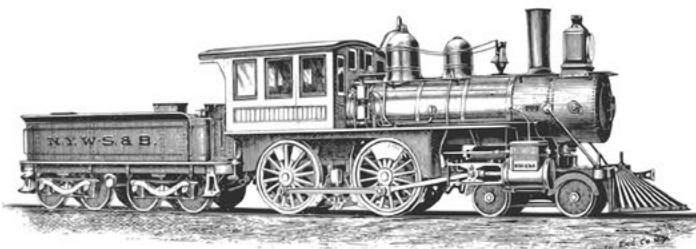




Researching Local Impacts of Global Developments to Make History Real



Vedran Ristic



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Acknowledgements

This Teaching Strategy has been developed by Vedran Ristic based on earlier versions worked on by the Croatian History Teachers' Association (HUNP). Throughout its development process, this Strategy has been reviewed at different stages. Contributions have been made by Bistra Stoimenova, Lilia Khachatryan, Juraj Varga, Lars Henriksen, Jadé Botha and Ann-Laure Liéval.

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Vedran's Strategy *Researching Local Impacts of Global Developments to Make History Real*, challenges students to dive into their local histories and explore how local events are related to global developments. Through analysing primary source material (images, objects, written sources etc.) students will identify different ways in which global developments impacted their locale.

This lesson plan is part of a ten-part teaching strategy series designed and tested by teachers for teachers. The overall aim of Sharing European Histories is to help young people understand the complexity, multiplicity, and transnational character of European history. For more information, go to sharingeuropean-histories.eu.



Co-funded by
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This strategy is co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for them.



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Researching Local Impacts of Global Developments to Make History Real

VEDRAN RISTIC

Global developments connect countries and regions, transcending political divisions and geographical barriers. Understanding how developments changed students' surroundings helps them to connect to history and ground the past in reality.

OVERVIEW OF THE STRATEGY

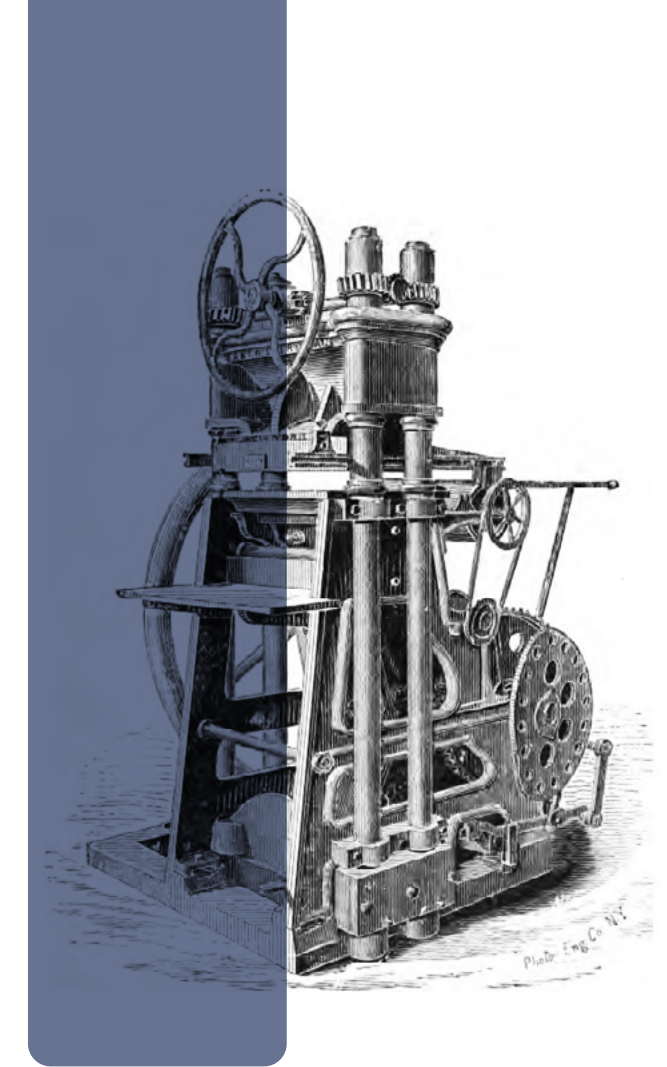
This strategy encourages students to understand global developments (such as the invention of the printing press, etc) – events, occurrences or processes on an international scale that originated in Europe – within the contexts of their own localities. By analysing, for example, political, economic, social, cultural, and technological impacts of these developments on their locale, students will better understand the tangible effects of global events and the internationality of local histories. Students will also be able to make sense of abstract time periods from which they might otherwise feel far removed.

Students will be asked to consider:

- Tangible heritage, such as archaeological sites, historical monuments, artefacts, and objects that are significant to a community, a nation, and/or humanity;
- and intangible heritage, such as living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.

For this strategy, the definition of tangible and intangible heritage is based on the definitions provided by UNESCO.

Students will then consider influences, responsibilities, relations, and exchanges between actors at local, institutional, and global levels. They can also explore these exchanges within the continent and between the continent and other parts of the world that will contextualise the development historically and politically.

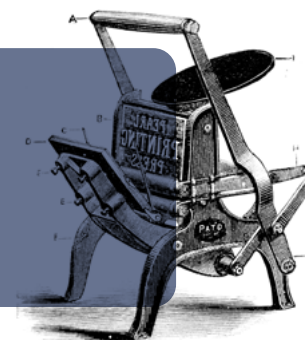


WHAT IS THE AIM OF THE STRATEGY?

The strategy aims to explore connections in history that are otherwise ignored, omitted or hidden in dominant narratives.

The strategy is primarily aimed at highlighting the transnationality of certain developments and teaching seemingly abstract history in a tangible way. By exploring local impacts of global events and developments students are encouraged to find connections inherent in historical processes. The strategy aims to deconstruct traditional categorization of historical knowledge and share different experiences of historical events, occurrences and processes.

Facilitating analysis of various impacts of global developments in a locale encourages students to draw connections between their local or national experiences and the experiences of other countries and cultures related to the same global event.



What do you need to do to use this strategy in your classroom?

STEP 1: PREPARE THE MATERIALS

Option 1 – Include your students in the topic selection process

Prepare books with photographs of tangible local historical objects or intangible heritage. Tourist guides and museum brochures, catalogues and websites can be a great resource for getting ideas about local phenomena with historical significance.

A week before your first lesson, have students explore their trip from their home to school in search of historical sites, monuments, statues, and street names.

Prepare a map of your locale to help students visualise their historical landscape.

Have students go over the prepared materials and discuss with them which topic they would like to research. Instruct them to look for traces of history that connect their locale to a global or regional historical event they are familiar with. Once you agree on a topic proceed to step 2.

Option 2 – Choose a global development yourself

If you are pressed for time, choose a global development yourself. Try to take into consideration your students' interests, the relevance of the topic and the availability of resources. For inspiration use all the steps described in option 1. Once you choose a topic, proceed to step 2.

Once the global development has been chosen, define the impact areas you want to explore and prepare relevant written and visual sources. They should deal with different impacts of the respective global development: economic, political, cultural, religious, everyday life, military or other. Do not try to encompass all impacts but choose three to five that are relevant to your topic.

STEP 2: USE THE MATERIALS IN THE CLASSROOM

Activity 1: Hook the students' interest and introduce global developments

This activity is important in getting students familiar with their local historical landscape and interested in the concept of the global development selected.

Provide photos of history that might represent different impacts (e.g., economic, political, cultural) that the same global development had on a locale. Without telling the students what the connection between them is, encourage them to guess what they think it could be.

Similarly, show video clips focusing on the development. Showing changes in environment or the impact 'in action' would be interesting. Video clips of the history from different time periods might also be intriguing.

Whilst showing the video clips (and the photos), have students ask themselves the questions:

- Can you describe what you saw in the presented materials?
- Did you notice any changes taking place?
- Can you connect the changes to a wider/global process?
- Can you speculate about the scope of changes it achieved?
- To what extent did the process affect your locale? Discuss students' answer afterwards.

Get the students to hypothesise what the different images/videos/etc. of this history might tell us. Again, all of these examples are meant to serve as pieces of a puzzle – evidence that leads to a greater story. Define and discuss what a global development is with the students. Have them identify several kinds of impact they find most significant and explain why.

Optional homework assignment: If you choose a specific and recent enough event, have students talk to their older family members, neighbours or friends about it and prepare a report about how said event affected their everyday life and what they know about the cause of the changes.

Activity 2: Researching different local impacts of the global development

This activity asks the students to assess primary and secondary source material, see the connections, and place the local developments in a wider narrative.

Have the students create a timeline of the development to provide context, and provide additional background information if needed.

Divide the students into groups based on the area of impact they will be focusing on – for example one group may be assigned political, another economic, another social etc. Provide the students with written as well as visual source material in addition to the background information on the global development you presented in the previous step. What you provide will depend on the area of impact they will focus on. Ask students to place the writ-

ten and visual sources they have encountered on the timeline. Examples of source materials are municipal or other government or organisational reports, newspaper clippings, written correspondence, film, and photographs or objects.

In their groups, students prepare and present a short presentation for the whole class, in which they explore the impact of the respective global development on their area at the local level. Teachers can provide the following guiding questions:

- What area of impact are you researching?
- Explain how the development reached your locale.
- What would you say are the key impacts it had on your area?
- To what extent did it transform people's lives?
- Would you say the impacts are similar or different compared to other locales?

Then mix the students to form groups in which "experts" of all areas of impact are present. A good way to summarise the activities is to create a table containing all the areas the global development affected and to ask students to fill it in with key points.



Activity 3 – Discussion

This activity gets the students to analyse contextual material and wraps up the investigation. This activity can be done in plenary or leave the students in small groups so that an "expert" from each area of impact is present and have them prepare a summary based on the suggested questions.

Discuss what you have found to conclude your studies. Here are some examples of questions you could ask. Some will be more applicable or relevant than others depending on the chosen global development:

- What can this impact on our locale tell us about influences, responsibilities, relations, and exchanges between actors at local, institutional, and international levels during this global development?
- Does this impact on our locale reflect the wider history of the same time?
- In which ways does this impact on our locale show degrees of a connected or a conflicted world?
- Does this global development and its impacts continue to influence our locale to this day?

GLOBAL DEVELOPMENT

Impact Area	Dates	Actors Involved	Short-term Impact	Long-term Impact
Economic				
Political				
Cultural				
Religious				
Everyday Life				
Military				
Other				

Table 1. Example worksheet listing several possible impact areas. Select several of them and adapt the table to a topic of your choice.

WHAT OBSTACLES COULD A TEACHER FACE WITH THIS STRATEGY?

Finding source material can be challenging

Schools located outside of larger towns or cities might find it more difficult to find tangible heritage or other source material on which they can base their research. Teachers can widen the search to a broader region or a neighbouring town/city and/or organise a trip to institutions like museums and archives. If it is impossible to travel in person, it is possible to also rely on museum websites, digital archives, and other media. You can also contact local historical associations or local historians, who are often very useful, or collect oral testimonies from people who have been living in the town for several decades.

HOW COULD YOU MAKE THIS STRATEGY MORE INCLUSIVE?

Supporting lower attaining students

Support can be given in guiding lower attaining students through the discussion process, giving them multiple choices when asking them to analyse/synthesise/evaluate.

Teachers might have to simplify the impact areas that students research – making them less abstract and more concrete. They can make the impact areas more specific so that students are not overwhelmed by the volume of information they come across.

Challenging higher attaining students

In an effort to promote inter-regional or international information exchange, a teacher can choose to engage in a partner school project – contacting another teacher who might be interested in pursuing this lesson plan simultaneously and having their students present to one another upon completion. This partner school can be in a different region in the same country or in a different country entirely. Neighbouring countries might have more in common and make for easier partners than countries further away.

Have students do everything

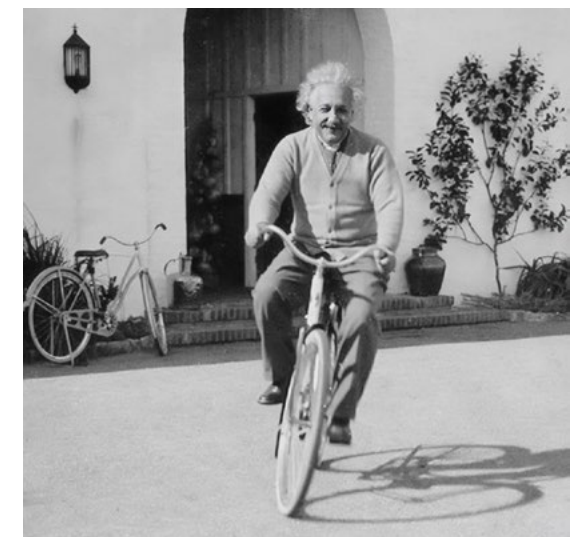
As an extra challenge, students can conduct their own research to find source materials. This will expand on the materials already provided by the teacher.

Example of the strategy in action

CYCLING IN OSIJEK

HOOK THE STUDENTS' INTEREST AND INTRODUCE THE GLOBAL DEVELOPMENT

Provide the students with three photographs, one showing Albert Einstein riding his bicycle, and two old postcards showing well known streets of Osijek featuring a cyclist. Ask them to compare the photos and describe what they see. Once they identify the emergence of the bicycle as the global development, have them speculate about changes it could have introduced into peoples' lives. Talk about the bicycle as a global phenomenon and the scope of changes it could have initiated on a local scale. Have them brainstorm about different areas of impact the bicycle could have affected. Have them identify several kinds of impact they expect to find most significant and explain why.



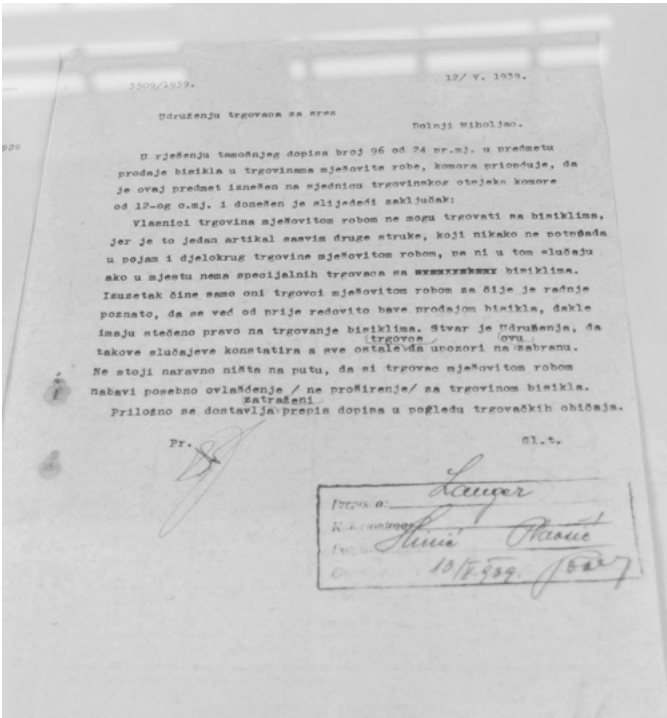
RESEARCH THE LOCAL
IMPACT OF THE
INTRODUCTION OF THE
BICYCLE IN OSIJEK

Have the students create a timeline of the development to provide context, and additional background information if needed. The timeline should include information on a global and national scale. Leave out the local information for this phase.

Divide the students into “expert” groups based on the area of impact they will be focusing on: economy, military and leisure. In their groups, students prepare and present a short presentation in which they explore the impact the bicycle had on Osijek.

Group 1. Economy

Year	World	Croatia	Osijek
1817.	The dandy horse or “running machine” invented by Karl von Drais		
1860.	The velocipede – the first true bicycle invented by Ernest Michaux and Pierre Lallement	First bicycle in Croatia	
1884	Thomas Stevens pedals across the United States		
1885.		First Croatian Cyclists’ Society founded	
1886.		First cycling race held in Zagreb	
1887.	Bicycles start being introduced into the British and French armies		
1892.		First road race in Croatia from Zagreb to Petrinja	
1895.	Chicago puts its mailmen on bicycles		
1903.	Tour de France established		
1911.		Franjo Gregl qualifies for the Olympics	
1920.		Kingdom of SHS Cycling Alliance founded	
1936.		Croatian cyclists race the Tour de France	

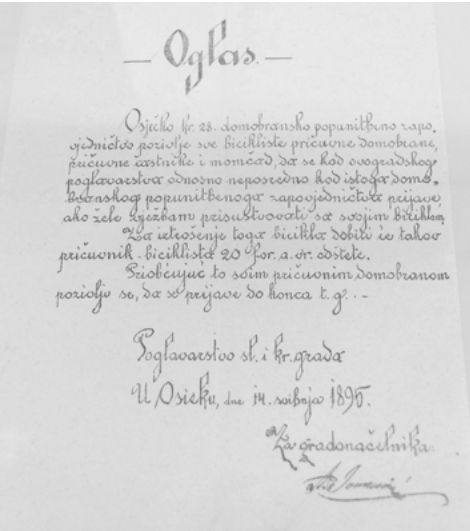


(left) 12.5. 1939. A denied request from a grocery store (convenience store?) for selling bicycles. Even if there are no specialised stores around. A store owner can get a special approval for selling bicycles.
(right) A bicycle made in Osijek’s bicycle factory active 1945. – 1961



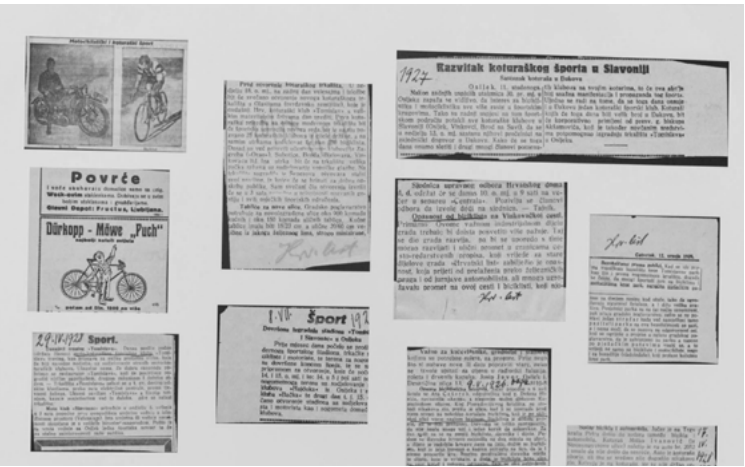
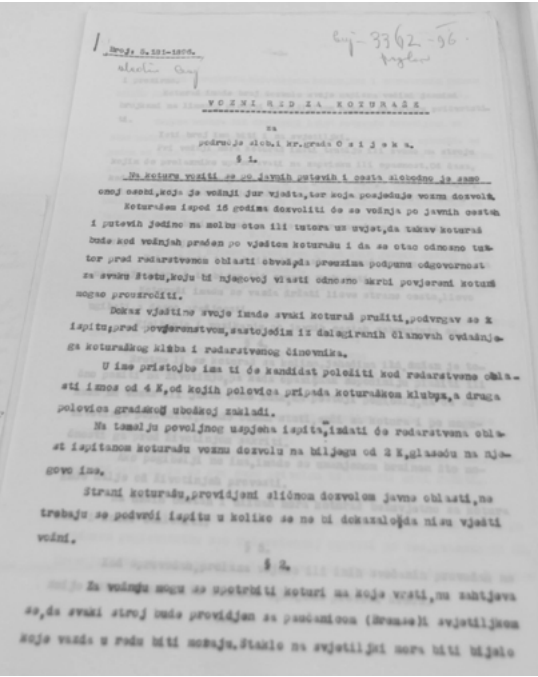
(bottom) Receipts and newspaper ads for selling and servicing bicycles. (1917. - 1945.)

Group 2. Military



(left) A summons for cyclists of the auxiliary 28th home guard regiment to attend an exercise, 1895.
(right) A group of soldiers featuring two military bicycles, 1915.
(bottom) An ad describing the characteristics of a military bicycle, 1903.

Group 3. Everyday life



(left) Traffic regulations for cyclists, 1896. The first regulations date from 1888.
(right) A group of young men engaged in recreational cycling. Undated.
(bottom) A series of newspaper clippings depicting everyday occurrences involving bicycles, 1920s

Teachers can provide the following guiding questions:

- What area of impact are you researching?
- Speculate about how the development could have reached your locale.
- What would you say are the key impacts it had on your area?
- To what extent did it transform people's lives?
- Would you say the impacts are similar or different compared to national and global scales?

Then mix the students to form groups in which "experts" of all areas of impact are present. A good way to summarise the activities is to create a table containing all aspects of the global development and having students fill it in with key points.

Impact Area	Actors Involved	Short-term Impact	Long-term Impact
Economic	Grocery store owner, municipal authorities, bicycle factory	Sales of bicycles increase, demand for bicycles triggers bicycle production, local businesses open to service and sell bicycles	Bicycle related businesses establish for long term, specialised businesses emerge
Everyday Life	Municipal authorities, recreational and commuter cyclists, cycling associations	Traffic regulations for cyclists are defined, sporting events are being organised, cyclist road safety becomes an issue	Cyclist become a part of traffic, sports associations are formed
Military	Military authorities, soldiers, bicycle builders	Bicycle becomes incorporated into the army, soldier-cyclists become parts of regiments, specialised bicycles are created	Bicycle infantry becomes standard part of the army

Discussion

This activity gets the students to analyse contextual material and wraps up the investigation. This activity can be done in plenary or leave the students in small groups so that an "expert" from each area of impact is present. Discuss what you have found to conclude your studies. Here are some examples of questions you could ask. Some will be more applicable or relevant than others depending on the chosen global development:

- What can the impact the bicycle had on Osijek tell us about influences, responsibilities, relations, and exchanges between actors at local, institutional, and international levels during this global development?
- Does the impact the bicycle had on Osijek reflect the wider history of the same time?
- In which ways does this impact on Osijek show degrees of a connected world or a conflicted world?
- Does this global development and its impacts continue to influence Osijek to this day?
- How has the bicycle changed the culture of travelling?
- Examine the images. Can the changes be considered intangible heritage?
- A reflection about the "return"/ increase of bicycles in cities today as a green mode of transportation (like tramways) + development of cycle lanes or even cycle highways in some countries.




(Right) Pannonian challenge is a BMX, SKATE and INLINE competition in Osijek started by several enthusiasts in 1999. It has since grown into the largest extreme sport competition and urban culture manifestation in the region. Could a manifestation like this be considered intangible heritage as part of a city's identity?

OTHER POSSIBLE TOPICS

Students pass by traces of history every day never giving them a second thought. Choosing a suitable topic means becoming aware of these traces and the connection between them. History teachers are in a unique position to make these connections by identifying processes they are a part of. Try to find local traces of global processes, something the students know about and can see, and then guide them to the point of becoming aware of a wider process that connects them.

- Spanish Influenza
- The Railway
- Industrialisation
- Art movements
- Social movements
- The Printing Press
- Roman Roads
- The first vaccine
- Colonisation
- Communication cables: from the telegraph to Internet cables



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



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