

# Bringing Bosnia Back: *A DBQ Approach*

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AP World History, AP US History, US/AZ History

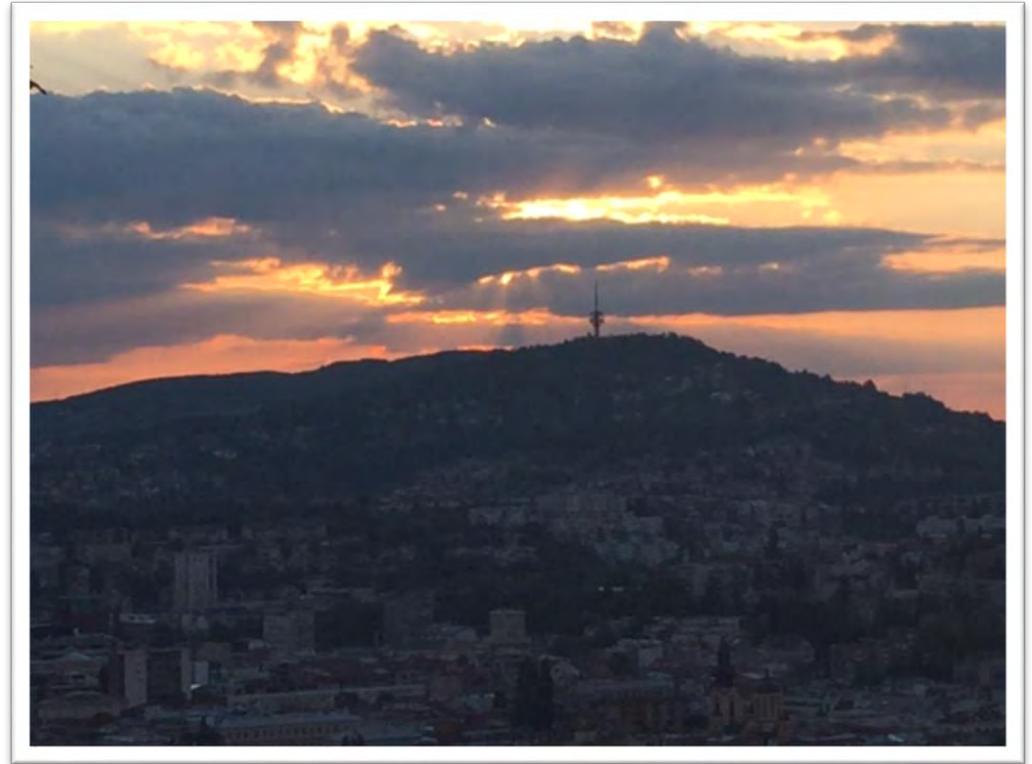
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# Program Purpose

Since teaching world history can be overwhelming, linking eras and the past to the present through primary and secondary source documents will help teachers explore and draw conclusions about the global impact of events in the Balkans.



# Impetus

- Fulbright-Hayes Group Project Abroad
- 30 days
- 14 teachers & 2 Program Directors
- APPLY for programs



# Place in Curriculum

## AP World History

- *Period 6:*
  - Accelerating Global Change and Realignments
  - c. 1900 to the present

## On-Level World History

- current events
- modern history



# Standards:

## Strand 2: World History

### 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

PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.

PO 7. Compare present events with past events:

- a. cause and effect
- b. change over time
- c. different points of view

### Concept 8: World at War

PO 1. Examine the causes of World War I:

- a. rise of nationalism in Europe
- c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire

PO 3. Explain the end of World War I and its aftermath:

- c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian)

PO 6. Examine genocide as a manifestation of extreme nationalism in the 20<sup>th</sup> century (e.g., Bosnia)



# Standards:

## Strand 2: World History

### Concept 9: Contemporary World

PO 1. Explain the fall of the Soviet Union and its impact on the world.





# Background

Essential Prior Knowledge

# Geography

- southeastern Europe
- “Balkans”
- crossroads between Europe & southwest Asia
- tension over supremacy in region



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# Ancient History

- 4<sup>th</sup> Century BCE
  - Alexander the Great
- Visigoths & Ostrogoths
- Roman Empire split
  - Balkans ruled by Byzantine Empire based in Constantinople
- Middle Ages
  - Slavs from North
    - converted to Byzantine Eastern Orthodox Christianity
    - historic alliance between Serbs & Russia
  - Muslims from East
    - 970 CE began to pose threat to Byzantine Empire



# Crusades

- Turks invade Balkans & defeat Byzantine & Slavic armies
- 1453 Constantinople fell to Ottoman Turks



# Events Leading to World War I

- continued wars between Muslims & Christians
- **1900: Balkans called “The Sick Man of Europe”**
  - Serbs, Bosnians, Montenegrins, Croats, Albanians, Slovenes & Bulgarians all wanted independence
  - spoke related Slavic languages
    - kept separate national identities based on religion/history
- early 1900s: Romania, Bulgaria, Serbia, Albania & Montenegro achieved independence
- 1908: Austria-Hungary annexed Bosnia and Herzegovina
  - upset Serbia & Russia b/c of Slavic heritage



# World War I



- June 28, 1914: assassination of Archduke Franz Ferdinand by Serbian nationalist Gavrilo Princip
- July 28, 1914: Austria-Hungary declared war on Serbia
- Austria-Hungary & Ottoman Empire broken up after war
  - Yugoslavia formed: Serbia, Macedonia, Montenegro, Croatia, Slovenia & Bosnia and Herzegovina
  - capital in Belgrade, Serbia



# World War I



# World War II

- April 1941: Germany invades Yugoslavia
  - Serbs fight w/Russians
  - Croats fight w/ Germany
- Yugoslavia held together by Tito, Joseph Broz
- 1944: Yugoslavia recaptured most of territory



# World War II

With Courage and the Jointly Spilled Blood of the Fighters of the Bosnian-Herzegovinian, Croatian, Montenegrin, and Serbian Brigades of the Glorious Yugoslav National Army; with the Joint Efforts and Sacrifices of Sarajevo Patriots Serbs, Muslims and Croats on the 6th of April 1945 Sarajevo, the Capital City of the People's Republic of Bosnia and Herzegovina was liberated. Eternal Glory and Gratitude to the Fallen Heroes of the liberation of Sarajevo and our Homeland, On the First Anniversary of its Liberation-- a Grateful Sarajevo



# Cold War

- Tito refused to sign Warsaw Pact
  - independent throughout Cold War
- collapse of USSR
  - Bosnia-Herzegovina asked for & received recognition as independent nation from United Nations
  - Serbia refuses to accept break-up of Yugoslavia
    - fighting begins w/Croats
    - focus on regaining control of Bosnia from Muslim population even though of Slavic origin
    - Bosnian Serbs want to be linked to Serbia



# Cultural Background

- 3 major cultural groups
  - Bosnian Muslims: 44%
  - Bosnian Serbs: 31%
  - Bosnian Croats: 17%
- Albanians, gypsies & other: 8%
- 1/3 marriages mixed
- populations intermingled



# **Bosnian War:** **April 6, 1992 – December 14, 1995**

- Bosnian Serbs take much of Bosnian territory w/support & weapons from Serbia
- attack towns w/Muslim majority
  - Sarajevo
  - Srebrenica
- intention to move all Muslims out & repopulate w/ Bosnian Serbs
- atrocities committed
  - forcibly removed from homes
  - rape
  - internment camps
  - murder
  - siege
  - ethnic cleansing



# Bosnian War: Resolutions

- UN calls for boycott of weapons deals, provides humanitarian aid & attempts to enforce cease fires & draft a peace plan
- 20,000 dead
- 2 million Bosnian refugees
- 1995: Dayton Peace Accords
  - 45,000 UN peacekeeping forces
- International War Crimes Tribunal in the Hague



# Sarajevo Roses

- imprints of mortar shells
- local artists colored in red during first few weeks after end of siege
- remember places where at least 3 people were injured/killed

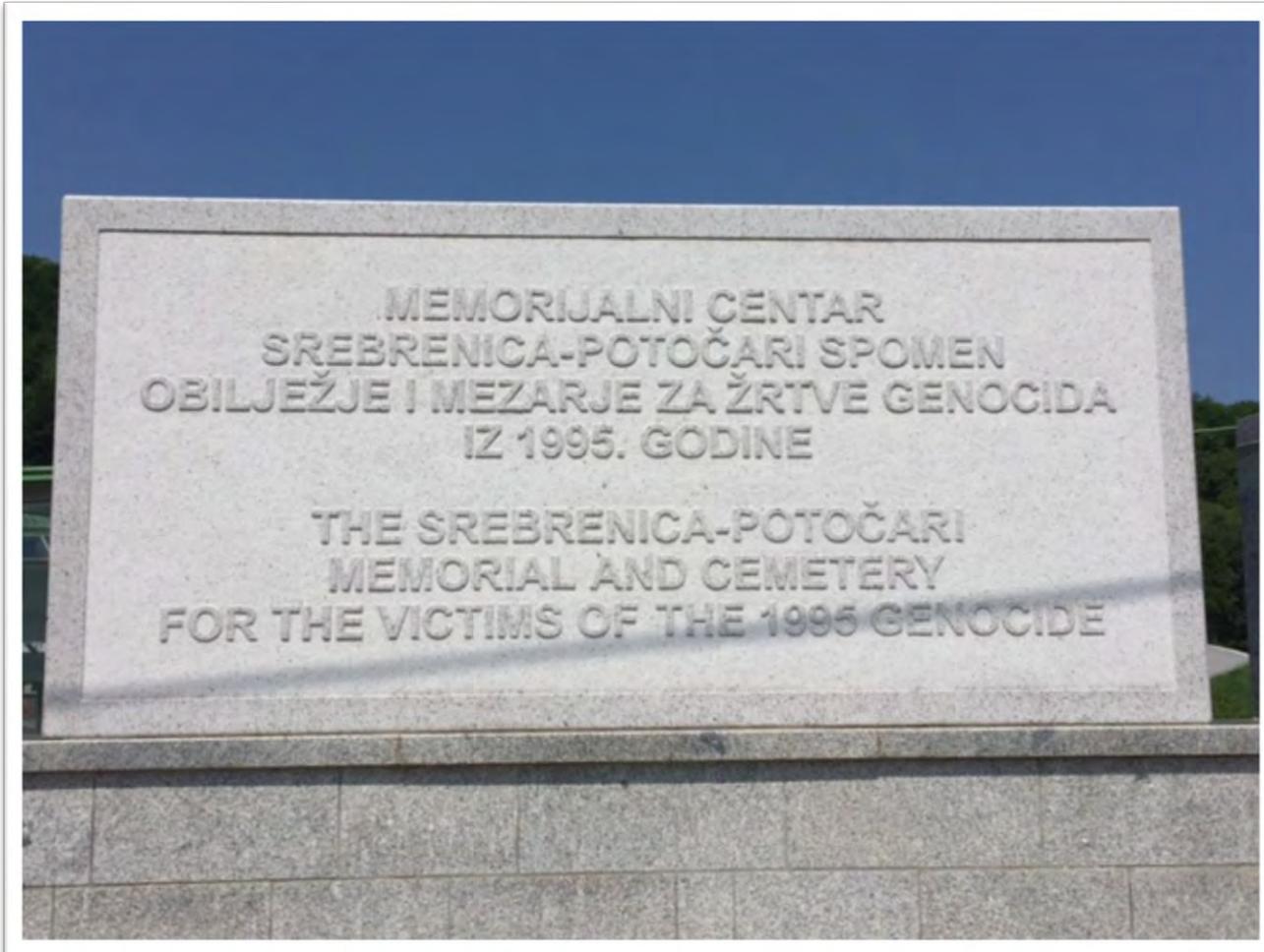


# Bosnian War



# Srebrenica

8,000 Muslim men & boys killed



# Sarajevo Today



# Bosnia Today

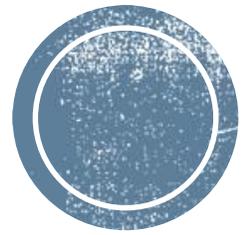


- Bosnian Serbs
  - Serbian Republic w/in Bosnia
- segregated school system
- no census
  - difficulty w/nationality

but ...

the people are incredible!





# The DBQ

Handouts:

1. *DBQ Documents*
2. *DBQ: Analysis of Sources*

# DBQ Prompt

*Explain how the growth of nationalism throughout the 20<sup>th</sup> and early 21<sup>st</sup> centuries impacted and transformed the identities of the Bosnian people.*



# *Graphic Organizer:* **Primary Source Analysis**

Read all documents & determine:

- Point of View
- Purpose
- Historical Situation
- Audience



# Document 1

Source: *Constitution of the Black Hand*, Belgrade, May 9, 1911

Article 1: This organization is created for the purpose of realizing the national ideal: the union of all Serbs. Membership is open to every Serb, without distinction of sex, religion, or place of birth, and to all those who are sincerely devoted to this cause.

Article 2: This organization prefers terrorist action to intellectual propaganda, and for this reason, it must remain absolutely secret.

Article 3: The organization bears the name *Ujedinjenje ili Smrt* (Union or Death).

Article 4: To fulfill its purpose, the organization will do the following: 1. Exercise influence on government circles, on the various social classes, and on the entire social life of the kingdom of Serbia, which is considered the Piedmont [the Italian state that served as the nucleus for the unification of Italy] of the Serbian nation; 2. Organize revolutionary action in all territories inhabited by Serbs; 3. Beyond the frontiers of Serbia, fight with all means the enemies of the Serbian national idea; 4. Maintain amicable relations with all states, peoples, organizations, and individuals who support Serbia and the Serbia element; 5. Assist those nations and organizations that are fighting for their own national liberation and unification.



# Princip's & Other Young Bosnian's Graves



# Document 2

Source: *Yugoslavia as History: Twice There Was a Country* 2<sup>nd</sup> ed.,  
John R. Lampe, 2000

...Yet one would search in vain to find some consensus about the shape of a “federal South Slav state” (probably socialist), between youths like Princip and either the wider Bosnian political organizations of the time or his comrades who survived the war into the first Yugoslavia. Bosnian Serbs and also Croats struggled with the temptation that Bosnian Muslims were an “unfinished element” who could eventually become ethnic fellows. Džaja calls [Princip and his comrades] “wanderers between a constructed past and a utopian future.” All they could agree on was a Bosnian Yugoslavism, vaguely defined as the only possible solution to the nationality problem in that province, a solution that both of the two Yugoslavias failed to find.



# Document 3

Source: *Resolution of Sarajevo Muslims*, October 18, 1941

**...The state of Muslims in Bosnia and Herzegovina is very difficult** today. It will not be excessive to say that in their history Muslims of these parts did not experience hard times. In actions, taken by irresponsible elements and rebellious Serbs, the majority of Muslims are starving. This is because the most distorted unprotected Muslims with the Greek-Eastern peoples in these parts, and the alert Serbs attack the one who is closest to them. In these ensuing riots, peaceful citizenship and innocent people suffer...



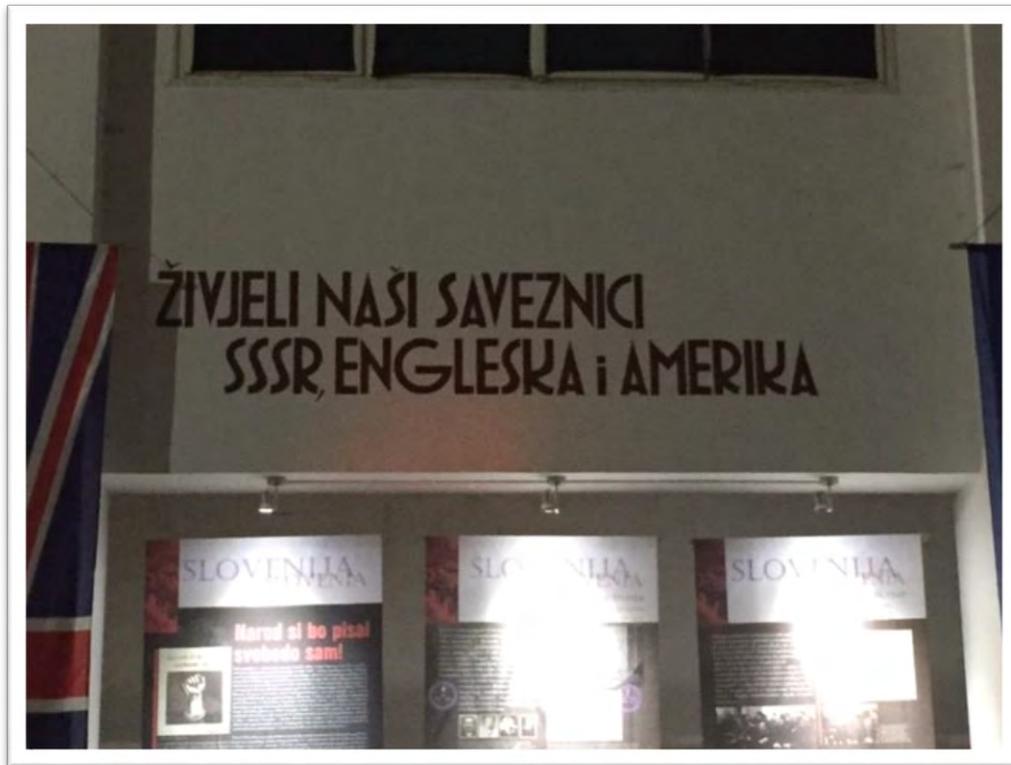
# Document 4

Source: *When Others Tell You Who You Are*; **Zilhad Ključanin**, Bosnian author, date unknown

My **country is called Bosnia. But I am not a Bosnian. I saw my dad's** army card – in it is written: nationality – undeclared. In my birth certificate is written: *Musliman*. My dad is really my dad. I know that. When I asked my dad why he did not declare himself, he said: I did not exist. I cannot understand that my dad did not exist in 1960 when I was **born... Today I learnt about the birth of my country. My country was born 25 November 1943 in Mrkonjić-Grad** [in the Republika Srpska]. My dad was born in 1938. My dad is older tha[n] my country.



# Museum of the Second Session of AVNOJ, Jajce, Bosnia



# Document 5

Source: Chicago Tribune; <https://genocideinbosnia.wordpress.com/tag/bosnian-muslims/>, accessed 2017



# Document 6

Source: *Dayton Peace Agreement* documents initialed in Dayton, Ohio, November 21, 1995

## Article I

The Parties shall conduct their relations in accordance with the principles set forth in the United Nations Charter, as well as the Helsinki Final Act and other documents of the Organization for Security and Cooperation in Europe. In particular, the Parties shall fully respect the sovereign equality of one another, shall settle disputes by peaceful means, and shall refrain from any action, by threat or use of force or otherwise, against the territorial integrity or political independence of Bosnia and Herzegovina or any other State.

## ... Article VII

Recognizing that the observance of human rights and the protection of refugees and displaced persons are of vital importance in achieving a lasting peace, the Parties agree to and shall comply fully with the provisions concerning human rights set forth in Chapter One of the Agreement at Annex 6, as well as the provisions concerning refugees and displaced persons set forth in Chapter One of the Agreement at Annex 7.



# Document 7

Source: *Bosnia and Herzegovina*  
[http://www.lib.utexas.edu/maps/ci\\_a16/bosnia\\_and\\_herzegovina\\_sm\\_2016.gif](http://www.lib.utexas.edu/maps/ci_a16/bosnia_and_herzegovina_sm_2016.gif), 2016



# College Board Rubrics for AP Histories (1)

## AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
<b>A THESIS/CLAIM</b> (0–1 pt)	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
<b>B CONTEXTUALIZATION</b> (0–1 pt)	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>



# College Board Rubrics for AP Histories (2)

<b>C EVIDENCE</b> (0–3 pts)	<b>Evidence from the Documents</b>		<p><i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i></p> <p><i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i></p>
	<b>1 pt.</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>OR</b>	
	<b>Evidence beyond the Documents</b>		<p><i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>
<b>1 pt.</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.			



# College Board Rubrics for AP Histories (3)

<p><b>D ANALYSIS AND REASONING</b> (0–2 pts)</p>	<p><b>1 pt.</b> For at least <b>three</b> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>	<p><i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i></p>
	<p><b>1 pt.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>



# Return to DBQ Prompt

*Explain how the growth of nationalism throughout the 20<sup>th</sup> and early 21<sup>st</sup> centuries impacted and transformed the identities of the Bosnian people.*

