

Quick guide

Working with historicalmemory in the classroom



The Sharing European Memories **methodology** introduces the concept of historical memory into history teaching. Through exploring and analysing the difference between history and memory, students gain a different perspective on historical sources and explore how and why history is relevant to the present.

This project can help you:

- develop students' cross-curricular skills, particularly critical thinking, analysis, interpersonal skills and team work
- engage disaffected students and those who struggle with source work
- explore one subject in depth, and in a new way
- help students understand that there is no one definitive version of history
- bring living witnesses into the classroom
- bring intergenerational learning into school
- develop multi-curricular approaches to teaching history
- make the most of external resources such as museum and site visits.

The project is based on a five-stage methodology:

Phase 1: students explore the concepts of history and memory and how they differ.

Phase 2: students interview living witnesses.

Phase 3: students analyse their interviews in their historical context and explore how and why the subject is remembered in the present day.

Phase 4: students develop a creative product that combines historical information with the memories they uncovered from a critical point of view.

Phase 5: students share and learn about other schools' experiences through their materials, creative outputs and personal experiences on memory.



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Historical Memory

Historical memory is how we remember the past and in what form. The terms 'history' and 'memory' have very different meanings.

History is a record of significant past events but is not a neutral record. This record will always be incomplete and will be problematic.

Memories are constantly being made and forgotten. They can be manipulated and changed. There are individual memories, which are your memories, and social memories. Social memory, where you share a common history with a specific group of people, is crucial in creating and maintaining a sense of individual and community identity. The field of historical memory is often linked to commemoration, by way of events, places, texts, artefacts and symbols that remain significant to the group.

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Methodology

The SEMAS methodology is expected to last 20 hours. A shorter version of 8 hours has been produced focusing on the key steps. (See tables below)

It has been designed for students in lower or upper secondary education. Depending on the school curriculum and educational system, the methodology is flexible enough to be used with students from 14 to 18 years old.

Sharing European Memories at School - HYPERLINK "mailto:SEM@S"SEM@S is a multilateral Comenius project funded by the Lifelong Learning Programme of the European Union. The project lasted 2 years (January 2011- December 2012). It was developed by a transnational partnership of six organisations in the UK, Spain, Norway, Poland, Italy and Slovenia.

Complete version: 20 hours

BEFORE STARTING

Step	Learning objectives	Duration
Presentation to students	Project presentation (objectives, tasks, assessment...) and an activity to assess students' prior knowledge	1 hour

PHASE 1: GENERAL CONCEPTS

Step	Learning objectives	Duration
Historical background	To develop students' understanding of the history of the topic/period	1 hour
Memory concept	To introduce students the concept of memory, how it is transmitted and constructed	1 hour
Memory and History	To explore the existing differences between the memory and history of the period chosen	2 hours



PHASE 2: INDIVIDUAL TESTIMONIES

Step	Learning objectives	Duration
Interview technique training	To provide students with a minimum training in interview techniques	1 hour
Interviewee background and questions	To explain the context of the testimonies that students are about to gather and help them to prepare questions for the interviewee	1 hour
Interviews	Students interview witnesses or secondary memory sources	2 hours

PHASE 3: ANALYSIS

Step	Learning objectives	Duration
Analysis of the interviews	Students identify the main findings from the interview(s) in relation to the topic chosen	2 hours
Comparison History / Memory	To analyse and compare the memory and the history of each topic	2 hours

PHASE 4: CREATIVE OUTPUT

Step	Learning objectives	Duration
Creative output	Students develop a creative product that combines historical information with the memories they uncovered from a critical point of view	5 hours

PHASE 5: SHARING EUROPEAN MEMORIES

Step	Learning objectives	Duration
Sharing	To share and learn about other schools' experiences through their materials, creative outputs and personal experiences	2 hours

Short version: 8 hours

Step	Time
Historical context	1 hour
Memory concept	1 hour
History and memory	1 hour
Oral testimonies	2 hours
Analysis	3 hours

Optional	Time
Project presentation	30''- 1 hour
Visit to memorial or museum	-
Creative output	-

For guidance and recommendations, please refer to the complete document at :
www.memoriesatschool.aranzadi-zientziak.org



Coordinator



Aranzadi Society of Sciences · www.aranzadi-zientziak.org
Donostia – San Sebastian (Basque Country, Spain)

Partners



Futura · www.cfp-futura.it
Bologna (Italy)



Stiftelsen Arkivet · www.stiftelsen-arkivet.no
Kristiansand (Norway)



Adam Mickiewicz University · www.amu.edu.pl
Poznan (Poland)



Kranj City Library · www.kr.sik.si
Kranj (Slovenia)



Royal Armouries · www.royalarmouries.org
Leeds (United Kingdom)

Students

"Instead of just learning about stuff by reading books, we actually got to meet people who'd been there during the war and had real life experiences. I think it was a lot more interesting because we got to do more activities, like varied, and we got to meet people we wouldn't be able to meet in a usual history lesson." UK student.

"I have specially enjoyed making the interviews to my family and know more about my parents' and grandparents' life." Spanish student.

"It was exciting and fun because it was a new way of working." Norwegian student.

Teachers

"Students enjoyed the methodology, they worked well in groups and they had to make decisions regarding history and memory." Spanish teacher.

"Always looking for different ways of accessing material and subject matter. Will use the info/sources from this project and develop it." UK teacher.

"The history will not be only a story on a book. To interest students: a challenge!" Italian teacher.

"It is new and my students loved the method." Norwegian teacher.

"Both the methods and activities planned within the project are worth supporting." Polish teacher.

"Teachers should not be afraid of the demands of the curriculum, e. g. extensive material and the lack of classes to cover it, and they should motivate as many children as possible to engage in research of historical events with the help of eye-witnesses." Slovenian teacher.