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Multiperspective Attitude in the English and Hungarian Regulatory Documents

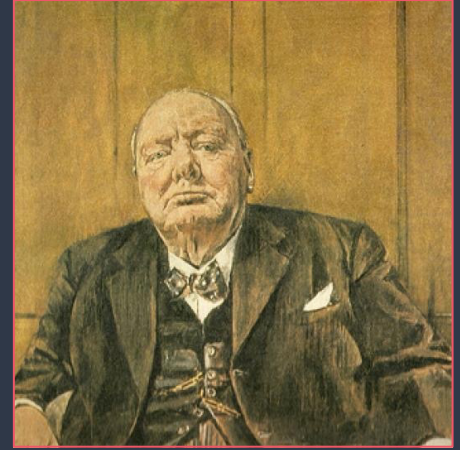
27.05.2021.
HUCER 2021 Conference



National Portrait Gallery
Douglas Granville Chondor: Churchill
https://npg.si.edu/object/npg_NPG.65.76



November 30 1954
The Guardian
<https://www.theguardian.com/artanddesign/2008/aug/28/art1>



Sutherland: Churchill
The Churchill Project
<https://winstonchurchill.hillsdale.edu/sutherland-portrait/>



Stalin, 1945:

“Churchill is the kind of man who will pick your pocket for a kopeck! And Roosevelt? He is not like that, he dips in his hand only for bigger coins. But Churchill? He will do it for a kopeck!”

The Washington Evening Star, 1965:

“Churchill is dead, gone from the world he saved. And the world he saved, distracted still by the flow and eddy of modern events, has not yet reckoned its debt to him. Perhaps that sum cannot be reckoned up, so great it is. ”

CONTENT

Introduction

Multiperspectivity

**History teaching
in England and
Hungary**

**Regulatory
documents**

**Examples of
multiperspective
moduls**



Multiperspectivity

Perspectus = see through

„To observe and analyse issues from

- More than one standpoint (angles, times, social class etc.);***
- More than one perspective (frame of reference, culture, theoretical paradigm or mind-set),, (Sutton et al, 2020)***

Euroclio (2000) Lisbon

International Society for History Didactics (2000) Oslo

Robert Strandling (2003)

Kratochvíl Viliam (2008)

UNESCO (2010)

Ágnes F. Dárdai (2002), László Kojanitz (2007), György Jakab (2013), József Kaposi (2018), Barnabás Vajda (2018)

European Council (2011)

USA C3 Framework (2013)

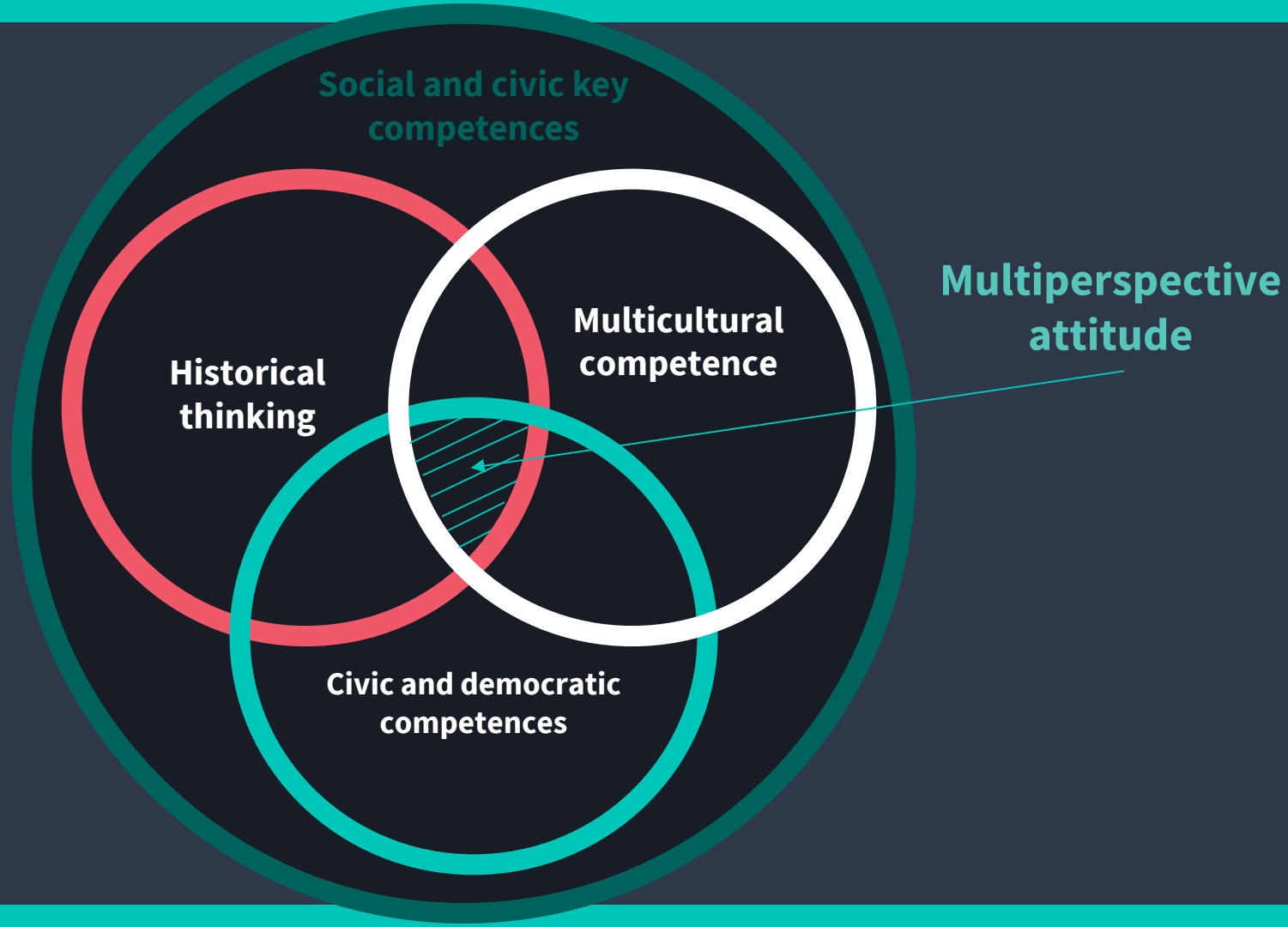
Eurydice (2017, 2018)

Bjorn Wansink (2018) Arthur Chapman (2020)

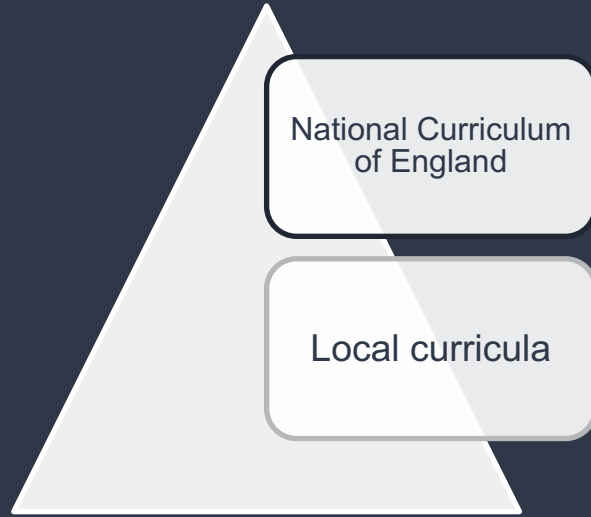
Magyar Nemzeti Alaptanterv (2013, 2020)

National Curriculum of England (2013)

Euroclio (2019, 2020)

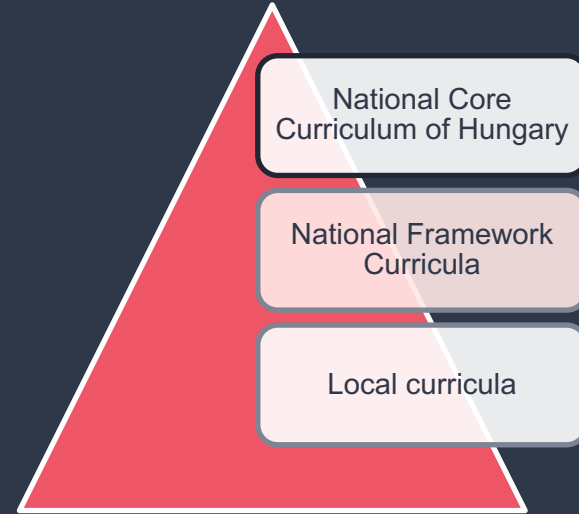


History Teaching in 2 different regulatory systems



Anglo-Saxon/ Atlantic type education structure

- 2 level regulation
- serious professional autonomy
- 3 key aims of development
- Non-government exam centres
- Private textbook publishers



Continental type education structure

- 3 level regulation
- Detailed and thorough content regulation
- Key competences and aims of development
- central exam organisation
- National publisher

Educational Stages of England and Hungary		
ISCED Levels	England	Hungary
ISCED 1	KS1 (School year 1-3)	School year 1-4
	KS2 (School year 3-6)	
ISCED 2	KS3 (School year 7-9)	School year 5-8
ISCED 3	KS4 (School year 10-11)	School year 9-12
	KS5 (School year 12-13)	

Components of the curricular development aims

England ISCED 2 (KS3)

„(...) the ability to create **their own** structured accounts, selecting organising and communicating their knowledge and understanding **in written narratives, descriptions and analyses**, reaching substantiated conclusions when appropriate

(...) understanding of **how evidence is used** rigorously **to make historical claims, discerning how and why different interpretations of the past have been constructed.**

(...) the ability **to understand and use critically** and constructively a range of **contemporary source** material appropriate to the period to **frame their own valid historical questions** and make their own valid historical **claims**”

National Curriculum of England (2013)

Hungary ISCED 2

„(...)4. Able to **analyse the intention** of different authors, **evaluate the reliability** of different sources;

5. Able to **chose sources** of different types matching the intentions;

6. Able to **compare** the sources to own knowledge and to other sources and explain the **reason behind the difference.**

7. Able to **choose the suitable sources to support a claim or opinion**

(...)

11. **Compare and critically evaluate the differing viewpoints** concerning different events and historical characters.”

National Curriculum of Hungary (2020)

Fields of textbook analysis



Authorial text

Alternative viewpoints
differing ideas
presence of debate



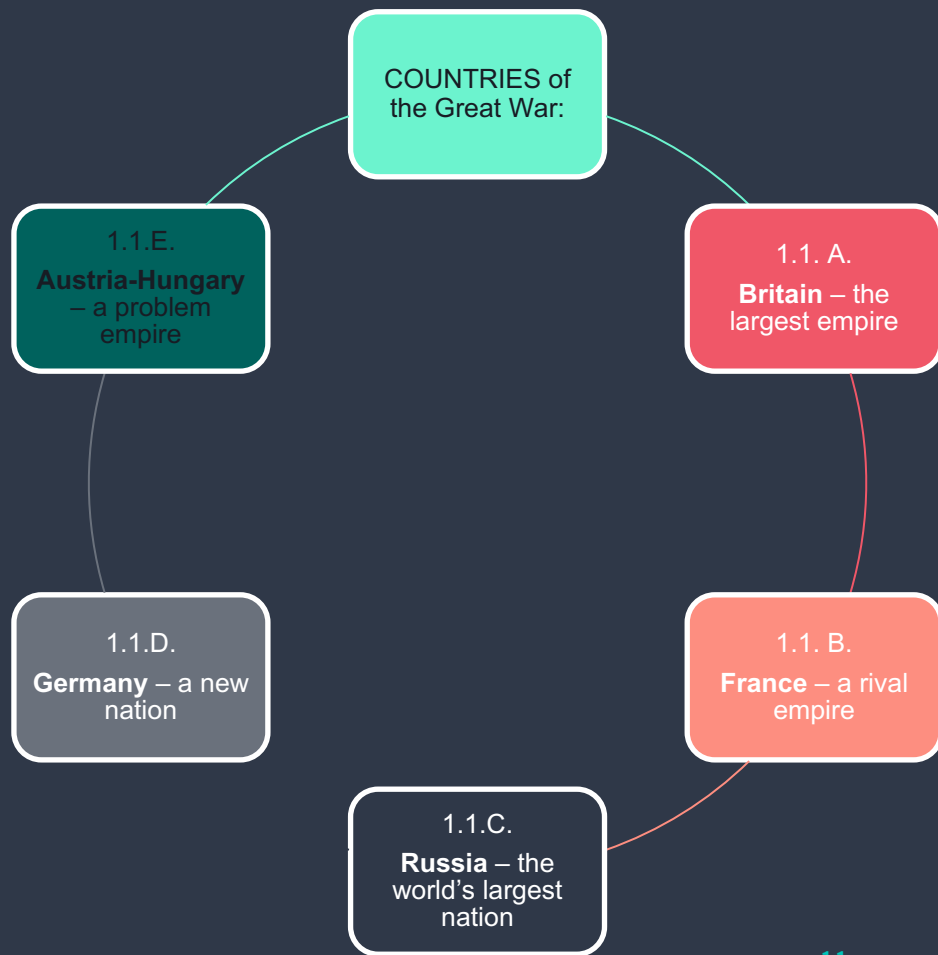
Sources

Parallel accounts / narratives of
the same issue.
Primary - secondary
Textual, visual, auditive,
audiovisual, digital



Didactic apparatus

Aim of active participation
Levels of complexity
Categorisation of tasks



Example 1.

Authorial text: structure and content

Oxford AQA GCSE History

Conflict and Tension: First World War 1894-1918

9 pages devoted to the countries of the Great War

Comparable background:

- Ruling (Britain)
 - The (British) Empire
 - (Britain)’s issues
 - Essential statistics
- + 2 visual sources
+ 1 primary textual source
+ 1 didactic block

1.1B

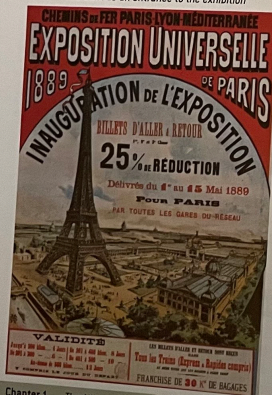
Who were the great powers of Europe before the war?

France – a rival empire

In the early 1800s, under Napoleon, France was one of the strongest and most feared military powers in Europe. Many French people had been very proud of this history, but by the late 1800s much of this national pride had been lost. In 1870 the French were beaten by German forces in the Franco-Prussian War. After this defeat, Germany took two areas of land from France – the rich coal, steel and glass production regions of Alsace and Lorraine. These areas were not just valuable pieces of land, but their loss was a bitter blow to French pride. From this point on, many French people wanted revenge against the Germans.

By the early 1900s, farming was still one of France's main industries and around 40 per cent of the population were farmers. Although there were also many factories producing goods that were traded all over the world, France could not match the industrial output of Germany and Britain.

SOURCE D Paris became centre stage in 1889 for the 'Exposition Universelle', world fairs, such as this one, are large international exhibitions designed to display a nation's achievements; a new 324-metre tall steel arch – the Eiffel Tower – was built as an entrance to the exhibition



However, France rivalled any country in the world in science, technology and culture:

- Paris was the centre of the world fashion industry.
- Many of the world's most famous writers, painters and musicians lived and worked in France.
- French food was viewed by many as the finest in the world.
- Frenchman Louis Pasteur made remarkable breakthroughs in the causes and prevention of diseases; whilst working in France, Pierre and Marie Curie did pioneering work on radioactivity, paving the way for scientists in later years to work on cancer treatments.
- France led the world in the development of cinema, aeroplanes, motorcars and motorcycles.

SOURCE E Adapted from an official report by W.B. Franklin to the members of the United States Congress after visiting the 1889 Exposition; Franklin was one of America's official representatives in Paris

The event was organized perfectly – the magnificent show of industrial and agricultural products, the fine art exhibits, which have never been equalled, the splendid works of engineering and agriculture, the intelligent historical exhibits and the colonial exhibits. In fact, everything connected with the event convinces me that the nation which could organize such a grand exhibition must be an equal of any other modern nation.

Ruling France

France did not have a ruling royal family like many of the other leading European powers. It was a republic – a nation ruled by an elected president with the help of elected politicians. Many of France's army generals also had lots of political power and not only held high-ranking positions in the Army, but held important jobs in the government too.

Many French politicians had a long-standing hatred for Germany and wanted revenge for the Franco-Prussian War. Some government policies brought in during the early 1900s were concerned with increasing the size of France's army and navy. These policies were a result of a long-standing fear of German attack.











The French Empire

The French Empire was the second largest behind the British Empire. At the outbreak of war in 1914, after years of expansion in the late 1800s, the French controlled around 11 million square kilometres of land and nearly 60 million people, mainly in West and North Africa and in South East Asia.

France's issues

France was one of the world's leading trading nations as a result of the size of its empire, but it was beginning to fall behind many other nations, including Britain and Germany, in the production of goods and materials such as iron, coal, steel, ships and food. Also, despite being twice the size of Britain and around the same size as Germany, France's population was less than both of those nations – and was shrinking every year.

Essential statistics: France in 1914

Population of France		41 million
Size of army		1,250,000
Battleships		46
Submarines		73
Air force		132 lighter and bomber planes
Number of colonies		29
Population of colonies		58 million
Size of the colonies		11 million square kilometres
Coal production per year		40 million tonnes
Steel production each year		5 million tonnes

The French Empire at the outbreak of the First World War



Work

- France, like Britain, had a huge overseas empire.
 - What are the advantages of having a large empire?
 - Can you think of any disadvantages?
- What impact did the Franco-Prussian War have on the French attitude to Germany?
- Read **Source E**. In your own words, sum up what the visitor says about:
 - The 1889 Exposition
 - The French nation.
- In what ways was France a leader in science, technology and culture by the early 1900s?

Extension

France's president from 1913–20 was named Raymond Poincaré. Find out about Poincaré's background. What region of France was he from? Suggest why he may have had strong anti-German feelings. Do you think this influenced his dealings with other European countries?

Textual sources:

Interpretation didactic modules

2 textual sources of the same topic + didactic tasks

13 examples:

The Weimar reparations

Reichstag Fire

Fetterman Massacre

Hitler Youth Camp

Nicholas II. And his government

October Revolution

Five year plans

American society

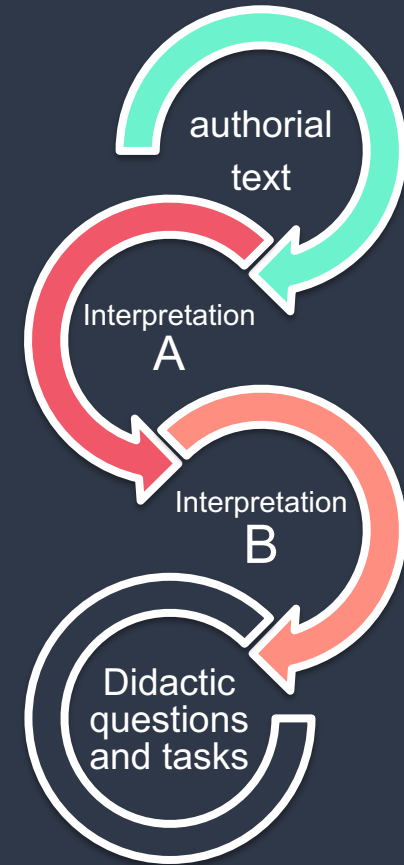
New Deal (8 aspects)

Was Germany responsible? (9 witnesses)

Anschluss

Investigating Yalta

Vietnam



WITNESS 7

The greatest war of modern times, and perhaps in the whole history of the human race, was begun by Germany using the crime of a schoolboy as an excuse ... Austria had regarded the growing power of Serbia with concern for many years ... The situation in Europe seemed to encourage the German peoples in this adventure. England, it was thought, could do nothing ... with the threats of CIVIL WAR in Ireland, Russia was in the midst of the reorganisation of her army ... As for France, Germany believed herself quite competent to deal with her, and sought an opportunity of doing so.

From *The Great War: The Standard History of the All-Europe Conflict*, 1914 (Vol IV). This was a patriotic weekly journal written and published in Britain, describing the war 'as it happened'.

WITNESS 8

German: I wonder what history will make of all of this?

Clemenceau: History will not say that Belgium invaded Germany!

From a conversation between French Prime Minister Clemenceau and a German representative at the peace conference after the war. Clemenceau was a hard-line anti-German.

WITNESS 9

...the Kaiser authorised me to inform our gracious majesty that we might, in this case as in all others, rely upon Germany's full support ... it was the Kaiser's opinion that this action must not be delayed ... Russia was in no way prepared for war and would think twice before it appealed to arms ... If we had really recognised the necessity of warring action against Serbia, the Kaiser would regret if we did not make use of the present moment which is all in our favour.

Count Szogyeny, the Austrian ambassador in Berlin, reporting a famous conversation with the Kaiser, July 1914. Historians are divided as to whether the Kaiser was making a planned policy statement or was simply giving reassurance on the spur of the moment.

WITNESS 1

German militarism, which is the crime of the last fifty years, had been working for this for twenty-five years. It is the logical result of their doctrine. It had to come.

Walter Hines Page, US Ambassador in London, 1914. The USA was an ally of Britain and France during the war, and fought against Germany from 1917 to 1918.

WITNESS 2

Bethmann stood in the centre of the room ... There was a look of anguish in his eyes ... For an instant neither of us spoke. At last I said to him: 'Well, tell me, at least, how it all happened.' He raised his arms to heaven and answered, 'Oh - if only I knew!'

Prince von Bülow, speaking in 1918, remembers calling on the German Chancellor Bethmann-Hollweg in August 1914.

WITNESS 3

None of the rulers of the Great Powers really knew what they were fighting about in August 1914 ... the crisis gathered pace and the calculations of statesmen were overwhelmed by the rapid succession of events, the tide of emotion in the various capitals, and the demands of military planning.

The Origins of the First World War by British historian L. C. F. Turner, 1983.

WITNESS 4

The Schlieffen Plan must rank as one of the supreme idiocies of modern times ... It restricted the actions of the German government disastrously. In July 1914 they had just two choices: either to abandon the only plan they had to win the next war, or to go to war immediately.

Historian D. E. Marshall in *The Great War: Myth and Reality*, 1988.

WITNESS 5

The World War was directly started by certain officials of the Russian General Staff. But their conduct was caused by the criminal activity of an Austrian Foreign Minister, and this in turn was aided by criminal negligence at Berlin ... But they would have been quite unable to start any war, had they not been equally with millions of common people ... willing agents of forces moving the world towards war ...

From the *Encyclopaedia Britannica*, 1926.

WITNESS 6

We are being forced to admit that we alone are to blame for the war: such an admission on my lips would be a lie. We are not seeking to absolve [pardon] Germany from all responsibility for this World War, and for the way in which it was fought. However, we do strongly deny that Germany, whose people felt they were fighting a war of defence, should be forced to accept sole responsibility.

Count Brockdorff-Rantzau, head of the German delegates at Versailles, 1919.

PRACTICE QUESTION

'The main reason for the outbreak of war in 1914 was the German invasion of neutral Belgium.'

How far do you agree with this statement?

Explain your answer.

TOPIC SUMMARY

The causes of the First World War

- In the late nineteenth century the major countries of Europe had started to form defensive alliances. The alliance of France and Russia was set against the alliance of Germany, Austria-Hungary and Italy.
- Britain became involved through the Entente Cordiale with France and then the Triple Entente which also included Russia.
- Britain and Germany were rivals at sea and Germany was competing to gain more colonies.
- The Anglo-German naval race was a visible sign of competition.
- The assassination of Archduke Franz Ferdinand set in motion the events that spiralled out of control and led to war.
- The Schlieffen Plan, designed to allow a quick German victory over France, had the effect of Britain declaring war on Germany.

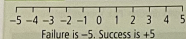
David Ferreby AQA GCSE History Understanding the Modern World

5. Conflict and Tension 1894-1918

David Ferreby AQA GCSE History Understanding the Modern World

4. America 1920-1973 Opportunities and Inequality

ACTIVITY



Below is a summary of the impact of the New Deal on various groups.

- For each of the six aspects of the New Deal, decide where you would place it on the scale above. Explain your score and support it with evidence.
- Compare your six 'marks' on the scale with those of someone else in your class.
- Working together, try to come up with an agreed mark for the whole of the New Deal. You will have to think about the relative importance of different issues. For example, you might give more weight to a low mark in an important area than to a high mark in a less important area.

Aspect 1: A new society?

- The New Deal restored the faith of the American people in their government.
- The New Deal was a huge social and economic programme. Government help on this scale would never have been possible before Roosevelt's time. It set the tone for future policies for government to help people.
- The New Deal divided the USA. Roosevelt and his officials were often accused of being Communists and of undermining American values. Ickes and Hopkins were both accused of being anti-business because they supported trade unions.
- The New Deal undermined local government.

Aspect 2: Industrial workers

- The New Deal measures strengthened the position of labour unions against the large American industrial giants.
- Roosevelt's government generally tried to support unions and make large corporations negotiate with them.
- Big business remained immensely powerful in the USA despite being challenged by the government.
- Unions were treated with suspicion by employers and many strikes were broken up with brutal violence in the 1930s.

Aspect 3: Unemployment and the economy

- The New Deal created millions of jobs.
- It stabilised the American banking system.
- It cut the number of business failures.
- Projects such as the TVA brought work and an improved standard of living to deprived parts of the USA, including schools, roads and power stations.
- The New Deal never solved the underlying economic problems.
- The US economy took longer to recover than that of most European countries.
- Confidence remained low – throughout the 1930s Americans only spent and invested about 75 per cent of what they had before 1929.
- There were 6 million unemployed in 1941 and only the USA's entry into the war brought an end to unemployment.

Was Roosevelt's New Deal a success?

In spite of all his critics and the partial failures of the New Deal, Roosevelt was still enormously popular with most ordinary Americans (he was elected again with a big majority in 1940). The problem was that the USA was no longer as united behind his New Deal as it had been in 1933. Indeed, by 1940 Roosevelt and most Americans were focusing more on the outbreak of war in Europe and on Japan's exploits in the Far East.

So was Roosevelt's New Deal a success? One of the reasons why this question is hard to answer is that you need to decide what Roosevelt was trying to achieve. We know that by 1940 unemployment was still high and the economy was certainly not booming. On the other hand, economic recovery was not Roosevelt's only aim. In fact it may not have been his main aim. Roosevelt and many of his advisers wanted to reform the USA's economy and society. So when you decide whether Roosevelt's policies were a success or not, you will have to decide what you think the aims of the New Deal were, as well as whether you think the aims were achieved.

PRACTICE QUESTIONS

Read Interpretations A and B and answer Questions 1–6.

Interpretation A An article 'The New Deal in Review' in the magazine, *The New Republic*, May 1940, looking at the impact of the New Deal.

The New Deal has clearly done far more for the general welfare of the country and its citizens than any administration [i.e. government] in the previous history of the nation. Its relief for the underprivileged in city and country has been indispensable. Without this relief an appalling amount of misery would have resulted ... In addition, the New Deal has accomplished much of permanent benefit to the nation

Interpretation B Senator Robert Taft speaking in the US Senate in October 1941. Taft was the leader of the Republicans from 1939–53 and a bitter critic of Roosevelt.

The New Deal was the great disaster which befell the American Republic in 1933, leading Americans away from their traditional liberties. The inefficiency and waste of many New Deal programs can only be condemned in the strongest terms. The New Deal held back and prevented private enterprise and businesses from restoring the nation's economy, relying instead upon government programs which only served to prolong it.

Aspect 4: African Americans

- Around 200,000 African Americans gained benefits from the Civilian Conservation Corps and other New Deal agencies.
- Many African Americans benefited from New Deal slum clearance and housing projects.
- Many New Deal agencies discriminated against African Americans. They either got no work or received worse treatment or lower wages.
- Roosevelt failed to pass laws against the lynching of African Americans. He feared that Democrat senators in the Southern states would not support him.

Aspect 5: Women

- The New Deal saw some women achieve prominent positions. Eleanor Roosevelt became an important campaigner on social issues.
- Most of the New Deal programmes were aimed to help male manual workers rather than women (only about 8,000 women were involved in the CCC).

Aspect 6: Native Americans

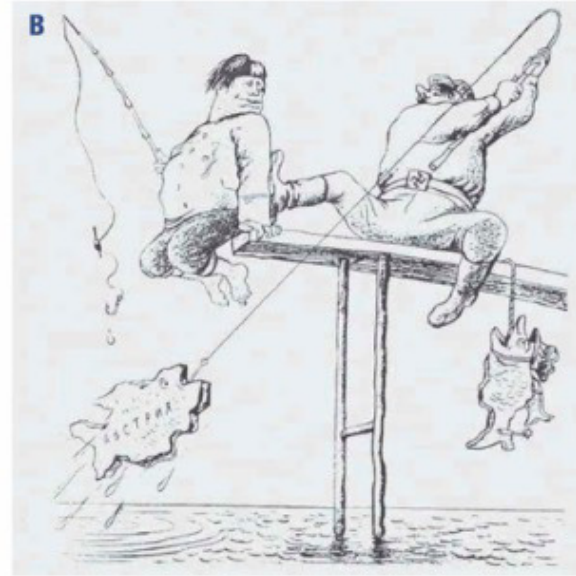
- The Indian Reorganisation Act 1934 provided money to help Native Americans to buy and improve land.
- The Indian Reservation Act 1934 helped Native Americans to preserve and practise their traditions, laws and culture.
- Native Americans remained a poor and excluded section of society.

SOURCE 18

Two cartoons commenting on the *Anschluss*, 1938. A is from *Punch*. B is a Soviet cartoon showing Hitler catching Austria.



GOOD HUNTING
Illustrated: "All rights, 1938-1939, under license to the artist"



David Ferreby
AQA GCSE History
Understanding the
Modern World

German-Italian relationship

- **British:** friendly, collaborative
- **Russian:** rival, cunning

**2 political cartoons
of the same event (Anschluss)**

PRACTICE QUESTIONS

Interpretation A *Custer's Last Stand*, a painting completed by Edgar Paxson in 1893 after years of research.



Interpretation B *Here Fell Custer*, a painting by Eric von Schmidt in 1976 based upon years of research and used by the US National Park service on their battlefield information leaflet.



- 1 How does Interpretation A differ from Interpretation B in its portrayal of the Battle of the Little Bighorn?
Explain your answer using Interpretations A and B.
- 2 Why might the painters of Interpretations A and B have painted different interpretations of the Battle of the Little Bighorn?
Explain your answer using Interpretations A and B and your own contextual knowledge.
- 3 Which interpretation do you find more convincing of the Battle of the Little Bighorn?
Explain your answer using Interpretations A and B and your own contextual knowledge.



Analysis of the Didactic Apparatus

Cognitive levels	Bloom taxonomy (1956)	Reformed Bloom taxonomy (2001)	Webb D.O.K. (1997)	Maier T.O.K. (2010)
Highest	evaluation	create	Extended Thinking	Reflection on the creation of meaning
	synthesis	evaluate	Short-term Strategic Thinking	Creation of meaning
	analysis	analyse	Skills / Concepts (basic application)	Method and structure
	application	apply	Recall and reproduction	Content
	comprehension	understand		
Lowest	knowledge	remember		

Didactic element the task is joint to	Text	Item code	Key words	Student Activity	DOK		BLOOM	
Primary textual source	Which of the following was a more important reason for Hitler and the Nazis coming to power in Germany in 1933: The Wall Street crash / Nazi propaganda? Explain your answer with reference to both reasons	Hodder. G.4	Which, more important reason, explain	Ordering and comparing reasons	3	Short term strategic thinking	5	Evaluate
Primary textual source	Which of the following was the more important reason why Stalin was able to strengthen his dictatorship: • fear and violence • propaganda? Explain your answer with reference to both bullet points	AQA.GCSE. 18.1A.C.6	which, more important, explain	Ordering and comparing reasons	3	Short term strategic thinking	5	Evaluate

Didactic element the task is joint to	Text	Item code	Key words	Student Activity	DOK (target and ceiling)		BLOOM	
Authorial text	Why did the Provisional Government fail to deal with Russia's problems?	Hodder.L.3	why	identifying information	1	Recall, reproduct	2	understand
Authorial text	1. Imagine you are Lenin adressing a crowd of Russians in 1917. Write a short speech to persuade your listeners that the provisional government has become a failure and that change is needed. Use the following headings to help you structure your speech: (...)	Hodder.L.4	Imagine, write a speech, persuade, structure	Complex role playing, persuading, creative writing	3t 4c	Skills / Concepts (basic application) Short-term Strategic Thinking	6	create



Further fields of research

- 1. Detailed and thorough analysis of 12 English textbooks**
- 2. Continuation of the quantitative research of textbook visual sources**
- 3. Widening the scope of the research to digital / virtual platforms:
Historiana, ReThink, NKP.hu, Reftanár, iWitness**



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**Thank you for your
attention!**

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