



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Fulbright-Hays Group Projects Abroad: Balkan Borderlands 2017

Title: 18 & 19th Century Homes in Sarajevo SAQ

Robin Pakka, Flowing Wells High School, Tucson, AZ

Overview: This lesson is designed to be a supplement or extension to a lesson about the 18th century consumer revolution in Europe. Students will use the information they have learned about the definition of public vs. private spaces within the home, the inclusion of furnishings and decorations produced for the mass market, and new attitudes toward consumer goods to analyze two historic homes in Sarajevo, Bosnia. The homes represent upper-middle class homes of members of the Muslim Bosniak and Orthodox Serb populations of the city during the 18th and 19th centuries. An AP History style Short Answer Question (SAQ) serves as a written assessment for the lesson.

Content Areas:	Social Studies, specifically AP European History
Grade Level:	9-12
Lesson Duration:	55 minutes
Topic:	Comparing and contrasting homes of Muslim and Orthodox families in 18 th and 19 th century Sarajevo.
Essential Question:	How can the items on display in someone's home reveal the values of a given culture or period of time?
Arizona State Standards for Social Studies:	
Concept 1: Research Skills for History	
PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.	
PO 5. Evaluate primary and secondary sources for:	
a. authors' main points	
b. purpose and perspective	
c. facts vs. opinions	
d. different points of view on the same historical event	
e. credibility and validity	
Concept 6: Age of Revolution	
PO 6. Analyze the social, political, and economic development and impact of the Industrial Revolution:	
b. urban growth and the social impact of industrialization	
c. unequal spread of industrialization to other countries	
Key Concepts for Advanced Placement European History:	
Key Concept 2.2.II.C: The expansion of European commerce accelerated the growth of a worldwide economic network.	

- The European-dominated worldwide economic network contributed to the agricultural, industrial and consumer revolutions in Europe.
 - Overseas products and influences contributed to the development of a consumer culture in Europe.

Key Concept 2.2.II.E: The expansion of European commerce accelerated the growth of a worldwide economic network.

- The European-dominated worldwide economic network contributed to the agricultural, industrial and consumer revolutions in Europe.
 - Foreign lands provided raw materials, finished goods, laborers, and markets for the commercial and industrial enterprises in Europe.

Key Concept 2.4.II: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

- The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.
 - Homes were built to include private retreats

Learning Objectives:

Student will be able to

- accurately identify and explain in writing features that were similar as well as unique between the homes of Muslims and Orthodox Serbs during the 18th and 19th century in Sarajevo.

Assessment:

18th and 19th Century Homes in Sarajevo SAQ

Materials:

- 1) 18th and 19th Century Homes student handout
- 2) 18th and 19th Century Homes discovery packets
- 3) 18th and 19th Century Homes SAQ prompt and answer form

Resources:

- 1) The Museum of Sarajevo. *Despić's House*. Sarajevo, The Museum of Sarajevo.
- 2) The Museum of Sarajevo. *Svrzo's House*. Sarajevo, The Museum of Sarajevo.
- 3) <http://muzejsarajeva.ba/en/depadance/svrzo-s-house>
- 4) <http://www.balkanarchitecture.org/bosnia>
- 5) Personal photos
- 6) McKay, John P. *A History of Western Society*. 11th ed., Boston, Bedford/St. Martin's, 2014, pp. 586-96.

	Lesson Sequence
	Bellwork: In what ways do the decorations inside your house give a visitor clues to the values that your family has?

	<p>Could a visitor to your house create an accurate picture in their mind of what your family believes or values based on what they see when they look around?</p>
	<p>Main Activity: Lead students in a discussion about how the decorations and consumer goods in their houses might tell a story about their families.</p> <p>Transition to a short background lecture about Sarajevo as it transitioned from Ottoman rule to Austro-Hungarian rule. Explain how the westernization of the city included an influx of western consumer goods.</p> <p>Next, provide teams of students with “discovery packets” that include photographs, brochures, links to museum websites, maps, etc. As teams, the students should analyze the primary and secondary sources to build a picture of how the Svrzo and Despić houses were similar as well as different. Discuss the outcomes of the analysis as a whole group.</p> <p>Finally, students will use their knowledge of the consumer revolution of the 18th century and the information they gathered during the discovery activity to create and support a historical argument that responds to an AP History style SAQ prompt.</p>
	<p>Closure: After having looked at the Despić and Svrzo homes, think again about your home.</p> <p>How can you expand your earlier assessment of how the decorations inside your house give visitors clues to your family’s values?</p>