



In the last few decades, awareness of the concept of historical memory has increased across Europe. This occurs on the one hand from the loss of local identity and of shared narratives of the nation's past, and on the other as a reaction towards the globalization process. In addition, there remains a need for the large number of conflicts that took place in 20th century (the two World Wars, the Cold War, genocides, civil wars, mass migration, etc.) to be studied and interpreted outside of the official version of history.



The **SEM@S** project aims to research and develop a method for including the memory concept in school history education as a tool to support the understanding of the historical process and promote critical thinking in relation to historical events.



## 2011 Activities

During the first six months of the project a research stage was carried out to provide an overview of the concept of historical memory in an educational context (teachers' and students' perception, and the extent to which historical memory is present in partner countries' school curricula). A series of good practice examples were compiled to raise awareness of successful case studies in which schools have worked with the memory concept. The results of this research are available on the project website ([www.memoriesatschool.eu](http://www.memoriesatschool.eu)).

The second part of 2011 has been devoted to developing the methodology and adapting it to the curriculum in each country. Partners have individually prepared the implementation with their partner schools, agreeing on the topic to be covered and the approach within the curriculum.

# Methodology to be tested in Schools during 2012

## PHASE 1 · GENERAL CONCEPTS

### Historical context

To provide students with historical information on the topic/period.

### Memory concept

To introduce students to the concept of memory, how it is constructed and transmitted.

### Memory and History

Students research the differences between Memory and History for the period chosen.

### Visits to realms of memory

Museums, monuments, archives, etc. Students learn about sources and historical work.

## PHASE 2 · ORAL TESTIMONIES

### Interview technique training

To provide students with a minimum training on interview techniques.

### Interviewee's background and preparing and practising questions

To explain the context of the testimonies and help the students to prepare the questions.

### Interviews

Students interview witnesses or secondary memory transmitters.

## PHASE 3 · ANALYSIS

### Analysis of the interviews

Identification of the main ideas and their relationship to the topic chosen.

### Memory construction

Help the students to identify how collective memory related to the chosen topic has been built, using supporting materials.

### English summaries

To summarise the historical period and the existing memory of it.

## PHASE 4 · CREATIVE OUTPUT

### Creative output

This should combine the historical information with the memories (objective and subjective point of view of the same period) from a critical point of view.

## PHASE 5 · SHARING EUROPEAN MEMORIES

### Sharing

To share and learn about experience of other schools through the summaries, creative outputs and personal experiences .

**113** in their last year of lower secondary education will analyse the 2nd industrialization in San Sebastian (**Basque Country, Spain**). They will learn how two decades of economic and social changes between 1950 and 1970 configured the urban landscape and society. Working through the school curriculum, this project will help students develop four basic competences (learning to learn, communication skills, digital technology and citizenship skills). The project has been welcomed by teachers and educational organizations since schools are currently involved in the transition towards a competence-based curriculum.



Two schools with different backgrounds will be involved in the SEM@S project in **Italy**: a secondary (Istituto Caduti della Direttissima in Castiglione dei Pepoli) and a professional school (Forma Giovanni, in San Giovanni Persiceto). Students will study the construction of local identity through family memories of the Second World War. They will each research a local event and the two classes will meet at a point where a massacre of civilians took place within the Gothic Line.



The Norwegian partner, Stiftelsen Arkivet, is a foundation based in a building which served as a Gestapo regional headquarters during the Second World War. Stiftelsen Arkivet is working with a class of 9th grade students (14-15 year-olds) at Havlimyra School in Kristiansand. In the course of six weeks, the pupils will work with the topic of the Second World War abroad and in **Norway**. They will conduct interviews, studying individual historical memories, and visit local authentic sites and war memorials. The methodology will involve primarily Social Science (history), but Norwegian and English classes will be important too. The expected output is digital stories, made by the students in small groups.



In **Poland**, the project has been inserted in an ambitious and innovative educational program named "Memory of generations" which will take place during the whole school year. This project is supported by main national institutions related to memory, historical research and also media, which will ensure that the project is disseminated widely. When implementing the methodology students will learn about the family, local and national identity created by memories and reflected in material cultural which has made up the landscape.



The project is carried out in **Slovenia** by Kranj City Library in collaboration with Gimnazija Kranj. It discusses the industrialization of Kranj – although excluded from the school curriculum, this is an important subject because Kranj was among the most industrially developed towns in this part of Europe in the period between the First and Second World Wars. Work will be divided between two groups of students. The first group will research the historical background and make posters for a library exhibition. Based upon this research, the second group will conduct interviews with their parents and grand-parents. Then students will combine the two views of history and make a critical assessment. Finally, five students will make a short documentary film consisting of all the gathered information.



The SEM@S project team in the **UK** is working with the Co-operative Academy of Leeds, with students in year 9 (aged 13-14) for one term from January to April 2012. The students are studying the Second World War, starting by focusing on the history and memory of D-Day from the perspective of one man. They will later interview D-Day and Second World War veterans and will analyse how D-Day and the Second World War are remembered by society and the reasons why they are remembered in a particular way.