

ALTERNATIVE CURRICULUM FOR HISTORY IN BOSNIA AND HERZEGOVINA –  
A CONTRIBUTION TO PROMOTING HUMANISM IN HISTORY TEACHING AND  
FACING WITH BOSNIA-HERZEGOVINA CONTROVERSIES



EUROCLIO HIP BOSNIA AND HERZEGOVINA

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**For the Publisher:**

Melisa Forić Plasto

**Editor:**

Edin Veladžić

**Authors:**

Edin Veladžić, Slavojka Beštić Bronza, Bojana Dujković Blagojević, Melisa Forić Plasto,  
Elma Hašimbegović, Senada Jusić-Dučić, Fahd Kasumović, Marija Naletilić, Edin Radušić

**Translation:**

Branislav Blagojević

**Design and DTP:**

Amra Mekić

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Edin Veladžić • Slavojka Beštić Bronza • Bojana Dujković Blagojević • Melisa Forić Plasto  
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Sarajevo, 2021.

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## FOREWORD

Association of history educators in Bosnia and Herzegovina, EUROCLIO-HIP BiH successfully realized a project titled *Alternative curriculum for history in Bosnia and Herzegovina – a contribution to promoting humanism in history teaching and facing with Bosnia-Herzegovina controversies*.

The project started in January 2018 and ended in October 2019. Its realization was financially supported by Open Society Fund of Bosnia and Herzegovina.

With this project, the EUROCLIO-HIP BiH, as the only trade association that is present and well accepted for its educational activities in the whole territory of BiH, attempted to initiate positive changes in teaching plans and programs of history in primary schools and create an educational model that would help creators of education policies in BiH in terms of innovation and modernization of studying history, particularly in the process of teaching history.

That goal is possible to achieve by moving the focus of history teaching, through developing, establishing and testing a joint approach in all three curricula in Bosnia and Herzegovina for primary schools. We believe it is necessary for the primary focus of new, innovative and alternative curriculum to rest on **developing critical thinking, respecting universal human rights and promoting general civilization values**. The intention of the expert team gathered around this project was to offer alternatives to valid (state) curricula, change them indirectly and impact to the change of attitudes of the creators of education policies. With a different and innovative approach to school curriculum we expect to attract the adequate attention of the teachers. We are deeply aware that the success of changes is only possible and realistic with teachers' readiness to change attitudes about important and unimportant in history teaching.

EUROCLIO-HIP BiH assembled a professional team of researchers and associates with proven experience in the field of history teaching. Through this two-year project, the team developed an alternative model of curriculum, which rests at universal human rights and civilization values. The team's approach was based on researching existing curricula in Bosnia and Herzegovina, some positive examples in other European countries (Swiss model), wide consultations with history educators (teachers and professors) in primary and secondary schools, history students and other interested parties of the civil society. For the needs of this project, we created a special questionnaire, aiming at collecting information from experience and practice relating to teaching about universal values within history teaching process.

Upon realization of all planned activities, including testing before the expert public, the team of experts offered a concrete model how to modernize history teaching in Bosnia and

Herzegovina, which should contribute to **the development of critical thinking and pluralistic society** with full respect of ethnic, religious, cultural and any other diversity, rather than deepening the divisions and understanding the history division to “ours” and “theirs”.

With the proposed approach we invite the wide scientific and expert public to open up a dialogue that will result in real and essential changes of the existing paradigm of history studying, and we expect the said public, and creators of education and culture policies in particular, to recognize the honest intentions and the necessity of more prominent positioning of all aspects of human rights and universal civilization values in the focus of the whole teaching process, including history teaching, as it has an important and delicate role in creating a free, democratic, multicultural, open, tolerant and prosperous social environment.

At Euroclio HiP BiH, we believe that our innovative approach to history teaching could be of interest to history educators of across Europe and the world, so we decided to prepare and publish an abridged version of the Bosnian edition of the Alternative Curriculum (2019) in order to share the results of our work with our colleagues and friends and open space for dialogue and cooperation.

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Edin Veladžić

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## INTRODUCTION

### ALTERNATIVE CURRICULUM FOR HISTORY IN BOSNIA AND HERZEGOVINA – A CONTRIBUTION TO PROMOTING HUMMANISM IN HISTORY TEACHING AND FACING WITH BOSNIA-HERZEGOVINA CONTROVERSIES

Teaching plans and programs (Curricula) for teaching history in Bosnia and Herzegovina (all three valid ones) present a baseline for the teaching practice. Textbooks, as well as all additional teaching materials, follow what was prescribed in the Curricula. Any serious analytical insight, as well as many up to date researches conducted in Bosnia and Herzegovina, show without any doubt that history textbooks are dominated by one-dimensional, national, often nationalistic perspective, and particularly worrying is the fact that the authors often present the content from one perspective only, where they are using reduction, insinuating, relativization, ignorance. Students' attention is directed from important to irrelevant, standpoints presented are unclear, events are misinterpreted or are not interpreted completely. Another perspective, such as personal and collective responsibility, is neglected. All that leads to incomplete understanding, uncritical thinking and not affirming general universal and civilization values. Values appearing in the current teaching practice are more mentioned and less promoted, or they are being particularized (freedom of “our”... etc.)

Textbook contents, as a rule, are a concrete material reflection of what is prescribed in the curricula, which, over the past few decades did not suffer significant and obviously necessary changes. All the changes so far were more of a “face-lifting” or technical nature, and did not go into the essence. The approach to history teaching in the curricula is chronological (contents are being repeated in the so-called concentric circles), there are no inter-areas themes interpreted more deeply and from different aspects, or processing of phenomena that would be followed for a longer time and critically studied. In short, too many data, while the historical themes are predominantly oriented to political, military and economic history, with certain elements of cultural (mainly national) history.

If there was in a certain period of post-Dayton time a tendency of harmonizing and equalizing different curricula in order to ease the reconciliation process in post-conflict BiH society, it seems that meanwhile the war of historical narratives has been intensified and very aggressively situated into the curricula, history textbooks, teaching materials, i.e. education system. Parallel historical narratives, very intolerant towards the other and

different, certainly do not contribute to creating a free and democratic surrounding. With a single-sided approach to history it is only logical to expect the result that reflects in intolerance of young generations who feel negative caution towards members of other peoples and minority groups, which, regretfully, has become a regular thing in daily life. The scope of these negativities are particularly visible on certain public gatherings (political rallies, sporting events, public gatherings, even weddings) and particularly in a virtual world of the internet.

Important documents relating to history teaching have been adopted over the past few years in Bosnia and Herzegovina, and they start from key competences and life skills (“Identifikacija ključnih kompetencija i životnih vještina u BiH, 2011”, and “Zajednička jezgra nastavnih planova i programa za društveno-humanističko područje definirano na ishodima učenja, 2015”<sup>1</sup>). Those documents present the first step in modernization of history teaching and they prescribe a different approach to teaching. The next logical step in this process is modernization of curricula, which are then a starting point for creation of new textbooks. Those new textbooks would need, besides technical and cosmetic innovations, to undergo a serious conceptual changes in a way that key focus of history teaching is on universal human rights and raising awareness among students about the development line of respecting / disrespecting of basic human rights through recent and further past.

All curricula in Bosnia and Herzegovina officially prescribe that the goal of history teaching is development of critical thinking among students, but in the concrete workout critical thinking remains in the back. The fact is that education authorities of Bosnia and Herzegovina, except sometimes declaratively, do not show noticeable and serious interest for modernization of curricula in terms that they should contribute to developing the critical awareness and base on a different approach, the one that rests on accepting and promoting universal human values and respecting the other and different.

Association of history educators in Bosnia and Herzegovina, EUROCLIO-HIP BiH initiated a project titled Alternative curriculum for history in Bosnia and Herzegovina – a contribution to promoting humanism in history teaching and facing with Bosnia-Herzegovina controversies, in 2018. With this project the Association tries to initiate positive changes in teaching curricula for history in primary schools and to create a model that would help the creators of education policy in Bosnia and Herzegovina in modernizing and innovating the teaching and studying of history. The goal of the project is reflected in contributing to advance of history teaching in Bosnia and Herzegovina through developing, establishing and testing the common approach in history teaching in all three curricula for primary schools in BiH. By focusing on development of critical thinking, promoting universal human rights and civilization values through history, it is necessary to offer alternatives to existing

<sup>1</sup> Identification of key competences and life skills in BiH (2011), and Common Core Curricula for social-humanities defined on learning outcomes (2015).

(state owned) curricula, changing them indirectly and affecting the change of teachers' attitude about the important and unimportant in the goals of history teaching. Realization in practice would present a great and very concrete contribution to democratization of BiH society.

The project engaged a group of researchers, experienced scholars for this field, with teachers in primary and secondary schools among them, history teachers at high education institutions and universities, museum workers and workers in public administration, who exhibited a close connection to issues of history teaching in Bosnia and Herzegovina in their professional and academic advance. Besides the team of experts, a wider community of teachers and students of history participated in different stages of the project by means of public debates on existing curricula and potentials offered by the alternative curriculum for history teaching. Public discussions have been organized in Sarajevo, Banja Luka and Mostar, during the three different stages of document creation, and they were the basis of communication with technical and wider public.

Researches conducted in 2018 preceded the creation of alternative curricula. Team of authors made the analysis of the actual curricula in Bosnia and Herzegovina, looking for examples of promoting universal values through contents, but also through learning outcomes, goals and tasks. Analysis of certain European curricula was also made, and we created two tailor-made questionnaires and conducted a survey among the members of European association of history educators – EUROCLIO and among the colleagues from the EUROCLIO HIP BiH association. Results of surveys made and examples received from our colleagues, based on their teaching practice, offered good ideas that were incorporated into the document.

In the end, when drafting of the document was completed, it was offered to a group of seven teachers for their expert review and opinion on its applicability in practice. Their opinions were not harmonized in all elements and they ranged from emphasized criticism to recognition of its exceptional value and revolutionary concept of the material. Proposals, suggestions, comments and expert opinions we received during the public debates aided greatly to final shaping of the document for which, we believe, with a bit of political will, there could be a way of implementing it in the teaching practice.

During the final shaping of Alternative curricula, the author's team opted for a combination of chronological and thematic approach. Thus, the document has been divided into four larger chronological parts: antique period, middle ages, history of new age 1450 to 1918, and history of the 20<sup>th</sup> century (from Versailles peace to the end of the century). Each of the mentioned parts is being processed in a single school year, from 6<sup>th</sup> to 9<sup>th</sup> grade of primary schools. Unlike the existing curricula, during the detailed elaborating of selected parts, the author's team decided to leave the usual chronological concept and favor the thematic approach. Seven universal values have been placed in the focus of all four periods,

i.e. curricula for the mentioned four grades of primary school: **peace, cooperation, freedom, solidarity, responsibility, equality and life.**

One of the starting points in creating the alternative curricula were the results of a research of contents of the national group of subjects in primary schools, which was performed by the research team of the Open Fund Society in BiH and proMENTE social researches, with participation of members of EUROCLIO HIP BiH. The publication “Education in BiH: what we are (not) teaching to children?” was published in 2017, and is available at://www.promente.org/downloads/cemuucimodjecu.pdf. The intention is to get an insight of the overall development of human history through the prism of the listed seven values, that is, the part that is a subject of obligatory education. By shifting the focus off the state, nation, people, military and political heroes, winners and losers, “our” values and “their” weaknesses, territories, etc. towards universal values, the teaching contents will be significantly freed from needless national and political tension, but also other negativities in history teaching, to the benefit of those values that make history as a teaching subject worthy of studying.

Proposed curricula for the **sixth grade** of primary school comprise of seven wider thematic parts of the antique period:

- History and discovering the past,
- Humans and community in prehistoric era,
- People, nature, life and creativeness,
- A state and an individual,
- Freedom and equality in antique world,
- War and peace in antique time,
- Women and children in private and public space of the antique world.

With the exception of the first thematic part that aims to present the basic concepts about history as a science of human past, basic concepts of historical research and historical sources as cognitive sources about events from the past, other thematic parts, on concrete examples of certain phenomena in prehistory and antique civilizations, question and promote values, such as life, freedom, cooperation, equality, meeting and intertwining of different cultures.

The idea of responsibility, life and cooperation, is being promoted on the example of development of a state as an organized political community, institutions and various models of power. The values of personal freedom and basic human rights in the antique world deserve special attention and it can be treated in an interesting way and presented through slavery and social ladders of the oldest state communities. Processing the mentioned should

enable the students better understanding the values of the world we live in. Through the themes of wars in the antique period, we are questioning the sources of first conflicts and their consequences in terms of victims, material devastation, destruction of towns and settlements, migration, change of borders, insecurity, etc., all in the aim of promoting ideas of peace and living values vs wars and conflicts. At the end, a separate thematic part is dedicated to presenting a social role of women and children in the private and public space of the antique world. By comparing the quality and way of living in the antique world, the goal was to additionally stress the achieved civilization values, such as gender equality, mutual solidarity and integrity of life of each individual.

When creating teaching material according to the proposed curricula, it is particularly important for the development of civilization, formation of first communities, their joining and confronting, formation of states, establishment of social hierarchy, relation between men and environment, struggle for survival, and all other envisaged themes, to be presented through a form of available and student-receptive sources of textual, picture and other character, so that the students are encouraged to compare and thus to understand and appreciate different perspectives and development of critical thinking. Spatial proximity of certain archeological and historical sources certainly contributes to better understanding of historical events that are processed in the teaching process, therefore it is very important to give concrete examples and sources from the area of Bosnia and Herzegovina and western Balkans whenever possible. The students will be encouraged to compare the mentioned examples with known and close examples of the present time.

Proposed curricula for the **seventh grade** of primary school encompasses the medieval period and is presented through six larger thematic parts:

- Creation of Europe in the middle ages,
- Interactions, conflicts and tolerance in early middle ages,
- Conflicts, tolerance and coexistence in developed and late middle ages,
- The issue of freedoms in middle ages,
- Solidarity,
- Women in middle ages.

Grasping the wider perspective of a very complex transformation of Europe over a thousand year period of middle ages should help the students to understand the cultural, religious and ethnic diversity as historical characteristics and the fact that present day Europe is largely a result of relations, interactions and mixing of influences of different civilizations and values that existed in its wider area over a long period of time. The antique heritage, large migrations, creation, rise and fall of medieval states, mutual contacts and



mixing of influences of large religions, periods of hostility and conflicts vs periods of peace, coexistence and tolerance, are just some of the very significant parts of medieval history, where students should understand the importance of values such as peace, coexistence, tolerance, cooperation, minority rights, advantages of cultural and religious diversity, etc.

The issue of political and individual freedoms as fundamental rights of every human being would be studied through the system of feudal relations, as a dominant social order of medieval period. By comparing slavery with freedoms of modern democratic world, students need to be made aware of the historical development the human society went through, in order to build the perception of freedom, equality and right to living as we know them today. One thematic part is dedicated to promotion of ideas of solidarity, mutual help and kindness through introducing the students to perception of the said ideas in the middle ages. They still do not exist as universal value, i.e. they stay at the level of individual, they do not cross religious and ethnical boundaries and they develop within individual groups and communities, based on religious values. The issue of social role of women in private and public space of medieval society is placed in a separate part, with the intention to question the idea of gender equality and roots of certain contemporary phenomena that go back deep into the middle ages (woman and power, woman and religion, woman and family, woman as an enemy and perception of a woman in culture).

Studying the period of new age, from 1450 to 1918, would be based on critical, analytical and multiperspective approach of looking at the presence of the mentioned universal values in various social environments, state-political systems, economic conditions and cultural contexts. A rather wide spectrum of historical phenomena and processes is grouped in seven thematic areas that would be studied in the **eighth grade** of primary school:

- Tolerance, coexistence and conflicts in the Islamic world 1450-1918: Muslims, Christians and Jews
- Tolerance, coexistence and conflicts in the world of western and eastern Christianity 1450-1918: religious, ethnic and national diversity
- Slavery and freedom in European and world's history 1450-1918.
- Culture of dialogue in European and world's history 1450-1918: international relations arena
- Women and children in private and public space of modern world 1450-1918.
- Charitable activities, generosity and mutual helping in Europe 1450-1918.
- Humanitarian crises of the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> century and international solidarity

Understanding the idea of tolerance, dialogue, multi-culturalism and mutual respect is highly connected to historical and cultural context that modern European societies passed through in their development. First two thematic parts speak of mentioned values in the world of Islam, primarily in the Ottoman empire, and in the world of western and eastern Christianity in the period 1450 to 1918, with particular examples from the history of West Balkans and Central and East Europe. There are presented life situations that can be marked as examples of tolerance, coexistence, cooperation, respect and interaction between different religious, cultural and ethnic communities, but also events that are the opposite of the mentioned (intolerance, wars, confrontations, etc.). Within the Ottoman historical context, particular attention will be paid to detecting tolerance and social interactions in Bosnia and Herzegovina and West Balkans as an area that was very much mixed and diverse in cultural and religious sense in the mentioned period, interesting, inter alia, for the fact that it was the frontline of the Ottoman state where the worlds of Islam and Christianity were in contact.

Concrete examples should help the students to understand the cultural, religious and ethnic diversity as historical characteristic in the development of European societies, encouraging them to understand, compare and respect different perspectives, develop critical thinking and capacity to, based on selected texts, draw conclusions on consequences of situations that are presented as positive examples of certain values and their opposites. The students are encouraged to perceive the identity difference as one of important characteristics of European history and to view the experience of coexistence on the mentioned territory as the history of cooperation and conflicts, with noticing the consequences caused by tolerance and intolerance in human relations.

When talking about slavery in Ottoman empire there will be an attention to this manifestation in the center of the state, but also about its forms on peripheral areas, such as Bosnian and Herzegovinian provinces. Students will be encouraged to compare the data on slavery from early new age and modern times with information on contemporary forms of human trafficking and limiting human freedoms, to critically evaluate the relations and bring conclusions on social consequences of the said phenomena. Processing the said problems should enable better understanding of values of the world we live in, as well as historical path the human society went through in order to build up perceptions about freedom that are today dominant in legal and ideological sense worldwide.

The fourth thematic part is directed towards promoting the dialogue as an important means of communication among people, communities and states. The goal is to show to the potential of this value in building peace and overcoming conflicts, establishing and maintaining economic relations, understanding diplomatic culture of new age, with particular accent on diplomatic practices that were applied in Ottoman empire and Great Britain.

Values such as equality, solidarity, tolerance, dialogue, mutual understanding and respect, were particularly stressed in the fifth thematic part. Through concrete examples from real life we tried to present and understand the social role of women and children in private and public space in different social and cultural areas of modern world.

The sixth thematic part should point to the importance of mutual solidarity, helping, kindness, generosity and saving lives. Charitable activities and mutual helping go back several centuries and have different examples within European societies of early new age and modern times. By comparing different understanding of the mentioned ideas and concrete examples from west-European states and Ottoman empire (with particular emphasis on phenomena present in today's Bosnia and Herzegovina and west Balkans countries), the students are encouraged to bring conclusions on consequences that their implementation had on today's social perceptions about the said values.

In the seventh thematic part, unlike the previous one where the focus is more on monitoring the development of idea of solidarity within individual social and state-political communities of the same cultural-civilizational milieu, the accent is placed on promotion of solidarity in relations among individuals and members of the same and different religious, ethnic and racial groups of mankind. Entering the historical area when care for human beings is put to the forefront imposes the need to question the values of solidarity, kindness and mutual helping to several levels. The students should be able to find out in what way these ideas grew from local and regional activities to the level of international universal solidarity. The primary goal is to develop empathy among students towards every human victim, affected by some natural or war catastrophe, regardless of racial, ethnic, religious or any other affiliation.

Curricula for the **ninth grade** of primary school would include time period from Versailles peace to the end of the 20<sup>th</sup> century. This is the most challenging and the most difficult part in the actual history teaching, speaking of controversies, and it is divided in five wider thematic parts:

- Fear from different (xenophobia)
- Cold war and universal human values
- Universal human values through acting of the United Nations and other humanitarian, non-governmental organizations and individuals
- Emancipation in the second half of the 20<sup>th</sup> century Fight for freedom, equality, tolerance, understanding, against discrimination Fight for healthy and clean environment
- Universal values in BiH within Yugoslavia vs universal values in BiH after independence.

The first half of the 20<sup>th</sup> century was marked by the two most devastating wars the world has ever seen. Enormous human casualties and material destruction left long-term and deep consequences on local, regional and global level. The goal of the first thematic part is to enable the students to critically and multiperspectively analyze the complex processes in the period of world wars and the period between, and to realize to what extent the lack of respect for universal human values, such as right to peace, coexistence, freedom, acceptance and fear from other in European and world's politics, caused the creation of totalitarian systems and new global confrontations. There is a special emphasis on fight against fascism as well as fight for universal human values, while examples from European and regional history will help students to recognize different forms of propaganda and other negativities that lead to exclusiveness, negation of universal civilizational values such as peace, freedom, tolerance, humanity, coexistence, dialogue and multiculturalism.

In the second thematic part the values are being questioned through the phenomenon of political polarization of the world, i.e. through perception and promotion of universal values under the conditions of Cold war and through the work and actions of the UN. The intention is for the students to be enabled to grasp the condition of human rights and other civilization values through critical and analytical approach to historical sources of different provenience in different political systems of cold-war period, in countries that formally belonged to one of the two globally confronted military-political blocks, as well as in countries which were outside those spheres of direct influence. Today's perceptions of ideas of humanism, cooperation, peace, freedom, coexistence, responsibility and multiculturalism, were largely aided by complex processes that were going on in a part of Europe in post-war period. The process of denazification of Germany, the case of Berlin, French-German dialogue, creation of European Council and processes of unification of Europe (EEC / EU), establishment of a social type of state and freedom of movement are important phenomena in post-war European history for understanding the present level of universal civilization values.

Great credits for spreading the modern perceptions of ideas of universal values on global scale can be attributed to the UN. Therefore, a separate thematic part in this curriculum was dedicated to activities of the UN, their key acts in the field of human rights, and other similar international organizations, NGOs and individuals who had a noticeable engagement on humanitarian field. Examples of work of these organizations on a global level, and especially on providing various aid in the area of Socialist Federative Republic of Yugoslavia (SFRY) in the post WW2 period and wars of the 1990s in the area, will show the students important humanitarian activities of these organizations and individuals and students would develop skills of solidarity acting and providing aid to others in crisis situations.

The fourth thematic part would speak about certain emancipation processes that took place in the second half of the 20<sup>th</sup> century. The issues such as fight for freedom, equality,



tolerance, understanding, fight against discrimination and fight for healthy and clean environment, would be opened through themes of decolonization, Vietnam war, racism and fight against it in the USA, apartheid, emancipation of women and equalizing their rights, as well as on examples of use of sports for political purposes. The students need to be enabled to recognize various forms of discrimination (political, economic, age-based, gender, racial, etc.), to get familiar with the way of fight of discriminated groups for their rights and with their suffering, all in the aim to strengthen the awareness about the importance of preserving the achieved level of universal human values in the modern democratic world.

The last thematic part in the Curricula for the ninth grade of primary school would be dedicated to the respect of basic human rights and application of universal values in Bosnia and Herzegovina within SFRY, comparing it with the situation in that regard in BiH after independence. By means of critical and multiperspective approach students acquire skills and competences to face the controversial themes of national history. Some European and world experiences should help in overcoming controversial parts of very eventful history of the 20<sup>th</sup> century, with different interpretations of certain events in Bosnia and Herzegovina, all with a clear goal of further strengthening of ideas to respect the other and different, coexistence, tolerance, reconciliation, cooperation, equality, humanity, dialogue and mutual respect.

We tried to harmonize these Alternative curricula with the Common Core Curricula for History defined on teaching outcomes in Bosnia and Herzegovina (2018), a document in which creation the representatives of EUROCLIO HIP BiH participated in. The defined learning outcomes served as a starting point in selecting the themes. Considering the clear desire to modernize the history teaching in Bosnia and Herzegovina and a firm determination for monitoring new tendencies in history teaching at international level, we consulted very important documents of the Council of Europe along with the mentioned document. Recommendation 2001(15) about history teaching in Europe in the 21<sup>st</sup> century (<https://rm.coe.int/16804bcc5d>); Council of Europe (Rec 1880 – 2009), [History teaching in conflict and post-conflict areas](#); Council of Europe (2016), [Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies](#), and Council of Europe (2018) [Quality history education in the 21<sup>st</sup> century, principles and guidelines](#) (<http://www.coe.int/culture-of-cooperation>).

We emphasize that the key connection for curricula in all four grades of primary school are previously mentioned universal values: peace, cooperation, freedom, solidarity, responsibility, equality and coexistence. All future authors should bear in mind this significant fact when writing textbooks or additional teaching materials according to this document. The mentioned human values have to remain in focus in all teaching units, in all historical periods, and they must be repeated through each grade and each thematic unit in order to accomplish the desired goal, and that is strengthening awareness and increasing

the level of perception about the manner of understanding the fundamental human values throughout the long history of mankind and enabling making the parallels with the present situation.

In a certain context, textbook authors and teachers may select other themes to achieve the same result (usefulness of history teaching for children and modern society, critical thinking, multiperspectivity, wider understanding of the historical context and cause-consequence relations, etc.). It is recommended to create a working teaching material / textbook according to the proposed curricula, with models of precisely planned workshops that offer different activities in work with students (interactivity).

With each thematic unit there is offered a methodology part that additionally explains the way of understanding the offered idea. This section of the alternative curricula points to the target age of students the content is intended for, which is important to bear in mind when creating the teaching material, selecting sources and choosing a model to process the theme during the class. The methodology section repeats the contents that need to be processed, but it is not a primary goal of these curricula. Our primary goals are, in fact, the outcomes that are clearly listed with each thematic unit. Methodology experts who worked on the document have offered the outcomes processing in details, and thus additionally defined expectations from students, stressed key terms, offered a key question and proposed concrete activities. The teachers have full freedom to assess and determine themselves how many classes are needed to process a certain theme. They can also leave out certain thematic and sub-thematic content, i.e. replace them with contents that are, in their opinion, more receptive for the age group of their students.

The team of authors of this new Curricula remains ready for additional technical and scientific support, if necessary, to all potential authors of textbooks in working on the offered concept. Future authors of all kinds of working materials, also the teachers in the next stage, have a freedom of choice in applying the Curricula in a way to include 60% of subtitles of each offered thematic unit, while they are free to choose 40% of examples and themes from the past that they consider more appropriate and easier for teaching to students in a certain grade. We particularly suggest using examples from our local, national and regional history, if they are appropriate and easy to understand for promotion of universal values, multiperspectivity and critical thinking. Our emphasizing of significantly different approach to history teaching and stressing of the aforementioned values is, we believe, the key difference in comparison to all the existing history curricula in the country. In the aim of changing the existing paradigm on the end goals and purpose of history teaching, we attempted to select the best themes and the best examples. It does not mean that all the good themes and examples that lead to the desired goal are exhausted.

In the end, we would like to stress that this document, Alternative Curricula, was not written for students or even teachers of history in the first phase. It is primarily intended to

textbook authors and creators of education policies in the country, in all levels. We believe that politically responsible and progressive decision-makers will not have a problem to understand the end goal and the purpose of adopting a completely new and different concept of history teaching, and, basically, that is what Alternative Curricula is and represents, and to enable its implementation in practice. The final result of the offered and truly serious reforming action in history teaching would undoubtedly present a large contribution to decontamination of Bosnia-Herzegovina society, and finally it would be an enormous contribution to creation of a free, healthy and tolerant atmosphere, pleasant for living of all, regardless of their religious, ethnic, national, cultural, political, gender or any other affiliation or orientation.

Melisa Forić Plasto

## VI GRADE

### THE ANTIQUE WORLD

#### I

#### HISTORY AND DISCOVERING THE PAST

**Description:** Through this topic we try to present the basic terms related to history as a science about the history of human society. The students will get acquainted with the content of historical researching and basic history concepts. The stress is on getting to know historical sources as sources of knowledge about events from the past and the way of analyzing them. The students will learn the concept of time and ways of measuring time in the past, and periods of historical past and their significance.

#### II

#### HUMANS AND COMMUNITY IN PREHISTORIC ERA

**Description:** The goal of this theme is to promote the values of life, cooperation and equality of prehistoric communities and to point to the development the mankind went through from its beginnings to the invention of systems of writing and first states. Examples of cooperation among the people in first communities show the gradual improvement in quality of life and survival of those communities. This theme will also clarify the relation of men and nature and process of cooperation among people in overcoming obstacles the nature has put before humans in their earliest past, but also in taking and using everything the nature has and offers to humans. We will point to the most significant archaeological localities in the world and in the area of Western Balkans and Bosnia and Herzegovina. Through the mentioned themes the students will be encouraged to understand, compare and respect different perspectives, critical thinking and capacity to, based on selected source texts, pictures and other source material, bring conclusions about the consequences of situations that were processed as examples of living, equality and cooperation. The students will be encouraged to compare the mentioned examples with known and close examples of the present time.

**Values:** life, equality, cooperation

## III

## PEOPLE, NATURE, LIFE AND CREATIVENESS

**Description:** This theme tries to present to what extent nature and climate influence the life of men in the antique times, with examples of how the antique societies adjusted to nature and how they were changing. The theme will compare examples of living in the towns and villages in the oldest antique states and civilizations, as well as examples when people were forced to move and thus encounter new cultures and new heritages. The students will be able to compare different heritages of cultures and civilizations of the Ancient East and the oldest states in the Mediterranean and notice what influenced their formation, as well as the emergence of first religions. By getting to know the most significant heritage of the oldest civilizations in the world and cultural heritage of the Illyrians in the west Balkans area, students will see the value of culture for the development of mankind. Particular attention will be paid to the idea of meeting of cultures and exchange of heritage and cultural intertwining, which brought to improvement of human knowledge till then. Based on source material, the students will be able to draw own conclusions as well as to compare the knowledge about the given theme with the examples of everyday life.

**Values:** life, cooperation, culture.

## IV

## A STATE AND AN INDIVIDUAL

**Description:** The goal of theme is to present the students the idea of a state as an organized political community and its role in the development of antique societies. The theme will present different forms of rule in the antique societies and institutions that hereditarily survived to date – democracy, parliament, republic, etc. The role of an individual in authorities and institutions of the state will be viewed through the mentioned themes and promote the ideas of accountability and living. Through source examples and use of source material, as well as simulation of functioning of some of them, it will be possible to compare the ways of functioning of countries of the Old Age with examples from present time.

**Values:** life, accountability.

## V

## FREEDOM AND EQUALITY IN ANTIQUE WORLD

**Description:** This theme intends to promote the values of personal freedom and basic human rights through presenting the ways in which the idea of personal freedom developed

in the antique world as a fundamental right of every person, as well as through presenting the processes that caused the emergence of slavery. The idea of political freedoms is also promoted, i.e. the right of certain members of a community to participate in political life of oldest states. The students will be presented texts containing data on the institution of slavery in the mentioned states, and it will encourage the students, by insight into those texts, to understand the differences in life of a slave and a free man, as well as to bring conclusions on multifold ways in which different societies and individuals related to limiting human freedoms. Processing the mentioned should enable the students better understanding of the values of the world we live in. The students will be able to compare the information on slavery from different states and cultures of the Old World, evaluate them critically and draw conclusions about causes and consequences of those phenomena in the antique societies.

**Values:** freedom, equality.

## VI

## WAR AND PEACE IN ANTIQUE TIME

**Description:** This theme promotes the idea of peace by questioning what is war, how and why the first conflicts emerged and what were the consequences in terms of casualties, demolition, destruction of towns and settlements, change of borders, insecurity, etc. Through this topic we compare different examples of wars from the antique times, looking into their causes, flow and consequences, all in the aim of discussing the idea of peace that is opposite to war and conflict. There is an intention to promote the idea of peace as a holy act connected to religion and customs through examples of establishing truce in the time of religious festivities and Olympics, and that spirit lived through to the present time. Through source materials the students will be able to compare the causes and consequences of wars, as well as opinions of ancient thinkers about the perils of war and values of peace and human life. Examples from the antique period could be compared with examples of today, for better understanding and developing of critical thinking among the students.

**Values:** peace, life.

## VII

## WOMEN AND CHILDREN IN PRIVATE AND PUBLIC SPACE OF THE ANTIQUE WORLD

**Description:** The aim of this topic is to promote the idea of gender equality, their mutual understanding, respect and cooperation through presenting the social role of women in

the private and the public space of the ancient world. Through the compared examples of the lives of women and children in it will be possible for the states and societies of the ancient world to see what all influenced their unequal position and what was their role in ancient societies. Listed examples presented through various source materials on the lives of women in Mesopotamia, will serve as a basis for comparison with Egypt, ancient Greece, Rome and the Illyrian communities and strengthening students' self-reasoning skills. Special emphasis is placed on comparing examples from the ancient world with contemporary known examples of position women and children today and the quality of their lives.

**Values:** Equality, solidarity, life

Bojana Dujković Blagojević

GRADE	VI	Age	11 – 12 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Interprets the past based on didactically shaped historical sources and understands what can influence to writing the history; discovers different historical standpoints about historical events and determines the context in which those standpoints emerged (critical thinking).</li> <li>▶ Interprets categories of historical time.</li> </ul>		
<b>THEME</b>	<b>HISTORY AND DISCOVERING THE PAST</b>	<b>KEY QUESTIONS</b>	What is history? How do we differentiate historical events and stories about the past? What tools do the historians use in researching events from past times?
<b>DETAILED OUTCOMES</b>	A student is expected to: <ul style="list-style-type: none"> <li>▶ Differentiate the types of historical sources,</li> <li>▶ To organize historical data chronologically on a timeline, answering the questions on people, events, objects and places in the past,</li> <li>▶ Explains the categories of calendar time: a year, a decade, a century and a millennium; understands the meaning of the expression B.C. (before the Christ) and A.D. (Anno Domini) and that there are other ways to measure time,</li> <li>▶ Recognize how the established opinion about an event may differ from facts and data about the event.</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ What is history?</li> <li>▶ The concept of time – historical time, division of the past, epochs and measuring (calculating) time</li> <li>▶ How do we research the past – historical sources and their interpretation</li> <li>▶ History as a science and its accompanying disciplines</li> <li>▶ Basic historical concepts – time and space; causes and consequences, continuity and change, historical sources</li> <li>▶ Examples of historical researches in the past</li> <li>▶ Basic historical concepts – interpretation and perspective</li> </ul>		
<b>KEY TERMS</b>	Historical sources, timeline, calculating time		



<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Based on two short texts (one is didactically prepared historical source and the other is a literary text appropriate for the age of students – it would be the best to have elements of a fairytale), students read and analyze. During the teacher-guided discussion, they notice different elements, noticing the difference in the kind of texts, students conclude which text is a historical source.</li> <li>▶ A student creates a timeline. He/she then marks the significant events from own life – e.g. time of birth, birth of a brother or sister, learning to drive a bike, swim, first falling in love... The goal of this activity is for a student to notice and understand the relation before and after, older and younger.</li> <li>▶ Group work: creating a timeline for several families. Necessary material are family photos (grandparents, parents, brother, sister, me...). If a teacher assesses there is a possibility, students may use timeline with a geographical map and connect places where one family was living. The goal of this activity is for students to categorize places, people and time.</li> </ul>
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<b>GRADE</b>	VI	<b>Age</b>	11-12 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Interprets the past based on didactically shaped historical sources and understands what can influence to writing the history; discovers different historical standpoints about historical events and determines the context in which those standpoints emerged (critical thinking).</li> <li>▶ Analyze historical periods, how are the events connected in them, explains main directions, processes and problems from the past, placing people and events into a time and space framework.</li> <li>▶ Points to the connections between certain historical events and wider social, economic and political lines and developments.</li> </ul>		
<b>THEME</b>	<b>HUMANS AND COMMUNITY IN PREHISTORIC ERA</b>	<b>KEY QUESTIONS</b>	<p>What were the basic motives of people in the first communities (prehistoric) to cooperate?</p> <p>What were the results of that cooperation?</p> <p>What are the positive and negative aspects of that cooperation?</p> <p>Which are more frequent, and which are more important?</p>

<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Explain the development of pre-tribal society,</li> <li>▶ Recognize the most important archeological localities in BaH and west Balkans and understands the importance of archeological findings in interpreting the past,</li> <li>▶ Connects living conditions and society characteristics, as well as emerged social relations,</li> <li>▶ Describes the characteristics of prehistoric time and its key events,</li> <li>▶ Assesses the importance of cooperating from the aspect of emergence of first human communities.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Life of people in the oldest time (evolution theory and religion approach to genesis; humans, climate, nature – food, settlement, clothing; first communities of hunters, settler's communities and first settlements; discoveries – fire, tools and weapon)</li> <li>▶ Time of peace (inventions, pre-tribal society; inequality in pre-tribal society, Matriarchate)</li> <li>▶ Tribal society and age of conflicts (discovery of metal; emergence of trade; differences and inequalities; archeological monuments)</li> <li>▶ Causes of inequality in first communities and their impact on formation of social layers</li> <li>▶ Different types of inequalities among the people of first communities (matriarchate vs patriarchate; separating of religious and tribe leaders)</li> </ul>
<b>KEY TERMS</b>	Kinsmen groups, tribe, evolution, matriarchate, cooperation, archeology
<b>PROPOSED ACTIVITIES</b>	<p>A teacher starts from the well-known in interpreting the prehistory – the Flinstones cartoon, The Croods cartoon. Pupils assess (older ones provide argumentation) of what was realistically shown in a film, and what was not.</p> <p>A teacher prepares didactical material – photos, diagrams, drawings, illustrations, that represent the types of housing, settlements, tools, weapons, way of dressing, first domesticated animals.</p> <p>Coloring book – showing cattle breeding and sitting communities.</p> <ul style="list-style-type: none"> <li>▶ Based on visual material (types of homes), pupils prepare an exhibition (flip chart or power point).</li> <li>▶ Group work (everyone with different task) – classify by categories the types of settlements, tools, weapons, clothing, taming the animals.</li> <li>▶ Pupils use the template (coloring book) and discuss the presented and noticed differences.</li> </ul>



	<ul style="list-style-type: none"> <li>▶ Pupils make a table in which they write down the flow of development of kinsmen, pre-tribal and tribal communities.</li> <li>▶ Pupils draw their own perception of an archeological site. While presenting, they describe their own perception of a site and connect it to what it used to represent long ago.</li> </ul>	
<b>GRADE</b>	VI	Age 11-12 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Explains the connection between key events over the time and reconstructs, follow and interprets certain forms of society (social, economic, cultural, political and everyday life) in different contexts in historical time and different historical eras.</li> <li>▶ Undertakes school researches to research the past and the present.</li> <li>▶ Analyze historical periods, how are the events connected in them, explains main directions, processes and problems from the past, placing people and events into a time and space framework.</li> </ul>	
<b>THEME</b>	<b>PEOPLE, NATURE, LIFE AND CREATIVENESS</b>	<b>KEY QUESTIONS</b> In what way the climate shapes the living conditions of people?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Notes down certain data from offered sources,</li> <li>▶ differentiate criteria of determining prehistory and history (emergence of writing), characteristics of prehistory and ancient times,</li> <li>▶ makes connections between living conditions and social characteristics, as well as emerged social relations,</li> <li>▶ assesses the significance of cooperation from the aspect of formation of first states,</li> <li>▶ realizes the importance of development of systems of writing.</li> </ul>	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Nature and humans – how the climate influences the life of humans,</li> <li>▶ Emergence of religion,</li> <li>▶ Life in a village and in town – similarities and differences; emergence of first towns (examples from Sumerian, Babylon, Egypt, India, China, antique Greece and Rome)</li> <li>▶ Culture – system of writing, art, science of antique world</li> </ul>	

	<ul style="list-style-type: none"> <li>▶ Intercultural dialogue of antique world – exchange of ideas and legacies</li> <li>▶ Impact of migrations to intercultural dialogue in the antique world</li> <li>▶ Scientific development in the example of mummification.</li> </ul>	
<b>KEY TERMS</b>	Civilization, culture, climate, migrations, writing system development – Cuneiform, Hieroglyphs, cooperation, freedom	
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Teacher prepares didactic material presenting rural and urban communities of the ancient times.</li> <li>▶ Group work – based on didactic material (images of village and town life) students describe one day in life of their peer from the picture. Task – write a letter to your peer of that time.</li> <li>▶ Students compare different types of climate conditions and assesses their impact to shaping the living conditions for people; teacher is using the known material in explaining the climate impact to life – cartoon Ice Age. Students assess (more advanced ones argue) what was realistically presented in the cartoon, and what was not.</li> <li>▶ Students look into differences of living in the village and in town, in the past and in present time.</li> <li>▶ Recognizes the kinds of first systems of writing and is able to differentiate them from each other. Connects the type of writing system and a region where it emerged on a map. Examples of hieroglyphs with given interpretation of symbols. Based on a proposed table, a student writes his/her name in hieroglyphs.</li> <li>▶ Finds information on a historical map.</li> </ul>	

<b>GRADE</b>	VI	Age 11-12 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Interprets the past based on didactically shaped historical sources and understands what can influence to writing the history; discovers different historical standpoints about historical events and determines the context in which those standpoints emerged (critical thinking).</li> <li>▶ Uses different ways of presenting historical time and chronology.</li> <li>▶ Understands the lasting of some ideas in historical time and how interaction of certain ideas and events from the past may cause new historical patterns.</li> <li>▶ Points to the connections between certain historical events and wider social, economic and political lines of development.</li> </ul>	

<b>THEME</b>	<b>A STATE AND AN INDIVIDUAL</b>	<b>KEY QUESTIONS</b>	In what way the states developed in the ancient times? What was the position of an individual in the first states? What kind of protection a state gives to an individual?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ To organize historical data chronologically on a timeline, answering the questions on people, events, objects and places in the past,</li> <li>▶ Creates a timeline and diagrams for displaying historical eras and events in the given historical period,</li> <li>▶ Recognizes certain forms of societies in the ancient period,</li> <li>▶ Gives reasons for emergence of key events and recognizes the consequences and changes caused by those events.</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Emergence of first states and their organization</li> <li>▶ Egyptian empire</li> <li>▶ Mesopotamia states – Sumerian, Babylonian empire, Persia</li> <li>▶ City-states of ancient Greece – Athens and Sparta</li> <li>▶ Rome – kingdom, republic, empire</li> <li>▶ Forms of rule</li> <li>▶ Democracy</li> <li>▶ The spirit of ancient times in modern age – Olympic games. Continuity and lasting.</li> </ul>		
<b>KEY TERMS</b>	State, ruler, democracy, kingdom, republic, law and legislation, accountability, cooperation		
<b>PROPOSED ACTIVITIES</b>	<p>A teacher prepares didactically processed short historical sources that reflect the characteristics of state and social order of different ancient states.</p> <ul style="list-style-type: none"> <li>▶ Group work – different written source material for each group. The task is to read and notice less known terms. The terms are noted down on a flipchart, and the results are compared to results of other groups. Teacher then interprets and clarifies the terms and connects them with relevant states.</li> </ul> <p>Teacher prepares 4 to 5 sets of materials for group work, and each of them must contain sources, photos, images, diagrams, illustrations etc., characteristic for each of the ancient states.</p>		

	<ul style="list-style-type: none"> <li>▶ Group work – all students receive several sets of material to work with the task to extract, group and present on the poster characteristics of one of ancient states.</li> </ul> <p>Teacher prepares several samples of Articles from Hammurabi code, the 12 tables law and Roman law, and several examples of articles of contemporary legislation.</p> <ul style="list-style-type: none"> <li>▶ Analysis of written text – assessment, which is the ancient text and which is contemporary. Noticing the differences and similarities.</li> </ul>		
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<b>GRADE</b>	VI	<b>Age</b>	11-12 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ To organize historical data chronologically, answering the questions on people, events, objects and places in the past.</li> <li>▶ Explains how the point of view changes depending on time and space.</li> <li>▶ Ascertains in what way changes happen in different historical eras, explains how some forms may change while others remain the same; understands the complexity of changes and their impact not only on politics and technology, but also on values and beliefs; determines key turning points in world's history and determines the causes that led to changes and long-term consequences of those changes.</li> <li>▶ Points to the connections between certain historical events and wider social, economic and political lines and developments.</li> </ul>		
<b>THEME</b>	<b>FREEDOM AND EQUALITY IN ANTIQUE WORLD</b>	<b>KEY QUESTIONS</b>	What was the perception of freedom and equality in antique world? What are the differences in perception of freedom in ancient and present time?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Notes down certain data from offered sources,</li> <li>▶ Creates a timeline and diagrams for displaying historical eras and events in the given historical period,</li> <li>▶ Lists examples of ancient times impact on the present,</li> <li>▶ Discusses values of freedom and equality.</li> </ul>		

<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>Freedom in the antique world: What is freedom; How do we define freedom; Slavery as an institution of the ancient times – how one becomes a slave; Slavery in Egypt, Mesopotamia, position of slaves in the ancient Greece, slaves in Rome.</li> <li>Equality in the antique world: what is equality; are all the people equal in their rights; social ladders in ancient times; Egypt, Mesopotamia, Greece, Rome; Political freedom – aristocracy, patricians, plebeians.</li> </ul>
<b>KEY TERMS</b>	Slavery, human rights, equality, freedom, aristocracy, patricians, plebeians
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Teacher prepares several articles from Hammurabi code, 12 tables Code and Roman Law, that relate to position of slaves. Students analyze texts and give their opinion on position of slaves in the antique world.</li> <li>Students group the data on position of slaves in various ancient lands, notice the similarities and differences and discuss them.</li> </ul>

<b>GRADE</b>	VI	<b>Age</b>	11–12 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>Interprets the past based on didactically shaped historical sources and understands what can influence to writing the history; discovers different historical standpoints about historical events and determines the context in which those standpoints emerged (critical thinking).</li> <li>Analyze historical periods, how are the events connected in them, explains main directions, processes and problems from the past, placing people and events into a time and space framework.</li> <li>Explains how the point of view changes depending on time and space.</li> <li>Understands and differentiates the causes and consequences of certain historical events.</li> </ul>		
<b>THEME</b>	<b>WAR AND PEACE IN ANTIQUE TIME</b>	<b>KEY QUESTIONS</b>	<p>What are the consequences of the war(s)?</p> <p>What was the influence of the spirit of Olympism in the antique world, especially from the aspect of war and peace?</p> <p>Assess the influence of Olympic spirit in the contemporary society.</p>

<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>Assess and provide arguments for the significance of Olympic games and stopping of wars during the games.</li> <li>To organize historical data chronologically on a timeline, answering the questions on people, events, objects and places in the past,</li> <li>Puts offered dates and eras in chronological order,</li> <li>Lists examples of ancient times impact on the present (in the example of Olympic games),</li> <li>Recognizes what of that antique period was preserved until present time (contemporary time).</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>War in the antique world; what is war, why were the wars waged?</li> <li>An example of inter-state wars; Greek-Persian wars,</li> <li>An example of a civil war – the Peloponnesus war,</li> <li>Imperial wars of the Romans; Punic wars, Illyrian wars, wars with the Gauls and Germans,</li> <li>Culture of warfare,</li> <li>Causes of wars,</li> <li>Olympic games and the spirit of peace,</li> <li>Consequences of wars.</li> </ul>
<b>KEY TERMS</b>	Borders, war, types of wars – civil, imperial, religious; peace, cause, consequence, life, freedom.
<b>PROPOSED ACTIVITIES</b>	<p>Teacher prepares sequences from films showing wars in the antique times, or graphical schemes of sea battles. The goal is to show different types of weapons and war techniques.</p> <ul style="list-style-type: none"> <li>Group work – creating a timeline with key data from wars in the ancient times. Pinpointing the space where wars took place on a historical map,</li> <li>Reexamining geographical characteristics of the warring terrain in relation to used weapons and war tactics.</li> <li>Time of war and time of peace – activities of noticing historical processes. One part of students writes or draws a typical day in life of a soldier during war and in time of peace. Presentation of conclusions and discussion.</li> <li>Teacher prepares sequences from a cartoon Asterix and Obelix that show the values of perception of freedom (in examples of Galic tribes).</li> <li>Using selected didactical sources the students get acquainted with the Olympic spirit and find data about modern Olympic movement.</li> </ul>



GRADE	VI	Age	11-12 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Undertakes school researches to research the past and the present.</li> <li>▶ Interprets the past based on didactically shaped historical sources and understands what can influence to writing the history; discovers different historical standpoints about historical events and determines the context in which those standpoints emerged (critical thinking).</li> <li>▶ Analyze historical periods, how are the events connected in them, explains main directions, processes and problems from the past, placing people and events into a time and space framework.</li> <li>▶ Understands the lasting of some ideas in historical time and how interaction of certain ideas and events from the past may cause new historical patterns.</li> </ul>		
<b>THEME</b>	<b>WOMEN AND CHILDREN IN PRIVATE AND PUBLIC SPACE OF THE ANTIQUE WORLD</b>	<b>KEY QUESTIONS</b>	What was women's life like in the antique world, and what is it like today? What remained the same, and what is different?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Makes a difference between past, present and future,</li> <li>▶ Lists examples of ancient times impact on the present,</li> <li>▶ Makes connections between living conditions and social characteristics, as well as emerged social relations.</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Women rulers – Hatshepsut, Cleopatra, Teuta</li> <li>▶ Women and everyday life,</li> <li>▶ Children and childhood in the antique world.</li> </ul>		
<b>KEY TERMS</b>	Equality		
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Brainstorming – what a mother does in the house today. Making notes and compare it to activities of women in the ancient times. The goal of the activity is for students to notice differences between everyday activities the females used to do in the antique times and activities they are doing today.</li> <li>▶ Based on written and didactically shaped sources the students assess everyday life of women in the ancient times. Analyze differences in the social layers – women rulers, free women and slaves.</li> </ul>		

	<ul style="list-style-type: none"> <li>▶ Group work – students produce a comic or an illustration showing their understanding of life of children in the antique period (different perspectives – e.g. life of pharaoh boys, free girls living in the country side, a slave boy, etc.).</li> <li>▶ Teacher prepares several illustrations with examples from everyday life in the antique times (e.g. a market place, military camp, pharaoh castle, Athena's assembly, etc.). He cuts them as a puzzle. Students assemble the puzzle with help from illustrations of ancient times and describes what can be seen in illustrations.</li> <li>▶ Teacher prepares short biographies (just a few notes) about women in high positions today (presidents, prime ministers, etc.). Students compare these information with teaching content that relate to women rulers in the ancient times.</li> </ul>
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Elma Hašimbegović

## VII GRADE

### THE MIDDLE AGES

#### I

#### CREATION OF EUROPE IN THE MIDDLE AGES

**Description:** The goal of processing this theme is promoting universal values of tolerance, coexistence and cooperation, and grasping a wider picture of the middle ages, i.e. a thousand-year period of transformation of Europe with long-reaching consequences. Processing the first theme enables creating a wider picture and a general insight into the middle ages period and its basic characteristics; processing the subsequent themes the students return to particular phenomena and process them additionally. The foundations of a number of institutions emerged in the middle ages period, but also the present divisions and interest spheres.

**Values:** tolerance, cooperation

#### II

#### INTERACTIONS, CONFLICTS AND TOLERANCE IN EARLY MIDDLE AGES

**Description:** Early Middle Ages were characterized by large migrations, arrivals of new tribes, continuation and discontinuation with antique heritage, as well as emergence of Arabs and Islam in the European soil. What were their first mutual contacts and interactions like? The goal of this theme is to show that there are no complete discontinuities and clear cuts in history – the ancient civilization did not disappear with the fall of the Roman empire, but it integrates and mixes with other civilizations and cultures, and that process lasted through centuries.

**Values:** peace, coexistence, tolerance, cooperation.

#### III

#### CONFLICTS, TOLERANCE AND COEXISTENCE IN DEVELOPED AND LATE MIDDLE AGES

**Description:** Ethnic and religious diversity, (in)tolerance towards a different, “other”, are characteristics of the Middle Ages period. Times of conflicts and hostility changed with times of tolerance, occasionally with coexistence as well, but in any case with cooperation and



intertwining of influences. Christians, Muslims and Jews traded among themselves, met in fairs and trading places and cities. The goal of this theme is for students to get to know that these mutual relations were complex and prone to change in different historical, religious and cultural contexts. Tolerance of a society is measured by the status and position of a minority in that society, students follow different historical sources, what was the manner of theological and legal regulating of relations between communities and it looked in the practice. Period of wars and conflicts exchanged with peaceful coexistence and accepting the other. Examples with most interactions were taken for the proposed material.

**Values:** tolerance, peace, war, coexistence, life, cooperation

#### IV

### THE ISSUE OF FREEDOMS IN MIDDLE AGES

**Description:** This theme speaks about the issue of freedom as a universal human value, and what it meant in Middle Ages. Through studying the feudalism as a social order in the Middle Ages, the students will follow the issue of freedom as a privilege in the system of feudal relations, and limiting that freedom. The theme also deals with the issue of slavery, what it means to not be free, with comparative approach to the antique period. Precursors of political freedoms as we see them today should be looked for in the Middle Ages, as well as the issue of individual freedoms as fundamental right of every human being. Humanism that put the humans and its needs to the fore front was developed in the late Middle Ages. Processing these topics should enable the students to look at historical development the human society has passed through in order to create the perceptions about freedom as we know it today.

**Values:** freedom, equality, life.

#### V

### SOLIDARITY

**Description:** One thematic part is dedicated to promotion of ideas of solidarity, mutual help and kindness through introducing the students to perception of the said ideas in the Middle Ages. In this historical period, care for a man, for sick and poor, still does not exist as universal value and it does not pass through religious and ethnic boundaries, but is being developed within particular groups and communities, based on Christian/religious values. Through this theme the students will follow the idea of solidarity, helping and kindness at the level of closed communities and groups and learn to critically look and question the particularism vs universality of values.

**Values:** solidarity, helping, cooperation

#### VI

### WOMEN IN MIDDLE AGES

**Description:** The goal of this theme is promoting the idea of equality of genders through presenting the social role of women in private and public space of the Middle Ages. Students have a task to use different types of historical sources – visual and textual, which speak about the perception of women by their contemporaries. The theme is divided according to the role a woman had in the Middle Ages society and how we find them in historical sources: as rulers (queens) and influential persons, scientists, members of the clergy, sentenced for witchcraft and magic.

**Values:** equality, life, respect.

Marija Naletilić

GRADE	VII	Age	12-13 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Finds data from simple graphical and statistical sources.</li> <li>▶ Clarifies past events that are interpreted in several (different) ways.</li> <li>▶ Researches, notes and presents own conclusions from bibliography and sources about persons, events and processes.</li> <li>▶ Compares two versions of a certain event using visual and written sources for own interpretation and compares it with interpretation of other classmates.</li> </ul>		
<b>THEME</b>	<b>CREATION OF EUROPE IN THE MIDDLE AGES</b>	<b>KEY QUESTIONS</b>	In what way the influences of different civilizations and universal values intertwined in the middle ages Europe?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Explain the causes of the fall of Roman empire and conditions for emergence of new states in Europe,</li> <li>▶ Shows newly formed states in Europe and compares them with present time state borders,</li> <li>▶ Differentiates institutions of early middle ages: church, state, constitution, parliament,</li> <li>▶ List similarities and differences in three monotheistic religions in the middle ages,</li> <li>▶ Explains the history of relations between the three religions and gives examples of cooperation among them.</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ What were the factors that impacted creation of Europe?</li> <li>▶ New civilization that emerged on the ashes of Roman empire</li> <li>▶ Christianity, Islam, Judaism – history of relations</li> <li>▶ Emerged in the middle ages, still present today</li> <li>▶ Religious, ethnic and cultural diversity</li> <li>▶ Institutions: state, church, constitution, parliament, university</li> <li>▶ European diversity: western Christianity – lingua Latina, Pope; church and a state</li> <li>▶ Byzantine empire – the successor of the Roman empire</li> <li>▶ Arabs and Islamic civilization</li> <li>▶ To what extent the middle ages values ‘overlap’ with today’s universal values?</li> </ul>		

	<ul style="list-style-type: none"> <li>▶ The roots of religious (in)tolerance</li> <li>▶ Mediterranean – a point of contact of middle ages civilizations</li> </ul>		
<b>KEY TERMS</b>	Middle ages, church, state, constitution, parliament, university, religion, tolerance, cooperation, diversity		
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Analyzes historical sources on the fall of the Roman empire.</li> <li>▶ Presents, with aid of digital tools, the newly emerged middle ages states and compares them with present time state borders in order to notice which states have broaden their borders, which states disappeared or decomposed to several smaller states.</li> <li>▶ Based on an example of three monotheistic religions in the middle ages, explain the case of cooperation in building a more humane world and society.</li> </ul>		

GRADE	VII	Age	12-13 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Understands the meaning and sorts the historical time according to categories: year, decade, century and millennium, using expressions: B.C. and A.D. as point of reference.</li> <li>▶ Creates a timeline and chronologically explains the data on it, for appropriate historical eras.</li> <li>▶ Makes a connection between time and corresponding historical era in order to explain causes and consequences, continuity and changes.</li> <li>▶ Compares particular forms (social, economic, cultural, religious, political and everyday life) of society in the antique time and middle ages, in order to notice similarities and differences.</li> </ul>		
<b>THEME</b>	<b>INTERACTIONS, CONFLICTS AND TOLERANCE IN EARLY MIDDLE AGES</b>	<b>KEY QUESTIONS</b>	List the changes in Europe after the Migration Period.
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Creates a timeline and chronologically orders the key events of the middle ages.</li> <li>▶ Explains the disappearance of the antique world,</li> <li>▶ Explains the causes and consequences of arrival of new tribes to the European soil,</li> <li>▶ Notices the similarities and differences in societies of the antique times and middle ages.</li> </ul>		

<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Explains gradual disappearance of the antique world – interaction and merger,</li> <li>▶ Christianity – freedom of religion, appearance of the pagans,</li> <li>▶ Migration Period – how the new tribes contribute to the new image of Europe,</li> <li>▶ The Arab contribution to new image of Europe.</li> <li>▶ Muslims and Christians in the time of Charles the Great (Charlemagne)</li> <li>▶ Mutual contacts – Byzantine-West, Byzantine-Arabs, Arabs-West – conflicts, wars vs trade, coexistence, tolerance in the early middle ages.</li> </ul>
<b>KEY TERMS</b>	Conflicts, trade, Byzantine, Arabs, interaction, coexistence, cooperation
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Draws geographical map, scheme, different graphical presentations and maps of Europe before and after the Migration Period.</li> <li>▶ Analyzes historical sources on changes in Europe after the arrival of Arabs.</li> <li>▶ Analyzes the times of Charles the Great using historical sources and films.</li> <li>▶ Analyzes and interprets the inter-religious relations.</li> <li>▶ Uses sources in order to explore the mutual contacts and diversity of relations between Byzantine, West and Arabs.</li> </ul>

<b>GRADE</b>	VII	<b>Age</b>	12-13 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Presents graphically, or with a model, the lasting of certain historical periods (developed and late middle ages), in order to compare their lasting in respect to each other.</li> <li>▶ Explains the characteristics of developed and late middle ages (social, economic, cultural, religious, political circumstances).</li> <li>▶ Explains the key historical events in developed and late middle ages.</li> </ul>		
<b>THEME</b>	<b>CONFLICTS, TOLERANCE AND COEXISTENCE IN DEVELOPED AND LATE MIDDLE AGES</b>	<b>KEY QUESTIONS</b>	What was the impact of period of wars and period of tolerance on coexistence and acceptance of other in the middle ages?

<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Explain the roots of anti-Semitism and persecutions of Jews from England and France,</li> <li>▶ Describes the transfer of antique heritage and development of science,</li> <li>▶ Analyzes the trade from Scandinavia to Byzantine,</li> <li>▶ Explains the causes and consequences of Crusades,</li> <li>▶ Analyzes the emergence of inquisition and Reconquista.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ “Other” in Middle Ages.</li> <li>▶ Historical sources: religious books, book followers, theology</li> <li>▶ Legal regulations: theory and practice</li> <li>▶ Christianity’s look on Islam</li> <li>▶ Theological discussions – Islam as heresy, Muslims as pagans / Saracens</li> <li>▶ Popular literature and poetry, fear from growing danger, creation of myths – The Song of Roland</li> <li>▶ Thomas Aquinas – a look on Islam</li> <li>▶ Muslim’s view on Christians and Christianity</li> <li>▶ The legal status of religious minorities in middle ages – between theory and legal documents and practice – Christians and Jews in Islamic world, Muslims and Jews under the Christians.</li> <li>▶ Right to confession, but not the same right and privileges as majority – right yes, but not equal right</li> <li>▶ “Zimmija” – protected but “suitable” Jews and Christians in Muslim world</li> <li>▶ Jews in Byzantine empire and West Europe, roots of anti-Semitism, persecutions of Jews from England, France</li> <li>▶ Interaction of Christians, Muslims and Jews in Spanish and Sicilian kingdoms.</li> <li>▶ Are the kingdoms of middle ages Spain a model of tolerance? Coexistence in 10 / 11 century.</li> <li>▶ Places of contact and cultural exchange: Toledo, Palermo – translating the antique authors</li> <li>▶ Alfonso X of Castile (1284, also known as the Wise), king of Castile and Frederick II on Sicilia – organized translations from Arabic, Hebrew and Greek language</li> <li>▶ Transfer of antique heritage and development of science – Ibn Sina (Avicenna), Ibn Rushd (Averroes)</li> <li>▶ King Alfonso VI of Castile – “Ruler of the two religions”, 1085.</li> </ul>

	<ul style="list-style-type: none"> <li>▶ Christian bishop Raymond of Toledo – the founder of the first school of oriental studies in Europe, 12<sup>th</sup> century</li> <li>▶ 11<sup>th</sup> and 12<sup>th</sup> century – international trade routes from Scandinavia to Byzantine</li> <li>▶ Places of contact and conflict: Crusaders; the IV Crusade – definitive division of the Eastern and Western church, crusaders and Christian communities in the East</li> <li>▶ 14<sup>th</sup> and 15<sup>th</sup> century – lockdown and isolation of West, intolerant Church dogma</li> <li>▶ External enemies – Islam – the Arabs and the Turks</li> <li>▶ Internal enemies – heresy – heretical movements</li> <li>▶ Religious tolerance – religious map of middle ages Bosnia; phenomenon of middle ages tomb stones – stećak</li> <li>▶ The Church and the Heresy</li> <li>▶ Inquisition, burning of heretics, burning of witches; females</li> <li>▶ Reconquista</li> </ul>
<b>KEY TERMS</b>	Interaction, crusades, inquisition, Reconquista
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Fills the “blind” map of crusaders</li> <li>▶ Creates a timeline of the most important events in developed and late middle ages.</li> <li>▶ After Analyzing the emergence of inquisition and Reconquista</li> </ul>

<b>GRADE</b>	VII	<b>Age</b>	12-13 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Ascertains some forms of society that have changed and some that stayed the same throughout the time, on certain examples.</li> <li>▶ Differentiates the role and contribution of individuals and groups in social, cultural and religious events and activities.</li> <li>▶ Compares different forms of society and follows the continuity and changes.</li> </ul>		
<b>THEME</b>	<b>THE ISSUE OF FREEDOMS IN MIDDLE AGES</b>	<b>KEY QUESTIONS</b>	Explain freedom as universal value in middle ages.

<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Explain the feudal privileges,</li> <li>▶ Compare the antique and middle ages slavery – slaves as war prey, “non-believers” as slaves in the example of Venice and Dubrovnik,</li> <li>▶ Describes the notion of freedom in middle ages documents,</li> <li>▶ Explains political freedoms in France and England,</li> <li>▶ Describes the emergence of Universities.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Who is free and who is dependent in middle ages</li> <li>▶ System of dependence – feudal order</li> <li>▶ Freedom as feudal privilege – territorial immunity, tax alleviation</li> <li>▶ Noblemen and peasants</li> <li>▶ Freedom in middle ages charts and documents – a precursor of political freedoms</li> <li>▶ Political freedom in middle ages</li> <li>▶ Slavery in Middle Ages</li> <li>▶ Difference between antique and middle ages slavery</li> <li>▶ Non-free people – legal position of slaves</li> <li>▶ Christianity, Islam and Judaism on slavery – slaves as war prey, “non-believers” can be slaves</li> <li>▶ Venice – a leading force in slave trade</li> <li>▶ Trade of Bosnian slaves in Dubrovnik – female slaves</li> <li>▶ What is the similarity between the words “sclavus” and Slovene</li> <li>▶ From collective freedoms to freedom of individuals</li> <li>▶ Political freedoms in France and England,</li> <li>▶ Freedoms as individual rights, Magna Charta Libertatum, 1215, England. Beginnings of political parliamentarism</li> <li>▶ The idea of freedom for commoners (not nobles) – freedom of movement and passage for traders: All Dubrovnik people that walk where I rule, trading, whether just passing or staying, ... - Bosnian ban Kulin enables freedom of movement to traders from Dubrovnik, 1189.</li> </ul>



	<ul style="list-style-type: none"> <li>▶ Who was really free – “city air makes you free”</li> <li>▶ Rise of cities – Venice, Florence, Dubrovnik</li> <li>▶ Florence legislation against magnates, 1293.</li> <li>▶ Emergence of universities – Bologna, Paris, Oxford...</li> <li>▶ Humanism – a system of thinking and acting that puts human beings and their needs in the forefront; the most significant representatives of humanism in the 14<sup>th</sup> and 15<sup>th</sup> century; representatives of humanism in Dalmatia</li> <li>▶ Freedom as a philosophical category</li> <li>▶ Thomas Aquinas (1224–1274) – all men are by nature free and equal</li> <li>▶ William Ockham (1285–1347?) – a leading thinker of individual freedom prior to renaissance and reformation</li> </ul>
<b>KEY TERMS</b>	Slavery, freedom, feudal privileges
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Presents results using ICT.</li> <li>▶ Assesses results of conducted research, uses technical terminology.</li> </ul>

<b>GRADE</b>	VII	<b>Age</b>	12–13 years
<b>GENERAL OUTCOES</b>	<ul style="list-style-type: none"> <li>▶ Explains how did certain phenomena impact the social changes.</li> <li>▶ Describes different associations that emerged due to common interests.</li> <li>▶ Explains the characteristics of chivalry culture.</li> </ul>		
<b>THEME</b>	<b>SOLIDARITY</b>	<b>KEY QUESTIONS</b>	Explain why did the idea of solidarity, kindness and well-doing remain mainly at the level of closed communities and groups in the middle ages?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Explain the emergence of religious orders and their charitable work,</li> <li>▶ Explain the causes of creation of associations of craftsmen and traders,</li> <li>▶ Explains how the chivalry culture influenced the changes in European art.</li> </ul>		

<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Charities and religion</li> <li>▶ “Revolution of mercifulness”, 12<sup>th</sup> and 13<sup>th</sup> century</li> <li>▶ Aid to the sick and poor</li> <li>▶ Establishment of religious orders included into intensive charitable work</li> <li>▶ Beggar’s orders – Franciscans and Dominicans – work oriented towards wider community</li> <li>▶ Plague, hospitals</li> <li>▶ Associating due to common interests</li> <li>▶ Brotherhoods – guilds, craftsmen and traders</li> <li>▶ Class solidarity – chivalry culture</li> </ul>		
<b>KEY TERMS</b>	Religious orders, solidarity, cooperation, guilds		
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Explore the impact of religious orders to everyday life.</li> <li>▶ Present with the help of ICT the research on craftsmen and traders guilds in the middle ages.</li> <li>▶ Write an essay on chivalry culture.</li> </ul>		

<b>GRADE</b>	VII	<b>Age</b>	12–13 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Differentiates sources that were made immediately after the event and sources that came after a time delay, using appropriate information.</li> <li>▶ Finds data from simple graphical and statistical sources.</li> <li>▶ Displays graphically, or by means of a model, the lasting of particular historical periods.</li> </ul>		
<b>THEME</b>	<b>WOMEN IN MIDDLE AGES</b>	<b>KEY QUESTIONS</b>	Compare the role of women in public and especially in private space, in the antique period and middle ages.
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Find data in various sources on women in public life and women in religious life,</li> <li>▶ Describes women of different social statuses,</li> </ul>		



	<ul style="list-style-type: none"> <li>▶ Analyze inquisition from various sources that were made immediately after the event described, and after a certain time period after the event,</li> <li>▶ Describes presentation of women in literature and fine art.</li> </ul>
<p><b>CONTENTS</b></p>	<ul style="list-style-type: none"> <li>▶ Women and power</li> <li>▶ Women in public life – Eleonore of Aquitaine, Christine of Pisa, Joan of Arc, Helen of Bosnia, Isabel the 1st of Castile</li> <li>▶ Women and religion</li> <li>▶ Women in religious life (nuns, church orders...)</li> <li>▶ Women and families</li> <li>▶ History of private life</li> <li>▶ Role of a woman in a household</li> <li>▶ Women of different social statuses,</li> <li>▶ Marriage and families</li> <li>▶ Visual presentations of female jobs</li> <li>▶ Woman as an enemy – witch hunt</li> <li>▶ 13<sup>th</sup> century – processes against magic – inquisition</li> <li>▶ Maleus maleficarum (Henrich Institoris and Jacob Sprenger, 1484)</li> <li>▶ Witch trials – trial to Joan of Arc, trials to witches in Croatia</li> <li>▶ Woman and love as an ideal in chivalry culture</li> <li>▶ Representation of women in literature – Tristan and Isolde</li> <li>▶ Presentation of women in fine art</li> <li>▶ Presentation of women on tombstones (stećak)</li> </ul>
<p><b>KEY TERMS</b></p>	<p>Equality, women, respect, tombstones, life</p>
<p><b>PROPOSED ACTIVITIES</b></p>	<ul style="list-style-type: none"> <li>▶ Compares everyday life of women in middle ages and present time.</li> <li>▶ Researches presentation of women in fine art.</li> <li>▶ Watches a film and reads sources in order to make conclusions on consequences of inquisition.</li> </ul>

Edin Radušić  
Fahd Kasumović

## VIII GRADE

### EUROPEAN AND WORLD HISTORY 1450–1918

#### I

### TOLERANCE, COEXISTENCE AND CONFLICTS IN THE ISLAMIC WORLD 1450–1918: MUSLIMS, CHRISTIANS AND JEWS

**Description:** The goal of this theme is to promote the ideas of tolerance, dialogue, multiculturalism and mutual respect by introducing students to the significance of these notions in contemporary European societies, as well as by getting them acquainted with examples from the political and cultural history of the world of Islam – primarily the Ottoman Empire, in the period 1450 to 1918 – that can be labelled as examples of coexistence, cooperation, respect, tolerance and interaction among different religious, cultural and ethnic communities. Within the Ottoman historical context, particular attention will be paid to detecting tolerance and social interactions in Bosnia and Herzegovina and West Balkans as a space that was mixed in terms of culture and religion in the mentioned era, and was interesting, inter alia, by the fact that it was a border area of the Ottoman state, as well as an important contact zone between the world of Islam and Christendom. Bearing in mind that these phenomena cannot be successfully presented without clarifying the social situation where the said values were violated, this theme will also take into the account situations that are presenting the other side of the coin – intolerance and conflict. The given examples should help the students to understand cultural, religious and ethnic diversity as historical characteristic of the Ottoman Empire, complexity of human experiences and interactions in the space it held, multifold perspectives of looking at those interactions, as in the time period subject of this work, but also in the cultural memory of contemporary European societies. Through the mentioned themes the students will be encouraged to understand, compare and respect different perspectives, develop critical thinking and capacity to, based on selected source texts, bring conclusions about the consequences of situations that were processed as examples of tolerance and intolerance.

**Values:** tolerance, dialogue, mutual respect, equality.

## II

## TOLERANCE, COEXISTENCE AND CONFLICTS IN THE WORLD OF WESTERN AND WESTERN CHRISTIANITY 1450–1918: RELIGIOUS, ETHNIC AND NATIONAL DIVERSITY

**Description:** This topic promotes the idea of tolerance, dialogue, coexistence, mutual respect, equality and freedom, by presenting the students with the examples from the history of west, central and east Europe, in the period between 1450 and 1918, that are recognized as situations in which the mentioned ideas and values had been implemented. At the same time, it pays attention to historical situations recognized as examples of intolerance, since the idea of tolerance is not possible to successfully understand without understanding intolerance as its opposite. Manifestation of tolerance and intolerance will be processed at different levels, starting with state politics and ideas of the ruling elite, down to everyday life. In the teaching process, the students will be encouraged to perceive the identity difference as one of important characteristics of European history, and to view the experience of coexistence on the mentioned territory as the history of cooperation and conflicts, with noticing the consequences caused by tolerance and intolerance in human relations. The mentioned issues will be processed in a way that attention will not only be paid to adopting the knowledge and values, but also to the development of personal skills and competences in line with the learning outcomes for History.

**Values:** tolerance, dialogue, mutual respect, equality, freedom.

## III

## SLAVERY AND FREEDOM IN EUROPEAN AND WORLD'S HISTORY 1450–1918.

**Description:** This theme promotes the values of personal freedom and basic human rights by presenting the historical developments that led to the modern idea of freedom, as well as by presenting the processes that ultimately resulted in suppressing the human trafficking and abolition of slavery. Basic examples for presenting the mentioned problems will be shown in relation to the territories of France, Great Britain, USA and Ottoman Empire in the period 1450 to 1918. Speaking of slavery in Ottoman Empire, particular attention will be paid to the history of this institute in the state centre, but also its implementation in peripheral areas, such as the sanjaks of Bosnia and Herzegovina (Ottoman Turkish 'sancak' = subprovince). Since the value and significance of freedom cannot be well understood without getting to know different forms of its limitations, the students will be presented texts that contain data about the institute of slavery in mentioned states and encouraged to have an insight into the mentioned texts in order to understand differences in life of a slave and a free man, as well to make conclusions about multitude of ways in which various social communities

and individuals related towards limiting the human freedom. Processing the said problems should enable better understanding of values of the world we live in, as well as historical path the human society went through in order to build up perceptions about freedom that are today dominant in legal and ideological sense worldwide. Besides, students will be encouraged to compare the data on slavery from the early modern period and modern age with information on contemporary forms of human trafficking and limiting human freedoms. Comparative approach should help them to develop critical thinking as well as to understand the social consequences of the said phenomena in more depth. Part from adopting the needed knowledge and values, attention will be paid to the development of basic skills and competences envisaged in the learning outcomes for History.

**Values:** freedom, equality.

## IV

## CULTURE OF DIALOGUE IN EUROPEAN AND WORLD HISTORY 1450–1918: INTERNATIONAL RELATIONS ARENA

**Description:** This theme aims at promoting dialogue as an important means of communication among people that has a potential to contribute to mutual understanding, overcoming differences and solving problems. To achieve these goals it primarily uses the examples from the history of international relations in the period stretching from 1450 to 1918. These cases are an integral part of a diplomatic history, and were selected as they are recognized as realization of dialogue among states, which is a level of communication significant by leaving numerous and often very serious consequences on lives of a large number of people. The theme focus is on presenting the role of a dialogue and communication in peace-building and overcoming conflicts, establishing and maintaining economic relations, understanding diplomatic culture of the early modern period and modern age, with particular accent on diplomatic practices applied in Ottoman Empire and Great Britain. During the lessons, the students will be encouraged to recognize and evaluate the role of dialogue and cooperation in accomplishing political and economic solutions, and to compare the said problem management techniques with strategies that primarily involved the use of armed force. Apart from adopting the needed knowledge and values, attention will be paid to development of basic skills and competences envisaged in the learning outcomes for History.

**Values:** dialogue, peace, cooperation, equality.

## V

### WOMEN AND CHILDREN IN PRIVATE AND PUBLIC SPACES OF THE MODERN WORLD 1450-1918.

**Description:** The goal of this theme is to promote the ideas of gender equality, mutual understanding, respect and cooperation through presenting the social role of women in private and public sectors of the modern world, primarily in Europe and North America, in the period from 1450 to 1918. In organizational sense, the theme is divided into several mutually connected parts, trying to show the number of fields where women participated in social life, diversity of ways that contemporaries looked at their social roles, discriminatory cultural practices women were often exposed to, and, lastly, the history of fight for equality with men. At the same time, we talk about the role of children in the modern world and ways in which their place in society was perceived. During the classes, the students will be encouraged to compare the data on treatment of women in different social and cultural areas, i.e. information about diversity of ways in which their role had been imagined during the period in focus of this theme, and to compare the conclusions with the situation regarding the social role(s) of women in the contemporary society. The theme is not exclusively focused on the adoption of knowledge and values, but it also pays attention to the development of basic skills and competences envisaged in the learning outcomes for History.

**Values:** equality, solidarity, tolerance, dialogue, mutual understanding, respect.

## VI

### CHARITABLE ACTIVITIES, GENEROSITY AND MUTUAL HELPING IN EUROPE 1450-1918.

**Description:** This theme aims at promoting the ideas of solidarity, mutual helping, kindness and generosity, by getting the students acquainted with various perceptions of the stated ideas in early modern and modern Europe 9, as well as by providing information on historical situations in which the mentioned ideas had been implemented in everyday life. The students will be encouraged to recognize and compare different understandings of mentioned ideas and to draw conclusions about consequences their implementation had in different European societies. Attention will be paid to processing influences that the mentioned ideas of early modern age and modern times had on today's public images of solidarity, mutual helping, generosity and kindness, as well as to detecting the consequences that charities and endowments founded in the period from 16<sup>th</sup> to 20<sup>th</sup> century have left on the present European societies. Also, in order to better understand the significance of solidarity and charitable activities, the students will be presented social situations where the stated

ideas were neglected. The mentioned knowledge the students will not receive only from history textbooks, but they will also be encouraged to make their own conclusions about the subject matter based on the analysis of the selected simple texts that originate from the period 1450 – 1918. During the lessons, besides the envisaged knowledge and values, attention will be paid to the development of skills and competences that were planned in the learning outcomes for History.

**Values:** solidarity, mutual helping, kindness, generosity.

## VII

### HUMANITARIAN CRISES OF THE 19<sup>th</sup> AND THE BEGINNING OF THE 20<sup>th</sup> CENTURY AND INTERNATIONAL SOLIDARITY

**Description:** This theme predominantly promotes solidarity in relations among individuals and members of same and different religious, ethnic and racial groups of people. It also promotes the values of life and peace, Furthermore, it was envisaged to foster mutual understanding, support and compassion among peoples, in several levels, from the field of inter-personal relations to the level of mutual understanding among different cultures and civilizations. Having in mind the fact that it is placed in a historical period when displaying compassion and care for a fellow man in trouble, due to the development of communications and revolution in passing on the information (traffic, press), crossed over local borders and, therefore, led to the encounters with troubled people of different religious and ethnic affiliation, the values of solidarity, life and peace are discussed within the broader framework of particularism and universality. Besides, the important characteristic of this framework is that, in the given time, solidarity in European societies mostly appeared in forms of Christian and general human solidarity. By working on this theme the students will be able to learn the evolving path of of the values of life and peace to a universal category (i.e. international universal solidarity), be it at the level of state and international institutions or at the level of public opinion. Getting acquainted with humanitarian challenges i.e. crises and humanitarian interventions will help students to understand the need of such an activity in their own time. The main goal is to develop the feelings of compassion and solidarity for other men, regardless of their racial, ethnic, religious or any other affiliation, and face students with concrete historical events that showed the necessity of individual and, first and foremost, collective and institutionalized solidary acting. Hence, the particular topics selected within this theme were episodes from the history of the 19<sup>th</sup> century where large groups of people suffered and that suffering was stopped or alleviated through solidarity actions of individuals, other states or international institutions. For the purpose of developing the skills of critical thinking, but also due to the need to foster and develop understanding of how the lack of solidarity may amplify

human suffering, this theme will include examples which testify on the historical situations in which international solidarity was absent to a large degree. As an important factor of a compassion with a man in trouble and humanitarian acting, on the one side, and politics, on the other side, we will present a concept of military humanitarian intervention, which had its beginning right in the 19<sup>th</sup> century.

**Values:** solidarity, life, peace.

(Proof-reading and text editing: Fahd Kasumović)

Senada Jusić – Dučić

GRADE	VIII	Age	13-14 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Interprets the past based on didactically shaped historical sources and understands what can influence the writing of history; discovers different historical standpoints about historical events and determines the context in which those standpoints emerged (critical thinking).</li> <li>▶ Understands historical periods, how the events within them are connected, explains main directions, processes and problems from the past, placing people and events into a time and space framework.</li> <li>▶ Explains how the point of view changes depending on time and space.</li> <li>▶ Explains the connection between key events over time and reconstructs, follows and interprets certain forms of society (social, economic, cultural, political and everyday life) in different contexts in historical time and different historical eras.</li> </ul>		
<b>THEME</b>	<b>TOLERANCE, COEXISTENCE AND CONFLICTS IN THE ISLAMIC WORLD 1450–1918: MUSLIMS, CHRISTIANS AND JEWS</b>	<b>KEY QUESTIONS</b>	To what extent the understanding of differences and diversity of various social groups (religious, social, economic, ethnic...) helps us in analysing historical events, and why is it important to us?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Independently create timetable of events, notice causes and consequences, give critical review, connect the old knowledge with the existing one – uses a timeline and clarifies the events that preceded the forming of social relations within Ottoman Empire,</li> <li>▶ Use historical map to determine the space and notice the changes,</li> <li>▶ Analyse and interprets didactically selected historical texts,</li> <li>▶ Use sources to collect data from the past and draw conclusions,</li> <li>▶ Compares and confronts different types of ideas, values, personalities, institutions and behaviour patterns in everyday life, discovering similarities and differences in them – assesses the actual situation and concludes on actual relations in the area that used to be occupied by the Ottoman empire.</li> </ul>		



<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Tolerance and the history of relations towards religious, ethnic and cultural differences: why are they important to us?</li> <li>▶ Religious tolerance in Islamic political surroundings: perspectives of authorities and Muslim lawyers</li> <li>▶ Non-Muslim contemporaries about Islam and Muslims: the imaginary Turk?</li> <li>▶ Christian monastic communities and the Islamic crescent</li> <li>▶ Non-Muslim elites in the service of Ottoman Sultans</li> <li>▶ Coexistence and cooperation</li> <li>▶ Conflicts</li> <li>▶ Ottoman reforms and non-Muslim communities in the 19<sup>th</sup> century</li> <li>▶ Relation towards religious and ethnic minorities in the Ottoman Empire: Jews</li> <li>▶ Relation towards ethnic minorities: Roma in the West Balkans</li> </ul>
<b>KEY TERMS</b>	Faith, nationality, culture, nation, coexistence
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ With the aid of historical sources, analyse the standpoints of different social groups on their own status within the Ottoman Empire. Particular attention is to be paid to the position on how one's own status and rights are perceived, and how does it look in the eyes of other groups within the Ottoman Empire – analyse social relations on didactically selected texts, and the students independently draw their conclusions.</li> <li>▶ With the help of picture materials, analyse and come to a conclusion about what was the reality of social relations between different social groups within the Ottoman Empire – multimedia approach to teaching through the use of caricatures, drawings, photo analysis, interactive historical maps, video contents.</li> </ul>

<b>GRADE</b>	VIII	<b>Age</b>	13-14 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Points to the connections between certain historical events and wider social, economic and political lines of development.</li> <li>▶ Analyse historical periods, how are the events connected in them, explains main directions, processes and problems from the past, placing people and events into a time and space framework.</li> <li>▶ Understands and differentiates the causes and consequences of certain historical events.</li> </ul>		

<b>THEME</b>	<b>TOLERANCE, COEXISTENCE AND CONFLICTS IN THE WORLD OF WESTERN AND EASTERN CHRISTIANITY 1450-1918: RELIGIOUS, ETHNIC AND NATIONAL DIVERSITY</b>	<b>KEY QUESTIONS</b>	In what way the concept and the application of ideas of tolerance and coexistence changed under the influence of historical changes and conflicts in Europe, in the period 1450-1918, from the aspect of ethnic, religious and national diversity?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Independently make timeline of events, notice the cause and consequence, give critical review, connect the old knowledge with the existing one,</li> <li>▶ Use historical map to determine the space and notice the changes,</li> <li>▶ Analyse and interpret didactically selected historical and literary texts and newspaper articles,</li> <li>▶ Check certain historical interpretation by asking questions about the origin of certain historical source,</li> <li>▶ Use sources to collect data from the past and draw conclusions,</li> <li>▶ Compare and confront different types of ideas, values, personalities, institutions and forms of behaviour in everyday life, discovering similarities and differences among them,</li> <li>▶ Explain how different systems of value and traditions may influence the way how certain historical events will be interpreted,</li> <li>▶ Uses the timeline and explain events that preceded the forming of social relations within European societies,</li> <li>▶ Analyse relations among social groups and reasons for differences or being together.</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Freedom of religion: how the idea of religious tolerance developed in the world of western Christianity 1450-1918?</li> <li>▶ Relations between Catholics and Protestants: from quarrels and conflicts to coexistence and cooperation</li> <li>▶ Church and (in)tolerance.</li> <li>▶ Relation towards religious and ethnic minorities: Jews</li> <li>▶ Relation towards religious minorities: Muslims</li> <li>▶ European colonialism and imperialism: supremacy and (in)tolerance in action.</li> <li>▶ Relation towards ethnic minorities: Roma</li> </ul>		
<b>KEY TERMS</b>	Antisemitism, enlightenment, Protestantism, "heresy", freedom, peace		



<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Using the literature of the given period, analyse the public attitudes of European societies of the East and West about the other and different. Pay attention to the analysis of inter-Christian relations and relation of Christians towards non-Christian societies.</li> <li>▶ Using written materials, analyse the development of European societies in religious, scientific, economic and ethnical context, and how the mutual contacts (cooperation and conflicts) impacted to points of view on each other. Analyse social relations on the basis of the didactically selected texts. Students should be encouraged to draw their own conclusions.</li> <li>▶ Creating historical map for more clear monitoring of relations in ethnic, national and religious aspect, and their mutual strength. At the same time, work on creation of chronological table of historical events.</li> </ul>
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<b>GRADE</b>	VIII	<b>Age</b>	13–14 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Undertakes school researches to research the past and the present.</li> <li>▶ Explains how the point of view changes depending on time and space.</li> <li>▶ Understands the lasting of some ideas in historical time and how interaction of certain ideas and events from the past may cause new historical patterns.</li> </ul>		
<b>THEME</b>	<b>SLAVERY AND FREEDOM IN EUROPEAN AND WORLD'S HISTORY 1450–1918.</b>	<b>KEY QUESTIONS</b>	How did the perception of freedom and slavery change through history and what was the view about them from the aspect of several spectators (unfree man, slave owner, and a free man)?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Analyse and interprets didactically selected historical texts and visual materials,</li> <li>▶ Collects data from historical sources and draws conclusions,</li> <li>▶ Compares and confronts different types of ideas, values, personalities, institutions and forms of behaviour in everyday life, discovering similarities and differences among them,</li> <li>▶ Creates a timeline and explains events that preceded formation of social relations between different social layers within a single society.</li> </ul>		

<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Analyse relations among social groups and tries to conclude why those relations</li> <li>▶ Assess the actual situation on heritage of those systems today.</li> <li>▶ Personal freedom: why is it important to us?</li> <li>▶ Modern human rights, freedom and slavery in France</li> <li>▶ Slavery and freedom in Great Britain</li> <li>▶ Slavery, freedom and (in)equality in the USA</li> <li>▶ Slavery and freedom in the Ottoman Empire</li> <li>▶ International conventions on limiting the trade of slaves</li> <li>▶ A view to slavery after its official abolishment</li> </ul> <p>Culture, social class, slavery, freedom, human rights, race</p>
<b>KEY TERMS</b>	Culture, social class, slavery, freedom, human rights, race
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Using visual material and texts from literature, student should analyse the status of a free and unfree (slave) in different historical periods and different social-administrative state systems. Particular attention needs to be paid to the analysis of a position on own status and rights. How did the contemporaries look upon these matters and one another?</li> <li>▶ With the help of visual material, try to conclude how were certain social classes presented in the eyes of their contemporaries and how the society looked at members of non-free social classes.</li> <li>▶ Social relations should be analysed on didactically prepared visual materials and accompanying texts, so that the students can draw their own conclusions.</li> <li>▶ Write an analysis on relations between social classes in different states and societies in the world, with a reflection on some specifics of each society. Describe the life of slaves and free men.</li> </ul>

<b>GRADE</b>	VIII	<b>Age</b>	13–14 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ To organize historical data chronologically, answering the questions on people, events, objects and places in the past.</li> <li>▶ Shows historical knowledge and understanding, develops civic and social competences and culture of communicating and expressing.</li> <li>▶ Undertakes school researches to research the past and the present.</li> </ul>		

<b>THEME</b>	<b>CULTURE OF DIALOGUE IN EUROPEAN AND WORLD'S HISTORY 1450–1918: INTERNATIONAL RELATIONS ARENA</b>	<b>KEY QUESTIONS</b>	In what way the history represents the importance of a dialogue in social and state relations in the world? Why is the development of the culture of dialogue so significant in the development of modern societies?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Analyse and interpret didactically selected historical texts,</li> <li>▶ Use sources to collect data from the past and draw conclusions,</li> <li>▶ Compares and confronts different types of ideas, values, personalities, institutions and forms of behaviour in political life, discovering similarities and differences among them,</li> <li>▶ Uses timeline and explains events that preceded and brought about the development of diplomacy and strengthening of international relations from historical aspect,</li> <li>▶ Collects data from certain didactically processed sources in order to research the past,</li> <li>▶ Gives a critical review about historical events using information technology (essay, graphical display...).</li> </ul>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Dialogue and communication – why are they important to us?</li> <li>▶ Muslim-Christian dialogue: diplomatic ties of Ottoman Empire and European countries 1450 – 1918.</li> <li>▶ Dialogue and politics of global power of modern times: diplomatic activities of Great Britain 1800 – 1918.</li> <li>▶ Through dialogue to peace: wars and peace treaties in Europe in early modern age.</li> <li>▶ Through dialogue and cooperation to European peace, political balance and division of spheres of interest: the European concert of powers.</li> <li>▶ New form of international dialogue: League of nations.</li> </ul>		
<b>KEY TERMS</b>	Dialogue, communication, international relations, consulates, global force, peace, cooperation, responsibility		
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ With the help of documents of peace treaties and other international documents, students should come to the conclusion how the idea of dialogue emerges and develops and what are the reasons of strengthening of that phenomenon over the time.</li> </ul>		

	<ul style="list-style-type: none"> <li>▶ Through the use of different documents from the field of international relations and different historical periods, student should analyse and compare the level and strength of diplomacy of a certain period and try to ascertain what caused its development.</li> <li>▶ Analyse, on didactically prepared sources, the causes for development of diplomacy and diplomatic relations in the world.</li> <li>▶ Draft a proposal for the solution of a possible international conflict using the acquired knowledge and skills, in an attempt to find a peaceful resolution.</li> </ul>
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<b>GRADE</b>	VIII	<b>Age</b>	13–14 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Interprets the past based on didactically shaped historical sources and understands what can influence the writing of history; discovers different historical standpoints about historical events and determines the context in which those standpoints emerged (critical thinking).</li> <li>▶ Explains how the point of view changes depending on time and space.</li> <li>▶ Understands the lasting of some ideas in historical time and how interaction of certain ideas and events from the past may cause new historical patterns.</li> </ul>		
<b>THEME</b>	<b>WOMEN AND CHILDREN IN PRIVATE AND PUBLIC SPACE OF MODERN WORLD 1450–1918.</b>	<b>KEY QUESTIONS</b>	Why and in what way there was a change in perception and status of women and children in the legal, social and cultural aspect in Europe and the world in the period 1450 – 1918?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Analyse and interpret didactically selected historical texts,</li> <li>▶ Use sources to collect data from the past and draw conclusions,</li> <li>▶ Discuss the continuity of development of a society and influence on changes in the society through different historical eras,</li> <li>▶ Use the timeline and explain the position (status) of women and children in the given historical period; list the events and clarify their impact on changes to that status,</li> </ul>		

	<ul style="list-style-type: none"> <li>▶ Collect data from certain didactically processed sources in order to research the past,</li> <li>▶ Give a critical review about historical events using information technology (essay, graphical display...).</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ History of women and children – why are they important? <ul style="list-style-type: none"> <li>▶ Women as rulers</li> <li>▶ Women's contribution to world's culture: science, literature and art 1450 – 1918.</li> <li>▶ Women and private space.</li> <li>▶ Social activity of women: charities, missionary and health work.</li> <li>▶ Women and economy.</li> <li>▶ Violence over women: witch hunt.</li> <li>▶ Female movement and fight for female rights in west Europe and north America 1848 – 1920.</li> <li>▶ Women and religion.</li> <li>▶ Child and childhood in the modern world.</li> </ul> </li> </ul>
<b>KEY TERMS</b>	Equality of genders, child and childhood, respect, responsibility, life.
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Analyse, using audio and video records, steps in the fight for equality of women and children and their flow and result, including the present state of affairs.</li> <li>▶ Using different legal documents as historical sources from different historical periods, ascertain the position of women and children in the given period and change of that position through time.</li> <li>▶ Analyse, on the basis of didactically selected texts, the causes for status changes of women and children in different historical periods.</li> <li>▶ Make a video on the status of women and children today, in different spheres of life.</li> </ul>

<b>GRADE</b>	VIII	<b>Age</b>	13-14 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Explains the connection between key events over time and reconstructs, follow and interprets certain forms of society (social, economic, cultural, political and everyday life) in different contexts in historical time and different historical eras.</li> </ul>		

	<ul style="list-style-type: none"> <li>▶ Ascertains in what way the changes emerge in different historical periods, explains how some forms may be changed while other remain the same.</li> </ul>
<b>THEME</b>	<p><b>CHARITABLE ACTIVITIES, GENEROSITY AND MUTUAL HELPING IN EUROPE 1450-1918.</b></p> <p>What is the significance of existence and encouragement of charitable activities and mutual helping for the development of European society in the period 1450 – 1918?</p>
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Analyse and interpret didactically selected historical texts,</li> <li>▶ Use sources to collect data from the past and draw conclusions,</li> <li>▶ Discuss the continuity of development of a society and influence on changes in the society through different historical eras,</li> <li>▶ Connect certain historical event to the social, political and economic context in which it occurred,</li> <li>▶ Collect data from didactically processed sources in order to research the past,</li> <li>▶ Give a critical review about historical events using information technology (essay, graphical display...).</li> <li>▶ Examine the role and contribution of individuals and groups in social, cultural and religious events and activities.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Charitable activities and mutual helping: Why are they important to us?</li> <li>▶ Charitable activities and mutual helping in the Ottoman Empire,</li> <li>▶ Charitable activities and helping the poor, old and powerless in the British islets 1450-1918,</li> <li>▶ Social laws and care for the poor, old and powerless in the western Europe: The German Reich,</li> <li>▶ Modern humanitarian organizations and helping the poor, old, sick and powerless: Red Cross and Red Crescent.</li> </ul>
<b>KEY TERMS</b>	Charitable organizations, charity, empathy, social awareness, poverty.
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Using the official records on work of charitable organizations and newspaper articles as historical sources, students can get additionally acquainted with the activities and impacts the charities, groups or individuals had on the development and changes in the society of that time.</li> <li>▶ Using the visual materials – advertisement posters, analyse the paths and intensity of spreading of charities and mutual helping, and how it impacted to the positive development of the society.</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse the causes of changes under the influence of charitable activities in different historical periods, on didactically selected historical sources.</li> <li>Make a plan of action of one charitable activity and, if possible, realize it.</li> </ul>	
<b>GRADE</b>	VIII	<b>Age</b> 13-14 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>Ascertains in what way changes happen in different historical eras, explains how some forms may change while others remain the same; understands the complexity of changes and their impact not only on politics and technology, but also on values and beliefs; determines key turning points in world's history and determines the causes that led to changes and long-term consequences of those changes.</li> <li>Understands and mutually differentiates the causes and consequences of historical events.</li> </ul>	
<b>THEME</b>	<b>HUMANITARIAN CRISES OF THE 19<sup>th</sup> AND THE BEGINNING OF THE 20<sup>th</sup> CENTURY AND INTERNATIONAL SOLIDARITY</b>	<b>KEY QUESTIONS</b> To what extent the humanitarian crisis of the 19 <sup>th</sup> and the 20 <sup>th</sup> century contributed to strengthening of international solidarity and overcoming ethnical, racial, economic, social and other differences?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>Collect data from historical sources and draws conclusions,</li> <li>Create a timeline and input data on historical events,</li> <li>Connect certain historical event to the social, political and economic context in which it occurred.</li> </ul>	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>Wartime humanitarian crises: solidarity and absence of solidarity,</li> <li>Humanitarian crises and humanitarian interventions,</li> <li>Solidarity without borders: Red Cross</li> <li>Non-wartime challenges: natural disasters, famine and diseases.</li> </ul>	
<b>KEY TERMS</b>	Charitable organizations, charity, empathy, social awareness, poverty, humanitarian work, solidarity, cooperation.	

<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>If possible, make an analysis of peacetime crises in the world and research whether there is international solidarity there.</li> <li>Using the existing video records on humanitarian acting in the 19th and early 20th century, ascertain the direction of work of humanitarian organizations and how they brought the development of social awareness in the world.</li> <li>Analyse the flow of social changes under the influence of charitable activities in different historical periods, on the basis of didactically selected historical sources.</li> <li>Make a plan of action of one charitable activity and, if possible, realize it.</li> </ul>
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Slavojka Beštić Bronza

## IX GRADE

### UNIVERSAL VALUES IN TEACHING HISTORY OF THE 20<sup>TH</sup> CENTURY

#### I

#### FEAR FROM DIFFERENT (XENOPHOBIA)

**Description:** The First and the Second World War, and the period between, looked as one whole, contain a number of examples that, in different timeframes and political constellations, speak of changes in perception of universal human values, such as overcoming of war, its efficient evasion in the future time, mistakes that produced lessons learned in the context of domination and punishing of enemies, excommunication of different and defeated from international institutions, lack of desire for dialogue, solving the humanitarian crises and depriving right to the freedom of personality, political and economic acting, freedom of religion, and in the end, right to living.

The goal of this topic is for students to find out through examples and critical analysis of events in the period of world wars, to what extent the lack of and disrespect of universal human values, such as right to peace, tolerance, coexisting, accepting and not accepting the other and different in the frames of European and world's politics, caused the creation of totalitarian systems and new global war. With particular focus on the period that was marked with consequences of a system created by Versailles peace conference, all the way to the end of WW2, provide an insight to students on how and why the fight against fascism was in fact fight for universal human values, freedom, peace, tolerance, cooperation, humanity... The students will be presented with historical sources and contents, based on which they will analyze the characteristics of totalitarian systems that carried within the negations of human values, such as right to living, freedom, work, religion, tolerance, coexistence... Through the teaching contents showing propaganda, the students should acquire skills of critically questioning the power of positive and negative propaganda, calling on universal human values in its content, or negating them. The idea is to give students a possibility to get to know counterindications in application and perception of universal values in the fight for some of them, such as peace and freedom. They will learn about overcoming of war and rivalry through application of universal values.

Particular focus will be placed on acquiring and future application of skills that will enable students to have a clear vision about universal values, whose respect and promoting in everyday life leads to avoiding repetition of negative phenomena from the past, that is,

overcoming negative consequences of more recent national history. Accepting tolerance, one's personal and right of other to life, religion, coexistence, humanity as way of living, decreases the possibility of conflicts.

**Values:** peace, freedom, equality, humanity, coexistence, dialogue, multiculturalism.

## II

### COLD WAR AND UNIVERSAL HUMAN VALUES

**Description:** The goal of this topic is for students to get an insight into the perception and promotion of universal human values in the conditions of a Cold War, taking into consideration the experience and consequences of the previous period of world wars. Through analysis of examples and historical sources of different provenience, students acquire knowledge about how much were universal values respected and applied in the system of political polarization of the world. What system, ideology and political-military block was more free, more human, more tolerant, and why. Interaction between different worlds and their population. How did the universal values reflect in everyday life (particularly in the divided Berlin)? What mechanisms were used in overcoming the consequences of the WW2 and what universal values came to the forefront, in that context? What was the relation, in that context, towards huge number of refugees, poverty, destroyed cities and their population. The students are supposed to critically analyze to what extent and by what means the two systems attempted to destroy or change the other. Whether, and which, universal values were applied or violated in those efforts? Based on examples, students should observe the role of the UN and universal values this organization rests on and promotes. Acquiring of students' skills and competences based on critical historical approach.

**Values:** humanism, cooperation, equality, peace, freedom, coexistence, responsibility, multiculturalism.

## III

### UNIVERSAL HUMAN VALUES THROUGH ACTING OF THE UNITED NATIONS AND OTHER HUMANITARIAN, NON-GOVERNMENTAL ORGANIZATIONS AND INDIVIDUALS

**Description:** The goal of this topic is to present the students the significance of care for general wellbeing, through applying and respecting universal values as way of life and acting. Through the history of establishment, goals and acting of the United Nations and other humanitarian organizations, through actions of states and individuals in the sense of help, humanity and cooperation with peoples and countries that are endangered in any

way, the students get a picture of importance of care for others, international cooperation, showing empathy, fight against discrimination of minorities and endangered groups... Through analyzing documents that relate to respect and preservation of universal values ("Declaration on right of a child", "Universal declaration on human rights of the UN|" and other acts), the students get to know every day and mandatory frameworks of protecting the universal human rights. During the classes it could be possible to organize a project of a humanitarian action, identifying a situation requiring humanitarian and solidary action, and the students could devise the manner of organizing the action. In this way the acquired knowledge about universal values would turn into practice and skills. Through positive and negative examples the students find themselves, their skills of dealing with crisis situations they could find themselves in, or in which they could help others, would be developed.

**Values:** humanity, solidarity, cooperation, equality, tolerance, peace, freedom.

## IV

### EMANCIPATION IN THE SECOND HALF OF THE 20TH CENTURY FIGHT FOR FREEDOM, EQUALITY, TOLERANCE, UNDERSTANDING, AGAINST DISCRIMINATION FIGHT FOR HEALTHY AND CLEAN ENVIRONMENT

**Description:** The goal of this topic is to develop student's skills and competences in the sense of responsible acting towards the environment and endangered groups, and to independently advocate their own or someone else's rights, if violated. Emancipation in different spheres of human society of the 20<sup>th</sup> century went through its greatest expansion. In that sense, through work with historical sources the students acquire knowledge various aspects of discrimination (political, economic, age, gender, racial...) and different ways how certain discriminated groups dealt with problems, more or less successfully.

**Values:** freedom, cooperation, equality, respect, solidarity.

## V

### UNIVERSAL VALUES IN BOSNIA AND HERZEGOVINA WITHIN SFRY vs UNIVERSAL VALUES IN BOSNIA AND HERZEGOVINA AFTER INDEPENDENCE

**Description:** The goal of this topic is for students to get skills and competences of facing with controversial topics of national history and present time, through multiperspective insight in existence or lack of universal human rights. Based on previous work with contents from different periods that preceded this topic, the students should, using acquired skills and competences, question BiH history with all the accompanying controversies in a rational

and critical way. Experiences from general European and world's examples of having or not having universal values present, in the sense of conflicts, overcoming conflicts, coexistence, tolerance, reconciliation, cooperation and humanity, should be applied on overcoming complex issues and to interpret historical phenomena and events in BiH.

**Values:** peace, dialogue, reconciliation, equality, respect, cooperation.

Melisa Forić Plasto

GRADE	IX	Age	14-15 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Collects data from certain didactically processed sources in order to research the past,</li> <li>▶ Interprets historical knowledge by presenting evidence in a discussion, writing short historical texts, drawing, through graphical or drama expression with usage of IT technologies where appropriate and possible.</li> <li>▶ Use different ways of presenting the lasting of historical events, as well as their order.</li> <li>▶ Points to the key characteristics of certain historical periods, by analyzing social, economic, cultural, religious, political circumstances with the events that marked their beginning and their end.</li> <li>▶ Compares particular forms (social, economic, cultural, religious, political and everyday life) of society in the antique time and middle ages, in order to notice similarities and differences.</li> <li>▶ Questions (researches) and compares social, cultural, political, economical and religious norms and values of the western civilization with other cultures in the world.</li> <li>▶ Compares and confronts different types of ideas, values, personalities, institutions and forms of behavior in everyday life, discovering similarities and differences among them.</li> </ul>		
<b>THEME</b>	<b>FEAR FROM DIFFERENT (XENOPHOBIA)</b>	<b>KEY QUESTIONS</b>	To what extent the values of different social systems after the WW1 influenced to the development of totalitarian systems and intolerance that led into a new war?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Understands the decisions of the Versailles peace agreement,</li> <li>▶ Be able to explain the role of the League of Nations,</li> <li>▶ Analyze the source – 14 points of American President W. Wilson and connect them to the present time and ideas that are being presented as values of general well-being,</li> <li>▶ Understands the emergence of communism, socialism, liberal democracy, dictatorship, fascism, nacidism ... and is able to connect the mentioned systems with the countries of the time,</li> </ul>		

	<ul style="list-style-type: none"> <li>▶ Assesses the causes of emergence and success of totalitarian regimes,</li> <li>▶ Notices the role of propaganda as means to spread newly established values,</li> <li>▶ Explains the causes of: events, phenomena, ideologies, persons and processes that led to war,</li> <li>▶ Analyze the causes of the war and based on the source connects different interpretations,</li> <li>▶ Looks into the causes and consequences of a holocaust, studies the testimonies, stories by groups and individuals,</li> <li>▶ Analyze didactically selected sources, actualize them and explains the importance of studying the culture of remembrance on holocaust, genocide and crimes against humanity,</li> <li>▶ Analyze didactically prepared, written, graphical and video material of historical sources.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ New (better?) world of peace; everyday life</li> <li>▶ Totalitarian systems</li> <li>▶ New world order – negation of universal human values,</li> <li>▶ WW2 – collapse and return of all universal human values,</li> </ul>
<b>KEY TERMS</b>	Peace, freedom, equality, humanity, coexistence, dialogue, multiculturality, totalitarian regimes, racism, fascism, racism, ideology, antisemitism, alliances and cooperation, WW2, holocaust, genocide.
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Creation of a timeline for the most important events of this theme, to determine the cause – consequence relations.</li> <li>▶ Analysis of the Versailles peace agreement regulations and discussion on the topic of a global peace.</li> <li>▶ Simulation of the Versailles conference.</li> <li>▶ Debate on the role of the League of Nations. Debate on the issue: to what extent the lack of action and turning the blind eye in the given circumstances witnesses the inhumanity, racism, non-solidarity?</li> <li>▶ Creating political programs of totalitarian societies: Italy, Germany, USSR and comparing them – finding universal values in those programs.</li> <li>▶ Creating biographies of the most significant persons of the period and comparison – find the speeches of great persons and check if there are ideas of peace, equality, cooperation, and were they mentioned.</li> <li>▶ Analyzing the “14 points” of W. Wilson, that promote universal values.</li> </ul>

	<ul style="list-style-type: none"> <li>▶ Research task – find examples of solidarity, humanism, altruism, tolerance, e.g.: Diana Budisavljević, sir Nicholas Winton, Irena Sender, Frank Foley, Raoul Wallenberg, Greek orthodox priests who salvaged the Jews by giving them christening certificates and helped them to flee from German occupying authorities ...</li> <li>▶ Research and present the laureates of the medal “Righteous among the nations” awarded by the Israeli museum of holocaust Yad Vashem, with particular focus on cases from BiH.</li> <li>▶ Analysis of testimonies of the survivors.</li> <li>▶ Simulation of trials in Nurnberg and Tokyo.</li> <li>▶ Literature and art, films about the war conflicts: “Diary of Anne Franck”, E. Hemingway, G. Orwell, Pablo Picasso (“Guernica”).</li> </ul>
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<b>GRADE</b>	IX	<b>Age</b>	14-15 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Collects data from certain didactically processed sources in order to research the past,</li> <li>▶ Interprets certain historical events based on didactically shaped sources.</li> <li>▶ Explains how and why remembrance about the past may differ.</li> <li>▶ Use different ways of presenting the lasting of historical events, as well as their order.</li> <li>▶ Points to the key characteristics of certain historical periods, by analyzing social, economic, cultural, religious, political circumstances with the events that marked their beginning and their end.</li> <li>▶ Assesses the cause of changes of certain forms of society, analyzing the impact of different contexts to historical events over the time.</li> <li>▶ Compares and confronts different types of ideas, values, personalities, institutions and forms of behavior in everyday life, discovering similarities and differences among them.</li> <li>▶ Selects key questions and problems through discussion and qualifies the interests, values, points of view, of those that are part of those questions and problems.</li> </ul>		
<b>THEME</b>	<b>COLD WAR AND UNIVERSAL HUMAN VALUES</b>	<b>KEY QUESTIONS</b>	To what extent were the universal values respected and applied in the system of political polarization of the world, and what caused it?



<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Determines chronological presentation of all important historical events, phenomena and processes from the start of Cold War to the fall of the Berlin wall and collapse of socialism in Europe,</li> <li>▶ Analyze different sources, graphical and written, and creates own historical opinion,</li> <li>▶ Explains the importance of facing the past and gives examples from the German past,</li> <li>▶ Differentiates local conflicts and crisis in the Cold War,</li> <li>▶ Interprets the causes for armament race and contradictions that reflect on the quality of life, as well as development of science and art,</li> <li>▶ Notices the idea of cooperating through integration, on the example of the UN and the EU.</li> <li>▶ Discusses to the given theme,</li> <li>▶ Researches to the given theme,</li> <li>▶ Analyzes the map of newly emerged states after the decomposition of the USSR and collapse of socialism in Europe.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ The Cold War and its characteristics</li> <li>▶ “Human values vs inhuman values”</li> <li>▶ Berlin</li> <li>▶ “That past that has not yet past” – how to deal with the controversial past?</li> <li>▶ Culture of dialogue, reconciliation, cooperation, respect.</li> <li>▶ Fundamentals of European integration.</li> <li>▶ From reconciliation towards union.</li> <li>▶ A social state (Nordic type)</li> <li>▶ Socialist countries (states of people democracy) and universal human values.</li> <li>▶ Revolutions and failure of communist system in the Eastern Europe.</li> <li>▶ Universal human values in the Kingdom of Yugoslavia and the SFRY</li> </ul>
<b>KEY TERMS</b>	<p>Cold War, world blocks, demilitarization, denazification, democratization, Berlin crisis, solidarity, cooperation, reconciliation, integration, peace and war, humanism, equality, peace, freedom, coexistence, responsibility, multiculturality.</p>

**PROPOSED ACTIVITIES**

- ▶ Simulate the division of the world and present on a map the new states and membership in a block through role play.
- ▶ Group work – analysis of the work of NATO and Warsaw pact – ideas, development, actions. Researching the most significant crises and wars during the Cold War. Create a table for comparing them according to the basic criteria (who, when, why, support of superpowers, actions of the UN).
- ▶ Analyze the Marshall plan and Truman’s doctrine (students to find universal values in these documents).
- ▶ Different methods for processing the general characteristics of the Cold War (main events, persons and processes) – e.g. Iceberg model of the causes of Cold War, or factors that contributed to the certain crisis.
- ▶ Barometer of intensity of Cold War crises, etc...

**GRADE**

IX

**Age**

14–15 years

**GENERAL OUTCOMES**

- ▶ Compares and confronts different types of ideas, values, personalities, institutions and forms of behavior in everyday life, discovering similarities and differences among them.
- ▶ Selects key questions and problems through discussion and qualifies the interests, values, points of view, of those that are part of those questions and problems.
- ▶ Assesses the differences of causes and consequences per importance and categories, e.g. current–long term, direct–indirect, local–global.
- ▶ Differentiates causes and consequences, bearing in mind multiple causes of a certain event, importance of an impact by certain persons in history, influence of ideas, human interests and beliefs, and impact of luck, a chance and an irrational.
- ▶ Interprets historical knowledge by presenting evidence in a discussion, writing short historical texts, drawing, through graphical or drama expression with usage of IT technologies where appropriate and possible.

**THEME**

**UNIVERSAL HUMAN VALUES THROUGH ACTING OF THE UNITED NATIONS AND OTHER HUMANITARIAN, NON-GOVERNMENTAL ORGANIZATIONS AND INDIVIDUALS**

**KEY QUESTIONS**

In what way are the universal human values in modern societies recognized, cherished and promoted as general good?

<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>Reads and analyzes the Universal Declaration of the UN, making connections with examples in the present time,</li> <li>Stresses the importance of the UN Declaration for protection of human rights world-wide,</li> <li>Analyzes the actions of the UN and its bodies – gives positive and negative experiences,</li> <li>Connects the past and the present based on everyday experiences,</li> <li>Analyzes didactically prepared historical sources,</li> <li>Independently researches the theme,</li> <li>Independently presents the results of the research.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>The United Nations</li> <li>Global and universal humanitarian acting and solidarity</li> <li>Migrations</li> </ul>
<b>KEY TERMS</b>	The UN, cooperation, international organizations, humanitarian actions, human rights and freedoms, peace, migrations, humanity, solidarity, cooperation, equality, tolerance, peace, freedom
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Analysis of the UN declaration on human rights</li> <li>Researching and presenting the work of the UN and its bodies (UNICEF, UNESCO, etc.) – make a schematic presentation of the way of work and find examples of acting over several decades in the 20th century (the '60s, '70s, '80s, '90s and present time)</li> <li>Simulation of the work of the UN,</li> <li>Creating promo posters for different campaigns (Una, Amnesty International, Red Cross, etc.)</li> <li>Analyzing the declaration on rights of children</li> <li>Looking into the work of organizations “Pharmacies sans frontiers”, “Save the children”, ecological organizations...</li> <li>Project of a mock humanitarian action for the students to devise (a war, natural disaster, migration, etc.)</li> <li>Debate: Have the UN shown itself as a peace keeper to a satisfactory level?</li> <li>Debate on position of children in the world today – abuse of child work still exists (yes or no)?</li> <li>Biographies of celebrities engaged in humanitarian missions and actions</li> <li>Character Map of deserving individuals, etc.</li> </ul>

<b>GRADE</b>	IX	<b>Age</b>	14-15 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>Interprets certain historical events based on didactically shaped sources.</li> <li>Points to the key characteristics of certain historical periods, by analyzing social, economic, cultural, religious, political circumstances with the events that marked their beginning and their end.</li> <li>Assesses the cause of changes of certain forms of society, analyzing the impact of different contexts to historical events over the time.</li> <li>Compares particular forms (social, economic, cultural, religious, political and everyday life) of society in the antique time and middle ages, in order to notice similarities and differences.</li> <li>Differentiates causes and consequences, bearing in mind multiple causes of a certain event, importance of an impact by certain persons in history, influence of ideas, human interests and beliefs, and impact of luck, a chance and an irrational.</li> <li>Questions (researches) and compares social, cultural, political, economical and religious norms and values of the western civilization with other cultures in the world.</li> </ul>		
<b>THEME</b>	<b>EMANCIPATION IN THE SECOND HALF OF THE 20<sup>th</sup> CENTURY</b> <b>FIGHT FOR FREEDOM, EQUALITY, TOLERANCE, UNDERSTANDING, AGAINST DISCRIMINATION</b> <b>FIGHT FOR HEALTHY AND CLEAN ENVIRONMENT</b>	<b>KEY QUESTIONS</b>	In what spheres of human society the emancipation experienced its largest expansion in the 20 <sup>th</sup> century and in what way?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>Make a parallel analysis of the political and demographic map of the world before WW1, after it, after the WW2 and at the end of the 20th century, in order to notice changes of political borders and demographic tendencies,</li> <li>List and explain the causes and consequences of de-colonization of the world through examples,</li> <li>Gives examples of discrimination on different bases (political, economic, age, gender, racial) and explains how the groups used to deal with discrimination problems,</li> </ul>		

	<ul style="list-style-type: none"> <li>▶ Gives examples of peace movements in the world as reaction to war conflicts and world crises,</li> <li>▶ Explain the 'apartheid',</li> <li>▶ Give the examples of a position of women in the modern times and compare it in the context of social-political and economic circumstances in certain regions of the world,</li> <li>▶ Give examples of sporting events that promote the values of peace, cooperation and equality,</li> <li>▶ Analyzes didactically prepared historical sources,</li> <li>▶ Independently researches the theme,</li> <li>▶ Independently presents the results of the research.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Decolonization – a process initiated by world wars</li> <li>▶ Vietnam war as a product of fight against colonialism,</li> <li>▶ Racism in the USA in the 20<sup>th</sup> century</li> <li>▶ Apartheid</li> <li>▶ Feminist movement and female emancipation</li> <li>▶ Sport</li> </ul>
<b>KEY TERMS</b>	Emancipation, decolonization, apartheid, antisemitism, feminist movement, freedom, equality, discrimination, tolerance, modern Olympic games, cooperation, equality, respect, solidarity.
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Creating a synchronic table of events for European countries in order to determine the cause-consequence relation.</li> <li>▶ Drawing the borders and colonies of great powers on a 'blind' world map.</li> <li>▶ Write a newspaper article on international crises from different perspectives and peace movements as a reaction on military conflicts.</li> <li>▶ Create an association game for the most important terms from this thematic field.</li> <li>▶ Make a research about destruction of living environment in Vietnam as an example of irresponsible acting of the American army – find similar examples in everyday life.</li> <li>▶ Usage of visual sources (war photographs) – find the examples of discrimination through photographs.</li> <li>▶ Analysis of the famous M. L. King speech "I have a dream..." that sublimates the racial problems in the USA and universal values that were deprived to Afro-American population. Discussion on the actuality of that speech today.</li> </ul>

	<ul style="list-style-type: none"> <li>▶ Research and presentation through group work on position of women with the emphasis on voting right and other rights and freedoms in different parts of Europe and the world.</li> <li>▶ Discussion on Olympic spirit then and now: What were the Olympic values in the ancient times, and what in the contemporary time?</li> </ul>
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<b>GRADE</b>	IX	<b>Age</b>	14-15 years
<b>GENERAL OUTCOMES</b>	<ul style="list-style-type: none"> <li>▶ Collects data from certain didactically processed sources in order to research the past,</li> <li>▶ Interprets certain historical events based on didactically shaped sources.</li> <li>▶ Explains how and why remembrance about the past may differ.</li> <li>▶ Compares and confronts different types of ideas, values, personalities, institutions and forms of behavior in everyday life, discovering similarities and differences among them.</li> <li>▶ Selects key questions and problems through discussion and qualifies the interests, values, points of view, of those that are part of those questions and problems.</li> <li>▶ Interprets the past events within the context where and when the events took place, not in relation to contemporary norms and values.</li> <li>▶ Interprets historical knowledge by presenting evidence in a discussion, writing short historical texts, drawing, through graphical or drama expression with usage of IT technologies where appropriate and possible.</li> </ul>		
<b>THEME</b>	<b>UNIVERSAL VALUES IN BIH WITHIN YUGOSLAVIA vs UNIVERSAL VALUES IN BIH AFTER INDEPENDENCE.</b>	<b>KEY QUESTIONS</b>	What universal values were promoted in Bosnia and Herzegovina in the time of SFRY, and what in the period after independence? What caused it?
<b>DETAILED OUTCOMES</b>	<p>A student is expected to:</p> <ul style="list-style-type: none"> <li>▶ Use a timeline and explain events related to Bosnia and Herzegovina within Yugoslavia and a process of getting the independence,</li> <li>▶ Understands the Yugoslav idea in the time it occurred,</li> <li>▶ Uses different sources on political and social happenings in the given period,</li> <li>▶ Researches political, economic and social processes that shaped the socialist Yugoslavia from 1945 to its fall,</li> </ul>		



	<ul style="list-style-type: none"> <li>▶ Interprets the past based on historical sources,</li> <li>▶ Researches the everyday life in BiH in the time of Yugoslavia, analyzes and compares with examples from everyday life,</li> <li>▶ Researches different standpoints and perspectives of life in Yugoslavia 1945-1992 and in the period 1992-2000.</li> <li>▶ Is able to explain the role of historical persons in war,</li> <li>▶ Explains the suffering of people from ideological, political and religious reasons,</li> <li>▶ Explains the complexity of the BiH state and problems it had after the referendum on independence,</li> <li>▶ Researches and analyzes different kinds of sources from that period and takes a (historical) standpoint about those events,</li> <li>▶ Lives a chronological line of events from Referendum, admission into the UN and war time, up to the Dayton peace accord of 1995,</li> <li>▶ Analyzes the perspective of development of contemporary Bosnia and Herzegovina.</li> </ul>
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>▶ Bosnia and Herzegovina within the SFRY (position of BiH in SFRY, economic, social and cultural development, everyday life, organizations, youth labor actions, the pioneers, brotherhood and unity)</li> <li>▶ Independent Bosnia and Herzegovina (the fall of Yugoslavia, the road of BiH to independence, wars of the 1990s in Yugoslav area, Dayton agreement; problems of contemporary BiH, ideas of peace and cooperation in BiH, human rights and freedoms, religious freedoms and actions of religious communities)</li> </ul>
<b>KEY TERMS</b>	Socialist Yugoslavia, cultural and social development, brotherhood and unity, centralism, federalism, decomposition of SFRY, nationalism, ideologies, war, peace, freedom, dialogues, reconciliation, equality, respect, cooperation.
<b>PROPOSED ACTIVITIES</b>	<ul style="list-style-type: none"> <li>▶ Create the presentation of chronology of the most significant events for Bosnia and Herzegovina 1945 – 1995.</li> <li>▶ Make biographies of the most prominent persons that marked the 20th century in the history of Bosnia and Herzegovina in the field of: politics, culture and art, science.</li> <li>▶ Make a questionnaire and a research on what was the everyday life in BiH in the time of SFRY.</li> <li>▶ Analyze newspaper articles and media reports on the crisis in Yugoslavia and impact on everyday life.</li> <li>▶ Based on examples of children's diaries and information on everyday life during 1992 – 1995, write an essay to the topic: A day in a war.</li> </ul>

	<ul style="list-style-type: none"> <li>▶ Make a research and presentation of monuments dedicated to wars in the 20th century in the local area.</li> <li>▶ Activity with newspaper articles, videos and political cartoons (comparing the media perspectives).</li> <li>▶ Activity with photographs and items of everyday life (reconstruction of a day in life during the war).</li> <li>▶ Work with monuments and memorial centers – 3 cultures of remembrance in BiH (creation of a proposal blue-print for a “neutral monument”).</li> </ul>
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## AUTHORS

- ▶ Slavojka Beštić Bronza, PHD, University of Banja Luka, Faculty of Philosophy, History department
- ▶ Bojana Dujković Blagojević, EUROCLIO HIP BIH, Asociation of history teachers and professors of Bosnia and Herzegovina
- ▶ Melisa Forić Plasto, MSC, University of Sarajevo, Faculty of Philosophy, History department
- ▶ Elma Hašimbegović, MSC, Historical museum of Bosnia and Herzegovina, Sarajevo
- ▶ Senada Jusić-Dučić, prof., Umihana Čuvidina Elementary School Sarajevo
- ▶ Fahd Kasumović, PHD, University of Sarajevo, Faculty of Philosophy, History department
- ▶ Marija Naletilić, PHD, Agency for Preschool, Primary and Secondary Education of Bosnia and Herzegovina
- ▶ Edin Radušić, PHD, University of Sarajevo, Faculty of Philosophy, History department
- ▶ Edin Veladžić, PHD, Ministry of Civil Affairs of Bosnia and Herzegovina

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