



Thinking Historically about Missing Persons: A Guide for Teachers
5. How Should the Missing Persons of the Cyprus Conflict be Remembered? Lesson Plans and Rationale



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5. How Should the Missing Persons of the Cyprus Conflict be Remembered? Lesson Plans and Rationale

The activities described in this sequence of learning are intended for use with students between 12-15 years of age. We have assumed that these students will have relatively undeveloped ideas of historical empathy and about historical interpretations and accounts. It is intended that the activities will be modified, as appropriate, in response to students' reading ability, substantive knowledge and disciplinary knowledge and understanding. Timings for individual units are not given: we assume that teachers will want to pick and choose between the activities offered and / or to adapt them to their pedagogic priorities and circumstances.

Teachers will be able to prepare for this lesson sequence by reviewing the discussions in previous sections about the theory and practice of historical thinking in history education and about the experiences of other countries that have dealt with missing persons. In addition, those conducting the activities in this sequence can benefit from a range of resources. Teachers always have the opportunity to exercise their creativity and resourcefulness in seeking out new sources, prompting new questions, and designing their own activities to complement those included here. In this way, the learning journey is always one that is continually stimulating and fresh.

Teachers are invited to draw on these readily available resources:

1. In the Resources section of this pack, a CD has been included that offers sample handouts for the classroom activities in all the units. A  symbol in the unit plans means that there is a handout for that particular activity on the CD. These are open to modification by teachers, and teachers are free to adjust them depending on factors such as the learning abilities of their students.
2. Teachers may also wish to draw on additional sources when implementing the activities, such as:
 - a. A collection of newspaper articles on missing persons from Greek and Turkish language newspapers from various years spanning the mid-1950s to 2009. These are located at the AHDR Library and Archive at the Home for Cooperation.
 - b. A diverse collection of documentary films, books, pamphlets and photographs on the missing persons in Cyprus. These are located at the AHDR Library and Archive at the Home for Cooperation.
 - c. The links to news articles, websites and organisations provided at the end of the case studies for Morocco, Guatemala, Spain, the former Yugoslavia and Cyprus.
3. Along with this, teachers will also find two documentary films, subtitled in Greek and Turkish, included in the pack. *Cyprus: Digging the Past in Search of the Future* by The Elders and *Digging for the Future* by the Committee on Missing Persons in Cyprus. Both can be viewed in classrooms, and a special discussion guide has been prepared for The Elders' documentary which is also included in the Resources CD.

Finally, teachers are encouraged to contact the Association for Historical Dialogue and Research (AHDR). AHDR conducts regular trainings for teachers on history teaching, and will be able to provide specialised training in support of teachers using this pack. AHDR can also assist with facilitating contacts with the Committee on Missing Persons in Cyprus (CMP) and organisations representing the families of missing persons for those who wish to have a more direct interaction with this subject.

AHDR is based at the Home for Cooperation in the Ledra Palace buffer zone in Nicosia, which also hosts a Library and Archive containing a vast array of materials (books, periodicals, journals, films, etc.) on Cyprus history in several languages and from different perspectives. AHDR's collection of materials on missing persons is also based here. AHDR can be contacted at ahdr.mide@ahdr.info and on the following phone numbers: +357 22445740 and/or +90 542 850 6681.

Enquiry question:	How should the missing persons of the Cyprus conflict be remembered?
Enquiry outcome:	Working in small groups, students will produce a number of design briefs for memorialisation projects commemorating the missing persons of the Cyprus conflict and peer assess each other's briefs.
Historical knowledge and understanding:	As a result of taking part in this sequence of lessons it is intended that students will: <ul style="list-style-type: none"> • Develop knowledge and understanding of aspects of the recent history of Cyprus (1960-2010) relevant to the missing persons issue. • Develop knowledge and understanding of the missing persons issue and how it has been addressed in contexts outside Cyprus. • Develop their ability to understand and explain the actions of persons in the past (historical empathy). • Develop their understanding of the ways in which the past has been interpreted and represented through monuments and other forms of representation (historical interpretations and accounts).

Units	Title	Summary
1	<i>Managing difficult pasts. How have societies around the world addressed the problem of missing persons?</i>	In order to explore how societies around the world have addressed the problem of missing persons, students explore and compare and contrast the issue in Guatemala, Morocco, the former Yugoslavia and Spain, considering a number of themes including the nature of the conflicts in these four contexts, the groups involved (families, governments, NGOs, international groups, etc.), the official treatment of the issue and the legacy of conflict in the present.
2	<i>The missing persons of Cyprus</i>	This unit contextualises the problem of 'missing persons' by locating it in the history of Cyprus since 1960. Students explore the circumstances under which people went missing in Cyprus during the conflicts of the 1960s and 1970s and a variety of responses to the issue both within and outside Cyprus.

Units	Title	Summary
3	<i>Why have different responses to the missing persons problem emerged in Cyprus over time?</i>	In this unit, students will focus on the different ways in which four different groups have responded to the issue of the missing persons in Cyprus, exploring and comparing their motivations, aims and beliefs.
4	<i>History and memory</i>	The purpose of this unit is to explore some of the ways in which societies represent, remember, forget, celebrate, commemorate or negate the past. The unit looks (a) at monuments in general using case studies from two countries and (b) a case study of three monuments in Bosnia and Herzegovina.
5	<i>How should the missing persons of the Cyprus conflict be remembered?</i>	Drawing on the substantive knowledge and the historical understanding they have developed in the previous units, students work in groups to produce design briefs for memorialisation projects commemorating the missing persons of Cyprus and peer assess each other's design briefs.

5.2.1 Intended learning aims

This lesson sequence aims to engage students in sustained historical reflection and enquiry that will enable them:

- to develop their historical knowledge and understanding about the missing persons issue in the context of the recent history of Cyprus;
- to develop their understanding of historical empathy and historical interpretations and accounts;
- to discuss and debate personal, social, ethical and political dimensions of history; and
- to reflect on how they feel the past should be approached in the light of the needs of both the present and the future.

The lesson sequence will also enable various modes of learning – including small group work and peer assessment and review, exploratory discussion and debate – an approach that is particularly appropriate where complex and sensitive issues are addressed.

5.2.2 The conceptual rationale for this enquiry

The sequence of lessons sets out to achieve these aims through an enquiry question and an enquiry outcome that asks students to explore the ways in which the issue of missing persons in Cyprus might be approached in the present and future.

The enquiry involves students developing their knowledge and understanding of the ways in which the issue of missing and disappeared persons¹ has been addressed in a number of societies around the world (Unit 1) and it also involves students developing their knowledge and understanding of the history of the missing persons issue in Cyprus (Unit 2).

Unit 3 will seek to develop students' abilities to engage with past action and past actors on their own terms, or, in other words, in ways that seek to understand past actors within their own horizons of meaning and understanding. The objective here is to develop students' capacity for historical empathy or for the rational understanding of the meanings, beliefs, purposes and contexts that have informed action in the past and to develop this by developing understandings of the actions of groups that have sought, in different times and places and for different reasons, to address the question of missing persons in Cyprus.

The purpose of engaging with these histories is not simply to develop knowledge and understanding of these important topics. The purpose is also to engage students with questions of 'public history' (Tosh, 2008) or to get students to think about how difficult contemporary history is addressed in public historical consciousness and how such histories could and should be addressed in the future (Cole, ed., 2007). These are controversial issues since the ways in which we construct the recent past in the present is bound up with family and group identity and also since the ways in which we construct the past relate to the futures that we wish to bring about (see the discussion of teaching sensitive and controversial issues in Section 2.3.5).

The past is represented in the present in a myriad of ways – in cyberspace, in film and on television, in museums, in textbooks, in public architecture, in street names, in memorials and monuments, and so on. Engaging with monuments, as Peter Seixas and Penny Clark have shown, can be a very good way of exploring how children think about and understand history (Seixas and Clark, 2004). It is also a way of engaging with, and seeking to cultivate, a range of forms of historical consciousness, including understandings of disciplinary history and its relationship to other forms of historical understanding (Rüsen, 2005).² Engaging students in debate and discussion about the representation of the past in

1. 'Missing persons' are people whose families have no news of them, and those who are reported missing as a result of an armed conflict, on the basis of reliable information. Please refer to Section 3.1.1 for a broader discussion about missing persons.

2. For a theoretical discussion of Rüsen and of historical consciousness see Lee (2002) and for discussions that explore the ideas in brief see Chapman and Facey (2004) and Chapman (2010).

the present – and future – is also likely to be a way to help students engage with history as a live issue, or as one that raises important questions about collective self-understanding in time and the forms that it does and might take.

Unit 4 encourages students to reflect on memorials and monuments and on the representation of the past in forms of public remembering and forgetting.

The first component of Unit 4 asks students to explore a range of representations of the past in a number of countries. These representations have no direct bearing on the missing persons question, although some of the monuments and memorials deal with state terrorism and genocide. The point of exploring these public representations of the past is to get students to debate and think about the range of ways in which the past is represented – to get them to think about the various purposes that are served by public monumentality and also to get them to think about how public monuments and memorials construct meaning.

The second component of Unit 4 focuses on three monuments and memorials in Bosnia and Herzegovina (BiH). All three of these representations relate, explicitly or implicitly, to ethnic cleansing and inter-group conflict.³ The purpose of focusing on these cases is to explore how the past is represented in the present but also, more specifically, to focus students on the representation of painful and difficult pasts in a contemporary context. There are a number of issues to consider here. Looking at monuments and memorials involves thinking about the ways in which the past is represented. It also involves thinking about aims that such representation can have and about the role that groups representing the relatives of ‘the missing’, NGOs and agencies such as the Office of the United Nations High Commissioner for Refugees (UNHCR) have had in ensuring that difficult pasts are addressed rather than repressed or ignored. As seen by the cases of Guatemala and Morocco in the previous section, memorials, monuments and other commemorative activities have been proposed within some reparations programs as one way to preserve the memory of conflict and abuses which took place during conflict situations and to act as a reminder of the state’s responsibility to address the needs of victims.

As is apparent from the comments above, ‘representation’ is a key theme in this sequence of lessons. To engage successfully in the interpretation of monuments and memorials, students need to develop their ability to read and decode messages expressed in a number of media and often through symbolism and metaphor, as well as to develop sensitivity to context. This sequence of lessons aims to develop students as ‘readers’ of texts of various kinds as well as to develop their abilities as historical thinkers or, in other words, to develop symbolic and artistic literacy as well as historical literacy (Dawes Duraisingh and Boix Mansilla, 2007; Lee, 2005).⁴

The final unit in the sequence asks students to debate what might be done in the present and future to represent the missing persons issue in public space, with a starting point that brings to the surface the purpose(s) that commemorating the missing persons would serve. We frame this issue, in the first instance, through a focus on monuments and memorials, although we propose that students should have the opportunity to propose alternative modes of representing the past – the point is to engage students in debate about **how** this difficult contemporary history **could** and **should** be addressed in the public present (and future) and not to close down options.

As Liz Dawes Duraisingh and Veronica Boix Mansilla have argued (2007), designing a monument can be a very effective strategy for engaging students with the past in a disciplinary manner and also for helping them to think about the contemporary meanings or relevance that they feel should be ascribed to the past.

3. ‘Ethnic cleansing can be understood as the expulsion of an ‘undesirable’ population from a given territory due to religious or ethnic discrimination, political, strategic or ideological considerations, or a combination of these’ (Bell-Fialkoff, 1993).

4. A number of useful strategies that aim to increase students’ abilities to ‘read’ in these senses have been developed, for example, Banham and Hall (2003).

Commenting on a sequence of learning that aimed to engage students in thinking about difficult aspects of the human past – including the Holocaust, Hiroshima and the Rwandan genocide – and that also asked these students to think about monuments and historical significance in a sustained way, through an interdisciplinary enquiry through which students produced their own monument designs, Dawes Duraisingh and Boix Mansilla show how such activities can help students engage with complex historical questions and also with the question of the social meanings of the past in contemporary life.

Creating a monument requires more than gathering and posting information about the past. It invites students to identify a leading metaphor or image... that captures the essential dimension of the period under study... To establish significance, students must deliberate and explain not only what or who is worth remembering, but also the essence of what is to be remembered.... The monuments project... invites students to think about the contemporary relevance of what they are memorialising... Students are asked to consider the likely response of different audiences to their monument. In doing so they are challenged to think about how societies today represent the past and assign significance... Finally, the monuments project gives students an opportunity to think about how monuments per se capture historical significance and perform their function as sites of memory in contemporary society. (Dawes Duraisingh and Boix Mansilla, 2007, pp.25-26)

Dawes Duraisingh and Boix Mansilla are careful to point out that merely making things is not enough: 'making a monument invites... sophisticated thinking about the past – it does not guarantee it' (Dawes Duraisingh and Boix Mansilla, 2007, p.27). As Dawes Duraisingh and Boix Mansilla observe:

students in a memorial project face learning challenges that are common to history classrooms more generally, such as overcoming **presentism**, linear explanations and the illusion of understanding how historical actors 'really felt'. (Dawes Duraisingh and Boix Mansilla, 2007, pp.27-28)

Furthermore, students who are asked to design monuments have, as part of the process, to become sensitive to the ways in which representations of the past work in symbolic and rhetorical terms. It is to be hoped that this process will enhance students' critical awareness and their ability to decode the ways in which the past is used in the present to convey political, social and other agendas and values. As Dawes Duraisingh and Boix Mansilla observe:

When examining monuments, artworks, films or theatre plays, teachers may invite students to consider the creator's intent, how the work selects and represents the past, how 'accurate' a portrayal of the past it is, how aesthetic tools are employed to produce particular effects in the viewer, and how they experience the work themselves. (Dawes Duraisingh and Boix Mansilla, 2007, p.29)

Considering these issues is also likely to provide students with opportunities to broaden their engagement with the past: monument analysis and design also ought to provide students with opportunities to explore, understand and express affective as well as cognitive responses to the past.

It is never possible to study the past without, in some sense, reflecting on the present (Hutton, 1993). Engaging with monument design means thinking about how the past should be represented in ways that are simultaneously true to the past and also expressive of attitudes and orientations towards the past that we wish to foster in the present. In other words, it is not possible to address the question of missing persons in Cyprus without thinking about how the past of Cyprus itself should be represented. It is not possible to do this, also, without some governing conception of the kind of future that is desirable and that should be facilitated through action in the present. This enquiry aims to provide an opportunity for students to consider these complex and controversial issues.

| Unit 1

Unit 1: Managing difficult pasts. How have societies around the world addressed the problem of missing persons?

Aims and objectives

- Second order understanding
 - Help students to realise that contextual knowledge is imperative if we are to make sense of behaviour of people in the past (historical empathy).
- Substantive knowledge
 - Develop students' contextual knowledge of the phenomenon of missing persons in Guatemala, the former Yugoslavia, Morocco and Spain.
 - Develop students' knowledge of the ways in which the issue of missing persons was addressed in the above cases.

Unit rationale and summary

Developing contextual knowledge is central in history education. In the case of historical empathy, research shows that one of the major features in students' ideas, when trying to make sense of behaviour in the past, is the lack of use of the historical context in which the actions, institutions and practices are situated. Thus, students tend to focus more the personal preferences and intentions of individuals when trying to explain past action and not on the wider historical context.⁵ Students who move beyond explanation in terms of individual intentions in many cases use stereotypes⁶ to explain why people in the past did what they did.⁷ In addition, familiarity and the ready availability of information on the historical context also seem to affect students' ability to understand and explain behaviour in the past (Downey, 1995 cited in Yeager and Foster, 2001; Yeager and Doppen, 2001). Ashby and Lee (1987) explicitly point out that students work at higher levels with familiar content. All the above indicate the importance of helping students develop their substantive knowledge in order to work with historical empathy. We should note here, though, that the suggestion is not about increasing students' factual and situational knowledge in a traditional monoperspectival way where situations and groups in the past are presented in simplistic terms. Instead students should have the opportunity to work with a variety of sources and perspectives, and also be encouraged to search for their own evidence. Finally we should also be cautious not to swamp students with more information than they can handle and make sense of and with. The main aim should be to encourage students to build contextual understanding, having in mind their maturity, reading age and ability (Foster, 2001).

The above does not mean that we should focus only on familiar content about which students already poses substantial factual knowledge. Empathy exercises work well in situations which are unfamiliar and even seem puzzling or paradoxical to students (Foster, 2001; Seixas, 1993). Seixas (1993) suggests that it might be easier for students to understand historical distance when they encounter situations that do not seem similar to their own. Also, Wineburg (2001) claims that the unfamiliar past (more distant in thought and social organisation and time) allows us to realise our limitations in understanding it. What is important in every case, regardless of the degree of familiarity of the content, is for students to have access to substantive knowledge in sufficient degree to allow them to reconstruct historical context in order to make sense of people in the past.

5. See Ashby and Lee (1987); Barton (2006); Bermudez and Jaramillo (2001); Dickinson and Lee (1978); Dickinson and Lee (1984); Lee, Dickinson and Ashby (2001); Lee and Ashby (2001); Shemilt (1984); Perikleous (2011).

6. Defined as 'a fixed idea that people have about what someone or something is like, especially an idea that is wrong' (Cambridge, 2011).


7. See Ashby and Lee (1987); Barton (2006); Bermudez and Jaramillo (2001); Brophy, VanSledright and Bredin (1992) cited in Barton (2006); Cooper (2007); Dickinson and Lee (1984); Lee, Dickinson and Ashby (2001); Lee and Ashby (2001); Shemilt (1984).


In this unit, students will explore how different societies have addressed the issue of missing persons. The unit aims to develop students' understanding of the phenomenon both in terms of its content and the ways people in different places responded to it. It also aims to challenge students' inclination not to take into consideration the context / situation within which behaviour in the past took place.

In the first part of the unit, students are asked to explore the content of the term 'missing person' and the different situations in which people can go missing. This will help them realise the range of the phenomenon and challenge possible misconceptions (e.g. for some Cypriot students it is likely that a missing person might mean a male soldier who went missing during a specific military situation, for example in 1963-64 or in 1974).

The second part of the unit asks students to study specific case studies of the phenomenon in four contexts other than Cyprus and to identify differences and similarities in a variety of aspects of these cases, relating, for example to the nature of the conflicts, the size of the phenomenon, the groups that responded to the phenomenon and the ways in which different groups responded. Students are asked to suggest reasons for these differences and similarities. It is intended that this unit will help students develop an overall picture of the phenomenon internationally, realise its complexity and also realise that Cyprus is not the only place in which people have gone missing due to conflicts.

Unit 1 plan

Phase	Teacher activity	Participant activity	Resources/ materials
Orientation/ starter activity	<p>Organise the class in four groups.</p> <p>Pose the question: <i>'How can people go missing in cases of conflict?'</i></p> <p>With follow up questions help students to identify lack of knowledge about a persons' fate as the key characteristic of the phenomenon of missing persons.</p>	<p>Respond to the questions suggesting answers.</p> <p>It is possible that some of the students' answers will not qualify as cases of missing persons (i.e. include people killed in conflicts or prisoners in their examples).</p>	
Main lesson activity 1	<p>Provide each group with a short text which describes the point at which four different countries/areas (Guatemala, the former Yugoslavia, Morocco, Spain) are now in relation to finding out about the fate of missing persons.</p> <p>Ask each group to suggest reasons for the situation described in the text.</p> <p>When students rely on uninformed assumptions or assimilate these cases to the case of Cyprus, the teacher may wish to challenge them to support their claims with evidence in order to encourage pupils to engage with the specific details of these individual cases (e.g. <i>What makes you think that this is the reason? Are you sure that this was the situation? How can you find out?</i>).</p> <p>Ask students to suggest whether and how each reason they suggested may have helped or hindered the effort to learn about the fate of missing persons based on the information they have collected.</p> <p>Facilitate the discussion between groups.</p>	<p>Discuss and suggest reasons for the situation they read about.</p> <p>Write each suggested reason on a card.</p> <p>Each group posts their cards on the board and presents their suggestions to the rest of the class.</p> <p>It is likely that some students will realise that it is difficult to do so without any contextual information. Some other students might just make suggestions based on assumptions (which are likely to be uninformed ones since these are unfamiliar cases) about the context of each case. It is also possible that some students will assimilate the cases in question to the case of missing persons in Cyprus.</p> <p>Categorise their cards under reasons which were helpful and reasons which hindered the effort to find out about missing persons. Post their cards on the board / a classroom wall under the two categories ('Helpful' vs 'Unhelpful').</p> <p>Present their work to the rest of the class and respond to other groups' questions.</p>	<p> Short texts about the current situation in each country.</p> <p>Markers.</p> <p>Cards.</p> <p>Board / classroom walls.</p>
Transition between activities	<p>Ask students to explain why it was difficult to suggest reasons in the previous activity.</p>	<p>Students are likely to respond with reference to the lack of additional information.</p>	

Phase	Teacher activity	Participant activity	Resources/ materials
Main lesson activity 2	<p>Provide each group of students with context cards on the case that they are looking at (the context cards will be different for each student group).</p> <p>Ask students to identify and make a note of specific aspects of their context that they feel may have affected responses to the missing persons issue (students should use blank cards to note these aspects on and use a new card for each new aspect that they identify).</p> <p>Ask students to suggest how each aspect of the situation might have helped or hindered the effort to learn about the fate of missing persons based on the information they collected.</p> <p>Facilitate the discussion between groups.</p>	<p>Identify specific aspects of the situation and fill the cards provided.</p> <p>Categorise their cards under aspects which were helpful and aspects which hindered the effort to find out about missing persons. Post their cards on their board under the two categories ('Helpful' vs 'Unhelpful').</p> <p>Present their work to the rest of the class and respond to other groups' questions.</p> <p>Make comparisons between cases (e.g. the temporal distance between the event and today might in some cases might have made finding out what happened to them easier, as the topic may have become less controversial, and, in other cases, it might have hindered the effort to find out due to a lack of evidence).</p>	<p> Context cards providing contextual information about the different cases.</p> <p>Blank cards (different colour for each aspect of the situation) for students to record findings on.</p> <p>Markers.</p> <p>Cards.</p> <p>The board / classroom walls.</p>
Transition between activities	<p>Ask students to suggest groups or categories of people in the country/ area that they are examining who might have responded to the issue of missing persons.</p> <p>Ask students to suggest how different groups might have responded. Use follow up questions to challenge students' assumptions (e.g. <i>Is it possible that a government did a lot to try and find out about missing persons but that it was impossible to find information?</i>).</p>	<p>Students suggest groups that might have responded to the issue.</p> <p>Students suggest ways in which different groups might have responded.</p> <p>Some of them are likely to realise that they cannot have definite answers while others are likely to make assumptions (e.g. the government of X country did nothing because we do not know yet what happened to the missing persons).</p>	
Main lesson activity 3	<p>Provide each group with texts which describe how different groups responded to the issue of missing persons.</p> <p>Ask students to fill in cards which ask them to</p>	<p>Identify the responses of specific groups and fill the cards provided.</p> <p>Categorise their cards under aspects which were helpful and</p>	<p> Text which provides information about the responses of different</p>

Phase	Teacher activity	Participant activity	Resources/ materials
	<p>identify the response of specific groups. Inform students that it is possible to identify more than one response for each group.</p> <p>Ask students to suggest whether and how each group's actions may have helped or hindered the effort to learn about the fate of missing persons based on the information they have collected.</p> <p>Facilitate the discussion between groups.</p>	<p>aspects which hindered the effort to find out about missing persons.</p> <p>Post their cards on the board under the two categories.</p> <p>Present their work to the rest of the class and respond to other groups' questions.</p> <p>Make comparisons between cases (e.g. the government's response in some cases was helpful and in some others not).</p>	<p>groups.</p> <p>Cards (different colour for each group which has responded to the issue).</p> <p>Markers.</p> <p>Cards.</p> <p>The board / classroom walls.</p>

**Debrief /
plenary
activity**

Ask students to compare their original categorisation in Activity 1, with their final one in Activity 3 and to suggest how the information that they have gathered on historical context and on the groups' responses has helped them deepen their understanding and develop their ideas.

Discuss how the activities helped them to develop their knowledge of the issue.

Unit 2: The missing persons of Cyprus

Aims and objectives

- Second order understanding
 - Help students to realise that contextual knowledge is imperative if we are to make sense of the behaviour of people in the past (historical empathy).
 - Encourage students to think about how actions in the past are related to the present (causation).
- Substantive knowledge
 - Develop students' contextual knowledge of the phenomenon of missing persons in Cyprus.
 - Develop students' knowledge of the ways in which the issue of missing persons has been addressed in Cyprus.

Unit rationale and summary




This unit aims to develop students' contextual knowledge of the phenomenon of missing persons in the context of conflicts in Cyprus in the period covering the 1960s to the present. The importance of developing students' understanding of the historical context has already been discussed in the previous unit.

The unit focuses on the case of Cyprus and students explore the major conflicts which led to the phenomenon of missing persons and the response of a variety of groups to it. It also provides the opportunity for students to think about the importance of historical context when they attempt to make sense of the past and also to think about the ways in which different responses to the issue of the missing persons in the past are related to the ways in which this issue is understood in the present.

In the first part of the unit students are asked to explore the situation under which people went missing in Cyprus in different periods in the 1960s and 1970s. In this process some possible misconceptions will be challenged (e.g. the idea that missing persons exist only in one community in Cyprus, the idea that people went missing only in one period, the idea that the missing persons were only male soldiers).

The second part asks students to explore the different responses to the issue of the missing persons of Cyprus that emerged within and outside the island in the period since the 1960s. It also encourages students to suggest how different responses have contributed to the present situation.

Unit 2 plan

Phase	Teacher activity	Participant activity	Resources/ materials
Orientation/ starter activity	<p>Organise the class in four groups.</p> <p>Present students with a short text describing the current situation in Cyprus regarding missing persons. Ask students to suggest answers to the question –</p> <p><i>Why are there still missing persons in Cyprus today?</i></p>	<p>Students respond to the questions.</p> <p>It is likely that most of the students will mention only one of the conflicts (e.g. Greek Cypriot students may only refer to 1974 while Turkish Cypriots may only refer to the events during the 1960s).</p> <p>Each student writes a short answer on a card: these cards should be retained for review at the end of the lesson.</p>	 Short text describing the current situation in Cyprus regarding missing persons. Cards.
Main lesson activity 1	<p>Provide each group with newspaper excerpts which refer to people going missing in the 1960s and in 1974 due to the conflicts of those times. Ask students to respond again to the question –</p> <p><i>Why are there still missing persons in Cyprus today?</i></p>	<p>Students use the information from the newspaper excerpts to respond to the question.</p> <p>This will probably challenge the idea that many students may hold that missing persons are only people in their own community who went missing in one specific situation.</p>	 Newspaper excerpts.
Transition between activities	<p>Ask students to recall different responses to the issue of missing persons identified in Unit 1.</p> <p>Ask students whether they are aware of specific responses to the missing persons issue that have occurred in Cyprus.</p>	<p>Students refer to responses to the issue of missing persons from the four case studies they studied in Unit 1.</p> <p>Students explain any responses to the issue of missing persons they are aware of in Cyprus.</p> <p>Again it is likely that students will refer to responses related to the missing persons of their own community.</p> <p>Students note their responses on cards: these cards should be retained for review at the end of the lesson.</p>	<p>Cards.</p> <p>Markers.</p>
Main lesson activity 2	<p>Organise students into groups.</p> <p>Provide each group with sources which describe different responses to the missing persons issue in Cyprus (each group works with different responses).</p>	<p>Student groups read the sources that they have been given and respond to the questions (see left).</p> <p>They record their findings on cards where they include the name of</p>	 Sources on group responses.

Phase	Teacher activity	Participant activity	Resources/ materials
	<p>Ask students to read their sources and identify how the group / individual they have been given responded to the missing persons issue and when the group was formed.</p> <p>Ask the student groups to allocate the group / individual that they have been given information to one or more of a number of categories written on the board (official / unofficial responses, local / international responses, group / individual responses).</p> <p>Students should come to the front of the class and post their groups' name in the appropriate section/s of the board.</p>	<p>the group/ individual and a few words about its response.</p> <p>Each group presents its findings to the rest of the class.</p> <p>Students categorise responses and discuss their choices and post their group / individual's name on the board.</p>	<p>Cards.</p> <p>Markers.</p> <p>The board / class room walls.</p>
Transition between activities	<p>Ask students how these different responses may have influenced the present situation described at the beginning of the lesson. Are there, for example, responses that may have contributed towards the present situation to a greater degree than others?</p>	<p>Students respond to the question.</p>	
Main lesson activity 3	<p>Ask each group to sort the different responses identified in the previous activity according to the degree to which they think that they may have influenced the present situation.</p> <p>Facilitate the discussion between groups. Introduce the idea that it is possible that the importance of a response might vary according to different aspects of the present situation.</p> <p>Ask each group to say the degree to which their sorting is based on specific evidence or on assumptions that they have made.</p>	<p>Each group discusses and sorts their Response Cards on the board.</p> <p>They present their sorting to the whole class and explain their choices.</p> <p>Groups compare their answers and discuss differences and similarities</p> <p>Respond to the question.</p> <p>In this way students are encouraged to think about the fact that their decisions are tentative and although logical can be changed in the face of specific evidence.</p>	<p>The board / classroom walls.</p> <p>Cards (from previous activity).</p>
Debrief / plenary activity	<p>Ask students to compare what they now know with their cards from the starter activity and the transition activity between Activities 1 and 2 and reflect on how their ideas on (a) the reason for people going missing in Cyprus and (b) the responses of different groups has changed.</p> <p>Asks students if (and how much) their original ideas have changed and why?</p> <p>Manage whole class discussion on these issues.</p>	<p>Compare the cards that they have completed in the Main Lesson Activities 2 and 3 with the cards completed earlier in the lesson.</p> <p>Respond to teacher questioning whole class.</p>	

Unit 3: Why have different responses to Cyprus' missing persons problem emerged over time?

Aims and objectives

- Second order understanding
 - Help students understand that people's behaviour is based on a variety of motives according to their ideas, aims and feelings.
 - Help students understand that people's motives for action are influenced by their situation and the historical context.
 - Help students understand that in order to make sense of people's behaviour we need to reconstruct their ideas, aims and feelings and their situation.
- Substantive knowledge
 - Develop students' understanding of the different ways in which different groups in Cyprus responded to the issue of missing persons.
 - Develop students' understanding of the motives and aims of a number of different groups who have responded to the missing persons issue in Cyprus.

Unit rationale and summary

Research shows that students tend to interpret action in the past in terms of their own everyday ideas and beliefs. Wineburg (2001) claims that this is the natural way of thinking; a way of thinking which requires little effort. He calls this phenomenon 'presentism', which is the idea of a familiar past which is simple and speaks directly to us without the need for translation. This assumption underestimates the historicity of culture and the degree in which cultural matters are historically contingent and variable (Chapman, 2010). The past is viewed as culturally homogenous with the present, only inhabited by people who were less smart/ rational or less moral than people today. The idea of a deficit past is confirmed in almost every research study of students' thinking about historical empathy.⁸ The deficit past is also evident in research studies which investigate other aspects of students' historical thinking (Barton, 1996; Levstik, 2006; Barton, 2006). The idea of a deficit past is the result of a combination of students' failure to realise that people in the past saw the world differently and the idea that people in the past did not have what we have in terms of technology, knowledge, and so on (Lee and Ashby, 2001; Lee, 2005). According to Lee (2005), students' tendency to think about the past in terms of deficit can also result from the ways in which their families introduce them to the differences between the past and the present and of prevailing ideas about progress. School in some cases also reinforces these ideas because curricula, textbooks and teaching practices often favour the idea that the present is superior to the past (Lee and Ashby, 2001).

Research studies also suggest that another aspect of presentism in students' ideas about the past is the assimilation of past actions, institutions and practices to familiar and recognisable modern ones.⁹ Students often struggle to appreciate the differences between the present and the past in terms of beliefs and social conventions and, hence, often struggle to interpret actions, practices and institutions in any other way than by drawing on what they already know from their own everyday present. The deficit past is not absent here since students usually assume that institutions in the past serve 'the same functions as our equivalent institutions, only badly' (Lee and Ashby, 1987, p.69).

8. See Ashby and Lee (1987); Cooper (2007); Dickinson and Lee (1978); Dickinson and Lee (1984); Kourgiantakis (2005); Lee and Ashby (2001); Lee, Dickinson and Ashby (2001); Ribeiro (2002) cited in Barca (2004); Shemilt (1984).

9. See Ashby and Lee (1987); Cooper (2007); Dickinson and Lee (1978); Dickinson and Lee (1984); Lee and Ashby (2001); Lee, Dickinson and Ashby (2001); Ribeiro (2002) cited in Barca (2004); Shemilt (1984).

Finally, students often struggle to depart from their own ideas and situations and thus struggle to distinguish between the historian's and the historical agent's point of view and knowledge of the particular situation in which the historical agents were acting (Ashby and Lee, 1987; Dickinson and Lee, 1978; Dulberg, 2001). This is expressed by students' attempts to explain the behaviour of people in the past by employing personal projections and ignoring the intentions of historical agents' and their knowledge of their situation.

Having in mind the above, this unit aims to help students realise the importance of being aware of the need to actively reconstruct past actors' beliefs, ideas, intentions and understanding of their situation when we attempt to make sense of their actions. This is to be achieved by exploring the responses of four different groups on the issue of missing persons in Cyprus. More specifically students will explore:


- The formation of the Association of Martyrs' Families and War Veterans in 1975
- The formation of the Pancyprian Organisation of Relatives of Undeclared Prisoners and Missing Persons in 1975
- The formation of the Bi-communal Initiative of Relatives of Missing Persons and Victims of Massacres and War in 2004
- The production of a documentary on the issue of missing persons in Cyprus by The Elders.




In all cases these groups of people decided to respond to the issue in particular ways. Students will explore these responses and attempt to understand the motives behind them. This unit requires a more in-depth exploration of the issue than was undertaken in Units 1 and 2. In addition, whereas Units 1 and 2 focused on the importance of contextual knowledge in making sense of the actions of past actors, this one focuses on historical agents' ideas and views of the situation.

In the first part of the unit students will attempt to suggest reasons for the responses developed by these four groups. The provision of related sources will allow them to explore different motives behind each group's response and also help them realise the importance of knowing about each group's ideas, aims and beliefs. Students will also have the opportunity to make comparisons and categorisations of motives and in this sense think about a variety of issues related to making sense of people's behaviour.

In the second part of the unit students are encouraged to explore how time and the changing historical context affect the role played by an idea, belief and / or aim within the same group of people. In this way students are encouraged to think about the relation between people's ideas and the historical context in which they are situated (and how they see their situation).

Unit 3 plan

Phase	Teacher activity	Participant activity	Resources/ materials
Orientation/ starter activity	<p>Organise the students into four groups.</p> <p>Ask students to mention different responses to the issue of missing persons in Cyprus which have been explored in Unit 2.</p> <p>Inform students that today they will focus on four groups and explore the reasons for their response to the issue.</p>	Respond to the teacher's request.	
Main lesson activity 1	<p>Pose the key question: <i>Why have these different responses to the missing persons issue emerged?</i></p> <p>Ask each group to suggest answers to the following questions:</p> <ul style="list-style-type: none"> • <i>Why did some Turkish Cypriots form the Association of Martyrs' Families and War Veterans in 1975?</i> • <i>Why did some Greek Cypriot people form the Organisation of Relatives of Undeclared Prisoners and Missing Persons in 1975?</i> • <i>Why did some people from both communities form the Bi-communal Initiative of Relatives of Missing Persons and Victims of Massacres and War in 2004?</i> • <i>Why did The Elders produce a documentary on the issue of missing persons in Cyprus in 2011?</i> <p>Ask participants whether they faced any problems trying to suggest reasons/ motives.</p>	<p>Discuss the questions in their groups and suggest motives on cards.</p> <p>Post their Motive Cards on the board / classroom walls.</p> <p>Refer to problems faced during their attempt to suggest reasons/ motives.</p> <p>It is likely that they will refer to lack of information, not being aware of each group's history, organisation etc..</p>	<p>Motive Cards.</p> <p>Markers.</p> <p>The board classroom walls.</p>
Transition between activities	<p>Ask students to think about how they can construct an account of why these groups of people responded to the missing persons issue in the way that they did.</p> <p>Explain the task for the lesson: students will be divided into four groups and each group will take the role of one of the four historical groups identified above and research their beliefs, aims and motivations.</p> <p>Each group is given a sign with their historical group's name on it.</p>	<p>Respond to the question posed by the teacher.</p> <p>The most likely response is that the groups themselves are the best to answer the question; other possibilities include looking up the answers in history books.</p>	Signs with each group's name
Main lesson activity 2	Ask the four different groups to use the available sources to investigate the aims, motives and beliefs underlying their historical group's response to the	Work within their groups suggesting reasons based on the available sources.	 Written sources

Phase	Teacher activity	Participant activity	Resources/ materials
	<p>missing persons issue.</p> <p>Ask the groups to rank the aims, beliefs and motives of their historical group according to the importance that they have in explaining why their historical group responded in the way that it did.</p> <p>Once students have completed the above analysis, ask each group to present their findings to the class.</p> <p>Ask participants to suggest differences and similarities between groups and discuss reasons for these differences and similarities.</p> <p>Ask the groups to sort their findings into two categories – claims that are directly mentioned in the sources and claims that they have inferred from the source materials that they have been given.</p> <p>Once students have completed the above analysis, ask each group to present their findings to the class.</p> <p>Ask participants to suggest differences and similarities between groups and discuss reasons for these differences and similarities.</p>	<p>Write each reason on a card (of a different colour from the cards of the previous activity) and post it on the groups' section of the board / classroom walls.</p> <p>Sorting according to the teacher's instructions using their cards on the boards.</p> <p>Each group will feed back their findings to the whole class.</p> <p>Discuss differences and similarities between groups.</p> <p>Do grouping according to the teacher's instructions using their cards on the board / classroom walls.</p> <p>Each group will feed back their findings to the whole class.</p> <p>Discuss differences and similarities between groups.</p>	 Video clips  Timeline of events. Motive Cards. A2 sheets. Markers.
Transition between activities	<p>Ask students two questions:</p> <ul style="list-style-type: none"> • <i>Why do the aims, beliefs and motives arise at particular times?</i> • <i>Do they think it likely that the aims, beliefs and motives that individual historical groups have are likely to fluctuate over time?</i> 	Respond to the questions.	
Main lesson activity 3	<p>Ask each group to pick two aims, beliefs or motivations that they have identified in the case of the historical group that they are examining and then to map the emergence and fluctuation in importance of these ideas over time on a graph (X axis = timeline of events – Y axis = degree of importance).</p> <p>Ask each group to present their line graph to the whole class and explain their decisions.</p>	<p>Prepare their line graph.</p> <p>Present their line graph to the other groups and explain it.</p>	 Graph sheets. Markers.
Debrief / plenary activity	Ask groups to compare how their boards looked at the beginning and now (the different colour of the motive cards allows this) and to discuss why they are different now. How did the activities change their boards? How have the activities changed the way they think about people's decisions?	Discuss how their ideas changed and why.	

Unit 4: History and memory

Aims and objectives

- Second order understanding
 - To help students to reflect on and compare representations of the past.
 - To help students understand how representations of the past express the aims and purposes of the people who construct them.
- Substantive knowledge
 - To develop students' understanding of a number of types of monument.
 - To develop students' understanding of the politics of memory and of the role that particular groups have played in the construction of monuments in Bosnia and Herzegovina.

Unit rationale and summary

This unit aims to help students think analytically about the ways in which the past is represented in public history through monuments and memorials. The purpose of asking pupils to think in these ways is, firstly and most importantly, to sharpen the critical lenses with which they scrutinise representations of the past and, secondly, to prepare the ground for the decisions that students will be asked to make in the final unit in which they will be asked to develop memorialisation proposals in the Cyprus context.

Monuments and memorials, like other forms of historical representation, express, and ask us to accept, particular ways of approaching the past that they seek to evoke or represent. Here, as elsewhere,

We can distinguish between approaches to the past:

- that aim to **identify** the present with the past (or to assert continuity between them) or that aim to **differentiate** the present from the past (or to assert discontinuity); and
- that aim to **affirm** the value of aspects of the past or that seek to negate them.

Thus, for example, traditional orientations towards the past assert continuity of identity between the past and the present and aim to ensure that the future is shaped by adherence to past values or practices through monuments, heroic narratives and so on. By contrast, **critical** orientations towards the past disrupt continuity, effect a breach between the past and the present and model the past as something to be negated and overcome, for example through iconoclasm and critique.¹⁰ (Chapman, 2010, p.100)

This unit aims to get students to think about these issues by asking them to compare and contrast monuments and the ways in which monuments represent the past. Two types of monument are examined:

- (1) monuments with no connection to Cyprus or to the missing persons issue and
- (2) monuments directly relating to missing persons in Bosnia and Herzegovina.

10. Iconoclasm means attacking icons and symbols either literally (for example, by defacing them) or metaphorically (for example, by making fun of them).

Understanding monuments

Any monuments could be examined in the first component of this unit, provided that they differ in their approach to the past and their representational strategies. The monuments listed below are chosen simply for illustration. A rationale is provided below for the examples chosen here.

1. The Victoria Memorial, Lancaster (England)

This monument was erected shortly after the death of Queen Victoria and is typical of the large number of monuments to the queen's reign that were constructed at this time. It is a contemporary monument that clearly aims to celebrate the Victorian era as an era of national greatness. Victoria stands with a commanding expression, holding the symbols of power, on the top of a pedestal raised on a plinth that is supported, at the four corners, by idealised representations of women symbolising Wisdom, Truth, Liberty and Justice and that features bas relief panels on each of the four sides of the monument depicting 'great' people, overwhelmingly men, who flourished during her reign and who are represented as contributing to its 'greatness'. The men include judges, poets, generals, scientists, politicians, and so on.

<http://www.britishlistedbuildings.co.uk/en-383140-queen-victoria-memorial-lancaster>

<http://www.britarch.ac.uk/lahs/tour/dalton.htm>

2. The Slave Trade Arts Memorial Project (STAMP) 'Captured Africans' Memorial, Lancaster (England)

This monument differs profoundly from the Victoria Memorial and is chosen for this reason and also because it is located in the same city (thus dramatising the ways in which multiple pasts are often represented in the same place). Whereas the Victoria Memorial was raised by Victoria's contemporaries in celebration, the STAMP Memorial was constructed nearly two centuries after the formal abolition of the slave trade, whose victims it memorialises (the trade was abolished in the British Empire in 1807 and had flourished in the port of Lancaster in the second half of the eighteenth century). Whereas the Victoria Memorial celebrates 'greatness' the STAMP Memorial commemorates the victims of exploitation and indicts the trade that exploited them and it is located near to the quay in Lancaster where ships engaged in the 'Africa trade' would dock. The plight of 'Captured Africans' is represented on the memorial as the 'base' of a structure of trade and commerce that is also represented on the memorial and the city's role in this trade is recorded in a list of ships sailing from Lancaster in the 'Africa trade' on one side of the monument. Whereas the Victoria Memorial expresses a conventional (if now discredited) narrative of 'national greatness' created at the height of the British Empire, the STAMP Memorial expresses a counter-history, commemorates a group of people 'hidden' in the older 'official' narrative and draws attention to the suffering of the victims of 'empire'.

http://www.uclan.ac.uk/schools/journalism_media_communication/literature_culture/abolition/stamp.php

3. Memorials to the victims of Nazism

(a) Sachsenhausen Memorial (Germany)

This memorial was constructed in the early 1960s by the East German communist regime and it is typical of the ways in which the regime represented the victims of Nazism. These victims are presented in political terms (as the website notes, only 'red triangles', denoting communist and social democrat prisoners in the camp, are recorded on the monument).¹¹ The statue commemorating these 'victims' in front of the monument does not emphasise their suffering but instead, through its title (Liberation) and its design, it celebrates, instead, the role of the Red Army in defeating

11. Inmates of the camp were obliged to wear a triangle on their uniforms. The triangles were of different colours, denoting the category of inmate that individuals forced to wear them represented (see <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005378>).

Nazism and 'rescuing' camp inmates from Nazi oppression. An idealised Red Army soldier is at the centre of the group and he envelops the two 'liberated' prisoners with his hands and cape, taking them under communist 'protection'. This monument exemplifies the ways in which monuments can be used to create political narratives through partial and distorted representations of the past constructed to support political projects in the present.

<http://www.stiftung-bg.de/gums/en/index.htm>

<http://fcit.usf.edu/HOLOCAUST/GALLFR/sach12.HTM>

(b) The Documentation Centre, Nazi Party Congress Hall, Nuremberg (Germany)

The Nazi Party Congress Hall symbolises many key features of the Nazi regime: in its design, which echoes the Coliseum in Rome, it expresses imperial ambition and the regime's propaganda strategies; its state of incompleteness points to the consequences of the war that the Nazis provoked; its material structure (stone quarried by concentration camp slave labourers) embodies the brutality of the Nazi regime.¹²

The Documentation Centre that opened at the site in 2001 represents a negative form of monumentality: the construction of the documentation centre shoots an 'arrow' of 'light', into the building, puncturing the symmetry of the Nazi architecture. Inside the glass and steel arrow is a documentation centre in which the appeal of the Nazis, their crimes and the eventual outcomes of their rule are represented through museum displays.¹³

A key focus here should be the design: what has been done to this Nazi 'icon' by the architects? How does this addition to a building originally designed to convey one story (the greatness of the Nazi 'Reich') turn the building into a memorial and monument that tells a very different story?

<http://museums.nuremberg.de/documentation-centre>

(c) Stumbling Stones, Cologne (Germany)

In contrast to the previous two modes of representation that monumentalise the past in order to appropriate it in order to support present political projects (3(a)) or in order to criticise the past in the light of the consequences of past actions and present political values (3(b)), the Stumbling Stones (Stolpersteine) aim to draw attention to individual victims of Nazism and to make their memory literally present in the streets and in front of the houses that they were torn away from by the Nazi regime. This is, one might say, a very 'unmonumental' form of memorial. The stones are literally in the street (they are part of it) and they simply record the names of individuals and the stark outline of what the Nazis did to them. Unlike 3(a) there is no overt symbolisation, no attempt to interpret the fate of victims and no attempt to draw conclusions from the fact of their victimhood for the present: the bare facts of past atrocity and persecution are simply made present in everyday life literally 'underfoot'.

http://www.bbc.co.uk/languages/germany_insideout/rhineland3.shtml

<http://www.ww2museums.com/article/1367/Stumbling-Stones-Berlin.htm>

12. The question 'What should be done with this symbol of Nazism?' has arisen persistently since the end of the Second World War. See Der Spiegel (2008) for a recent response to this question.

13. http://museums.nuremberg.de/download/download_dokuzentrum/04_Architecture_2009.pdf

As has been noted, the purpose of examining monuments such as these is to develop students' ability to 'read' monuments. There are at least two issues here:

- developing students' capacity to interpret and understand the ways in which monuments represent the past;
- developing students' capacity to read the ways in which monuments construct a relationship to the past.

Considering the first of these two issues involves thinking about a wide range of issues. On the one hand, for example, is the question 'What is and what is not represented?' The contrast between the Sachsenhausen Memorial and the Stumbling Stones is instructive here – in the former case, through the 'red triangles', communist resistance to fascism is highlighted and the past is constructed in political terms through the memorialisation of one group of victims only in the context of an implicit political narrative; in the latter case, the names and fates of individuals as individuals are memorialised. On the other hand, students will need also to think about symbolism and iconography. The slave trade, for example, could be represented through symbols and iconography foregrounding suffering, foregrounding resistance, and so on: the STAMP Memorial, however, explicitly draws attention to trade – 'captured Africans' are represented but the monument is overwhelmingly focused on trade: on the trade in goods that was supported by the buying and selling of people and on the ships that plied this trade. In addition to the questions '**Who or what is represented?**' and the question '**How are these things represented?**' there is also the question of **where** a monument is located. The examples above give students opportunities to reflect on these questions: the Victoria Memorial is in Dalton Square, opposite Lancaster Town Hall, whereas the STAMP Memorial is located by the quay on the riverside – what do these two locations mean? Why was the Victoria Statue erected where it was? The Stumbling Stones raise a related issue and show how the politics and meaning of location is crucial when thinking about monuments and memory: why has the artist who originated this project placed these monuments to the missing in the places they were **taken away from** (ordinary streets, residential areas, and so on) rather than in places, like Auschwitz, where they were **taken to** and where many of these people were killed? Students should be encouraged to debate and consider all of these questions.

The second issue – the relationship to the past that a memorial aims to construct – seems at first rather abstract. It can be scaffolded and rendered accessible, however, by using 'graphic organisers' to help students model conceptual differences and relationships in concrete and visual ways. Students might, for example, be asked to organise images of monuments physically, by placing them on continuum lines or on diagrams that aim to visually represent conceptual differences (for example, Venn diagrams). Students could be asked, for example, to physically move images of the monuments listed up or down a line between two opposite statements (Celebrate the past / Negate the past) and to argue about which of the monuments aim to construct the most positive and which the most negative representation of the past. Thus, for example, whereas both the Victoria and the Sachsenhausen monuments ask us to celebrate particular people, albeit for different reasons the Nuremberg Documentation Centre aims to negate the Nazi building by firing and 'arrow of enlightenment' into it – literally (in the building's structure) and through the insertion into this Nazi icon of documents revealing Nazi terror.

Monuments to the missing and to victims of conflict: Bosnia and Herzegovina

The intention of the unit on monuments in general is to get pupils to think about types of monument, their function and the relationships to the past that monuments construct. This unit develops these ideas further in the context of monuments that relate to missing persons. Many of the same issues arise – who/what do these monuments memorialise, how do they memorialise, what relationship between the past and the present do they construct?

Many monuments could be used to explore these issues (see, for example, the very interesting materials on monuments and the politics of monumentality in Guatemala in Section 3.2. The following suggestions, arising out of the case study materials on Bosnia and Herzegovina in this booklet, are intended to illustrate approaches that could be taken.

Bosnia and Herzegovina

Background and contextual material on the conflict in Bosnia and Herzegovina is provided in this booklet, in Section 3.3. Exploring monuments and memorials in this context is a way of considering questions about monuments and memory in general and also a way of exploring how these matters are addressed in a political context in the present. The atrocities that accompanied the breakup of the former Yugoslavia are still very fresh in the minds of those involved and reflecting on these monuments is a way of thinking about the ways in which societies can address recent and difficult pasts and also about constraints that can arise. Three monuments have been chosen for the purposes of this exercise.

1. Memorial to Bosniak Victims of Atrocity, Kozarac (near Prijedor, in Republika Srpska - BiH¹⁴)

This monument, erected in July 2010, commemorates the Bosniak victims of 'ethnic cleansing' carried out by Bosnian Serb forces in Kozarac after they captured the town in May 1992. The monument consists of a stone enclosure dedicated 'To the Innocent Killed Citizens of Kozarac, 1992-1995' and contains an inscription by the Bosniak poet Mehmedalija 'Mak' Dizdar (1917-1971):

One does not live here in order to live

One does not live here in order to die

One also dies here in order to live

On the inward-facing side of the blocks of stone that make up the enclosure are inscribed the names of the 1,226 Bosniak victims of atrocity in Kozarac. Each block is up-lit at night and each features a small memorial fountain at its base. Electric 'candles' that are illuminated at night, whose design mirrors barbs of barbed wire, are embedded in the outward facing sides of the stone blocks, one for each of the victims. The blocks are smooth on their inward faces and rough-hewn on their outward faces (Irwin and Šarić, 2010).

Some context for the monument is provided by Irwin and Šarić:

The victims' groups say they are eager to create memorials on the grounds of... camps in what is now the Serbian part of Bosnia, Republika Srpska... but have so far been unsuccessful. In most cases, they say they have been denied access to these places by local Bosnian Serb officials, or have to ask permission even to visit.....

Memorial plaques or monuments are sometimes permitted, but in places 'hidden away from the public eye, in villages where returnees live, or religious memorials at the cemeteries where the victims are', Hodzic said.

One example of a larger Bosniak memorial is in the town of Kozarac, near Prijedor, which was almost entirely Bosniak before it was captured by Bosnian Serb forces on May 24, 1992. After that, non-Serb inhabitants were either killed or expelled, and their houses destroyed.

Today, Kozarac is once again mostly Bosniak because of an influx of returnees to the area, and the memorial to the town's war victims opened in July of this year...

The memorial was the result of 'a lot of lobbying', explained Mujagic, who grew up in Kozarac.

'It's all politics,' he said. 'Kozarac was also already a small enclave... 95 percent of the population there is Bosniak, so probably the Serb authorities don't care so much. In a way, it is a monument for Bosniaks, in 'their own town'."

Todorovic believes that the local authorities felt pressured 'to allow at least one memorial'.

14. 'The 1995 Dayton peace accord, which ended the Bosnian war, set up two separate entities; a Bosniak-Croat Federation of Bosnia and Hercegovina, and the Bosnian Serb Republic, or Republika Srpska' (BBC News, 2011).

'Kozarac, due to the demographic structure, was probably the smallest risk,' he said.

In addition, the Kozarac monument does not include any educational components, which tend to provoke the most opposition. Each side is intent on avoiding anything which might contradict the main narrative of war upon which they rely, observers say. (Irwin and Šarić, 2010).

<http://iwpr.net/report-news/calls-war-memorials-divide-bosnia>

<http://www.youtube.com/watch?v=z2-MSIGpN7g&feature=related>

2. The Srebrenica-Potočari Memorial and Cemetery

The Memory and Justice website summarises events at Srebrenica as follows:

In July 1995, the worst massacre in Europe since World War II took place in the Bosnian silver-mining community of Srebrenica. The civilian Muslim community at Srebrenica, fearing ethnic cleansing by Bosnian Serbs, fled their homes and sought refuge at the nearby UN base of Potočari. But Serbs forces were allowed to enter the refugee camps, where they systematically separated all of the men from the women and children. The women and children were bused away to safety in Tuzla, while the men were divided into groups, forced to dig mass graves, and then massacred. (ICTJ, n.d.(a))

The Srebrenica-Potočari Memorial and Cemetery was inaugurated in 2003 and former US President Bill Clinton officially opened the site. Information about the process that led to the creation of the memorial, and the role in this of relatives of the victims, and of the United Nations, can be found on the Memory and Justice website (ICTJ, n.d.(a)). Whilst it is unlikely that the site would exist without the support and funding of the international community, pressure for its creation arose from the relatives of the victims who, for example, insisted that the memorial be located at the site of the former UN base at Potočari and who were closely consulted in the design of the memorial.

The Memory and Justice website summarises the design of the site as follows:

The memorial has two parts, divided by a road. On one side of the road is the cemetery, which is shaped like the petals of a flower. On the other side is the Srebrenica Memorial Room, a building that was a battery factory in the 1980s and the headquarters of the Dutch UN battalion in the 1990s....

The... Memorial Room... consists of two black towers: one presenting a film on the massacre, and the other showcasing the stories and personal items of twenty victims. 'The tops of the towers are closed, evoking a sense of loss, the darkened spaces seeming like voids from which the narratives of July 1995 descend,' wrote the members of :arch [who designed the memorial]... Each year, additional victims are identified and reburied. The cemetery will not assume its final look until authorities and families are satisfied that all possible victims have been buried. (ICTJ, n.d(a))

A description and architectural plan of the cemetery and memorial produced by the architects who designed it can be accessed at the ArchNet website (http://archnet.org/library/sites/one-site.jsp?site_id=16709). ArchNet summarise the cemetery memorial design as follows:

The focal point is a semicircular memorial plateau or 'musale' where religious ceremonies for up to 1,000 people can be performed. Enclosing the musale, a horseshoe of inclined granite slabs bears the names of the 10,000 victims. The musale also features a covered area, mihrab, minbar, ablution facilities and fountain. The surrounding land is divided into eight petal-shaped parcels, defined by granite footpaths. Here, white tombstones are gradually appearing as the victims are identified. (Archnet, 2010)

The atrocities at Srebrenica differed from those at Kozarac in a number of ways, not least in the direct involvement of the international community in the events leading up to the massacre at Srebrenica (through, for example, the actions and inactions of the UN peacekeepers at the time). The memorials differ also, for example in the involvement of high profile international figures and organisations in sponsoring, funding and supporting the development of the Srebrenica memorial site. Both memorials are still, nevertheless, bound up in contemporary politics:

In 2005, two days before the ceremony for the 10th anniversary of the massacre, Bosnian police found and successfully defused two large bombs that had been planted at the memorial. (ICTJ, n.d.(a))

<http://memoryandjustice.org/site/srebrenica-potochari-memorial-and-cemetery/>

<http://www.potocarimc.ba>

3. The Bruce Lee Statue in Mostar's Spanish Square

Bruce Lee, a martial arts film star who died of a swelling of the brain in 1973 at the age of 32, was memorialised in 2005 by the erection of a life size 1.68 metre statue depicting the actor in a 'in a typical defensive fighting position' (BBC News, 2005) in Spanish Square of Mostar, a scene of bitter ethnic fighting during the Bosnia civil war. The statue was erected by the youth group, Urban Movement Mostar with financial support from the German government.

'Out of all the ethnic heroes and those who have a material interest in acting as victims, we have chosen Bruce Lee,' said Veselin Gatalo... For Urban Movement, putting up a statue of Bruce Lee in Bosnia may have been an irreverent gesture, but it wasn't an absurdist one. The group chose Lee as their subject because watching his films was a truly shared and cherished experience for young Yugoslavs. 'Now they can rack their brains trying to decide whether he is he Bosniak, Croat, or Serb,' Gatalo said. (ICTJ, n.d.(b))

Unlike the other two memorials discussed in this section, the Bruce Lee statue bears little apparent relationship to the history of Bosnia and Herzegovina. Urban Movement Mostar clearly intended a relationship, however: by memorialising Bruce Lee, first, they looked for common ground between divided communities, and, second, by not memorialising an ethnic 'hero' they refused to fall back on the conventional political narratives that fuelled the Bosnian conflicts. The relationship between past and present that Urban Movement Mostar sought to create is symbolic rather than literal and explicitly future-oriented as much, and perhaps more than, past-oriented: as a BBC report puts it Mostar

remains split with Bosnian Muslims, Croats and Serbs still deeply divided. Lee was chosen by organisers as a symbol of the fight against ethnic divisions. 'We will always be Muslims, Serbs or Croats,' said Veselin Gatalo of the youth group Urban Movement Mostar. 'But one thing we all have in common is Bruce Lee.' (BBC News, 2005)

Despite these intentions, the Bruce Lee statue is a failed monument: the statue has been removed from Spanish Square. As Memory and Justice report –

After repeated acts of vandalism... the statue was put in storage. As of 2007, it had not been displayed again. (ICTJ, n.d.(b))



These three monuments differ in a large number of ways:

- One issue that students can consider is the purpose of the monuments – although all three monuments clearly intend to memorialise – to ensure that people or a person is remembered – there are many differences in how this is done. Whereas both the Kozarac and Srebrenica memorials literally record names in stone and use symbolism to construct meaning, the Mostar monument is apparently iconic rather than symbolic in form. There are clear differences in purpose, however, even where symbolic representation is used: whereas the Srebrenica site contains a ‘Memorial room’ that represents the atrocities that took place at Srebrenica, the atrocities that took place at Kozarac are neither depicted nor described other than allusively through poetry and metaphorically through aspects of the monument design (such as the candle spikes on the outside of the monument).
- Other very evident differences include the fact that the Srebrenica site is a cemetery as well as a memorial whereas neither of the other two sites have this function.
- The kinds of memory that are involved in the three sites differ also. Although all three refer to atrocity in some way or other, the reference in the Bruce Lee statue is present metaphorically and Lee is intended to function as a symbolic reminder of common experiences (watching Bruce Lee films) erased by the atrocities of the Bosnian war.
- The monuments also differ in their institutional history and size and in the degree to which they are sponsored or sustained by local groups or communities or by international organisations. These facts are highly consequential.

The communities who had suffered loss were both central to the setting up of the Kozarac and Srebrenica memorials. In the latter case, however, the international community are described in the sources as playing a much more significant role. The context for the Kozarac monument differs significantly from the Bruce Lee monument also and this may well be a key to the explanation for the fate of the Lee statue: whereas both have community support in their context, the Mostar statue is located at a site of continued division in a still divided community whereas the Kozarac monument is constructed in the middle of a predominantly Bosniak community. The Lee statue was also developed by a relatively low status group, a youth arts group, who were ‘taking on giants’, as it were, by trying to generate a new ‘narrative’ challenging dominant political narratives. The presence at Srebrenica of the memorial room representation of atrocity and the absence of an equivalent at Kozarac may be a function of context and of inter-communal politics, as Irwin and Šarić’s account of its context suggests.

Unit 4 plan



Component 4(a) Approaching the past in different ways: monuments and monumentality



Phase	Teacher activity	Participant activity	Resources/ materials
Orientation/ starter activity	<p>Introduce the issues (briefly) – <i>Why do people represent the past in monuments and how do monuments work?</i></p> <p>Model this with an example of a monument (e.g. the Victoria Memorial and STAMP Memorial featured in this unit, or other monuments such as the United States Marine Corps Iowa Jima memorial¹⁵) and ask students questions like – <i>What is it? What is it for? How is it made? What do you think the people who made it wanted us to think and feel about what it represents?</i></p> <p>Plenary discussion on this activity – <i>What are monuments, what are they for, how do they work?</i></p>	<p>Listen and respond to questions.</p> <p>Discuss a monument example in small groups, annotate a picture to draw attention to features of the monument in answer to the questions posed by the teacher.</p> <p>Listen and take part in class discussion.</p>	<p>Teacher.</p> <p> Photocopies of a monument for students to annotate.</p>
Transition between activities	<p>Brief the class on their tasks: to work in groups on monuments of different kinds from around the world answering the same questions (above) about their monument – <i>What is it? What is it for? How is it made? What did the people who made it want us to think and feel about the people or issue it represents?</i></p> <p>Hand out monument sheets (see column on the right).</p>	<p>Listen and ask questions.</p> <p>Form small groups (3-5 students in each) and receive one task sheet and photograph per group (see the column on the right).</p>	<p> A number of different 'information sheets' (providing background information) and photographs of monuments of different types (so that different groups of students have different monuments to work with). Include the questions (see Teacher Activity column) on the sheet.</p>
Main lesson activity 1	<p>Circulate and support students reminding them of the key questions for the task.</p>	<p>Work in small groups as above developing answers to the questions about their monument.</p>	

15. http://web.mst.edu/~rogersda/american&military_history/THE%20IWO%20JIMA%20MEMORIAL.pdf

Phase	Teacher activity	Participant activity	Resources/ materials
Transition between activities	Chair a plenary discussion (a) Individual groups report back on their monument (b) Discussion issue – <i>Are these monuments of the same kind? How are they similar and how are they different?</i>	A representative of each group to feed back to the whole class on the activity above. Contribute to the discussion.	All members of the class will need to see all the monuments used in the previous activity. Images of these could be projected or a hard copy could be provided to each student group.
Main lesson activity 2	Introduce a graphic organiser (the choice of type could vary – Venn diagram, quadrant grid, continuum line). The simplest to use is a continuum line with ‘ <i>Celebrate the past</i> ’ and ‘ <i>Negate the past</i> ’ as the two opposite ends of the continuum. Each group could be given their own line or a line could be created on a board or on a wall. Circulate and support the students engaged on the main task (see the next column). Manage whole class discussion – <i>Where should we place the pictures?</i>	Working in groups (or whole class if a whole class approach is adopted) students are to decide where to place pictures of the various monuments examined in the previous activity on a continuum line graphic organiser (organised around the binary ‘negate the past’ / ‘celebrate the past’). Contribute to the whole class discussion – <i>Where should the items be placed?</i>	Individual groups could have a hard copy of the graphic organiser or a whole class version (on a board or wall) or both could be used.
Debrief / plenary activity	Revisit the question posed in the introduction. Manage whole class discussion – <i>Why do people represent the past in monuments and how do monuments work? And the question – What different kinds of monument are there?</i> Explain how this relates to the topic for the next lesson: <i>How have missing persons been represented and memorialised in monuments?</i> Case studies from Bosnia and Herzegovina.	Listen and contribute to whole class discussion.	

Component 4(b) Monuments to the Missing: how have missing persons been represented and memorialised in monuments? Case studies from Bosnia and Herzegovina.

Phase	Teacher activity	Participant activity	Resources/ materials
Orientation/ starter activity	<p>Remind the class of the previous unit's questions – <i>Why do people represent the past in monuments and how do monuments work?</i> – and explain that this lesson will be a case study of how monuments have been used in one context (Bosnia and Herzegovina) that will answer the question <i>'How have monuments constructed in Bosnia and Herzegovina approached the issue of missing persons?'</i></p> <p>Present images of the three monuments (Kozarac, Srebrenica and Mostar) on a rolling power point or in hard copy and ask students to discuss the question: <i>How do these monuments differ?</i></p> <p>Plenary discussion on this activity – gather student views on the monuments based solely on their visual appearance. Record these views (e.g. on a flip chart or whiteboard) to revisit at the end of the session.</p>	<p>Discuss the three monuments in small groups and come to a judgment on the question (see the left hand column).</p> <p>Contribute to whole class discussion.</p>	 A power point showing images of the three monuments or hard copy images of the three monuments.
Transition between activities	<p>Brief the class on their tasks: the class is to work in groups, taking one monument per group, research their monument and feed back their findings to the class.</p> <p>Ask the students to consider the following questions as they work on their case study:</p> <ul style="list-style-type: none"> • <i>Who / What is memorialised by the monument?</i> • <i>Who is doing the memorializing?</i> • <i>What can we conclude from the memorial about the intentions of the people who constructed these monuments?</i> 	<p>Listen and ask questions.</p> <p>Form small groups (3-5 students in each) and receive one task sheet and photograph/s per group (see the column on the right).</p>	 A number of different 'information sheets' (providing background information) and photographs of the monuments at Kozarac, Srebrenica and Mostar.
Main lesson activity 1	<p>Circulate and support students reminding them of the key questions for the task.</p>	<p>Work in small groups as above developing answers to the questions about their monument.</p>	

Phase	Teacher activity	Participant activity	Resources/ materials
Transition between activities	Explain the ‘envoying’ feedback activity. One member from each group is to visit the other groups and inform them about the monument that they have been looking at. Each ‘envoy’ is to have 10 minutes to do this. All groups must be visited by each ‘envoy’ in turn.	Listen and ask questions.	 All members of the class will need to see all the monuments used in the previous activity. Images of these could be projected or a hard copy could be provided to each student group.
Main lesson activity 2	Circulate and support students during the ‘envoying’ activity – keeping them to time and focused on the questions.	Envoys from each group circulate around the class informing groups about the monuments that they have looked at. Group members who are not envoys listen to envoys and ask questions.	 Student envoys may need a hard copy of pictures.
Debrief / plenary activity	Revisit the question posed in the introduction - and set up a whole class discussion of the question. Revisit the ideas suggested at the beginning of the lesson. <i>Do any of these ideas need to be revised? What new ideas can we add?</i> Explain how this lesson relates to the later unit (Unit 5) where students will be asked to debate and design their own commemorative projects.	Listen and contribute to whole class discussion.	Flip chart or whiteboard record of students’ ideas from the start of this unit/lesson.

| Unit 5

Unit 5: How should the missing persons of Cyprus be remembered?

Aims and objectives

- Second order understanding
 - To develop students' understanding of the ways in which representations and interpretations of the past are constructed.
 - To help students understand how representations of the past express the aims and purposes of the people who construct them.
- Substantive knowledge
 - To develop students' understanding of the public history of the missing persons issue in Cyprus.

Unit rationale and summary

So far in this sequence of learning students have developed their historical knowledge and understanding of the missing persons issue by looking at the issue in the context of a number of other countries around the world (Unit 1) and in the Cyprus context (Unit 2). They have also developed their understanding of the ways in which groups in Cyprus have sought to address the missing persons issue in different ways at different times (Unit 3). Students have also, in Unit 4, engaged with public history and the analysis of monuments and memorials, the purposes that they can be constructed to serve and the relationships to the past that they seek to construct.

The purpose of this unit is to build on this knowledge and understanding and to get students thinking about how they feel the missing persons issue might best be addressed through commemoration. Whereas previous units have been primarily focused on historical thinking this unit requires students to think historically about the past and also to think about the present and future: it is, in other words, about the politics of memory as much as it is about disciplinary history.

This unit addresses the overall enquiry question '*How should the missing persons of the Cyprus conflict be remembered?*' directly. In this unit students are asked to:

- a) Agree, as a class, the purposes that a commemoration proposal should aim to serve and criteria in terms of which a commemoration proposal should be judged;
- b) Produce design briefs for a commemoration proposal, in small groups, and (1) research, (2) develop and (3) present these proposals to the whole class;
- c) Peer assess each others' proposals and agree, as a class, which proposal they feel best meets the criteria agreed at b) above.

Some comment on each element of the unit components follows below.

a) Purposes and criteria

The question '*How should the missing persons of the Cyprus conflict be remembered?*' presupposes an answer to a prior question '*What should be the purposes of commemorating the missing persons?*' In this component of the unit students should be engaged with these two issues and, specifically, be encouraged to:

- Debate and agree the purposes that they feel commemoration of missing persons should serve and

- Define criteria to use when judging how effectively commemoration proposals meet these purposes.

These are open questions. They are also risky questions – it is possible, for example, that some students may argue that the purpose of commemoration should be to promote reconciliation between communities across the existing divide, however, it is equally possible that some students may perceive community divisions as a given and argue that the purpose of commemoration should be to ensure that injustices committed by one community or political group or military agency should not be forgotten. The role of the teachers should be to enable students to share and debate views on these issues and not to pre-empt discussion, however, the teacher should also remind students of their obligations as history students, which include an obligation to be balanced in their consideration of the issues and not to exclude evidence or aspects of the record from consideration on personal or ideological grounds.

The nature of the criteria that students propose will relate to how they answer the question about purposes and many different criteria could be developed. Some hypothetical criteria, that presuppose that the purpose of commemoration has been defined as to promote reconciliation, might include the following:

- **Diversity:** commemorations should aim to include as wide a range of experiences, communities and time periods as possible;
- **Multiperspectivity:** commemorations should encourage participants or audiences to consider a number of perspectives on the missing persons question;
- **Openness:** commemorations should aim to encourage participants or audiences to form their own meanings and narratives rather than to impose one meaning or story;
- **Accuracy and balance:** commemorations should be thoroughly researched and historically accurate in their details and also provide a comprehensive treatment of the issue;
- **Sensitivity:** commemorations should demonstrate awareness that the missing persons issue is a sensitive one and ensure that the issue is represented in ways that anticipate and take account of a range of community reactions;
- **Engagement:** commemorations should foster a meaningful interaction with members of the public, and thus questions of who to reach and how should be taken into account.

A key issue for students to debate at this point is the question of form: what forms of commemoration do they consider to be most appropriate? There are many possibilities, for example: physical monuments or memorials; documentation or educational materials or displays; commemorative events that bring communities together; memorial or commemorative days and so on.

b) Design

As a result of the preceding units in this sequence, students will be aware of many sources of evidence and also of many groups of people who are or who have engaged with the missing persons issue and they will be able to draw on this knowledge.

Designing a commemoration proposal is about putting this knowledge and understanding to work but it ought also to involve a research component. Students should be asked to consider two questions before they get involved in the process of design, namely:

- What do we know already? What have we learned that can help us with our task? and
- What more do we need to know and how can we find this out?

The second question can be framed in a number of ways, depending on the time that is available for this task. It may be that students have limited time (e.g. one lesson) in which to conduct further research or it may be that students are given substantial amounts of time, depending on the priorities of individual schools. If there is limited time then research will, of necessity, be limited to 'desk research' and to the kinds of sources that can rapidly be consulted in one lesson (e.g. written and internet sources). If more time is available it may be possible for students to visit sites and contact and engage in dialogue with key stakeholders (such as the CMP or the groups identified in Units 2 and 3).

Additional questions that students might be encouraged to pursue through research include the following:

- **How have missing persons been commemorated in the past?**

Have memorials to missing persons been constructed in the past, across the existing divide? How far, if at all, do any memorials that have been constructed share common features? What kinds of story, about the Cyprus issue, do these memorials tell? Are there memorials in the locality of the school and what can be learned from these?

- **What can we learn, about missing persons and about what happened to them, from various key groups working on this issue in Cyprus?**

What can students learn, for example, from groups such as the CMP?

- **What views do organisations representing the relatives of the missing persons have on commemoration?**

The views of relatives and of organisations that represent them can be accessed directly, by consulting them, or, indirectly, by examining what these organisations say on their websites or in other media.

In this component of the unit it is proposed that individual groups of students research, design and present commemoration designs to the rest of the class. There are many ways in which the design component could be managed and the exemplification in the design component of the plan below is merely one possible strategy. A clear set of requirements that all groups' design briefs must meet will be required. This cannot be specified in advance since the purpose, criteria and other elements of this exercise are to be student-defined. Nevertheless, in all cases, each group will need to clearly define **what** they are proposing should be done, **how** they propose it should be done and **why** they think these things should be done in this way.

c) Peer assessment

The peer assessment component of the unit involves student groups applying the criteria agreed in the first phase of the exercise to each other's design proposals as they are presented at the end of the design phase of the exercise.

There are many ways in which a peer assessment component could be managed and the exemplification in the peer assessment component of the plan below is merely one possible strategy.

Phase	Teacher activity	Participant activity	Resources/ materials
Orientation/ starter activity	<p>Introduce the task: the class is to work in groups to design commemoration proposals in answer to the question: <i>How should the missing persons of the Cyprus conflict be remembered?</i></p> <p>Explain that each group will be asked to research and produce their own design proposal and that the class will peer assess each other's proposals and aim to agree a 'best' overall proposal.</p> <p>Explain that before they can get started they have to discuss and answer two key questions:</p> <ul style="list-style-type: none"> • <i>What purpose/s should a commemoration of the missing persons serve?</i> • <i>What criteria should be used to decide how effectively a commemoration proposal meets these purposes?</i> 	Listen.	
Main lesson activity 1	<p>Divide the class into groups.</p> <p>Task the groups to discuss the first key question and to record ideas on a sheet of A3 (one per group).</p> <p>Circulate and support groups.</p> <p>Manage a plenary discussion of the first key question and aim to arrive at agreement about the purposes that the class' proposals should aim to serve (e.g. by taking a vote).</p> <p>Write down the agreed purposes and record them (e.g. with a digital photograph of the board)</p> <p>Task the groups to discuss the second key question and to note down possible criteria on post its (one criterion per post it).</p> <p>Circulate and support groups.</p> <p>Manage a plenary discussion of the second key question. Groups to identify their five key criteria. Each group to come to the front and present one criterion in turn and to stick the relevant post-it on the board. Once all post-its are on the board, manage a discussion – group them together if they are similar and aim to arrive at consensus about the five criteria that the class will use (e.g. by taking a vote).</p> <p>Record the decisions that have been made about criteria (e.g. with a digital photograph of how the class have configured post-its on the board).</p>	<p>Discuss the first key question in small groups, noting down possible purposes on an A3 piece of paper.</p> <p>Feedback and discuss ideas whole class.</p>	<p>A3 paper.</p> <p>Pens.</p> <p>Post-its.</p> <p>A camera (to record class decisions made on the board).</p>

Phase	Teacher activity	Participant activity	Resources/ materials
Transition between activities	Explain that before they can get started on designing proposals in groups, the class need to review their resources and to identify any further research that they need to undertake.		
Main lesson activity 2	<p>Pose two additional key questions:</p> <ul style="list-style-type: none"> <i>What do we know already? What have we learned that can help us with our task?</i> <i>What more do we need to know and how can we find this out?</i> <p>Divide the class groups into two – A groups and B groups. A groups are to take the first question and B groups the second. Give each group a white board marker and task them to (a) discuss the question for five minutes and (b) then to send a scribe to the front of the class to add their ideas to the board (which will be divided in half with one half devoted to each key question).</p> <p>Circulate and support group discussions.</p> <p>Manage whole class discussion on the two issues in order to agree on a research plan – an agreed list of types of research that each group will need to conduct; an agreed list of resources to draw upon.</p> <p>Record these decisions so that they can be shared subsequently (e.g. take a digital photograph of the board).</p>	<p>Listen and ask questions.</p> <p>Brainstorm ideas in groups in answer to their question (depending on whether they are an A group or a B group). Agree a list of key points for their scribe to report whole class.</p> <p>Scribes from each group to put key ideas on the board.</p> <p>Contribute to whole class discussion.</p>	White board markers / chalk – one per group.
Transition between activities	<p>Task the class to work in the groups that have already been identified to produce commemoration proposals.</p> <p>Define time scales (how long they have) and review points by which each group will be expected to report on progress to the teacher.</p> <p>Remind the class of the agreed purpose/s and criteria (e.g. by projecting the photographs taken earlier of the board)</p> <p>Agree a reporting format – e.g. each group's design must include a clear statement of (1) what they propose should be done, of (2) how they propose that it should be done and a rationale stating (3) why they propose these things; each</p>	Listen and ask questions.	A record of the purposes and criteria agreed earlier (e.g. photographs of what was agreed on the board to be projected).

Phase	Teacher activity	Participant activity	Resources/ materials
	<p>group will have an agreed amount of time to present their ideas to the whole class.</p>		
<p>Main lesson activity 3</p>	<p>Task groups to work on the research and design for their proposals (working to the time scales, purposes, criteria and formats identified above).</p> <p>Circulate and support groups.</p> <p>Remind groups of time scales, purposes, criteria (and so on); remind groups of reporting points for progress reports and circulate and advise groups on progress.</p> <p>[THIS COMPONENT OF THE UNIT WILL VARY CONSIDERABLY DEPENDING ON HOW MUCH TIME HAS BEEN ALLOCATED TO THE RESEARCH AND DESIGN ELEMENTS OF THE TASK.]</p>		<p>Research resources – e.g. books and print materials and website addresses and hyperlinks relating to existing monuments and memorials, key stakeholder organisations, and so on.</p> <p>[THESE MATERIALS WILL VARY CONSIDERABLY DEPENDING ON HOW MUCH TIME HAS BEEN ALLOCATED TO THE RESEARCH AND DESIGN ELEMENTS OF THE TASK AND THE DECISIONS THAT THE STUDENTS HAVE MADE ABOUT WHAT TO INCLUDE IN THEIR RESEARCH – THE COMMENTS ABOVE ASSUME A SHORT TIME SCALE AND A 'DESK RESEARCH' MODEL.]</p>
<p>Transition between activities</p>	<p>Explain the peer assessment and presentation arrangements.</p> <p>E.g. each group will have 10 minutes to report their design proposal to the whole class. Groups who are listening (but not presenting) will mark the groups that are presenting against the agreed criteria and provide constructive written feedback against each criterion.</p>		<p>Marking sheets (listing the agreed criteria) for each group of students to fill in whilst they listen to each other's presentations.</p>

Phase	Teacher activity	Participant activity	Resources/ materials
Main lesson activity 4	<p>Task each group in turn to present their design proposal to the whole class.</p> <p>Manage verbal feedback to each group (provide feedback and also call for feedback from the groups who are marking against criteria).</p> <p>Collate together the marks provided at the end of each presentation so that a running overall total is available.</p> <p>At the end of the presentations and feedback, identify the group who has scored the highest against each criterion (it is likely that a number of groups will have lead on different criteria).</p> <p>Task each group to discuss the feedback that they have received and also to pool their thoughts on what the features of the overall collective class design proposal should be (it could merge two proposals, take ideas from a number of proposals and merge these, and so on).</p> <p>Manage discussion: what, overall, have the class decided they should propose (see the what, how, and why questions above).</p>	<p>Groups present their design proposals and mark each other's proposals as they are presented.</p> <p>Provide written feedback on each presentation once it is over (pass this to the teacher) and provide brief verbal feedback to the whole class.</p> <p>Once the presentations are complete discuss the feedback that they have received in their groups and pool their thoughts on what the features of the overall collective class design proposal should be (see left).</p> <p>Participate in whole class discussion.</p>	As above.
Debrief / plenary activity	<p>Manage whole class discussion: <i>What, overall, do groups feel that they have learned about the missing persons issue as a result of studying this topic? What do they think should be done about this issue now and in the future? What actions, if any, do they want to take as a class about this?</i></p>	<p>Participate in whole class discussion.</p>	

