

INTRODUCTION

1. General Information

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2. Personal information about teacher who submitted the lesson plan

Horațiu Suciu (ratiosuciu@yahoo.com) has a degree in History from the University de Vest from Timișoara, Romania. Currently, he is a History teacher and deputy headmaster at Colegiul Național Iulia Hasdeu in Lugoj. Since 2004, he has been particularly interested in teaching about Jewish history and the history of the Holocaust. He is the author of several articles about the history of the Jews from Lugoj and how to teach it in the classroom.

3. Summary

This lesson can be used to teach topics such as: *International relationships in the 20th and 21st centuries; Cooperation and conflict; Problem solving institutions, mechanisms and politics in the contemporary world*. The lesson will offer the students the chance to/can be used to help students/ discover the history of the South-Eastern part of Europe and of Yugoslavia at the end of the 19th and in the 20th century; it also offers an insight on the conflicts in Yugoslavia in the late 90s, and on the Arab-Israeli conflicts. The film *Survival in Sarajevo* shows an impressive and outstanding story about cooperation and understanding between people of different religion in a multiethnic and multicultural Balkan town. In schools with students of different nationality and religion, or with different and migrant background students, this lesson can offer a good model of how mutual understanding and cooperation can offer solutions in a conflicting world.

4. Target audience and the total required time

The target audience is a group of twenty-four 15 to 18 year-old students (10th or 11th grade) of a public school. In the four years they attend high-school these students study history 2 hours a week. From the total number of history lessons they have in high-school, about 20 hours are about the history of the 20th century.

The estimated time required for teaching this lesson is 50 minutes.

5. List of classroom supplies required

This lesson has to take place in a classroom with an Internet connection. A computer, an OHP and a screen are also required for viewing the films. The teacher should also have a copy of the film to be shown to the students.

- Survival in Sarajevo: Friendship in a time of war

<http://centropastudent.org/?typ=sprache&fLang=ENG&movID=44&nID=78&q=m>

Other materials required: map of 19th Century South-East Europe, map of the Austro-Hungarian Empire until 1918, map of Europe between 1918-1940, map of Europe after 1945, map of the Middle East, map of contemporary Europe.

6. Subject-related Objectives and Skills-Related Objectives

At the end of the lesson all the students will have enhanced their knowledge about the history of South-East Europe and of former Yugoslavia. They will also have more information about the Arab-Israeli conflicts. The lesson is addressed to students who have already studied the history of Europe (especially that of SE Europe) during the 19th and 20th century (i.e. World War I, World War II, the instauration of Communism in South-East Europe).

At the end of the lesson the students will be able to speak about the importance of certain ideologies along history (especially about the importance of nationalism), and will be able to explain the history of former Yugoslavia, the conflicts that took place and the importance of cooperation during conflicting times. At the end of the lesson they will have the ability to use and explain the concepts of nationalism, conflict, cooperation.

7. Feedback/Remarks

This lesson can be taught to students with some knowledge of the 19th century European history of Jewish and Islamic cultures. During the lesson the students are expected to discover information about the history of South-East Europe and about the conflicts brought about by nationalism, ethnic and religious differences. Consequently, the lesson cannot be understood without a very clear knowledge of Christianity, Judaism and the Islamic religion. Without such prerequisite knowledge, the message of the film and that of the lesson cannot be fully comprehended. This lesson can be taught with different and migrant background students.

Lesson plan detail - Conflicts and International Relationships in the 20th Century – The Bosnian War

During this lesson the students have to work on several projects. The class will be divided into several groups. Each group will be assigned a topic to research and will have to make a power point presentation or film to present their findings.

Main topics and guiding questions:

The History of Yugoslavia

When and how did Serbia become an independent state? What role did Serbia play in World War I? When and how was Yugoslavia (the Serbian-Croat-Slovene Kingdom) formed? Which countries became part of Yugoslavia and how was the new state organized? What were the differences between the Yugoslavian republics? (for instance, the differences between Serbia and Croatia?) What was the role of Yugoslavia and/or that of the Yugoslavian republics in World War II? Who was Josif Broz Tito? Who were the partisans?

Research source: <http://en.wikipedia.org/wiki/Yugoslavia>.

Nationalism

What is the meaning of the term? When and under what circumstances did this theory appear? How did it influence the history of Europe in the 19th century? How did it influence the appearance of new states in South-East Europe after World War I? Define National-Socialism / National Communism. What role did nationalism play in the history of our country?

Research source: <http://en.wikipedia.org/wiki/Nationalism>.

History of Bosnia – Sarajevo in History

What were the relationships between Serbia and the Turkish Empire between the 14th and the 16th century? Compared with other European Turkish provinces, were there many Muslims in Bosnia? What were the relationships between Serbia, the Turkish Empire and the Austro-Hungarian Empire in the 19th and beginning of the 20th century? What was the role of Bosnia? What was the role of Sarajevo in the starting of World War I?

Research source: http://en.wikipedia.org/wiki/Bosnia_and_Herzegovina and <http://en.wikipedia.org/wiki/Sarajevo>.

Conflicts in Yugoslavia in the late 90's

Which were the reasons that lead to the dissolution of Yugoslavia at the end of the 90's? Why did they start a war? How did Slovenia gain independence? What about Croatia? What happened in Bosnia? What can you find out about the siege of Sarajevo?

Source: http://en.wikipedia.org/wiki/Breakup_of_Yugoslavia.

The Arab-Israeli Conflicts

When, where and under what circumstances was Israel formed? How and why did conflict start between Israel and the Arab states? Which were the most significant conflicts? What kind of relationship is there between the Israeli and the Palestinians? How would you describe the relationship between Muslims and Jews, in general?

Source: <http://en.wikipedia.org/wiki/Israel>.

Part I (25 minutes)

Each group presents their project. The others take notes of the most significant details of the presentations. The teacher asks questions, corrects and supplies additional relevant information about the topic.

Part II (5 minutes)

At the end of all presentations, the teacher conducts an open class discussion. Suggested questions: How would you describe the relationship between the Muslims and the Serbs in Bosnia at the end of the 20th century? What about the relation between Arabs/Muslims and the Jews? What word do you think would best describe these relationships?

Part III (12 minute)

The students watch the film: Survival in Sarajevo: Friendship in a time of war (11.42 minutes).

Part IV (8 minutes)

After watching the film, the students and the teacher discuss it: Did you like the film? What impressed you the most? How would you describe the relationship between the people who appear in this documentary? What role did the Jewish community in Sarajevo play during the siege? Why are the cases of Seine Baharte and Denis impressive? Why are they special? What is the message of the film? Is there any alternative to conflict? Has this movie changed your initial outlook on the relationship between the Serbians and the Muslims and between the Muslims and the Jews? In what way?

As homework, each student must write a one-page-long paper about the importance of cooperation in Europe after World War II.