



BRINGING HISTORY

TO LIFE

MAKING HISTORY EDUCATION
MEANINGFUL FOR ALL
STUDENTS

EUROCLIO 26th ANNUAL CONFERENCE
Professional training and development course
Gdańsk 4-7 APRIL 2019

OUR **WORKSHOP** OFFER

Creating spaces for students to contribute to history making

The workshop will explore ways to engage students in historical topics that are considered too sensitive to be included in the official curriculum. How can we as educator promote a better understanding of the past by making it more accessible and alive? The facilitator will be sharing the experience of the Lebanese Association for History in bringing in the history of the civil war period to schools around Lebanon. Participants will explore how can oral history help in the teaching of divided histories and creating bridges between what are thought to be diverging narratives; how to create intergenerational conversations that address trauma and memory; how to empower teachers to become leaders of change in society. The workshop will be addressing these questions through an interactive session and group reflections.

Debate in history classes

Debate is a vibrant, thriving and growing teaching method. It's mostly practised in the world school debate format, basically as public speaking, civic education, critical thinking and politics learning. In Italy our association Summer school looked for a History classes use. We would like to share with you our attempt, in order to be assessed by history teachers all over Europe and beyond and to suggest you to practice it. The final goal will be to build up in the future a formal protocol.

War(s) in photos

This workshop was developed within the LHH (Learning History that is not History Yet) EUROCLIO project and it reflects the destiny of ordinary people in 1990's war(s) in Former Yugoslavia. Original photos are used for workshop and participants will look in historical sources looking for answers about the war(s) in Yugoslavia.

The authors of this workshop (Bojana Dujkovic Blagojevic and Natasa Kostic) used photographs from the exhibition "Lessons from 1991". The exhibition shows war-time years in the area of former Yugoslavia, starting with events in Slovenia, through Croatia, Bosnia and Herzegovina, to Serbia, Kosovo and FYR Macedonia. The author of the exhibition is curator, Sandra Vitaljic.

Using photographic sources as evidence

Photographs are often considered sources that brings history to life, but do they really? Do photographs always capture life in the past as it really was? How useful are they for helping us understand historical periods and events? The goal of the session is to use the eLearning Activity Builder on Historiana to develop learning activities that help students analyse the usefulness of photographic sources. The session will include an overview of the online tool and principles of using online tools to promote historical thinking. It will work with the Source Collection 'The Visual Front' (official war photography of WWI). Teachers will test out the tool by collaboratively constructing activities for students and provide feedback on the utility of the tool.



Young Track Seekers: oral history on migration

Dutch history textbooks tend to depict migration as 'exceptional' and as a problem. Because of migration, Dutch school classes vary more and more in economic, social and cultural/'ethnic' background.

Consequently students (and adults) might experience a considerable distance between history at school and their own reality.

In the Young Track Seekers project teachers try to overcome this by connecting school history and family history in doing oral history with their students. They developed small and large projects on digging up family photos and histories on migration and presenting them in the school. In some cities the local archives officially archived these family photos, transcripts, reports. The project resulted in a freely available teacher guide (also in English).

Life in Hiding: interactive workshop about the Holocaust

In this session, participants will learn about innovative pedagogical workshops recently developed by the Montreal Holocaust Museum. These interactive workshops, based on personal stories of Holocaust survivors, are geared towards 10 to 18 year-old students. They also feature object-based and inquiry-based learning approaches. By interacting with replicas of historical documents and artefacts, students play an active role in learning about the fate of Holocaust witnesses. They also come to better understand history and to develop their historical and critical thinking skills. In this session, we will focus on a workshop based on the experiences of Jewish children who went into hiding during the war. Participants will be provided with copies of primary sources and guided through the creation of their own workshop.

Confronting conflicts and perspective taking. Discussing history teachers' reactions on spontaneous controversial remarks

In many Western countries, such as the Netherlands, Germany and Belgium, the debates about segregation and integration have become more polarized in the media and public debate, but also have become more apparent in the classroom. In the light of the recent terrorist attacks (Paris, Brussels, Berlin and London) and the increasing polarization in Europe, Bjorn Wansink experienced that there is a growing need for practical knowledge and models in how to deal with these kind of topics that cause conflict in the classroom.

This interactive workshop will focus on spontaneous reactions of pupils in the classroom, caused after events in society, such as terrorist attacks. In these tense situations appropriate reactions of history teachers are important as they are expected to teach pupils essential competences of democratic citizenship, such as open-mindedness, tolerance, perspective taking, and critical thinking (Paris Declaration, 2015; UN sustainable development goals, 2018) These are competences that can become heavily under pressure in these circumstances. Bjorn Wansink will provide a model that can help teachers to reflect on how to react to controversial remarks of pupils (Patist & Wansink, 2017; Wansink & Savenije, 2018). Participants will explore usefulness of the model based on their experiences during the workshop.

Connecting the local and the national: imagining modernity through architecture

Architecture usually tends to be valued principally for its association with famous people or events or, in the case of public buildings, for its artistic pomp. Yet, every building has a history and a story to tell. But what if, beyond learning how to uncover the history of a house or a historic building, architecture can also reveal the answer to bigger questions, such as how a nation imagines itself?

By drawing in the example of Cyprus, and facilitating the secondary concept of continuity and change, this workshop will explore the role and significance of architecture in forming and imagining modernity. In other words, through the encounter with architecture and modernity in the 1960s and 1970s, 'one can read the image of a society that moves, works and entertains itself in a modern landscape' (Fereos & Phokaides, 2011).

Bringing History to Life by accessing the History of their lives: an oral history approach

Oral history can be a powerful tool to bring history to life in the classroom (Whitman, 2000). In addition to this, having students participate in an oral history project has the potential to invigorate a full year's curricula; support the development of historical thinking skills; strengthen the sense of community within the classroom; school and beyond; and integrate valuable themes of citizenship.

This workshop will look at an Introduction Oral History Unit designed to take place at the beginning of a school year that can serve as a sustainable tool to bring history to life long after the Oral History unit is over. Participants will be provided with the unit overview, classroom support tools and real life examples of how the unit is completed in practice, along with feedback from students who have participated in England, Northern Ireland and Belgium.

“What keeps memory alive when past is gone?”.

This workshop will use object biographies in contact to oral narratives to spark and use students' interest about memory, history and relevant differences. We'll use representations of exemplary material from modern to ancient history (from current times to 1 st World War back to Homer). It aims to show how objects are making history tangible and how people interact with heirlooms about their mutual social quality in certain time and circumstances. Also, it aims to link history education with students' everyday life, thus focusing on material relics as evidences it will elaborate their interest in family and oral history and it will develop their historical consciousness, by making connections, contextualizing information, and realize how micro-history and oral history must be seen in a larger context, focusing also to empathy awareness and social intelligence skills.

Public space as an innovative teaching tool

The workshop will introduce and discuss options through which the public space can be used as a tool for history teachers in primary and secondary schools. The premise of the discussion will be that public space affects all people, creating and shaping identities by means of its very presence. Throughout the workshop, participants will work with different components of the public space: statues, squares, and monuments, exploring various teaching methods and discussing their own approaches and experiences.

Enacting the Past: Bringing the history of Aberdeen with student teachers

Jerome Bruner has argued that there are three broad ways in which we understand the world we live in, through direct experience, through iconic representations such as diagrams and pictures and through symbolic communication including reading, writing and speaking, (Bruner, 1970).

This workshop will be divided in three parts: (1) an introduction on the role of historical understanding in the Scottish Curriculum for Excellence in primary schools; (2) the exploration of primary source evidence about life in the City of Aberdeen in NE Scotland around 100 years ago, including photographs, census returns, maps, and objects, through the medium of drama and poetry; (3) a final discussion on the key question of 'what kind of historical questions arise from using an expressive artes-base approach to investigating historical evidence?

Colonialism: a role-play game

During this workshop, participants will try on the shoes of colonial merchants, competing for the largest profits. Via this game, they will learn an innovative approach to the teaching of the roots of colonial trade, while revising some excel and calculus skills, and learning some basics of economics. Participants will act as merchants, consulting with each others and making 'life-or-death' decisions. This workshop lies not only the basis to teach colonialism, but also to spark discussions on human rights.

Textura – Telling (Hi)stories

“Textura” is an approach to promoting the narrative competence of pupils in history education while also deepening their content knowledge. Because of its modular structure, it can be customized to match different thematic approaches or historical periods, so that the game can be used in different school types and classes. Because of its standardized game principle, it can also be used in different grades or with different topics. During this workshop, participants will be introduced to this card game, and will have the opportunity to discuss its potential as a history teaching tool within their own contexts.

Historical debates in the education process

The main aim of the workshop is to present theoretical basis and practical application of debates in the classroom. Debates are one of the most engaging educational tools in the classroom. However, with great power comes great responsibility and badly designed debates, exercises can discourage students from expressing their opinion, discussions or learning the subject. Jan Blonski and Radosław Czekan will use their experience as international competitive debaters, judges, coaches, educators and moderators to deliver crucial skills that turn regular history class into ancient agora. Jan and Radosław, authors of the “Guidebook to Historical Debates”, have already delivered similar workshops e.g. to the Warsaw Centre for Socio-Educational Innovation and Training, The Association of the History Teachers, Warsaw teachers and the Museum of Józef Piłsudski.

Participants will learn:

- advantages and risks of using debates in teaching history, different debate formats (BP, WSDC, Oxford Union Chamber Debates),
- debate exercises and basic rules of setting the debate activities in the class at the every stage of education
- the most common mistakes in running debates about history.

Bridging the gap

The workshop is about a project the Lebanese Association for History is currently working on with a group of 4 members to bring the history of one valuable historical location in Saida back to the life and memory of local people who are totally unaware of their own local history. The project is funded by the American Embassy in Beirut and reaches 100 students from 10 schools in the south city of Sidon, Lebanon.

The aim of the project is to revive the history of Al Shakriyyi street that contains 7 important historical sites that the current generation have never visited nor heard about the purpose. Students will visit one of those sites and receive 15 days of trainings on oral history and get to visit all the sites and conduct interviews with the elderly people in the street and read about every site. They will also receive training on how to record oral history, and work on the production of a booklet that tells about the history of the street and produce a documentary that brings that street to life.

Everyday life on the Frontier

The workshop deals with the theme of the First World War, with a special focus on the everyday life of ordinary people on the Macedonian front line. From the methodological point of view, various teaching techniques and approaches will be used. From individual, through work in pairs, to group and frontal approach. Only primary sources (written and visual) will be used, and the emphasis is placed on critical and creative thinking, as well as on problem solving

Facing doxas in history: main narratives on racial issues in Brazil

Although more than 50% of the Brazilian population is black, society ends up considering as natural the small number of citizens from African descents occupying prominent positions, whether in private or public life. Many Brazilians think this is due to the “inheritance of slavery”: since slavery was abolished in Brazil only in 1888, the low representation of blacks in the elite would be a natural consequence of historical circumstances. Thus, racial inequality would not be the result of racism, but of social inequality.

To ascribe racial inequality in Brazil to the “inheritance of slavery” is, as we intend to discuss throughout the workshop, a doxa: something that is taken for granted, but does not correspond to reality.

To face doxas requires that history teachers “want to know more” and “develop a deep historical knowledge”. In recent years, academic

research on the periods of slavery and post-abolition has developed considerably in Brazil. The purpose of the workshop will be to discuss how the

results of such researchs can be incorporated into didactic practice to broaden

students' knowledge of the racial issue in the country.

Be a part of history: Bring down this Wall!

Between the years 1961 to 1989 the Berlin Wall remained a fixed boundary dividing the Soviet Bloc from Western Europe. While the term “Iron Curtain” was only a metaphor, the Berlin Wall was all too real. For generations of Germans who came of age during the Cold War, it was a grim fact of life. The wall went up quickly in 1961 when East German leader Walter Ulbricht, with Soviet backing, issued the order to build. In its first version the barrier was essentially made of barbed wire. Over the years concrete walls were built and rebuilt. Eventually, the Berlin Wall was not one wall, but rather a 20-foot wide roadway with a wall on either side. Inside the two walls was the “death strip,” so-called because should someone make it over the first wall — they were unlikely to make it over the second alive. By 1989, the year it came down, it was a massive fortification with no less than 297 watchtowers.

Who brought down this wall? Historians credit many factors including President Reagan’s challenge to East Germany, Mikhail Gorbachev’s policies of glasnost and perestroika, and the Ostpolitik of Willy Brandt. Others include the economic failure of communism, the disaster at Chernobyl, and the Soviet debacle in Afghanistan. This workshop, however, looks to the people on either side of the wall on November 9, 1989 (the participants in this workshop) and how their response to a clumsy press conference made history. The session will be a re-enactment of the events of November 9, 1989 using primary sources.

We will also look at how this classroom strategy can shed light on other walls in history, past and present.

“Were there really dead there?” Alternative facts, denial and public uses of history serving Golden Dawn and the neo nazi agenda.

The workshop focuses on the rising influence of far right political parties in Greece (and all over Europe), based on distortion, populist discourse, nationalism and hate speech, fueled by long lasting socio-economic crisis. The period of the seven years dictatorship (Junta, 1967-1974) in Greece was marked by the uprising of students in the Polytechnic School of Athens (November 1973) which ended in a bloody intervention of the army with 24 people killed and hundreds put in jail or exiled in remoted islands. The military dictatorship used the past – mainly the antiquity – preparing kitsch propaganda events, distorted contemporary history, and imposed censorship in media, newspapers, books, cinema, music. Far right parties deny this truth presenting this period as a time of peace (no demonstrations, no strikes) and prosperity.

The workshop uses primary and secondary sources (photographs, short propaganda films, slogans, historical narratives) used by the Junta and by the current followers of this ideology as well as documentation on the nature of the regime. Groups work on cross examining the given material while in parallel drama technics are used to expose the propaganda and the distortion of historical truth. Also it discusses the uses of memorial sites and anniversaries on dealing with historical understanding and citizenship, motivating students to respond to challenges of the present day.

And also...

- workshop hosted by Memorial de la Shoah**
- workshop hosted by Institute of National Remembrance**
- additional two workshops to be confirmed**