



TEACHER NOTE 3

There are many details that students could include. For example, they might say: While the Austro-Hungarian Empire still ruled Sarajevo, the site of the assassination was significant as the site of an atrocity against the government. Today the memorial plaque on the site is deliberately neutral in tone and the assassination has become the focus of attempts to build peace and reconciliation. In the intervening 100 years, the site has been significant to people in power in Sarajevo, but in very different ways. For example, There are differences in the way the site is significant due to the ethnicity or nationality of the people in power, the aims of their government, the way they viewed themselves, the pressures they were under etc. What you are assessing is your students' ability to explain how and why the differences exist. If they can do this in detail it will show you that they have grasped the concept that historical significance can vary from group to group (or person to person) and can change over time. Also that while people might agree an event is historically significant, they can also disagree about how and why it is so

the card sort. You are helping them to turn their focus from the content detail to what it means for the historian trying to assess historical significance.

Teacher material

Remembering the assassination in Sarajevo

Activity Plan

Preparation

Ask your students to read / revise about the assassination of Archduke Franz-Ferdinand and his wife Sofia in Sarajevo on 28th June 1914.

To start

Share with your class: The 100th anniversary of the assassination was marked in Sarajevo in a variety of ways. There was a major programme of peace events, and also artistic and cultural events, including the presentation to the people of a large scale outdoor public sculpture. A concert from the Vienna Philharmonic Orchestra in the newly restored Sarajevo City Hall was another symbol of peace and reconciliation in the region and across Europe.

Discuss: Ask your class what they think these commemorations in Sarajevo in 2014 reveal about how the people with power in Sarajevo view the assassination?
[TEACHER NOTE 1](#)

Card sort activity

Give your students the card sort activity in pairs of small groups – see student material. Ask them to match the memorialisation of the site with the description of who was in power at Sarajevo at the time. You need to check they have got these right, either by going over the answers as a whole class, or getting peers to review and correct each other's matching of the cards. The students may want to keep the cards in view in order to refer to them in the rest of the activity.

Discussion

Either in small groups, or as a whole class, discuss how the significance of the assassination to people in power in Sarajevo 1914-2014 can be described.
[TEACHER NOTE 2](#)

Suggested assessment task

In order to assess if students have achieved the learning outcomes of this activity, they could be asked to write an entry for a tourist guide to Sarajevo. Guides, such as the 'Rough Guide' series, have information boxes about sites of special interest. Ask students to write the paragraph for the tourist guide explaining how and why the assassination of Franz-Ferdinand by Gavrilo Princip has been differently significant to different people in power in Sarajevo 1914-1918. To do this they will need to refer back to the card sort. [TEACHER NOTE 3](#)

Sources:

1. "Gavrilo princip". Licensed under Public domain via Wikimedia Commons.



2. Picture 1917 from Museum of Sarajevo – printed in 'Once upon a time... we lived together 1900-1945', (2014) EUROCLIO.
3. Private photo printed in 'Once upon a time... we lived together 1900-1945' (2014) EUROCLIO.
4. Foto SOMA, nr 64837, picture taken on 28 April 1941.
5. "Gavrilo Princip steps and plaque", picture taken on 1 May 1987. Licensed under Creative Commons Attribution 3.0 via Wikimedia Commons.
6. "Gavrilo princip memorial plaque 2009" by Michael Bükderivative. Licensed under Creative Commons Attribution 3.0 via Wikimedia Commons.