached are designed for you to use/adapt/develop/inspire additional lessons as you wish to suit the needs and ages of your classes.

Here are some ideas which you can try out to become familiar with the contents and arrangement of the Workbooks, and to explore how you might use them.

The model lessons suggest ways to use the Workbooks, and other ideas, but do not link to the textbooks you will be using.

Exploring how you might use the Workbooks alongside your textbooks will probably be the most interesting and innovative thing you do with this new resource.

- Skim the table of contents in one of the books for a particular topic or theme –
  - e.g. Book I for the role of Kadis; or any of the books for a more general topic e.g. references to 'Serbs', 'Muslims', and so on. This is easy, and is just to familiarise you with the way the table of contents is presented.

- Skim one of the books for something more complex – e.g. relations between ethnic/religious communities in the Ottoman Empire, or in individual states –
  - e.g. Book I, section 1 – conquest period; section 2 – later

- Choose a topic which could cross more than one book, or all the books, and locate sources that illustrate this topic. At this stage you may have to do more than look at the titles of the sources; you may have to make a guess at the contents and look at the text/visual.
  - Examples of such topics could be roles/positions of women; trade between states or regions; causes of conflicts; religious minorities, etc.

- Choose a section from any of the books, and decide for which ages of student/which year they are appropriate. Alternatively, think of the age/ages you teach, and select appropriate materials.

- Have a look at the chronology at the beginning of any of the Workbooks. Choose a page or two of the Workbook and match the passages to the chronology at the beginning.

- Look at a section of your choice, and think about which texts or visuals you might want to use, or definitely not use, and think about the reasons for your choice.

- Choose a topic and look for appropriate visuals (pictures, maps, tables) for it. Then look at relevant texts. Think about how they complement or contradict each other.

- Choose a topic you normally teach, and consider the textbook(s) you normally use. Now see what there is in the Workbooks on this topic, and consider which of the texts/visuals etc. you might use alongside your existing resources. If you write formal lesson plans, you might see at which places you could add materials from the Workbooks.

- Choose one or more resources from the Workbooks. In what ways could you have the students work on this material?
  - e.g. in groups? Comparing it to another text? Dividing the material up among students?

- Look at some of the sources in the Workbooks, and the suggested use of them/questions about them.
  - Can you think of other uses/questions? Are the questions asked easy to answer or discuss with the source? Could you adapt the use of the source to different ages by using different activities/having different questions?

- Can you find appropriate materials in the Workbooks to do some of the activities suggested in this guide?
  - e.g. mapping a 'conflict tree':
    - The roots are the source of the problem (e.g. Book III, Ch II, Map 1, and generally in that book)
    - The trunk is what happened – description of the conflict
    - The leaves are the results (e.g. Book III, Ch V, Maps 2/3, Table 16)

SECTION TWO – CLASSROOM ACTIVITIES FOR PARTICIPATIVE, ACTIVE AND CRITICAL LEARNING

Each of the following activities has been developed to introduce students to participative and empathetic ways of active learning, prior to dealing with the specific historical issues.

1. Eyewitnesses and reported stories

Goals:

- To introduce the participative methodology in a manner that does not utilise a controversial event or topic.
- To demonstrate how to 'visualise/actualise' abstract concepts. (The books touch on a lot of difficult abstract concepts – war, enemy, suffering, kindness, class, points of view etc and this is an example of how to bring some abstract themes 'to life'.)
- To engage with a 'critical thinking' and 'question posing' and 'investigation' approach to history.

Method:

1. A pre-arranged 'event' takes place, e.g. a person in on the plot walks into the room in the middle of the class and starts to argue with the teacher and then walks out.

2. The teacher then gets five students to write down (in one minute) what just happened.

3. These five people each then give their piece of writing (two or three sentences) to five more students who have 30 seconds to read it, and then write down what the previous person had written about the event.

4. These accounts are then all gathered and the whole group looks at them. There will be similarities and there will be differences.

5. The teacher then draws on the similarities and will highlight the differences and the participants are invited to think about HOW the accounts differ and also WHY.

This has three purposes:

1. It shows in a neutral way how the multi-perspective methodology of the books works and it shows students how even direct witnesses will all have a different description of the events and the critical thinking aspect of the methodology comes into play immediately in terms of thinking about WHY they are different.

- The recording of an event is not just about *what* was observed, but also what each person brings to the event (their background, their opinions, age, gender etc.) determines what is recorded and how.
- The recording of an event tells us a lot about the person who wrote it and THEIR culture, time and situation AS WELL AS the event that they are writing about.

2. Many history textbooks are not written by people who witnessed the event first hand, but by people who have read about it and then written another document.
Second-hand evidence (that is, the second five people who reported on what the first five had written) is also subject to the opinion of the writer, the memory of the writer, the motives for them writing it in the first place and, of course, their background and culture).
This serves to show that the recording of events is not only determined by the event, or by the ability of the writer to remember the events, but on a host of other factors.

At this point, following the discussion about why they are different, the issue of HOW is also important – looking at syntax and what is implied.

E.g.: The first five people may have written the following:

Person 1: 'A person comes into the room and talks to the trainer'

Person 2: 'A man rushes into the room and argues with the lady doing the training'

Person 3: 'A young blond man dressed in smart clothes wanders into the room, ignoring the participants. He starts to have a conversation with the trainer but the trainer seems shocked that this young man has interrupted'

All of the above say the same facts, but the ways in which they are said are very different. Students should be alerted to this with regard to history books and historical documents.

People may be saying the same thing, but in different ways, and each way has implications as to whether the phrase is neutral or implying something or blaming someone OR omitting something.

2. Many parts to each story:

This is an exercise to introduce the multi-perspective methodology/to demonstrate how one set of facts may only be half the story, even if there is no deliberate changing of the facts.

The students are divided into three groups. They are all told to pretend that they are going on a trip to a new city/town/country. Each group has to decide for itself where in this new city it would like to stay, based on a sheet of 'tourist' information about the town.

Each group receives information on the same four options, but each group receives slightly different information (the learners do not know this, and must not confer).

Tourist Information 1:

Places to stay in 'Smallville'

a) a five-star hotel: this hotel is wonderful, but it is right next to the town's rubbish dump and it only has one bedroom

b) a campsite: although there are tents on this campsite, there is also a beautiful hotel with many big rooms to stay in

c) a family house: this is a mansion with a swimming pool and servants for anything you might like

d) a two-star hotel: the hotel is very ugly and does not have TV

Tourist information 2:

Places to stay in 'Smallville'

a) a five-star hotel: this hotel is wonderful and serves very good food

b) a campsite: not much room for tents; by a river and full of mosquitoes

c) a family house: an old mansion in the middle of nowhere with no transport to it

d) a two-star hotel: the hotel is very ugly but it is in the middle of town, has wonderful food and has parties every night

Tourist information 3:

Places to stay in 'Smallville'

a) a five-star hotel: in a very boring part of town

b) a campsite: it is situated by a beautiful river with plenty of activities

c) a family house: a mansion that is completely ruined without any heating in any of the rooms or electricity or running water. There is a swimming pool, but it is empty

d) a two-star hotel: very nice staff and the hotel is a refuge for stray animals, cows, pigs etc.

Based on the information they have received, each group makes a decision about which place they would like to stay in when they get to 'Smallville'. They then present this to the rest of the students and give their reasons why.

They will see that no lie has been told in any of the pieces of information, but simply that the whole 'story' is not revealed.

They then think about how this applies to the topic they are studying in their classes at the time and then look at this topic in the JHP books. This activity creates a neutral 'bridge' into multi-perspectivity and how one account of anything may not be the whole story.

3. Time capsule/memory box:

Ask children to think about their lives and what important local, national or international events have taken place. They are also asked to think about the ideas, objects, music, arts, literature, TV shows, comics, fashions etc. that are unique to their time and place. They then either write all of these down or else bring objects into the class.

They discuss in groups why they have chosen these items.

Then, in groups, related to whatever theme/time period they are studying at that point, the students write a list of the 'important items, ideas, events etc.' from that time and place.

This could be a kick-start activity into working on the particular historical theme and can lead into work on both the curriculum material and the JHP Workbook material.

This exercise also makes the idea of 'history' come alive and have some relevance to their own lives. If they can think about the fact that they will one day be part of history, then maybe they can think about how each child in history felt/thought/acted etc.

4. Oral history:

Each country has its stories and histories that are passed down to the next generations through the spoken word. Sometimes these can take on the characteristics of a myth or else become distorted due to either time or deliberate change for a particular purpose.

Oral history is a powerful tool for the survival of national identities and ideals and should not be overlooked when teaching history.

One way of linking the curriculum material with the JHP books could be to ask students to recall what their parents, grandparents etc. have told them about the past and to recount it in class.

Students are asked to draw out similar themes with each others' histories and to question why these are told and why they are important.

Then the students look at the differences and think about why these may be.

This leads into the JHP methods more easily than a single narrative version of the past, and also immediately personalises the themes and makes them relevant to the students' lives.

5. Putting yourself in someone else's shoes:

This can be done in many ways and can be adapted for any age/size of group/historical theme. Rather than just reading about the life of a child during specific events, ask the learners to write a diary of a child living through a particular series of events or in a certain place and social class or religion at a particular time. What was life like for girls during times before girls went to school? What would they be expected to do? Would any child have gone to school if they were poor

during the Ottoman period? What would they have done instead and how would that feel? (Ignore the fact that they would not be literate if they had not gone to school!) What might a rich child wear, do or learn?
This also focuses on the fact that ordinary everyday people are significant and worthy of study, not just the leaders and decision makers. This is another 'bridge' between the curriculum material and the JHP material.

6. What if/then activity:

Whatever the theme or historical period, this is an activity that gets the learner thinking critically about the events, people and influences around that time or theme. This is an idea in which both the curriculum materials and the JHP can be used together.

Following a few lessons from the curriculum on the chosen topic, students are then asked to think about the events in terms of 'what if person X had not done Y' or 'what if country X had done Y'.

E.g.: 'What if Archduke Ferdinand HAD NOT been shot'

'If the Ottoman Empire had existed for 100 more years…then…'

'What if Greece HAD allied with Italy'

This can be done in groups and it starts learners thinking about historical processes, countries and individuals who have influenced the course of the past and present.

From this standpoint, it may then be easier to introduce the JHP materials about the same themes.

7. Comparing historical processes:

(this works best with older learners).

After having learned about a variety of historical periods throughout the year, this activity starts learners thinking in terms of themes and processes, rather than finite and isolated events. It also heightens awareness about how conflict (not necessarily war) arises and also encourages guided, but independent research.

The class is divided into four groups. Each group is given a historical battle/conflict/war and is asked over the course of a week to research the causes of the war and the events in the build up to it; looking at specific aspects such as:

- Geography and resources
- Systems of alliances
- Ideologies and feelings of national identity
- Language and cultural differences/similarities
- Individual leaders and opposition
- Unforeseen events

By giving the learners some categories of aspects to research, it gives them guidance without telling them answers.

The groups then each present what they have found in ANY way they like. It can be a role play, a 'speech' by one of the leaders at the time that talks about why the country has to go to war, a 'secret diary' of one of the people involved in the build-up to the conflict, a website etc.
The teacher's role is to draw out the thematic similarities, NOT the specific events.

This is a kick-start into the thematic methodology of the JHP, while drawing on what the students have already learned from the curriculum material. It also allows students be responsible for the different information which is being gathered and presented (to 'own' the information and the process, and to teach/share with their peers).

8. Conversations across time and space:

A variation on the above is to ask learners to imagine the meeting of two historical figures who have never met (the teacher would choose these to fit in with the period/event they are studying or have studied). These two figures can even be from different times and places, but with some common themes. The learners are asked to write a conversation between the two of them talking about the influences, events, decisions, ideas etc. What common themes might there be? What abstract ideas might there be in common?

Alternatively, using just one set of events from the curriculum, learners would be asked to write this conversation between two figures from the same time and place, but to imagine that they have been placed in a modern context or a different time or place.

Learners would utilise what they knew about the people and their contributions to history (from the curriculum materials) and would be encouraged to start to think about history as thematic (i.e. JHP methodology) through the exercise.

9. Advocates:

This activity introduces younger students to the idea of empathy, through encouraging them to 'put themselves in someone else's shoes'.

The students are put into groups of three. One person is the 'interviewer', the other two are the 'respondents'.

A set of questions is put on the board to start giving the interviewer ideas about ordinary, everyday questions that a person might ask to get to know someone; such as 'What sports do you play?', 'Which lesson is your favourite?', What did you do last night?', 'If you could go anywhere on holiday, where would it be?', 'What job would you like to do?' etc.

The 'interviewer' asks the first respondent a question. Respondent 1 is not allowed to speak, but Respondent 2 answers as his/her advocate or spokesperson. In doing so, Respondent 2 has to put himself/herself into Respondent 1's shoes and imagine what their answer would be, e.g. Respondent 2 has to think, 'Would this person play football or basketball after school?' 'Would this person do their homework each evening, or would they go out?' 'What do I think this person's dream holiday might be?' etc.

Students then swap roles.

So that there is no implication of interrogation, the students can be guided away from a situation of a police questioning and, instead, towards a situation of saying that the 'interviewer' is a journalist trying to write a story on this person's everyday life, but the interviewee has lost the ability to speak for the day!

SECTION THREE – MODEL LESSONS

The sample lessons below offer ideas as to how each lesson plan can focus not only on a theme or particular time period, but also work on a different skill area.

In addition, each of the ideas below includes suggestions for follow up activities, ways to link the history to life today and suggested methods for handling activities.

Each lesson plan below has been structured in a similar fashion, for the sake of demonstrating the many different aspects of each theme or skill.

The range of lesson plans has been designed to utilise both text and visual materials, and to offer an introduction to each of the four Workbooks.

Many of the lesson plans include suggestions that the class be divided, and each group of students be given different questions or different materials to work on. They then become the 'experts' for this piece of information, and are responsible for being able to present it in some way to the rest of the class. (This can be in the form of an oral presentation, or something written – a table, chart, poster – which the rest of the class can look at, question, and have explained by the group which produced it).

This method allows the class to cover more material, and also means that the students take responsibility for their learning, and for helping each other learn (rather than being told something by a teacher or a book). The teacher, of course, stimulates this process, with questions and suggestions, and guides and monitors the students' work.

NB Some of these lesson plans are extensive, and may cover more than one class session. This will depend on the nature of the class, how many of the activities the teacher chooses to cover, and the extent to which other materials (e.g. the national textbooks in use) are integrated.

MODEL LESSON 1: [3]

Jannissary/Devshirme system of the Ottoman Empire

Workbook 1: Ottoman Empire

Lesson aim: to investigate the devshirme system from a number of different angles.

Skill building: critical thinking and processing of information – distinguishing fact from opinion and from argument, drawing relevant information out of texts and pictures.

[3] Developed from an original lesson idea by Hayrettin Kaya, history teacher and trainer in the JHP. Reproduced and developed with permission, 2008.

Lead in: ask students what they know about the devshirme system. As they say things, write them on the board. Ask students to look at the statements on the board and decide which of these are fact and which are opinion.

Or – if you think that the students might find this task too daunting, as they say things about the devshirme, the teacher writes them on the board, already divided up into two sections. The teacher then gives each section a heading – 'facts' and 'opinions'.

Or, the students could do this in groups (if this is easier than talking in front of the whole class). They can write their ideas on large sheets of paper which everyone could walk around and take a look at. Then, do the process above (this take a bit longer, but maybe you would get more participation).

Skills building: discuss why they have chosen one as a fact and the other as opinion. Discuss what each means and ask students why it is so important to be able to distinguish between them.

Ask them to look at their current history books' documents about the devshirme system and ask them to identify facts, opinions and arguments in them.

Group work:

1. Comparing, cooperating and compromise: logical surmises from original text and visual.

Go into the picture (insert page and visual number here-page 59 in OLD book) and the text (Insert text numbers / page numbers here – page 58 – inOLD BOOK) (matching who is who and offering reasons why)

The exercise for each group is to look at the text (describing an event in which the scribe, imam, kadi, sultan's representatives, local village chiefs, etc. are all involved in signing up village boys to become janissaries in the sultan's army) and using this, and what they know already, to look at the painting of a similar event (insert page number and visual number again (?)) and try to identify who is who in the picture.

Feedback to the class and teacher writes up their ideas on the board.
Teacher asks each group to support their idea and to provide arguments for why they decided that person x in the picture was person y in the text.
(E.g. I think that the person sitting under the tree is the sultan's scribe, because he has a book and a pen and he is looking at the boys as if he is writing down names etc.)
Teacher writes the reasons why on the board and asks students if these are facts, opinions or something else. Elicit 'argument'. Teacher asks what the purpose of an argument is (support the opinion/statement).

Discussion between groups may ensue, based on different ideas about different allocations of characters to the people. Teacher moderates the discussion and guides class towards an agreement about who is who, with questions such as 'why do you think that this person is the imam, is it because of his clothes or because he is standing somewhere higher up than everyone else? Would the local chief be dressed more richly and seated higher up than the sultan's representative?' etc.

2. Debate, critical analysis and assessing opinions.

The teacher could either encourage the students to find texts about the devshirme in their current history textbooks or from any other source, or provide each group with the following four statements. Groups discuss whether they agree or disagree with any of the statements, and why.

a) Devshirme is slavery

b) Devshirme is an opportunity for upward social mobility

c) Devshirme is an example of religious intolerance

d) Devshirme is a method of cultural assimilation

Each person in the group reads one text (II-5, II-6, II-7, Ottoman Empire Book)
Erdem:
http://www.arts.ualberta.ca/~amcdouga/Hist323/Readings/reading%20devshirme_system.htm

AND – this is a good place to include a number of texts from the current books that are on the curriculum.
Teacher draws the following chart on the board/gives out copies of this.

In each group, each student is encouraged to find texts about the devshirme in their current history textbooks, etc and in that text has to find arguments supporting one of the following statements:

Statement	A supporting sentence from the sources
a) Devshirme is slavery	
b) Devshirme is an opportunity for upward social mobility	
c) Devshirme is an example of religious intolerance	
d) Devshirme is a method of cultural assimilation	

Students discuss in their groups as to whether any of the statements is true, if any is false, if any are deliberately false or lies and if so why.

Can each group come to a consensus?

Students should then formulate and discuss alternative brief definitions that they may consider more accurate than any of the above four.

Group work: class work: groups report back, discuss and the teacher asks why each source has a very different perspective and whether one is lying, has a particular reason for emphasising

particular things and whether one statement is true and the others are false. Teacher asks students to consider where each source is from, who wrote it and why.

Wrap up: Teacher asks students to draw conclusions based on the lesson – is it possible to categorically say that devshirme was good or bad? What sources are there in their history books? What do they think other children's history books would say (e.g. if they are in Croatia, what might Bosniak books or Turkish books say?)
Follow up: students write a paragraph about a devshirme registration event from the point of view of any of the actors: the scribe, the sultan, a kadi, the parent of a child, the boy being conscripted etc.

Link to real life:

Would a devshirme system work today? What would you expect to get in return for joining an army?

Which countries in the area still have conscription? How does this compare to devshirme?

MODEL LESSON 2

NB – this is very long, and would obviously be several lessons

Identity and Belonging

Workbook II – Nations and States in Southeast Europe

Lesson aim: to look at ideas of national and other identity over time, and how these have affected or caused events and what the consequences were.

Skills building: debate and compromise, drawing comparisons, similarities and common themes out of a variety of sources, working with tables.

1. Personal identity – this exercise can demonstrate how complex identity can be, and how it can be interpreted differently in different times and situations. This understanding can then be used to explore ideas of national identity.

Lead in: with the whole class, ask the students if they can think of different aspects of personal identity. One way to introduce this might be to talk about a famous person (ideally someone with an obviously complex identity).

- e.g. Barack Obama – American, black, white (mixed) and with African and Asian blood relatives, Christian (but with Muslim relatives), man, lawyer, liberal , etc.
- Zinedine Zidane – footballer, French, Algerian origins, Muslim, Real Madrid, temper, man, etc.

From this, the students can generalise about elements of identity – this can be a whole class activity, and the suggestions can be written on the board (by the teacher, or students can be asked to come and write their suggestions on the board). They will probably (with encouragement, if necessary) come up with religion, gender, nationality, language, maybe lifestyle/cultural choices (goths, punks, preferred music), sports they play or support, personality (shy, outgoing), race/colour, urban/rural etc.

Then ask each student to list as many parts of their identity as they can. They can then compare this in groups (or, if you think it should be more impersonal, each student's list could be posted on the wall, or circulated – without their names on them).

Feedback – was there anything that most people listed? Were there any unusual elements? And in which order – what was the first item on people's lists?
Using the last idea, introduce the concept of context – if you put, say, nationality first, would that always be the case? Would there be situations where you would put gender first? Or religion?

You could suggest some different situations, and ask the students to also make suggestions – e.g. home, school, in a different country, choosing a career…). In small groups, encourage the students to explore this.
(You could go back to the famous person you discussed to stimulate this discussion, and make it less personal and more general – which characteristic would you put first about them? Do you think that they would put the same thing?)
Another approach to this could be to ask them to compare their identity to that of their parents (the context of age and different life experiences) – what is the same/what is different?

2. Elements of national identity

Lead in: ask students to draw three overlapping circles on a large piece of paper and mark each circle with the name of a country in south-east Europe (example below).

Teacher then writes out a list of items or ideas on the board (example below) and asks students to place each of these in the diagram, where they think it is appropriate.

The students could also be asked to add items, once they see what the teacher is doing.

Teacher then asks the student to share these ideas.

Learners will obviously have different ideas and will place different items in different circles or intersections. They then get into groups and discuss why one person has placed 'Islam' in the intersection between Albania and Turkey, but not in the intersection between all three, or someone else has placed 'coffee' in the centre, or someone else has placed the name of a particular hero in one circle etc.

List of items to place in circles: (example)

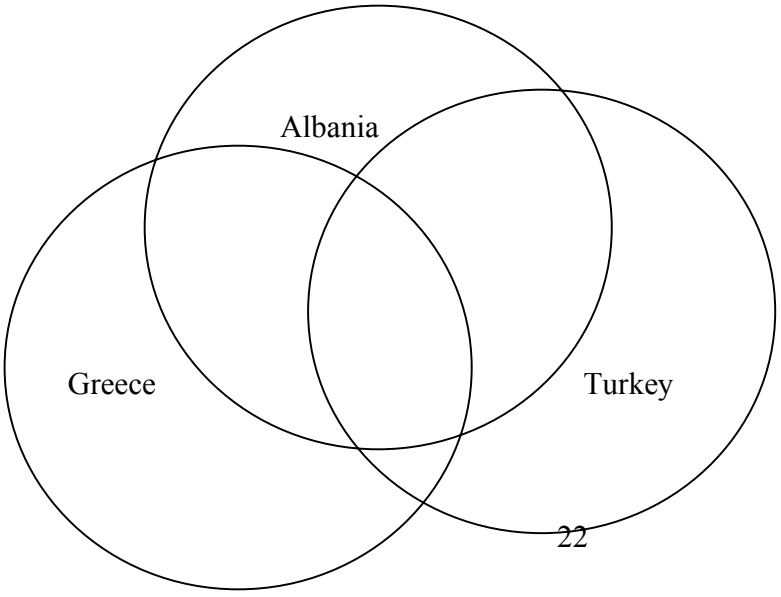
Coffee

Name of a food/dish/sweet that is traditional and may be common in all countries

Name of a song that may be in all countries

Dancing in a circle at weddings

Islam



Christianity

Communism

Name of some heroes

Unique language, etc

3. Ideas of citizenship

Lead in – brainstorm in whole class**:**

- who is/who can be a citizen in your country, now?
- How are people born citizens?
- How can someone become a citizen?
- Are there a lot of non-citizens living in your country?
- Who are they/what do they do/how long have they been there?

(This kind of discussion should identify different elements of citizenship, and also see how much the students know. The ideas should be recorded, and returned to – see end of lesson.)

Using the book:

Historical models of citizenship in the region, using

- Readings II-1, II-10, II-11 (three Greek definitions);
- and Readings II-12, II-13 (two 19th-century definitions from Montenegro and Serbia);
- and Readings II-14, II-15, and II-16,
- plus the comment on II-14 (all on Romania in the 19th and 20th centuries)

First, divide the class into three groups, and have each group look at one set of documents.

Give them a series of leading questions – e.g.

- what does each definition of citizenship say about place of birth, parents, language, religion, etc.?
- Can people acquire citizenship?
- How?
- What is the position of foreigners? etc.

The students could be encouraged to suggest more questions.

The results could probably be most easily expressed for the whole class by having each group contribute to filling in a table on the board (or each group could have a copy of the table which could then be consolidated), e.g.:

Country/date	Religion	Parents	Where born	Language	Foreigners
Greece, 1797					
Greece, 1822					
Greece, 1827					
Serbia, 1835					
Montenegro, 1855					
Romania, 1866					
Romania, 1879					
Romania, 1919					
Romania, 1923					

Still in their groups, the students should try to see what the differences are, and the similarities (in the case of Greece and Romania, they will be differences over time. In the third group, it will be national differences).

When the table is complete, and all the students can see all the information, this comparison can become more general: what changes occur over time? Are there any similarities in ideas of citizenship which are common to all or most countries? etc. And especially, what does this tell you about ideas of national identity (everyone speaks the same language? Has the same religion? Or is it more varied?)

Wrap-up, and linking to present day:

Go back to the original discussion about present day citizenship in the country (perhaps the teacher can get a copy of the relevant laws, simplified if necessary). How does this compare to what you have just looked at? Is the idea of citizenship similar/a little different/completely different? If your country is represented in the documents, the focus of discussion could be 'change over time'. If there was no earlier material for your country, perhaps the comparison might be of different or similar ideas of citizenship among countries (not forgetting, also, the time element.)

4. National symbols

Lead in: what are the national symbols of your countries?
And other countries? (prompts – this could be a flag, animals, a building, a real or imagined person).
Why are these the symbols – what do they tell you about the country?

A group discussion with the whole class could produce a variety of symbols. Perhaps the class could then be divided in groups, and each could try to discuss the meanings.

After this, the class as a whole could look at some of the visuals –
v8, v11, v13, v24, v25 – and apply the same questions – what do they tell us about the country, and, **especially**, the way the country wants to see itself, and others to see it. (Some of the ideas that will probably come up include religion, strength, long history, tradition etc.)

Extension: visuals v16-21 thinking about this, in small groups, look at the flags in the book and also the coats of arms. Divide up the visuals, and give one or more to each pair of students. The students can analyse them and report back to the class.
At this point, the teacher can add some more flags from countries outside Southeast Europe (easily found on the internet) such as Japan – rising sun; Kenya – shield and spears; Uganda – crane; Lebanon – Cypress tree; Canada – maple leaf; US – stars and stripes, etc.

You can do a similar exercise with national anthems – III-13, also perhaps including others (UK, Kenya, France – are all completely different in character).

Applying this to real life:

In groups, ask the class to write a school anthem, or design a school flag.

This could be preceded by a discussion – how is your school unique?
What are its special characteristics?
How would you like others to see your school?

5. Competing nationalisms and the effects – example of Cyprus

Lead in: What do the students know about Cyprus? (They will probably know the main historical outline: that Cyprus was once a British colony, with two main communities (Greek Cypriot and Turkish Cypriot), speaking different languages and with different religions. Following the EOKA uprising, the island became independent as part of the wider decolonisation movement, and there has since been a constitutional breakdown and a Turkish intervention resulting in a large scale population displacement. There are two administrations on the island, with the Turkish Cypriot one recognised as independent by Turkey. The Republic of Cyprus became a member of the EU in 2004).

If they are not clear about some of this, the notes attached to the readings explain clearly.

Using the following texts:

(a) The anti-colonial struggle: IV-6A/B; IV-10; IV-11(especially the last three paragraphs); IV-12

Divide the class into five groups, and give each group one document. Ask them to research several questions (the following, or any questions which you think appropriate) e.g.:

- Who do the writers of the document represent?
- Who is struggling?
- Who are they fighting?
- What do they want? (may be more than one goal)

(As the teacher monitors the groups, there may be questions about the documents. This could be explained at the end, or the teacher's comments on the documents could be given to the groups when they have done some work on answering the questions.)

The groups then give their information to the rest of the class.

One way to do this is to regroup the students, making sure that each group has one person who has read each document (each group has a 6a, a 6b, and so on).

This is much faster and also more participatory than each group reporting to the class as a whole. Feedback with the whole class:

- What questions arise? e.g.: what is EOKA?
- Where is the Turkish population in the anti-colonial movement?
- What was the result, and what is the situation now?

The teacher can fill in the background, either orally or by providing the comments to each document, if this hasn't been done earlier.

(b) Overcoming the divisions; IV-26/27 and v30

First quickly show v30, with the barrier physically separating the two parts of Nicosia. (This is a fairly common technique – ask the students if they can think of other examples – e.g. Berlin, parts of Northern Ireland, any places in southeast Europe?)

Then, using the three texts, divide the class into groups, and give each group all the texts. The students can divide up the texts within the group, and share the information with each other.

Could these be the basis for role plays? IV-26 – a group of Greek Cypriot football supporters could discuss whether they want to support a Turkish Cypriot team (why/why not? What feelings do they have to overcome to do so? etc) IV-27 – these scenes could be acted out (including the preparations before the visits – how do they all feel? What do they expect? How did they feel after? etc)

MODEL LESSON 3

Using the Balkan Wars book, the WWII and the Nations and States books together:
Subject – the life of a child during a war.

Aim: to look at a subject (children in wartime) in a variety of times and places, to see what similarities there are, and what differences can be attributed to the different historical periods and places.

Skills building: Empathy: to use a variety of sources (written texts and visuals), to see what information they contain, and to assess their strengths and weaknesses. Drawing similarities and comparisons from these sources. Use this information to put yourself in the place of the people in the texts and pictures.

Lead in: Explain that the class is going to talk about what happens to children during wartime. We will look at some texts and pictures which give different information about this topic.

Discussion: in small groups: Why are we talking about children especially? What is different/ special/important about children during a war?

Each group could write down their ideas on a large sheet of paper, and this could be stuck on the wall – the whole class could walk around and read the different posters.

If the teacher feels that this should be consolidated, the students could possibly repeat the major points and the teacher could write them on the board.

(Another possible point of discussion could be 'what is a child?' Some of the texts concern teenagers, and there could be some debate about whether they are children or adults. Alternatively, this could be a point for discussion after the class has seen and studied the materials.)

The material in the books could be grouped into several sub-themes. It might be easier to deal with each of these separately – either by looking at all of them in turn, or just selecting one of them, or by dividing the class and asking each group to look at one of the sub-themes and report back to the rest of the class. (It depends partly on how much time you have to spend on the topic, and also the age level and ability of the class.)

Here are three sub-themes:

1. The roles of children in wartime

Using Book 3
v44 (children as nurses)

Book 4
II-20 (girls as partisans)
VI-1 (a child who had to look after his family)
VI-5 (a child partisan in fiction)
v22 (another child partisan)

Lead in:

Ask the class to think about how children's lives might change during wartime.

Would they be doing the same things as usual?

What might they do differently?

Would it depend on how old they are?

How close the war is?

How long the war has gone on?

Write the ideas on the board. (More students might share their ideas if the class is divided into pairs or small groups – they could then report back to the whole class, and the ideas could be written on the board.)

Then ask the class (again, probably in small groups) to look at the materials. Give them some guiding questions e.g. how old are the children? What are they doing in the picture/text? What do you think they are REALLY doing (what would a 'child nurse' do, for example?) There are several texts/pictures about partisans – can you compare those (which do you think is the most realistic?) What do you think is the purpose of the fictional account, and of the picture?

Bringing it up to the present day:

Has anyone heard about other/recent cases where children have done any of these things?

One prompt might be to elicit where in the world there is current recent fighting – Iraq, Afghanistan, parts of Africa. What does anyone know about children there? (e.g. there are many children who are heads of families in Africa, sometimes as a result of wars; there are many cases of child soldiers in Sudan, Congo, northern Uganda; teenage suicide bombers in Iraq etc.)

(NB – this obviously has to be handled with sensitivity and also with awareness of the age group).

2. Education, and the way wars/the enemy were presented in schools:

Book 3
V-15
V-16
v60

Book 4
II-35
II-36
v29 (maybe also Book 2, v25)

Lead in:

The texts are all rather extreme, so it might be an idea to try to have a discussion about the difference between information and propaganda (this would probably depend on the age of the class).

Or, perhaps, more generally

- What do you think you would learn in school during a war?
- What do you think you would be taught about your enemy?
- Do you think this would be similar no matter what country you lived in?

Again, students might be more forthcoming in small groups.

Divide the class into groups, and ask some groups to look at Book 3 (plus the visual from Book 2) – these are about Greek education; and the others to look at Book 4 – these are about Italian-occupied Albania during World War II.

Leading questions:

- What were the children learning?
- Who do you think wrote the books/designed the programmes?
- How is the state/government portrayed?
- What was the purpose of the texts/the education – what are the schools trying to do with the children?
- What symbols can you see in the pictures, and what do you think they mean?

(There are, of course, other questions you might want to use, attached to all the materials.)

Comparing the texts/purposes:

Regroup the class, so that every group has some students who have read Book 3, and some who have read Book 4. Ask them to tell the others what they have looked at, and see if they can see similarities and differences (e.g. similarities – everyone is trying to indoctrinate the students; the state is always good, the enemy always bad; differences – one is a legitimate government of the country, the other is an occupying force.
Does that make the Greek efforts more acceptable? etc.
What do you think the effect of such teaching would be on the students?
(Personalising – Do you get all your information/opinions from school? Where else do you get information?)
What would this depend on? (age of children? What their parents think? Other sources of information? How much other information would have been available then?)

Extension:

This might be a very good topic to look at alongside the textbooks you are using, looking at how a war is treated, and asking the same sorts of questions.

What other sources of information do students have now?

Perhaps one or two appropriate passages (or visuals) could be selected, and the students could look at them together with the texts from Books 3 and 4.

Maybe this could be done by filling in a table: for example (other questions will probably suggest themselves during the course of the lesson)

Questions	Book 3	Book 4	Your textbook
Who produced the textbooks?			
Can you tell what the purpose of the textbook is?			
How is the state portrayed?			
How are enemies portrayed?			
What should the student learn from the textbook?			

3. Effects on children during wartime:

Book 3
v29
v39
v43
III-3
III-31

Book 4
v22
v42
v44
III-25
III-28

Again, the class could be divided, with each half working on one of the books, and later exchanging information in some way.

To begin with, however, ask the students (possibly in pairs) to look at all the visuals (from both books).

Leading questions:

How old are all the children?

Can you tell how the children are feeling (there is a **very** wide range of feelings). Elicit the emotions (probably pride, cheerfulness, unconcern, fear, anxiety, etc) and list them on the board, then get the students to match the feelings with the pictures.

Discussion:

Why are there so many different emotions?

Does it depend on the age of the children? How close they are to the war?

Are the pictures realistic (some more than others)?

Can you make any comparisons between what is in Book 3 and Book 4?

The readings:

Ask half the class, in small groups, to look at the readings from one of the books. Ask them to do a simple summary (they each have only two readings – perhaps the groups could subdivide to each do one summary, and then share it with the rest of the group). Have one person from each group tell the whole class about one of the readings – that is, four oral summaries.

The class should stay in its groups, and look again at the readings along with the pictures from the same book.

What do they think?

Have they got more information from the readings?

Or the pictures?

Is it different information?

Is some more accurate than the others?

Perhaps this could be summarised in a simple table:

Pictures	Readings
You can see for yourself	Someone is telling you, or describing
You have to guess about some things	You do not have to guess, but you are not sure if you have all the information
'The camera doesn't lie' (is this true?)	What you are reading has a particular point of view – who wrote it, and why?

Whole class:
Ask the students to quickly look at the readings that they did not work on (just to get a general idea). Have copies of everything they have worked on (texts and pictures) enlarged, if possible? If the class is large, perhaps there could be several sets of the materials. Stick them on the board or the wall and have the class come up and try to match the pictures with the texts (moving the pieces of paper around). Or they could do this in groups on tables. The matches will be very obvious in some cases, and less so (or not possible) in others. The students could move around and see what the other groups have done, and compare it with their own. Any differences, and problems in matching, could be discussed.
NB: You might want to do this BEFORE the exercise described above – it might stimulate the students' thinking better. In this case, they would work on the table using all the materials.

Empathy:
Ask every student to choose one of the children in any of the texts or pictures. They should imagine that they are that child, and try to think what the child is doing, how they got into that situation (why are they doing what they are doing?), how they are feeling, etc. Everyone should then write a letter from that child to someone, telling them all these things. (The letters could be shared by being posted on the walls, while the students walk around the classroom and look at them, or they could be looked at in small groups.)

MODEL LESSON 4

Aim:
To identify and challenge stereotypes.
To introduce students to the way information is presented in numbers (tables and graphs) and to enable them to practice finding and understanding the information presented in this way (and, if possible, to question and challenge this information).

Skills:
Reading and working with tables/graphs. (Extracting specific information from tables. Interpreting numerical information)

Balkan wars book

Lead in:
Do an activity to familiarise the students with information presented as numbers. One idea could be to ask them to bring in any kind of table or graph they are familiar with (e.g. bus timetables, football league results). See what they bring in, and ask specific questions to see how well they use the tables (what time does the bus leave the railway station? How long does it take to get to the terminus? etc.)

Or – you could do a class survey, in which the students will ask questions and collect statistics. One example could be: How healthy are you?

Question: how often do you	Very Often	Sometimes	Never
Play a sport?			
Put salt on your food?			
Eat fruit and vegetables?			
Go to the doctor with a problem?			
Put sugar in your drinks or food?			

If you already have a template of the table ready, the students could design the survey, once you have given them a few ideas. They each have a survey form, and write the questions, and then fill in the form with their answers.

Collecting the statistics:
Each student could fill in their answers on a large table on the board, and these could be counted and noted on the table (e.g. 10 students play a sport very often). A few of the results could be discussed, depending on what looks interesting.

Another way of recording the information: ask the students if they can represent the numbers as a percentage of the class (e.g. 30% of the class eats a lot of fruit). Perhaps there could be a discussion about which way of presenting the statistics gives clearer information/is easier to understand etc.

Interpreting the statistics:
With the table for the whole class, do students think the class has a healthy lifestyle? What are good signs/bad signs?

Another activity – collect all the individual questionnaires (it is probably better if the students have not written their names on them for this exercise). Give them out at random so that each student has one (hopefully not their own). Ask the students, in small groups, to compare them – which one seems to have the healthiest lifestyle?

Feedback – does the class think this is an accurate picture of them? Why could it be inaccurate? Did we ask the right questions? Did everyone answer truthfully? Ask them to keep this in mind as they look at the tables in the workbook.

Using the tables in Book 3

Here is a series of steps, starting from simple tables and asking for simple information, and then proceeding to more complex tables, and then to using information from several tables at once. What you do will depend on the age and experience of the class – you may decide to skip some of the activities either at the simple or the more advanced end.

1. Basic reading of a simple table (Table 4) – ask straightforward questions such as 'which was the largest ethnic group in Istanbul in 1897?' 'Which was the smallest?' and so on, as long as you think it is necessary. Students could do this in pairs, especially if you think they are insecure.

2. Table 3 – a more complex table. First, identify the different categories in the horizontal lines and vertical columns. Perhaps you can model on the board, or talk through, how you need to read both down and across, to where two categories meet. For example, a simple question – which province had the largest Jewish population? Find the Jewish column, go down it until you find the largest number, then go across to the left and see which province it is. Again in pairs, ask some other straightforward questions such as 'Which province had the smallest Armenian population?' 'How many Bulgarians were there in Kosovo?'

   In order that the students are clear about what the numbers tell them, ask them to write some sentences which describe parts of the table: 'The biggest Turkish population was in _____'. You could model one of these, and ask students to suggest others orally, or you could ask them to write some down (perhaps they could come up and write on the board).

Drawing conclusions from the table – ask some more interpretive questions such as 'Which was the most multi-ethnic province?' 'Which was the least?' 'Which had the biggest population?' And any ideas why? (though you may prefer to return to this later.)

3. More complicated tables, and change over time. Tables 8a and 8b

   Divide the students into small groups, and assign one country to each group. Ask them to answer specific questions, for example 'What was the value of the country's imports in 1901-1905?' 'What was the value of its exports?' 'Where did they export most in 1901-1905?' Ask for the same information for 1911.

   Analysis: how does the picture change for your country during this period? For example, do the exports grow? Does the balance between export and import change? Does your country still have the same trading partners? Does anything change dramatically? (e.g. Serbia's exports.)

   Again, ask the students to write some sentences describing the information on the table. (It should start to be obvious that a table is a much more concise way of presenting this information – come back to this later).

   An overall look: what general picture do we have? (This could be a whole class discussion, or it could be in groups. If it is in groups, mix the students up so that every group has people who have looked at different countries.) Are the economies/trade generally growing or declining? Who are the major trading partners for southeast Europe, and does this change? Who are some of the nations NOT trading with? Which areas are growing most/fastest? Perhaps you could give each group one question to work on, and they could report back to the whole class.

   And from this, if you feel the class could do it, what does the table NOT tell you?
   (e.g. comparisons of value – all the nations are using different currencies; why some nations are not trading with the Ottoman empire; how the data was collected; how accurate it is etc.)

4. Using the tables to think about stereotypes: Which countries in Europe (or Southeast Europe) do you think were the most developed in the early 20th century? Why have you chosen that/those country/countries?

   This leads into brainstorm – what do we mean by 'developed'? (Students will probably come up with ideas about technology, infrastructure, wealth, education, health, lifestyle.)

   You can use all or some of Tables 8a/b, 7, 9 and 10 (on infrastructure) and 11 and 12 (literacy and education): these give information on at least some of the indicators recognised as central to 'development'

   Extracting information:
   Divide the class into pairs or small groups. Each can choose a country to look at (ideally, a country which is on all the tables, or many of them). Have a set of questions for each table:

   - e.g. Tables 11 and 12, with Table 7 – what is the literacy rate in the country you are looking at? How many school age children are in school? How much money does the country spend on education? How many schools are there? etc.

- e.g. Tables 7, 9 and 10: For the country you are looking at, how many kilometres of telegraph lines are there? How many offices? How many kilometres of railroads? How much money is spent on communications etc?
- and then general questions about the tables as a whole – which country has the highest rates/lowest rates?

Interpreting tables and identifying correlations:
What are the connections between Tables 11 and 12, and Table 7? What are the connections between Tables 9 and 10, and Table 7? (And, more difficult, with Tables 8a/b?)

Looking at all the tables and comparing:
Merge the groups or pairs, so that students who have worked on infrastructure talk to those who have worked on education, and ask them to compare their findings – is there a pattern? Are the same countries leaders in all the fields? Or is the pattern more mixed?

Looking at prior assumptions and checking them against information:
Did the original guess/assumption about the most developed country prove correct against the information in the tables?

Look at all the information about that country in the tables. If so, then the students could perhaps discuss how they knew this. If not, which country IS the most developed, according to the tables? What do people think about their original assumption? (They do not necessary have to drop it – they could discuss the fact that there is only a small bit of information here – what other information could there be? Other records? Other indicators, such as health, or how much gap there was between rich and poor?) Some of this discussion should probably be in the whole class format, especially since the class will have come up with a country at the beginning. They could work in pairs or groups again to rank the indicators and decide which of these a) reflects the most important aspects of human development (that is, do some students regard education levels as more relevant an indicator of human well being than income per family? Or literacy as a more relevant indicator of development than the amount of telegraph poles in the area or exports more important than social mobility etc.); and b) which single indicator could give the clearest overall picture of a society's development (that is, what can be inferred from each indicator – e.g. you can infer from train tracks and telegraph poles that there are high levels of economic activity in an area etc.)

As an additional role play, students are then asked to put themselves into the position of a person living in the particular times of the sets of tables. Which place and time would they prefer to live in? What would be the most difficult aspect of life for them: No electricity? No water on tap? No mobile phones, TVs etc? Having to work hard on the land, rather than go to school?

Finally: Resolving contradictions in tables

Using the following three tables along with Table 3 and Map 1:

Explain that all the tables contain statistics about the population of one particular region of the Ottoman Empire (consisting of the vilayets of Salonika, Janina and Monastir) from the end of the 1880s to the start of the 1900s.

BULGARIA STATISTICS
(Mr. Kantchev, 1900)

Turks	449.204
Bulgarians	1.181.336
Greeks	228.702
Albanians	128.711
Wallachians	80.767
Jews	67.840
Gypsies	54.557
Serbians	700
Miscellaneous	16.407
TOTAL	**2.258.224**

GREEK STATISTICS
(Mr. Delyani, 1904)
(Kosovo vilayet omitted)

Turks	634.017
Bulgarians	332.162
Greeks	652.795
Albanians	-
Wallachians	25.101
Jews	53.147
Gypsies	8.911
Serbians	-
Miscellaneous	18.685
TOTAL	**1.724.818**

SERBIAN STATISTICS
(Mr. Gopcevic, 1889)

Turks	231.400
Bulgarians	57.600
Greeks	201.140
Albanians	165.620
Wallachians	69.665
Jews	64.645
Gypsies	28.730
Serbians	2.048.320
Miscellaneous	3.500
TOTAL	**2.870.620**

Carnegie, pp.28, 30.

To begin, divide the class into three groups, and have each work on one of the above tables. Give the groups a set of questions covering some of the communities on the tables (the same questions to all the groups e.g. what was the population of Turks/Albanians/Bulgarians etc, according to your table?)

Have a table on the board, and have each group come up and fill in their statistics (so that there is a partial table which combines all three – e.g.:

	Greek statistics	**Bulgarian statistics**	**Serbian statistics**
Turks			
Albanians			
Bulgarians			
Gypsies			

Ask the class for their reactions – they will notice how odd it is. (Perhaps they can fill in the rest of the table on the board, including the other ethnic groups, so that the class sees the whole picture.) Once you have done this partial table, and had a bit of discussion, you can show or hand out Table 13, which combines all the above tables, for a full picture. The class can compare their filling in of the table on the board with Table 13 (it should be the same). After the first reactions, see if anyone can suggest reasons for the huge differences. (The people collecting the statistics inflating their own community? Wrongly identifying people? Groups of people worried about having their ethnicity recorded and therefore not cooperating? Different answers depending on which group of people were asking the questions? Different dates of the collection of statistics? etc.)

Once you have had some discussion, use Table 3, particularly for the provinces of Selanik, Kosovo, and Monastir, which should be the same geographical areas covered in Table 13. Quickly, in small groups, the class can add up the statistics for some of the ethnic groups (the ones which also appear in Table 13 – e.g. Greek, Jewish, Bulgarian) in those three provinces. What further differences are there?

Wrap-up:

Remind the class about the earlier discussion about how reliable/truthful/incomplete/ untruthful statistics and tables can be.

What conclusions can they draw from these tables?

How would they be able to use them?

Do they now trust tables or statistics?

In the whole class, or in small groups, see if students can come up with questions they would ask of any statistics: eg who wrote the questions?

Why did they ask those questions?

What other questions could they have asked?

Who wants the answers, and why? etc.)

CONCLUDING NOTE AND FEEDBACK:

We hope that you find this manual stimulating and that some of the ideas and exercises provide the basis for interesting and challenging activities in the classroom. This guide is designed to be a suggested foundation on which teachers can build their own ideas, adapt exercises for their class, share thoughts with other teachers, and inspire their students.

The Joint History Project is a collaborative and dynamic programme that constantly incorporates new ideas, comments, materials and opinions. This manual is part of the developing programme and the CDRSEE encourages feedback from the people who will be using the manual and the Workbooks in Southeast Europe: you, the teachers.

Any ideas for improvement, new activities, amendments or any comments about what you may have tried in your classroom that worked well, or did not work well, would all be much appreciated.
Please send your feedback to: info@cdrsee.org
Any feedback we receive will be used to improve any further materials, and, with your permission, circulated to other teachers so that they can try out your ideas as well.

We hope that you enjoy using the Joint History Project materials!

ANNEXES:

ANNEX 1 – MODEL LESSON FROM BESIM HALITI

Lesson Topic: The Balkan Wars

Teaching materials: Copies from Workbook 3, Balkan Wars (used materials: I-3, II-6, II-7, II-13, II-19, II-20, II-25, V-15 and picture 15), Projector, History Map of Balkans, Board, markers etc.

Teaching Methods and Activities: Working with the whole class, work in pairs.

Learning Objectives:

- Identifying the factors that led to the beginning of the Balkan Wars
- Introduction with the interests of Great Powers in Balkans
- Comparison between progressive perspectives of Balkan Politicians and nationalist agendas of the Balkan States of that time.
- Overview of the consequences of the Balkan Wars.

Key Words: Alliance, Declaration, Status quo, War, Treaty etc.

Class structure: Prediction **(**expectations on the learning result), Building of knowledge (analyzing the material), Strengthening (consolidation of learning).

Brainstorming (10 min.), Oriented reading (25 min.), Discussions (10 min.).

Preparation for learning: Brainstorming

Pupils are asked to think about problems that aroused in Balkans after the Eastern Crisis.

Three minutes will be given to thinking about that.

To encourage the pupils to bring about ideas, the following questions shall be applied:

- What was the interest of Great Powers in Balkans, especially Austro-Hungary and Russia?
- Were there nationalistic tendencies in the Balkan States at that time?
- What was the inflammatory power to those tendencies?
- How do you comment the following photo (on the projector show the picture 15)

Write the pupils ideas on the board.

After the emerging of the so-called ‘Eastern Crisis’ Great Powers showed different perspectives for the Balkans, especially Austro-Hungary and Russia both trying to enhance their influence and pushing Balkan nations against each-other. This resulted with megalomaniac ideas and plans of Balkan nations.

Thus, the Balkans were so troubled and hard times were ahead.

Analyzing the material: Oriented reading

Pupils are oriented about parts to be focused. Explain to them that reading will be done in parts; initially they will create ideas and after they will read to check their predictions. In the meantime, in the board you shall draw a table like below and input the predictions and their level of knowledge after reading specific parts:

YES	WHAT DO YOU THINK WILL HAPPEN?	WHY DO YOU THINK SO?	WHAT REALLY HAPPENED?
AFTER READING THE HEADLINE	Balkan States will start a fight with one another	The Ottoman Empire was withdrawing from Balkans, each Balkan nation saw the enemy in the other nation	The Balkan Wars
AFTER READING THE FIRST PART	The Military Chiefs of the Balkan nations will start the necessary preparations in the case of war.	Since the end of the Ottoman Empire in the Balkans was closing, tendencies of the Great Powers to influence and use the Balkan nations for expansion indicated so.	All the necessary preparations were being conducted for the beginning of what seemed to be a war.
AFTER READING THE SECOND PART	Taking into consideration ideas of D. Tucoviç, we can say that there were progressive ideas at that time.	D. Tucoviç was the leader of the Serbian Social-democratic Party, his ideas against the war and megalomaniac plans of the politicians of the Balkan nations were famous in the beginning of the 20th century.	The speech by D. Tucoviç, and D. Lapçeviç, and the Report from the Central Committee of the Serbian Social-democratic Party towards the International Socialist Biro, were against any wars in Balkans. But these ideas were neglected by the political elite of the Balkan Nations.
AFTER READING THE THIRD PART	We can suppose that the preparations for war were on high heat and that the Great Powers were pushing the Balkan nations into a war against each-other. The following speeches can be considered as provocative!	Since Russia and Austro-Hungary had tendencies to enlarge their influence in the Balkans, for some time now in the political circles on the Balkan states, there were haegemonistic plans developed that led to a very tense situation between these states.	On one hand we notice the plans from the Russian Empire to increase its influence in Balkans by provoking war, and on the other hand it's clear that the political elite of all Balkan nations was in the service of Great Powers in order to achieve their national

			agenda through damaging the neighbouring states.
AFTER READING THE FOURTH PART	We can suppose that the Balkan Wars had also ideological consequences some of which had precipitated even in present times.	Even the school books and literature were filled with hatred and insults just after the wars.	This supports our argument and this example is one in many that show the harvesting of hatred and conflicts that followed the history of all Balkan nations and unfortunately we can establish the fact that to some extent this is present even in the current era.

Consolidation of learning

Discussions – After finishing of the first part, pupils will concentrate on discussions.

Questions – Were the plans for expansion by the Balkan States just? Could the Balkan Wars have been avoided? Arrange the class to work in pairs, each supporting opposite opinions and ask them to try and argue their position.

Task – How do you foresee the future of the Balkans?

ANNEX 2 – MODEL LESSON FROM PAVLOS PAVLOU

Lesson Topic: State – Citizenship – Perception of the idea of nation

Teaching materials: photocopied parts of the *Nations and States* Workbook (used texts: IIb. Citizenship, i.e. II-10 to II-16); Exercise sheets to fill in.

Teaching methods and activities: working in groups; disseminating material in the previous lesson and asking students to prepare the first step; exploiting knowledge from other lessons (i.e. Civic Education); text analysis; discussion.

Learning objectives:

- To understand several aspects of social and national perceptions
- To understand the relativity of perceptions through time and place
- To promote critical and historical thinking

Tasks for students:

- read the texts
- analyse them using questions under the texts
- answer the group and key question
- present results

Class Structure:

Estimated time needed for reading and analysis: 20 min.

Estimated time needed for presentation: 25 min.

[It appears to be more suitable to exploit the chance of two continual periods (i.e. 90 minutes)]

Key Question:
How can the critical analysis of historical sources help in understanding the nuances of the nation-state idea implemented in the Balkans during the 19th Century?

GROUP WORK:

Divide Class into 3 groups. Each group should read the following texts:

Text 1: II-10 Definition of citizenship in Greek Constitution from Epidaurus (1822)

Text 2: II-12 Definition of citizenship in the Serbian Constitution of 1835

Text 3: II-13 Code of Laws of Danilo I of Montenegro and Buda (1855)

Text 4: II-14 Redefinition of citizenship in article 7 of the Romanian Constitution (1879)

Tasks for Group 1:

Assignment: Use the texts and sources to compare citizenship criteria for Greece, Montenegro, Serbia and Romania.

Questions:

- What are the similar citizenship criteria between all countries? Between some of the countries?
- What are the differentiations of citizenship criteria per country?

The students have observed that:

- There are certain similarities in the criteria, as national origin
- Religion factor is a strong criteria in some constitutions
- There are nuances on the flexibility of the criteria
- Date of establishing a Constitution seems to be important

Conclusion: Nation origin and religion play an important – but not always absolute – role in citizenship criteria. Special conditions of each country and progression in time seem to be important factors.

Tasks for Group 2

Assignment: using the texts, as well as the information provided in the schoolbook (chapter 'National Movements in the Balkans'), try to understand reasons for the observations made in assignment 1.

Questions:

- What are possible reasons for the similarities between the four states' citizenship criteria?
- What are possible reasons for the disparities between the four states' citizenship criteria?

The students have observed that:

- The common historical (Ottoman Empire) and regional background might produce similarities
- The different circumstances (e.g. the Greek constitution was constituted during the rebellion – key page 72) might produce disparities.
- National homogeneity or security/insecurity might also be a factor.
- Financial needs and trade conditions impose a kind of flexibility (the Serbian case)

- The Great Powers' role during a certain period might affect the provisions of a constitution (the Romanian case – key page 74)

Conclusion: Historical tradition and regional characteristics affect the criteria and the spirit of a constitution, but there are many other factors affecting them too.

Tasks for Group 3

Assignment: Announcing and sharing previous group work outcomes.

Questions/exercises:

- Students exchange, share and conclude on the above (Group work 2) observations and conclusion.
- They are encouraged to understand relativity, by not insisting on strictly homogenising their views, and by sharing generally the same views in maybe different prioritising.

INDIVIDUAL WORK – promoting historical thinking

Text: 'Romania case' text

Assignment: Read and study text at home, and keep for further working on in the future (when working on the WWI chapter).

Question:

- What changes are clear in the perception of Nation-States?
- What seem to be the functions of the history/world 'mechanism'

The students have observed that:

- The new Romanian Constitution is far more liberal, non ethically based on citizenship and stresses the equality of several ethnic groups.
- The new constitution is relatively progressive on the man-woman equality aspect too.
- It probably reflects a new spirit of the after the WWI period.
- Romania seems to make steps taking under consideration not only the internal, but also the regional situation: After the Russian Revolution of 1917, the country becomes a part of the 'cordon sanitaire' for the West.

Conclusion: Internal and external factors, as well as the general perceptions of a certain period in a certain country, affect fundamentally the citizenship and other provisions of a Constitution; and perceptions are children of the time and circumstances as well.

Key question answer:
The critical analysis of historical sources helps in understanding the nuances of the nation-state idea, by revealing the relativity of the perceptions connected with it, and by showing the several

factors that affect the formulation of both the perceptions and the constitutions or laws that reflect them.

ANNEX 3 – MODEL LESSON FROM VEDRAN RISTIĆ

Lesson Topic: The Second World War

Teaching Materials: photocopied parts of the *Second World War* Workbook (used texts: I-1, I-2, I-29, I-30, I-47, I-48, II-21, II-22, IV-1, IV-6.)

Teaching methods and activities: working in groups, text analysis, discussion

Learning objectives:

- recapitulation of the Second World War
- get students to analyse historical sources
- develop a critical approach to interpretation of historical facts
- practice and develop critical thinking

Tasks for students:

- read the texts
- analyse them using questions under the texts
- answer the group and key question
- present results

Class Structure:

Estimated time needed for reading and analysis: 20 min

Estimated time needed for presentation: 25 min

Key Question:

How can the analysis of historical sources help in understanding of the past and the present?

GROUP WORK:

Divide class into three groups.

Tasks for Group 1

Use Texts:

I-1. Fitzroy MacLean, Churchill's delegate to the Partisans, about Tito in 1943

I-2. Pavelić's photographer gives evidence of his personality

Assignment: Compare the descriptions of Tito and Pavelić by two eyewitnesses keeping in mind the relationship between the observer and the observed and the influence it can have on their perception.

Questions:

- Do these texts give an objective image of Tito and Pavelić?
- What conclusions can you make about Tito and Pavelić based on these two texts?

The students have observed that:

- Tito leaves a better impression on the people around him than Pavelić does
- Tito was a better leader than Pavelić despite his weaker education
- MacLean, a representative of Great Britain who supported the Partisans, speaks highly of Tito
- MacLean is obviously impressed by Tito
- this text alone is inadequate for solid conclusions about Tito
- a construction of an objective account of Tito would require:
  - finding a description of Tito given by a neutral or enemy source
  - finding and comparing more descriptions given by allies or associates
  - finding interviews and transcriptions of conversations with Tito, studying statements and memoirs of Tito's co-workers and checking the statement that Tito was ready 'to consider every question from all viewpoints and – if necessary – make a decision immediately' (I-1.)
- the text on Pavelić gives an ambiguous account:
  1. a serious, dark person
  2. likable, absent-minded man who is amused by jokes
- the text can therefore, depending on the viewpoint, be used as propaganda and anti-propaganda
- that the text about Tito gives a positive description, while the text about Pavelić gives an ambiguous description

Conclusion: The texts do not bring objective descriptions of Tito and Pavelić, and, in order to get one, further research, analysis and comparison is required.

Tasks for Group 2

Use Texts:

I-29. From the memoirs of Konstantina Katzarov, a famous Bulgarian lawyer on the first year of World War II

I-30. Bulgarian journalist Danail Krapchev about the accusation against Bulgaria of not offering resistance to the German army

Assignment: To study the situation in one Southeast European state which was Hitler's ally.

Question: How does Bulgaria justify collaboration with Germany?

The students have observed that:

- the Bulgarian people were suffering from apathy caused by defeats in previous wars
- the Bulgarian national pride was hurt
- a *Versailles complex* was visible in Bulgaria
- Bulgaria showed solidarity to Germany because of disappointment after the First World War

Also, the students found the use of a joke as a historical source very interesting (I-29). They noticed that a joke can concisely and vividly express a mainstream conviction present in a certain historical situation.

Conclusion: The Bulgarians used events from the past to justify events in the present.

Tasks for Group 3

Use Texts:

I-47. Stepinac's letter to the Catholic clergy regarding giving support to Pavelić, dated April 28, 1941.

I-48. Stepinac's letter to Pavelić, dated May 14, 1941.

Assignment: To determine the role of the Catholic Church in the founding and functioning of NDH.

Question: Was Stepinac a criminal or a saint?

The students have observed that:

- the first reaction of the Archbishop of Zagreb on the founding of NDH was very positive
- the Church invited all Catholics to cooperate with the new government
- NDH is called a 'God's country' (I-47)
- Stepinac protested against the killings of Serbian civilians only one month after supporting the new government
- the Church did not completely distance itself from the NDH government even though many priests were revolted by crimes committed by the Ustasha
- Stepinac, in spite of his assistance to the Jews, was a part of a structure collaborating with Germany

Conclusion: Stepinac is neither an Ustasha criminal, nor a self-sacrificing saint but something 'in between'. Today, Stepinac is an example of history being used in politics.

Tasks for Group 4

Use Texts:

II-21. Women in villages Grevene (Greece) demand more respect and more participation in public affairs after taking part in the resistance movement.

II-22. Young woman Partisan – a song by unknown Macedonian author

Assignment: To study the effect of the War on women in Greece and Macedonia.

Question: What were the positive and negative effects of the War on the social position of women?

The students have observed that:

- women in Greece were part of a very conservative patriarchal community
- women were allowed many activities traditionally assigned to men because of necessity
- women enjoyed the extra freedom and did not wish to restore the pre-war state
- Macedonian women fought in the Partisans alongside the men
- war equalised men and women in Macedonia
- the song (II-22) is of propagandist nature and its goal is to attract women to fight
- women died more often in the War because of their greater freedom

Conclusion: The War improved the social position of women but their newfound freedom had a price. Women were no longer confined to house-related activities, but they were more exposed to the dangers of war.

Tasks for Group

Use Texts:

IV-1 Partisan-Ustasha conversation

IV-6 Memorandum of a group of Bulgarian barbers and hairdressers to the ministers concerning the Bill for the Protection of the Nation

Assignment: To consider the relationship between individuals on opposite sides, get away from war politics and observe the 'human element' of the War.

Question: How did the War influence 'common people'?

The students have observed that:

- the conversation between the Ustasha and the Partisan sounds like a political conversation which could be heard in any bar

- the Ustasha and Partisan could probably be friends if there were no war
- the Ustasha and Partisan are ‘ordinary people’ who found themselves on warring sides by a series of global events
- there were protests against the racial laws in Bulgaria in spite of the government’s official policy
- the ones who protested were craftsmen, people who were in a daily contact with the Jews
- if Jews were punished for profiteering, some Bulgarians should have also have been punished for it

Conclusion: The official state policy during wartime does not always coincide with the opinions of individuals.

Key question answer:

The analysis of historical sources can:

- provide a unique insight into a historical event
- help discover a historical misconception
- help identify the use of a historical subject for the purpose of propaganda or politics
- teach to see events from more than one side thus giving a more complete and objective account
- help with orientation in the present, especially in situations where the past is called upon
- disable manipulation using unilateral descriptions of historical subjects
- encourage critical thinking with students