

ABILIDADE HISTÓRICA NO KURIKULU

David Webster



1. MÉTODU ISTÓRIKU : MODELU SIRA INTERNACIONÁL



MÉTODU ISTÓRIKU (VIA CARR, *WHAT IS* *HISTORY?* AND PROCTOR, *MAKING* *HISTORY*)

Husu pergunta istóriku sira

Buka-hatene didi'ak razaun ne'ebé ita rasik husu ba sira

Peskiza, peskiza, peskiza (dalabarak hahú ho fonte sekundária)

Identifika hipoteze ida atu orienta peskiza seluk tan (liu-liu iha fonte primária sira)

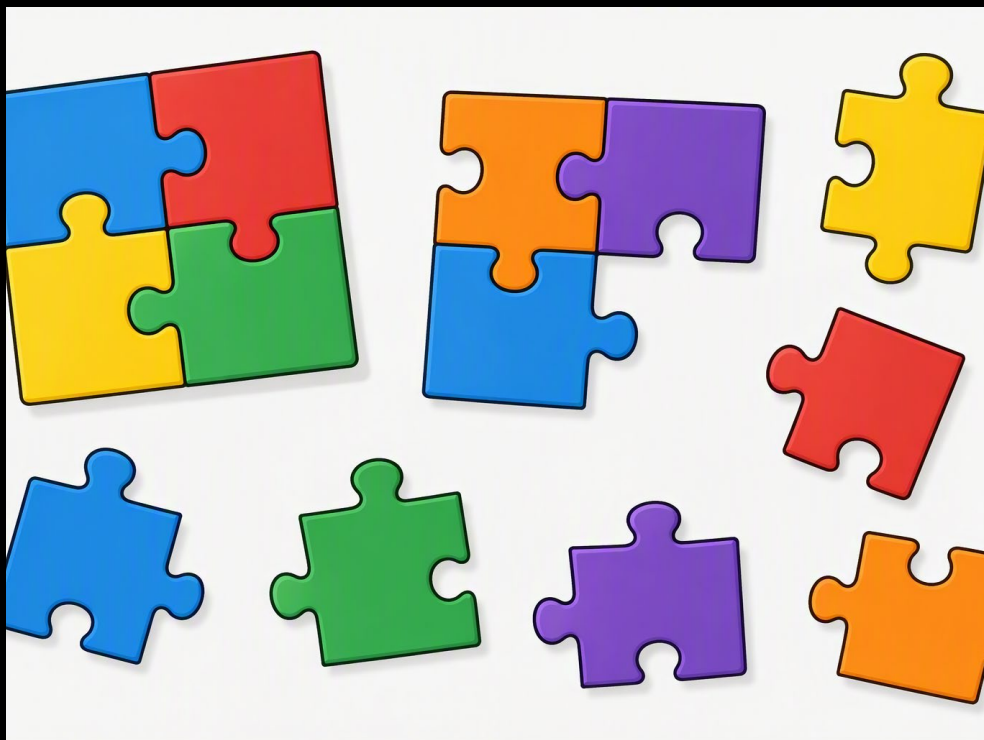
Harii narrativa

Uza evidénsia ne'ebé ita boot iha, determina

- Chronolojia
- Relevante
- Faktu Prinsipal sira ("tent poles")
- Fonte bias
- Bias jéneru

Kontinua halo peskiza no hadi'a tesi-lia no argumenta tanba evidénsia

OPERASAUN INTELEKTUÁL (ADAPTADU HOSI MELS-QC)



Faktu balu halibur hamutuk hodi forma esplikasaun ida-ne'ebé koerente. Ema balu lakohi. Perigu mak polítiku “cherry-picking” faktu sira.

Haree ba	kontextu espasu no tempu
Harii	saida mak ita bele hatene kona-ba ne'e
Identifika	similaridade no diferença
Determina	kauza no konsekuénsia
Analiza	mudansa no continuidade sira
Liga	faktu relevante sira atu forma narrativa
estabelese	ligasaun kauza

ISTORIA OFISIÁL, ISTÓRIA FUIK, ISTÓRIA FRAGMENTADU

- Sima Qian, primeiru ne'ebé hakerek istória dinastiku iha Xina, konta kona-ba pasadu husi perspetiva oioin
 - Sentru
 - Liuhusi ema-boot sira-nia matan, jerál sira, oho ema...
 - Istória moris nian kona-ba ema ne'ebé la'o-rai no ema ne'ebé la'o-rai
 - La iha versaun ida husi akontesimentu sira ne'ebé hanesan ho ema seluk
- Istória ofisiál dinastiku sira-ne'e hatudu perspetiva oioin ba "siklu dinastiku" ida-ne'ebé mosu, moris-hias, tun no monu, mediadu husi tesi-lia morál
- "Istória sira ne'ebé iha oan" kontinua hatete istória sira ne'ebé la iha kbiit husi kraik
- Fragmentu Istoria (Chaterjee) halo estragus maibé mós kompleta istória ofisiál kona-ba modelu *Sejarah Nasional*

2. APLIKASAUN BA KURIKULU

A small, square wooden block with a light brown, textured surface is centered on a bright orange background. The block has a dark brown number '2' printed on its top face. A soft shadow is cast to the right of the block.

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HANORIN ISTÓRIA: KONTEÚDU NO ABILIDADE

Abilidade sira-ne'e idealmente tenke halo mapa ba kursu sira no harii atu hala'o estudu durante tinan 4

Asegura inklusaun konteúdu iha tinan ida, atu eg envolve ho fonte prinsipál sira no hasai "youtube hanoin" ka "loloos single-source" entre estudante sira (hanesan instilla hanoin kritiku)

Uza rekursu sira ne'ebé eziste ez atualiza istória CNC no direitu umanu ba modulu universidade* ne'ebé inklui konteúdu introdutóriu ne'ebé bele uza atu hanorin abilidade istória bázik

Hato'o mós kona-ba política/mobilidade istória nian hahú kedas - estuda fragmentu sira hamutuk ho istória nasional ida de'it

Foka liu ba análise fonte prinsipál no lee didi'ak fonte sekundáriu sira hahú kedas

* Ramos Gonçalves, Marisa; Maschietto, Roberta Holanda; Oliveira, José Luis (2025). *Centro Chega! Course Manual for University Lecturers in Timor-Leste: Peace, Human Rights, History and Transitional Justice*. Dili, Timor-Leste: CNC Timor-Leste.

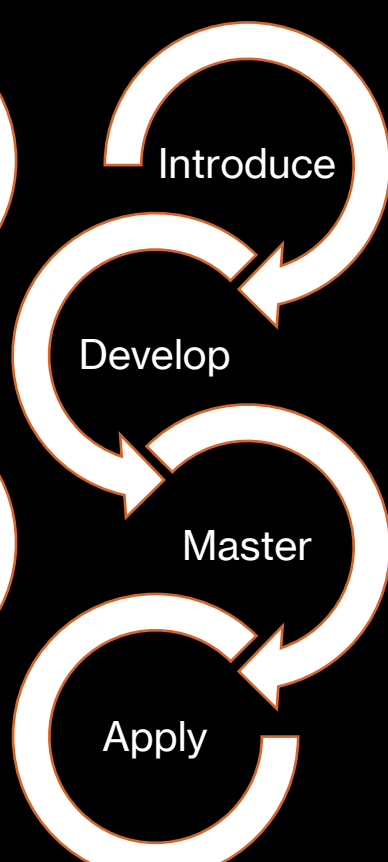
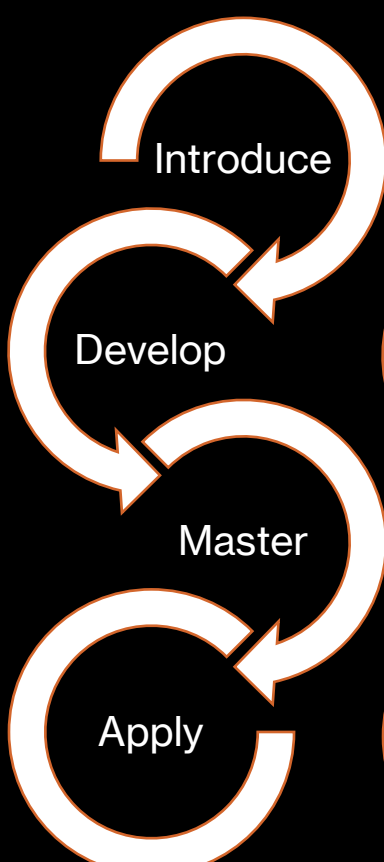
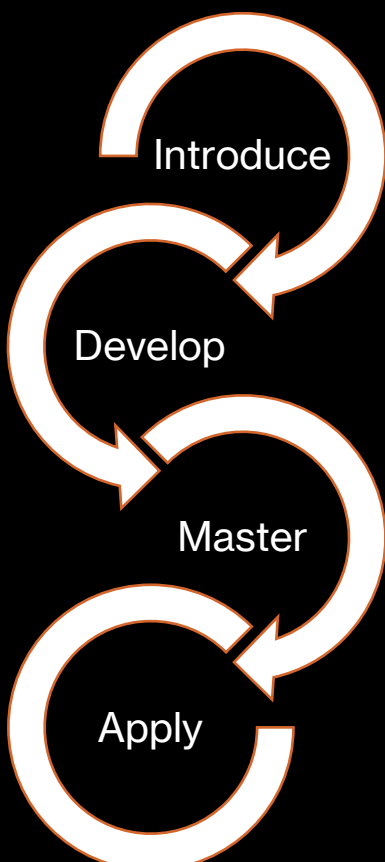
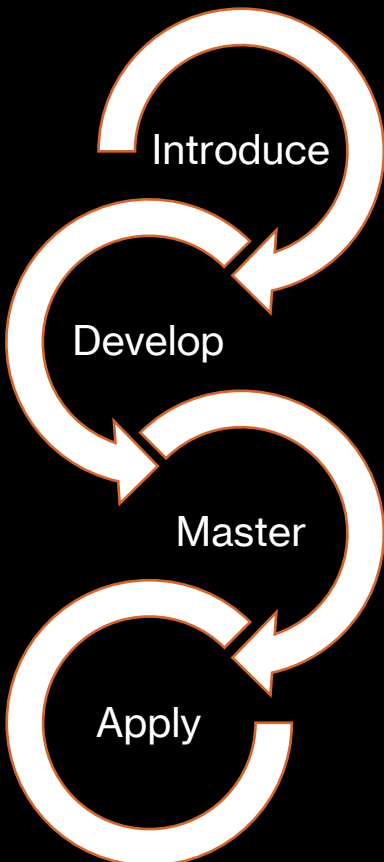
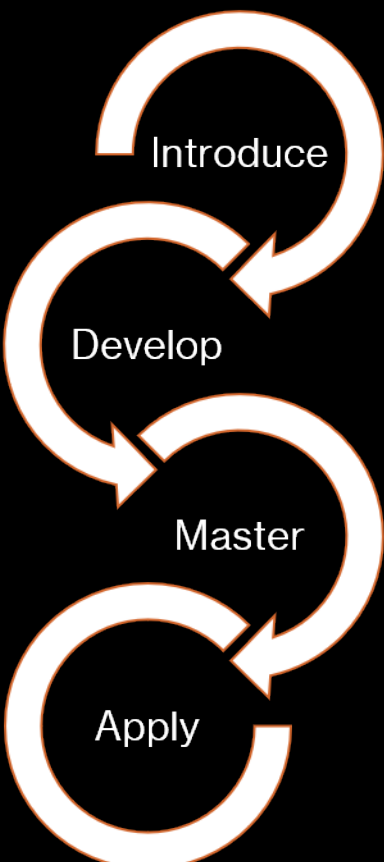
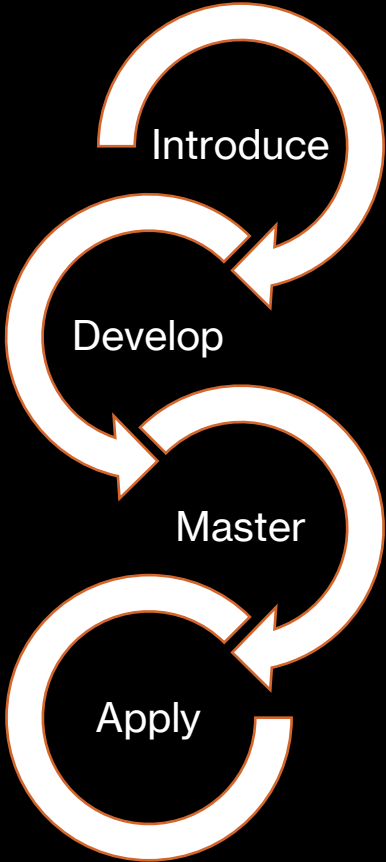
UNTL HISTORY PROPOSAL: BREAKDOWN BY THEMATIC FOCUS

UNTL courses OUTSIDE History (n=8 or 9)	Historical skills (n=6)	Content: Timor-Leste (n=9)	Content: other (n=7 or 8)
4. Portuguese I; Tetum I, English I, Entrepreneurship; Intro to Philosophy	1. Intro to History	-	-
5. Portuguese II; Tetum II; English II; Civic ed; Intro to Sociology	1. Scientific research methods? (may be transversal)		
2. Intro to Anthropology; Intro to Polisci	-	1. Colonization of TL	3. General pre-history; Western civ; Asian civ
-	1. Information science (in Hist?)	5. Pre and proto-hist of TL; TL cultures; religion in TL; art in TL; political hist of TL	-
1 or 0. (this may be intended as Hist.) Contemp societies and globalization	2. Historiography; oral history and memory	-	3. Hist of art (general); geography; hist of Southeast Asia
1. Professional and social ethics	1. Hist research methods	3. History of the independence struggle; history of women and youth; geography of TL	1. History of art
-	Specialization category not counted above. 4. 3 courses in teaching history OR 3 in heritage mgt PLUS one seminar		
-	2. Internship and monograph		

Unidade/kursu sira
bele halo mapa ba
dezenvolvimentu
abilidade?

EZEMPLU ABILIDADE IHA ISTÓRIA HO PROGRESU IDEAL

Análize fonte primária	Komparasaun no análise ba fonte sira	Hatudu evidénsia barak	Kompara interpretasaun sira	Arkivu no peskiza sekundária	Istoria orál
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Abilidade báziku saida mak estudante sira
presiza atu bele halo istória, hetan susesu iha
kursu sira tuir mai, no prátika jestaun
patrimóniu ka hanorin istória ba ema seluk?

1. INTRODÚS

Oinsá mak estudante sira bele hadi'a sira-nia
abilidade istória hodi rezolve problema
istória ka esplika esplikasaun kona-ba
pasadu, no aplika abilidadade hirak-ne'e?

2. DEZENVOLVE

Oinsá mak estudante sira bele halo peskiza iha
arkivu no orál, fahe koñesimentu ne'ebé loos
kona-ba pasadu, no interpreta istória?

3. ATU HETAN MATENЕК

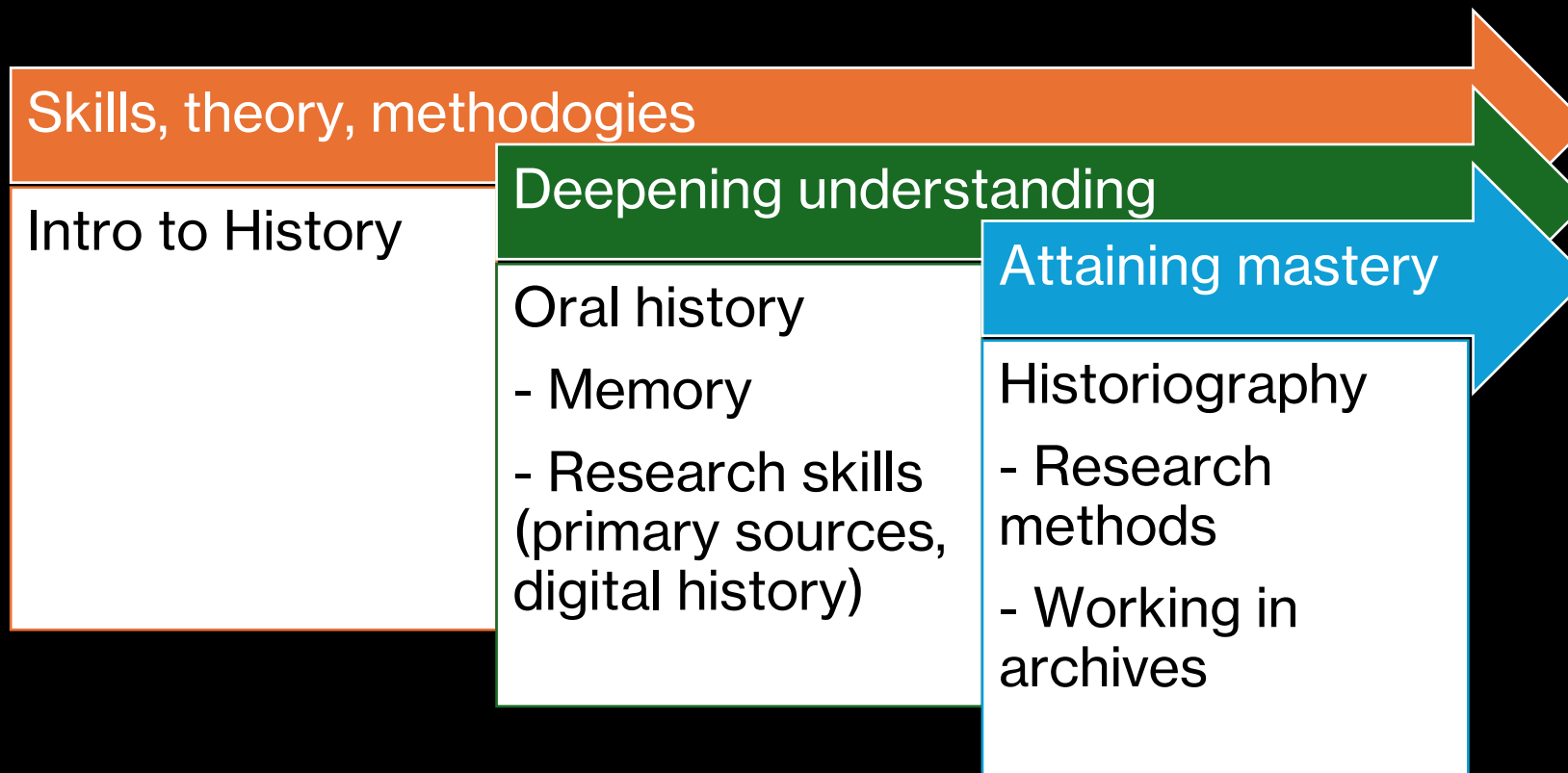
Oinsá mak estudante sira bele uza sira-nia
abilidade iha sala-klase, arkivu, muzeu no fatin
istóriku sira seluk? Oinsá mak hanoín istóriku
bele ajuda habelar konsiénsia istóriku iha
Timor-Leste?

4. APLIKASAUN PRATIKU

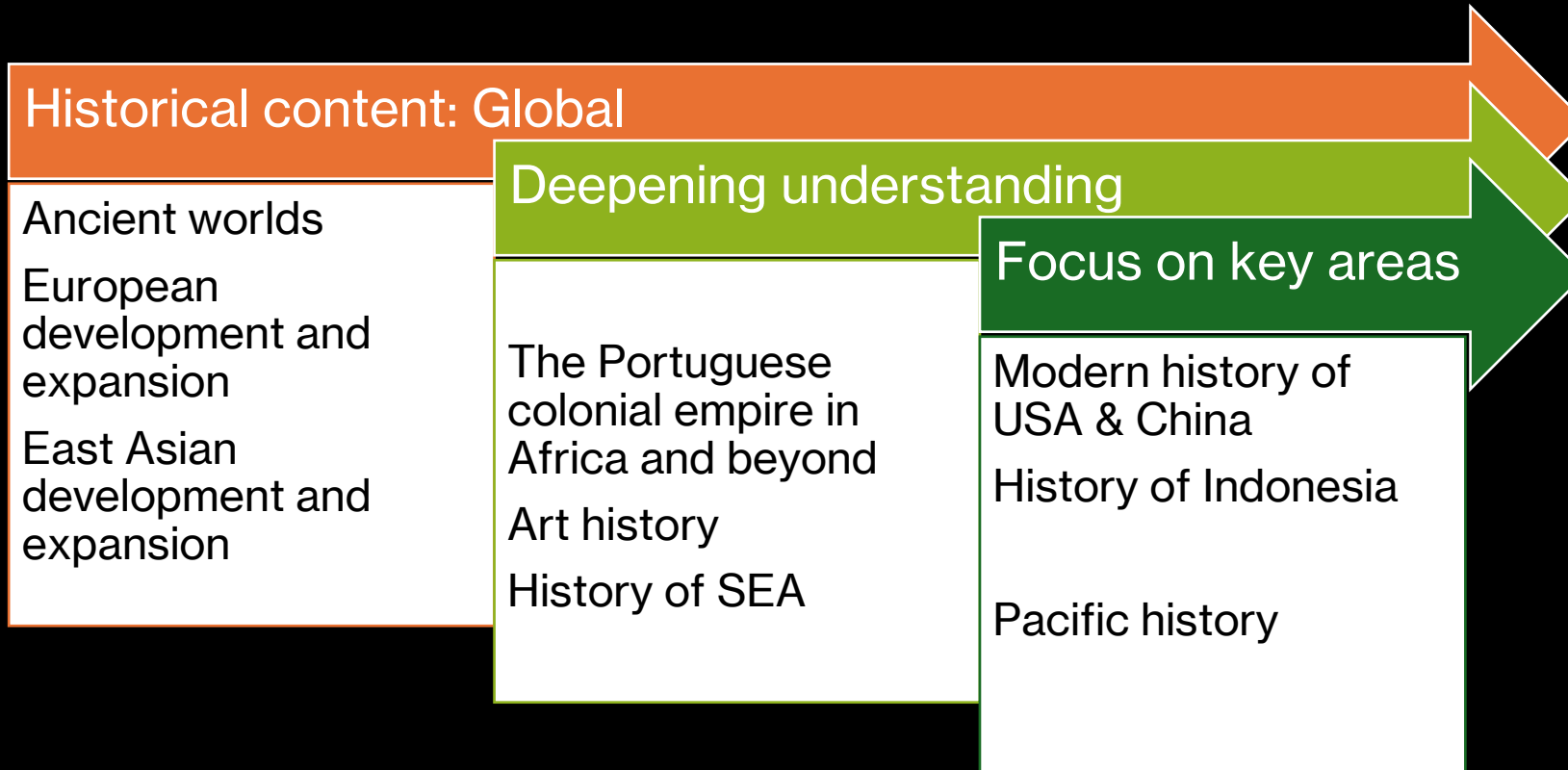
**3. OINSÁ MAK ITA BELE HALO MAPA
KONA-BA ABILIDADE BA UNIDADE
INSTRUSAUN? DALAN IDA-NE'EBÉ
ITA BELE HALO, HO PERGUNTA.**

A small, square wooden block with a light brown, textured surface is centered on a solid orange background. The block has a dark brown number '3' printed on its top face. A soft shadow is cast to the right of the block.

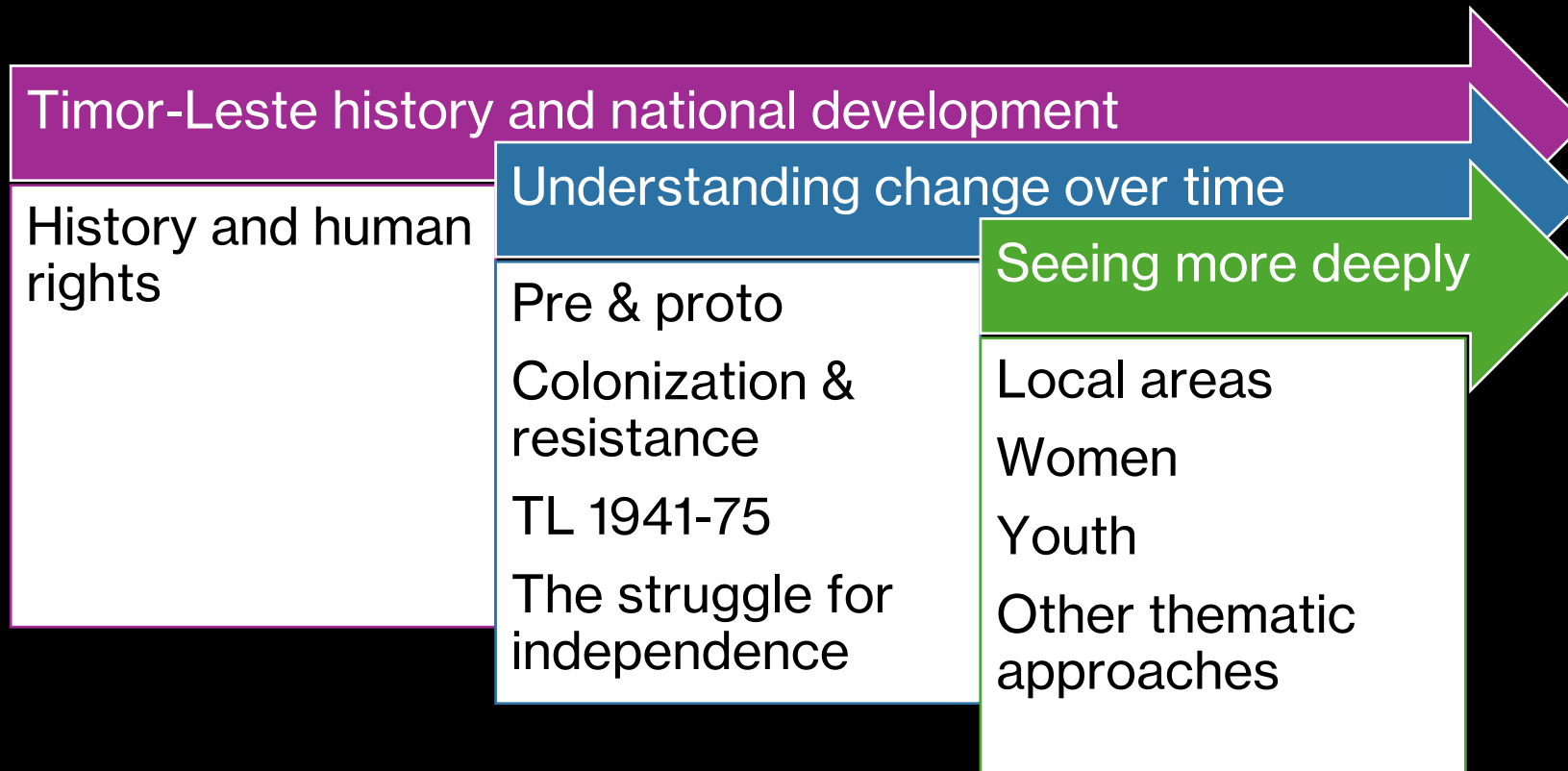
3



**MÉTODU UNIDADE (SAIDA MAK ESTUDANTE SIRA TENKE
HATENE KONA-BA ISTÓRIA?)**



**UNIDADE ISTORIA MUNDIAL (SAIDA MAK ESTUDANTE SIRA
TENKE HATENE KONA-BA MUNDU?)**



ISTÓRIA TIMOR-LESTE (TEMÁTIKU KA KRONOLOJIKU?)

NO BA TINAN 4?

Planu tiha ona
espesializasaun tinan
ikus iha **hanorin istória**
no **jestaun patrimóniu**.

Kolaborasaun ho
fakuldade no
organizasaun sira seluk
ne'ebé envolve husi
desizaun espesializasaun
hirak-ne'e?

Presiza espesializasaun
iha **istória jerál** ka lae?

4. EKIPAMENTU BALUN IHA KLASE LARAN ATU DEZENVOLVE ABILIDADE ISTÓRIKA.

A small, square wooden block with a light brown, textured surface. The top face of the block is painted a solid orange color and features a large, black, sans-serif number '4' in the center. The block is positioned on a larger, textured orange surface, casting a soft shadow to its right.

4

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- | | | | | |
|--------------------------------------|------------------------------------|---|---------------------------------|--|
| ☐ Portrait | ☐ Landscape | ☐ Aerial/Satellite | ☐ Action | ☐ Architectural |
| ☐ Event | ☐ Family | ☐ Panoramic | ☐ Posed | ☐ Candid |
| ☐ Documentary | ☐ Selfie | ☐ Other | | |

Is there a caption? ☐ yes ☐ no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?

EKIPAMENTU KLASSE ATU DEZENVOLVE HANOIN ISTÓRIKU

- Dokumentu análise servisu, Administrasaun Nasional Arkivu no Rekursu EUA, <https://www.arkives.gov/education/lessons/worksheets>
 - Hasoru dokumentu.
 - Haree ba ninia parte sira.
 - Koko atu komprende ida-ne'e.
 - Uza ida-ne'e nu'udar evidénsia istóriku.
- Tipu dokumentu
 - Fotografia
 - Dokumentu eskrita
 - Artefact
 - Poster
 - Mapa
 - Karik
 - Video
 - Sound Recording
 - Arte

FONTE ANÁLIZE (QUEBEC MINISTERIU EDUKASAUN)

Uses

Analyzing a written document is useful for:

- understanding the point of view of the actors or witnesses of a given period
- drawing a nuanced portrait of a given period
- supporting the study of a given period

Examples of document analysis

DOCUMENT 1

A pastoral letter from Monseigneur de Laval about women's dress in church

“No punishment should be spared for those who . . . appear in these places of worship and penitence clothed indecently, scandalously exposing the nudity of their arms, shoulders and neck, content to cover these areas with a transparent fabric, which often serves to give more lustre to this shameful nudity. . . . All of these girls and women are expressly forbidden . . . from approaching the sacraments [for confession and communion], presenting the blessed bread . . . in the indecent manner described in the present pastoral letter.”

François de Laval, *Mandement contre le luxe et vanité des femmes et filles dans l'église* [Pastoral Letter Against the Luxuriousness and Vanity of Women and Girls in the Church], 1682 [translation of modernized French].

- 1. Features of the document**
 - a) It is a written document.
 - b) It is a pastoral letter from the bishop.
 - c) The document is presented on paper.
 - d) It is an excerpt and the language has been modernized to make it easier to understand.
- 2. Production and distribution of the document**
 - a) The document was produced in 1682.
 - b) The document was produced when New France was ruled by a royal government.
 - c) The document was produced in the context of a colony evolving under the royal government and in which the state and clergy were trying to guide the lives of the colonists.
 - d) The document was intended for *Canadien* colonists.
 - e) The document was produced with the aim of conveying instructions to the population.
 - f) The document was not commissioned; it was issued by religious authorities.
- 3. Author of the document**
 - a) Monseigneur de Laval was the author of the document.
 - b) He was the bishop of New France.
 - c) He was the leader of the Catholic Church in the colony and worked hand in hand with the royal government.
 - d) The author of the document took a position: he denounced certain observed behaviour.
- 4. Subject of the document**
 - a) The title given to the document is “A pastoral letter from Monseigneur de Laval about women's dress in church.” The title of the source document is *Pastoral Letter Against the Luxuriousness and Vanity of Women and Girls in the Church*.
 - b) The main subject of the document is the clothing worn by certain women in the church, deemed indecent by the author.
 - c) The secondary idea of the document is that those who wear such clothing will be forbidden from taking part in certain religious practices.

TOOL 2

Critical analysis of sources

A critical analysis of sources involves studying documents with the help of specific questions to guide the analysis. Some questions are related to the type or category of the document to be analyzed, whether it is a primary source or secondary source. Consequently, some of the questions below may not apply in all cases.

Here is a list of questions that can be helpful when analyzing a document.

- 1 Features of the document**
 - a) What type of document is it?
 - b) Into which category does the document fall?
 - c) In what format or medium is the document presented?
 - d) Is it an original document, a reproduction, a copy or an excerpt?
 - e) In what specific circumstances was the document produced?
 - f) For whom was the document intended?
 - g) For what purpose was the document produced?
 - h) Was the production of the document commissioned?
- 2 Production and distribution of the document**
 - a) What was the date of production of the document?
 - b) What was the date of distribution of the document?
 - c) On what date did the events referred to in the document occur?
 - d) In what general historical context was the document produced?
- 3 Author of the document**
 - a) Who was the author of the document?
 - b) What was the author's role?
 - c) What were the author's allegiances?
 - d) Did the author take a position?
- 4 Subject of the document**
 - a) What is the title of the document?
 - b) What is the document's subject or main idea?
 - c) What are the document's secondary ideas?

Primary source documents

Definition: documents written or created by witnesses or actors who were living at the time of the event under study

Examples: speech, sermon, legal document, travel story, code of law, diary, newspaper article, painting, photograph

Uses: to learn about a point of view from that period

Difficulties of analysis: primary sources can be biased, since the personal opinion of the author can influence the meaning of the document or the author may only report his or her perspective. To analyze these documents, it is important to know about the author and the context in which the document was produced.

Secondary source documents

Definition: documents written or created by people who interpret primary source documents

Examples: historical book, history textbook, historical film or documentary, work of art

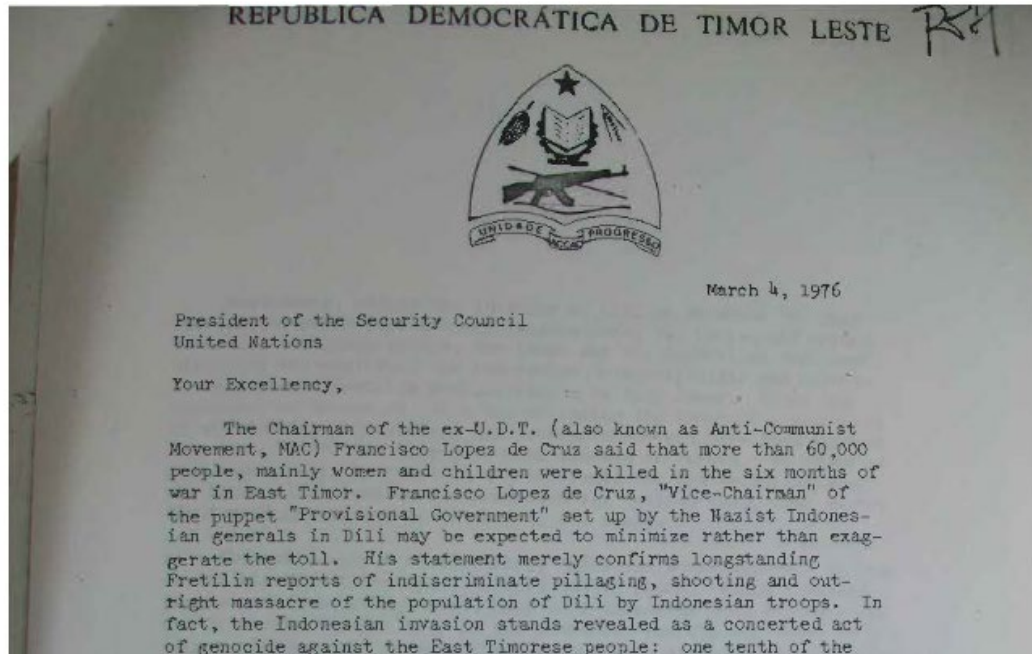
Uses: to learn the interpretations of historians, which are often different

Difficulties of analysis: secondary sources are interpretations, that is, they present the point of view of a person who did not live during the time of the events under study. To analyze these documents, it is important to know the historical period and events or historical actors addressed in the document. It is also important to carefully analyze the author's intentions.

TOOLBOX 267 99

HAMUTUK HALO DOKUMENTU SIRA (HISTORYBEYONDBORDERS.CA)

violate international law and “connive in the legitimization of genocide.” In an appeal to the UN Security Council, it called the resistance and reconstruction work of “a whole nation” that was then going on “the most genuine and unquestionably courageous act of self-determination.”



An act of no choice: the “integration” of Timor-Leste, 1976

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May 31, 2021

An act of no choice: the “integration” of Timor-Leste, 1976

E-dossier #6. An act of no choice – Sporting Club, Dili, 31 May 1976

On 31 May 1976, the Sporting Club in Dili hosted a controversial ceremony in which a handful of Timorese

OLDER POSTS

> July 2021

> June 2021

> May 2021

> May 2020

> April 2020

> June 2017

CATEGORIES

> Advocacy groups

HALO PASADU: **SIMULASAUN** ISTÓRIKA ATU ENKORAJA ESTUDANTE SIRA-NIA **PARTISIPASAUN**

Mini-simulation: Three Ways of Thought in Ancient China

In this simulation, students will divide into groups to simulate one of the three schools of thought in ancient China. You will research the views of your school of thought, and represent them in a debate to convince the emperor of the best policy decision. You will have a chance to meet in your group, then to develop proposals. Each group should come up with talking points, and then collaborate on writing them up. Finally, each group will present and advocate its stance in class.

Groups: The three groups are: the School of Virtue (Confucians), the Followers of the Way (Daoists), and the School of Statecraft (Legalists). You will be assigned to school of thought. Each school should then divide in two, and each of the smaller groups should concentrate on one of the two issues to be debated. The two smaller groups within each school may collaborate or not, depending on their own preference.

You will be randomly assigned to groups.

Time will be allotted in class to work in groups. You may also wish to work together outside class time. Each school will have a private forum on the HIS 283 moodle site to do their collaborative writing work. Your mark for this exercise will based on a combination of your group's work and your individual contribution to that work.

There will be, then, six groups, with one from each of the three schools each addressing a separate issue.

School	The Debate on Land	The Debate on Taxes
Confucians	Group C1	Group C2
Daoists	Group D1	Group D2
Legalists	Group L1	Group D3

The debate questions: An imperial edict from a new Emperor of united China asks learned men from three major schools of thought to advise him on the policy to be taken on two issues. Remember in considering these issues that Chinese society is ideally divided into four classes: scholars, peasants, artisans, and merchants. *The Debate on Salt and Iron* provides an example of one debate (between Legalists and Confucians). You should familiarize yourself with your school's general philosophy and apply it to the specific issue at hand. At the same time, it is worth familiarizing yourself with the other school's general approaches: this will help you to anticipate their arguments.

The first issue:

The Emperor says: "Since the unification of All Under Heaven, the classic well-field system has fallen into disuse. Some own their land and are taxed by the state; others work land they do not own, while some own land they do not work. There are those who say the changes are good, and those who say it is an ill wind that brought such change. How should land best be divided amongst the people?"

The second issue:

The Emperor says: "The Middle Kingdom needs cash income to carry out good works and defend the people from bandits and barbarians. How should the tax system be

Bishop's University, History & Global Studies 105

Halls of Mirrors: Peacemaking in Paris, 1919



A Historical Simulation

David Webster

Bandung 1955: The Search for Independence



Game booklet

Version 1.1

March 2021

Not for distribution

**THANK YOU /
OBRIGADO**

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