

HISTORICAL SKILLS AND CURRICULUM

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1. HISTORICAL METHOD : INTERNATIONAL MODELS



HISTORICAL METHOD (VIA CARR, WHAT *IS* HISTORY? AND PROCTOR, MAKING HISTORY)

Ask historical questions

Identify our own motives in asking them

Research, research, research (often by starting with secondary sources)

Identify a hypothesis to guide further research (especially in primary sources)

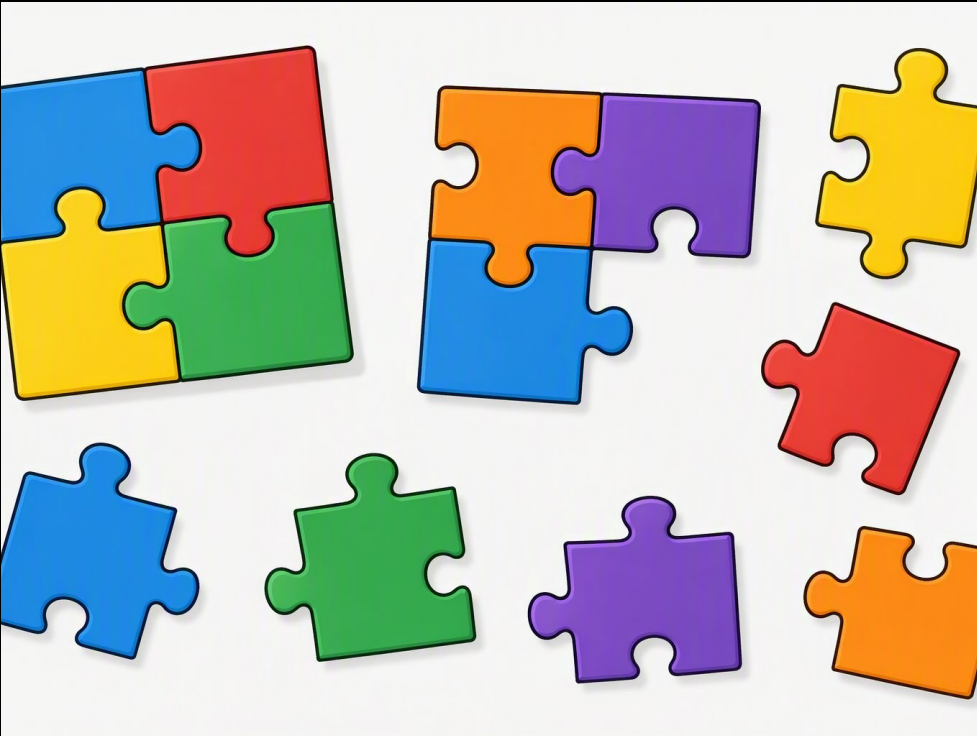
Construct a narrative (being aware that it is constructed)

Using the evidence you have, determine

- Chronology
- Relevance
- Key facts (“tent poles”)
- Source bias
- Gendered bias

Continue research and refining thesis and argument in light of the evidence

INTELLECTUAL OPERATIONS (ADAPTED FROM MELS-QC)



Some facts come together to form a coherent explanatory narrative. Some others do not. The danger is politicized cherry-picking of facts.

Situate in	context of space and time
Establish	what are the (relevant) facts
Identify	similarities and differences
Determine	causes and consequences
Analyze	changes and continuities
Connect	relevant facts to form narratives
Establish	links of causality

OFFICIAL HISTORIES, WILD HISTORIES, FRAGMENTED HISTORIES

- Sima Qian, the first to write a dynastically-sanctioned history in China, recounts the past from **multiple perspectives**.
 - the centre
 - through the eyes of nobles, generals, assassins...
 - Life stories of commoners and jesters
 - No version of the same events privileged over others
- Official dynastic histories drop multiplicity of perspectives for a “dynastic cycle” of rise, flourishing, decline and fall, mediated by moral judgments
- “Wild histories” continue to tell irreverent histories from below
- **Fragments** of history (Chaterjee) **disrupt** but also **complete official** narratives on the *Sejarah Nasional* model

2. APPLYING TO CURRICULUM

A wooden block with a dark brown, textured surface is positioned in the center of the frame. The block is square-shaped and has a large, black, serif number '2' printed on its top face. The block is set against a solid, bright orange background. A soft shadow is cast to the right of the block, indicating a light source from the left.

TEACHING HISTORY: CONTENT AND SKILLS

Skills should ideally be mapped to courses and build towards mastery over 4 years of study

Ensure inclusion of content in year one, to eg engage with primary sources and dispel “youtube thinking” or “single-source truthing” among students (ie instill critical thinking)

Draw on existing resources eg updated CNC history and human rights for university module* which includes introductory content that can be used to teach basic historical skills

Address the politicization/mobilization of history from the beginning – studying fragments alongside single national(ist) historical narratives is also building the nation

Emphasize primary source analysis and close reading of secondary sources from the beginning

* 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.

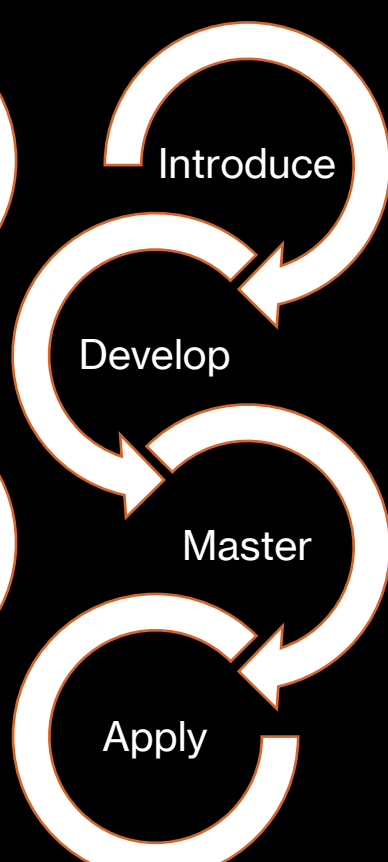
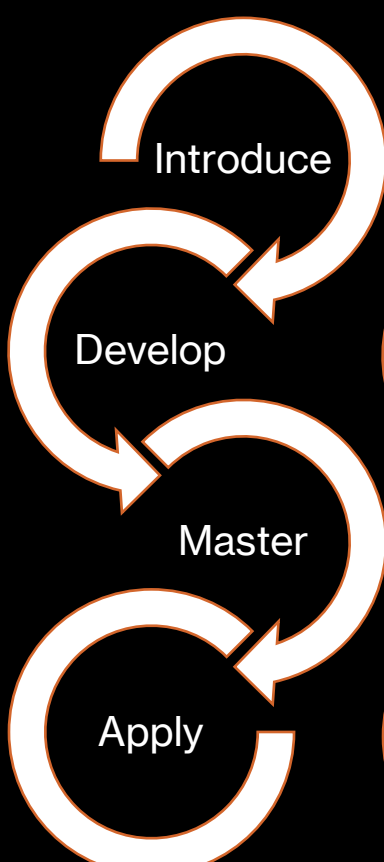
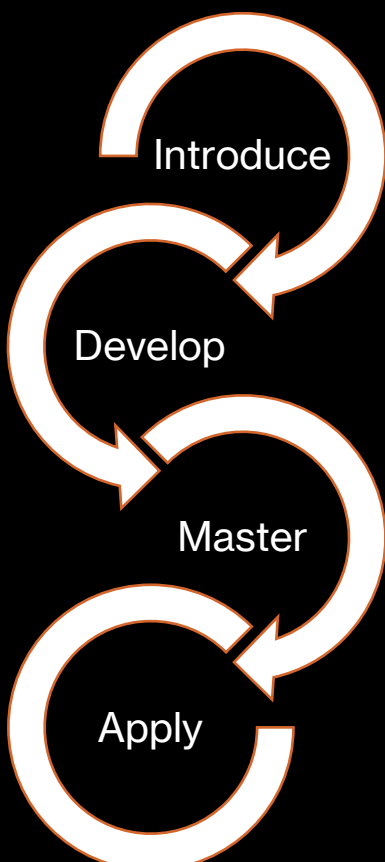
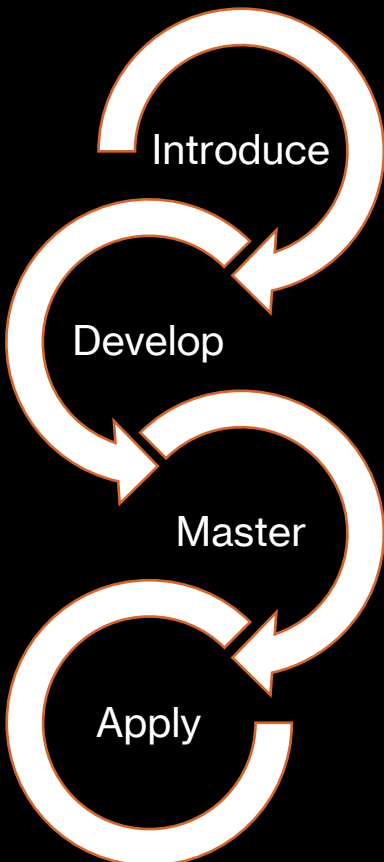
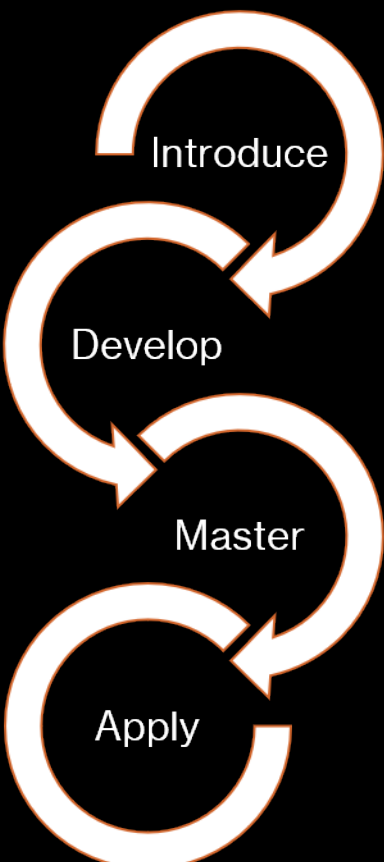
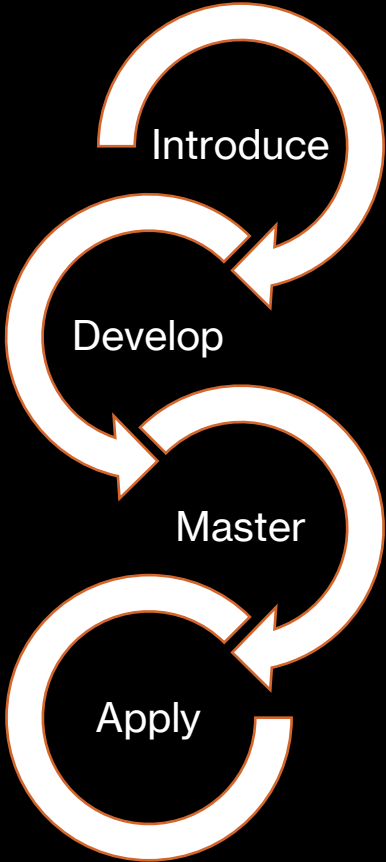
UNTL HISTORY PROPOSAL: BREAKDOWN BY THEMATIC FOCUS

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		

Can the
units/courses be
mapped to skills
development?

SAMPLE SKILLS IN HISTORY WITH IDEAL PROGRESSION

Primary source analysis	Comparison and analysis of sources	Weighing evidence	Comparing interpretations	Archival and secondary research	Oral history
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What basic skills will students need in order to do history, succeed in later courses, and (later on) practice heritage management or teach history to others?

1. INTRODUCE

How can students **improve** their historical skills to solve historical problems or craft explanatory narratives about the past, and (later on) **apply** those skills?

2. DEVELOP

How can students become historians able to **research** in archival and oral sources, **share** accurate knowledge about the past, and **interpret** history?

3. MASTER

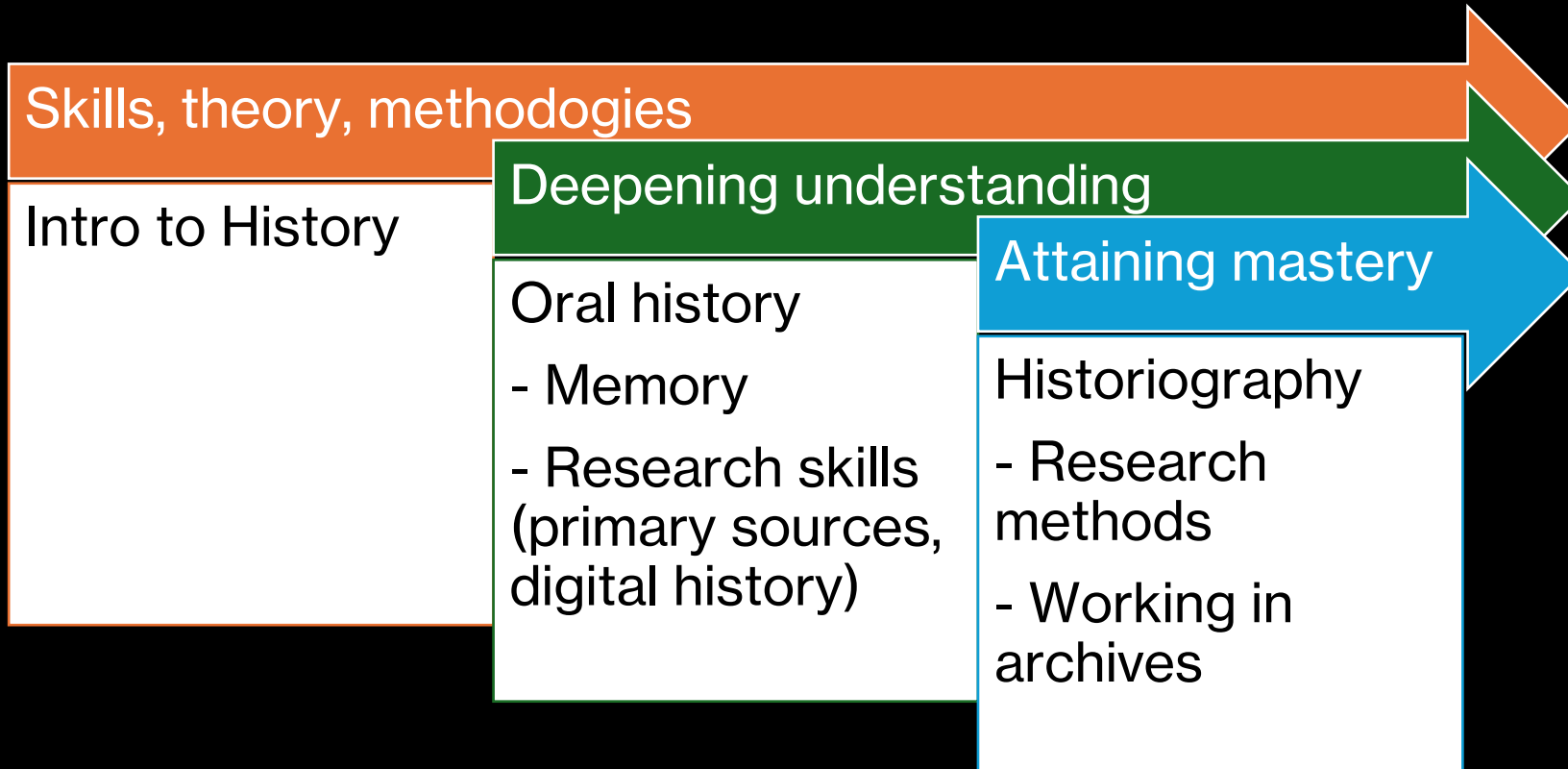
How can students **employ** their skills in **classrooms, archives, museums** and other **historical spaces**? How can **historical thinking** help to spread **historical awareness** in Timor-Leste?

4. APPLY

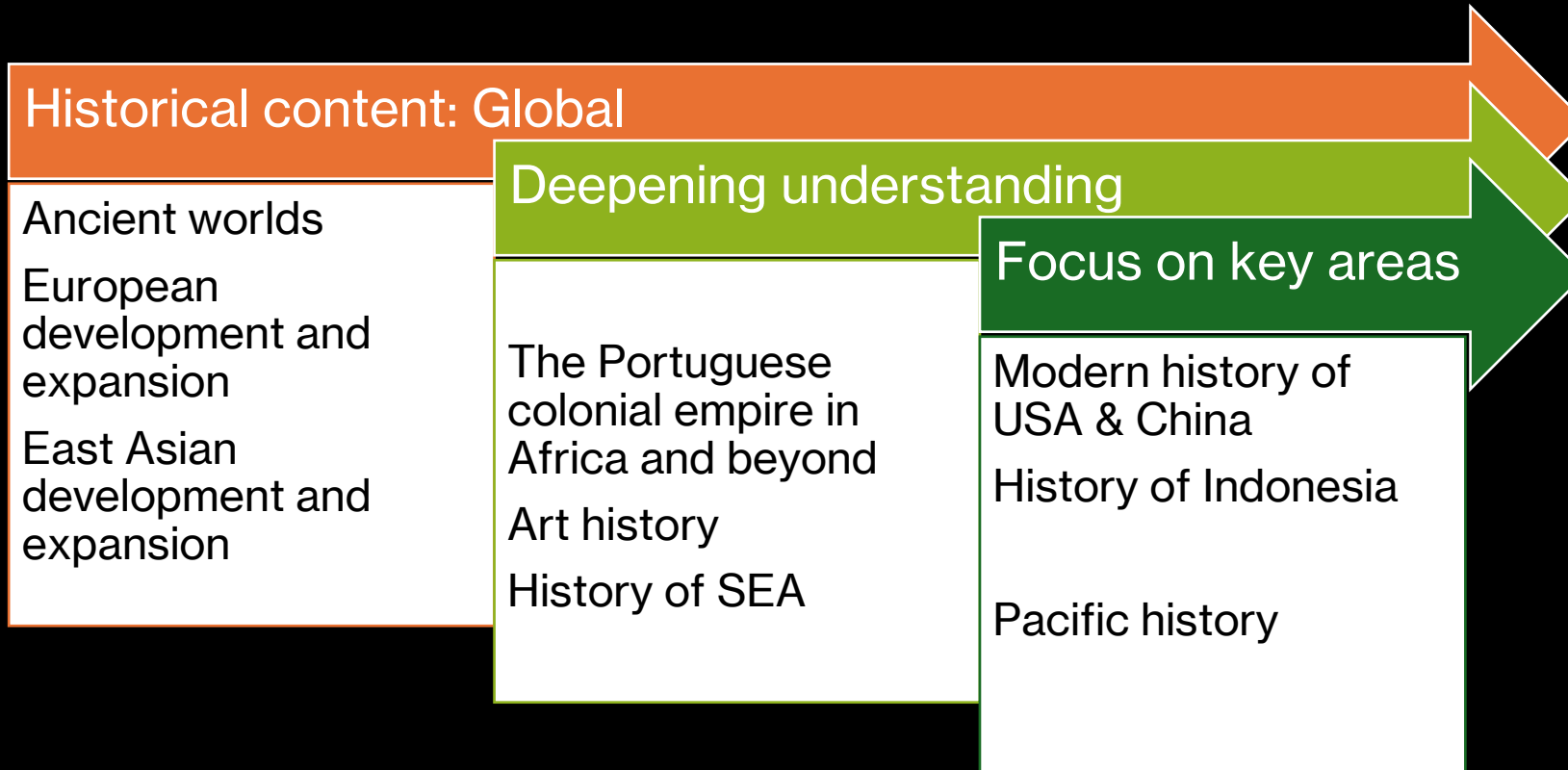
3. HOW CAN SKILLS BE MAPPED ONTO INSTRUCTIONAL UNITS? ONE POSSIBLE PATH, WITH QUESTIONS.

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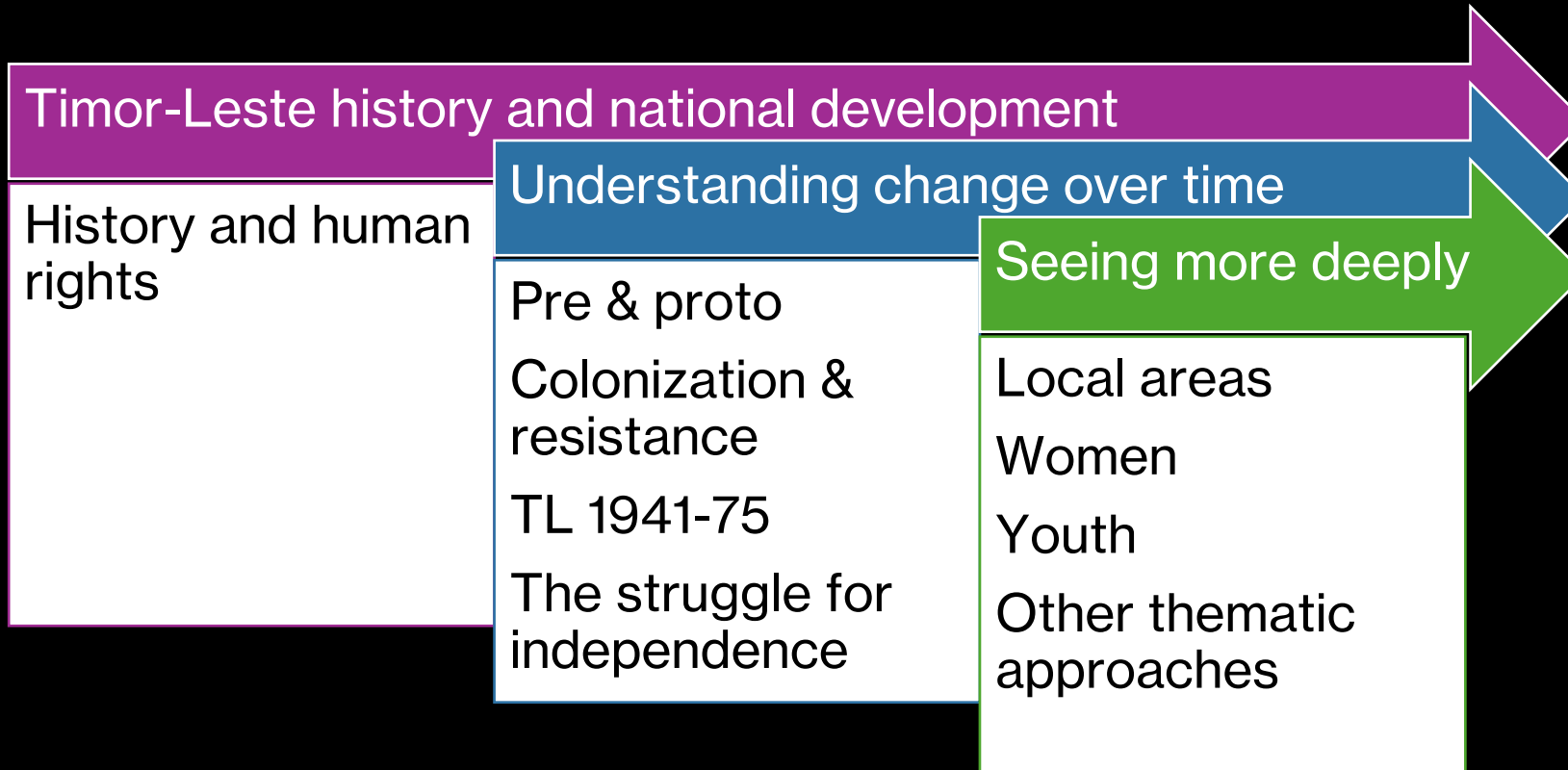
3



METHODS UNITS
(WHAT SHOULD STUDENTS KNOW ABOUT HISTORY?)



**NON-TIMOR HISTORY UNITS
(WHAT SHOULD STUDENTS KNOW ABOUT THE WORLD?)**



**TIMOR-LESTE HISTORY TOPICS (SHOULD TL HISTORY BE
TAUGHT THEMATICALLY OR CHRONOLOGICALLY?)**

AND FOR YEAR 4?

Final-year specializations in **history teaching** and **heritage management** are planned.

What **collaborations** with other faculties and organizations are implied by these specialization choices?

Is a specialization in **general history** research needed?

4. SOME CLASSROOM TOOLS FOR HISTORICAL SKILLS DEVELOPMENT

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?



CLASSROOM TOOLS TO DEVELOP HISTORICAL THINKING

- Document analysis work sheets, US National Archives and Records Administration, <https://www.archives.gov/education/lessons/worksheets>
 - Meet the document.
 - Observe its parts.
 - Try to make sense of it.
 - Use it as historical evidence.
- Types of document
 - Photograph
 - Written Document
 - Artifact
 - Poster
 - Map
 - Cartoon
 - Video
 - Sound Recording
 - Artwork

SOURCE ANALYSIS (QUEBEC MINISTRY OF EDUCATION)

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

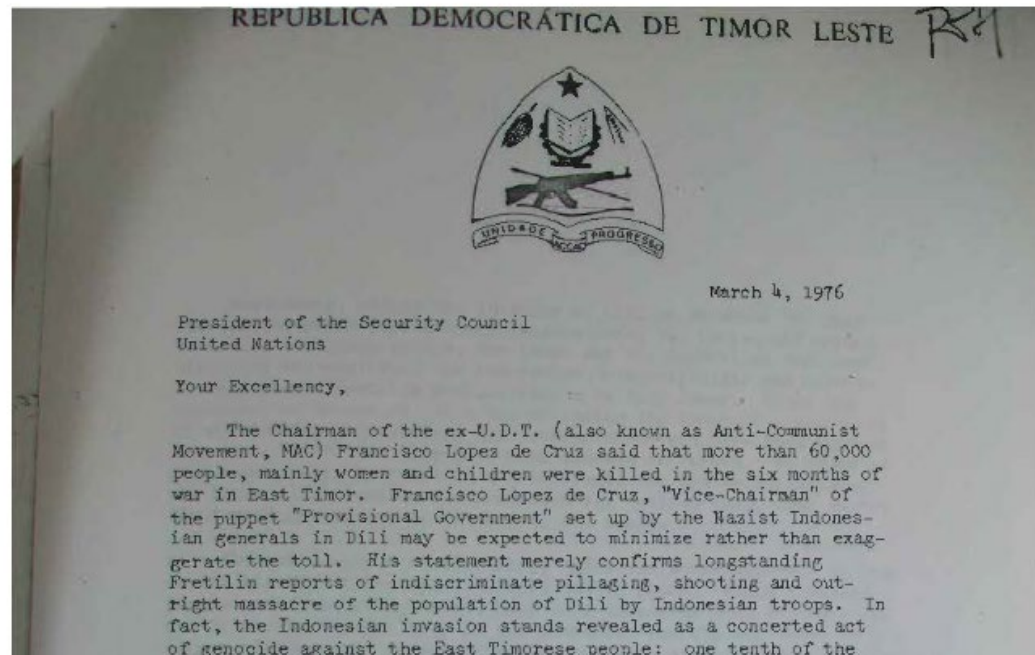
Uses: to learn the interpretations of historians, which are often different

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

PUTTING DOCUMENTS TOGETHER (PRIMARY SOURCE DOSSIER FROM 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

Home / United Nations / An act of no choice: the “integration” of Timor-Leste, 1976



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

PLAYING THE PAST: HISTORICAL SIMULATIONS TO ENCOURAGE STUDENT PARTICIPATION

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 be 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 L3

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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