

Yugoslavia Timeline



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Topic

Overview of chronology of Yugoslavia by topic (politics, society, sports, culture)

Context

After setting the basic chronological framework, a student can follow the development of political and social processes in Yugoslavia, thus creating environment for further research of a chosen topic. The lesson is designed as an introduction to the topic of Yugoslavia in the 8th grade of primary school, or when students are first presented with the topic. The duration of each part of the lesson is not specified. It is left to the teachers' autonomy and interest / work of students.

Aim

Students use the chronological framework and in various ways show the sequence and duration of historical events, phenomena and processes in the Yugoslav state after World War II.

Learning Outcomes

- developing time and space orientation
- activating / motivating students for a topic that is not usually at the top of their interests
- fostering free and reasoned expression of their own opinions

Material & Equipment Needed

"HIP Yugoslavia Timeline" photographs, flipchart or poster for writing, magnets for the blackboard

Duration

2 x 45 minutes (2 class periods)

Lesson Activities Overview (Process)

The **introductory part** serves as an announcement of the topic on Yugoslavia after World War II. Students are encouraged to talk freely and exchange their opinions about the topic. Together briefly revise the topic of the first (Kingdom of) Yugoslavia. Encourage students to express their opinions and "knowledge" on the second Yugoslavia through additional questions (for example: What did they hear about Yugoslavia from older people? Who ruled Yugoslavia? What were the civil liberties like?). Write down their thoughts/answers on a flipchart or a poster. The introductory part ends with the key question: Why does Yugoslavia no longer exist? The answer to the question will be given at the end of the lesson.

"HIP Yugoslavia Timeline" materials (photographs) are used in the **main part** of the lesson. Each photograph is marked with a number, time reference (year or date) and a brief description on the back. The materials consist of 73 photographs.

Teacher displays photographs randomly on his/her desk (or on more desks in the classroom). He/she encourages students to choose one photograph they find interesting. After choosing a photograph, students remain by the desk and form a circle around the teacher. They hold the selected photographs

so the others can see them. Teacher calls out students who would like to explain why they chose that particular photograph.

The next task for students is to form a line - human timeline. Using the information on the back of the photographs, students form a line in "chronological order". Students read explanations on the photographs ordering the events from the oldest to the most recent ones. Together with the teacher they discuss the information and conclude whether the chosen events are sufficient to explain the turn of events in the second Yugoslavia.

After that, teacher divides the students into 4 groups. Each group covers a specific period of the timeline (1945 - 1960, 1961 – 1975, 1976 - 1990, 1991- 2008). Teacher distributes the remaining photographs from their respected periods among the groups. Their task is to examine all the materials (photographical and textual part – photographs should be analyzed – what do they depict, who are the people in the photos and what do they do, what is the occasion, etc.) and to choose those photographs which, in their opinion, describe their period the best. There is no limit to the number of chosen photographs and no additional instructions are given. Students themselves can make that decision. Later they will have to explain their choices.

Group representatives explain their choices and use magnets to attach the materials in chronological order to the blackboard. After all the groups have presented their photographs, students analyze the newly created timeline and reassess to what extent the events in Yugoslavia have become clearer.

In the **final part** students compare notes from the beginning of the class and talk about what they have learned.

Sources

Photographs are publicly available on the Internet.

(Optionally, teachers can add their own materials relevant to the topic.)

Further Readings

- local panels of Anne Frank exhibition - A History for Today
- overviews of the Yugoslav or national history of former Yugoslav republics
- materials available on the Internet (with a critical review)

Assessment options

Students' active participation during the class as well as their contribution to the contextualization of events is evaluated.

Homework ideas

1 Students can create their own timeline using the information/materials about their family, local community and region. It can then be compared (individually or in class) with key events from the history of Yugoslavia.

2 Using key information students can conduct short interviews with contemporary witnesses of the events by asking questions like "Where were you at the time of...?", "Did the event affect you directly (or your immediate surroundings)?" or "Did you participate in the event?". In this way, students develop historiographical skill of collecting and analyzing oral history sources. The collected material can be analyzed in class with a special emphasis on personal perspectives.

3 At home students search the Internet to find additional information about the events they have chosen at school. They identify causes and repercussions of a particular event, find biographies of key figures and other materials. Research results can be presented at school.

Adaptation ideas

If this lesson is used as an introduction to the topic of Yugoslavia after World War II, I suggest rounding the topic by repeating the same exercise. In that case, students can participate with their additional materials which they will use to expand the timeline and argue why certain events are included in or excluded from the chronology. Students exercise their critical historical thinking.

The lesson can be carried out in primary and secondary schools.

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