

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO
WAYS OF KNOWING

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History and Memory: Deeper connections for TOK instruction

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Objectives

- Teachers will explore and define memory as a way of knowing
- Teachers will be given examples of class activities and topics to explore authentic connections of memory to history
- Teachers will be provided resources to further their learning of history and memory



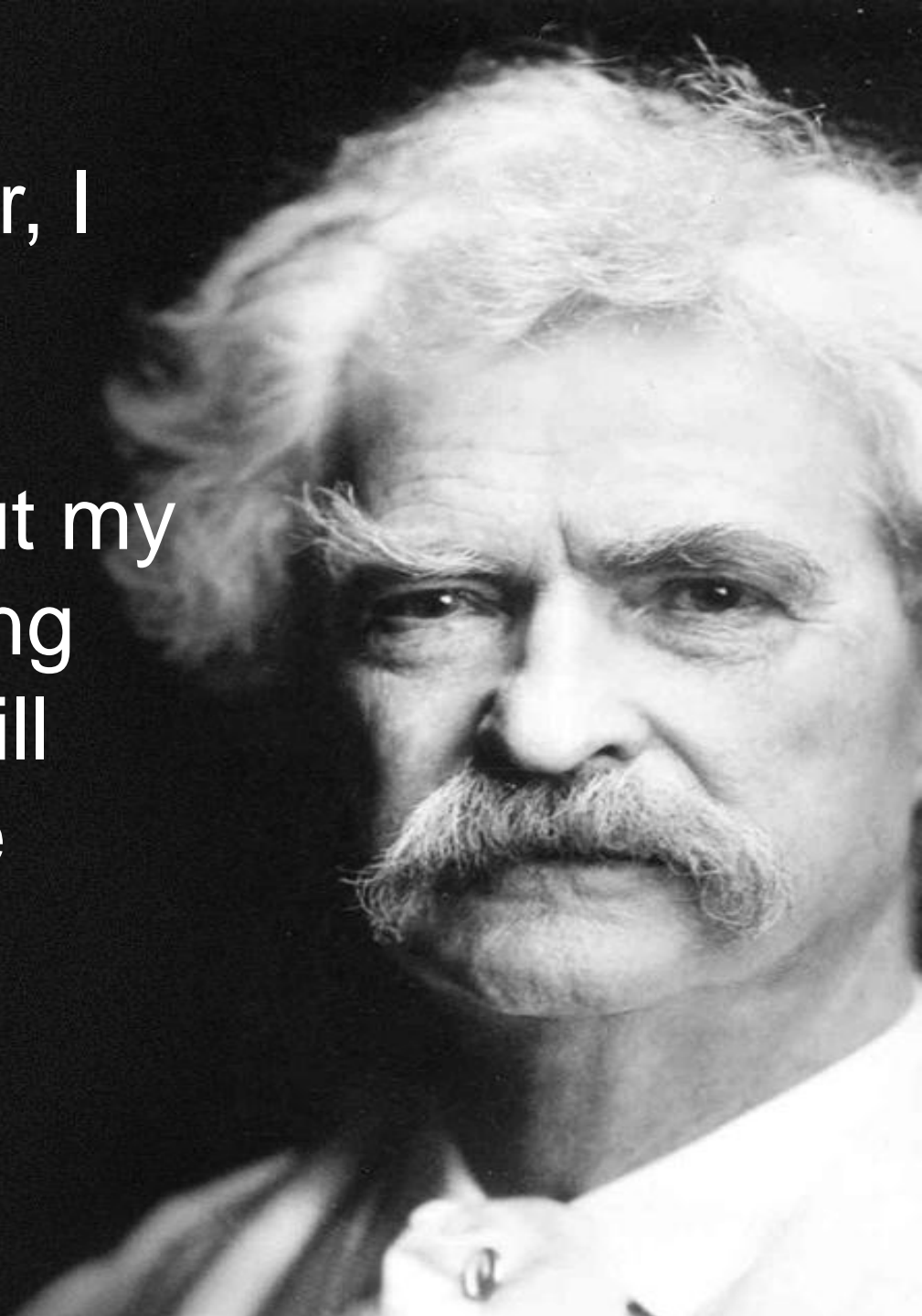
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Objectives

- Student understanding of memory as a Way of Knowing will improve.
- Students will be able to produce better TOK essays and presentations using this WOK in connection to this AOK.

When I was younger, I could remember anything, whether it happened or not; but my faculties are decaying now, and soon...I will remember [only] the things that never happened.

-Mark Twain







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A Definition of Memory:

Conscious sense of the past that
is meaningfully connected to the
present



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So, how does memory help us get, gain, and construct historical knowledge?



Shared Knowledge:

History

Memory

Personal





Activity: Student discussion of the following definition:

History is the selection of what is deemed “significant” memory.



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There are multiple understandings in relation to history

Part 1. Memory seen as personal and individual – as identity construction



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Timeline activity

Birth

1968



2014

present moment



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The root of all historical comprehension lies in the individual's mental relationship to his or her own life-experience.



—W.Dilthey as quoted by Cubitt p.34



There are multiple understandings in relation to history

Part 2. Memory as connected to social institutions and cultural forms- as commemoration, social construction. Survival of past experiences.



Case study memory- Hungarian statues of and about the Soviet era.

An example of social reconstruction and construction of history and memory.

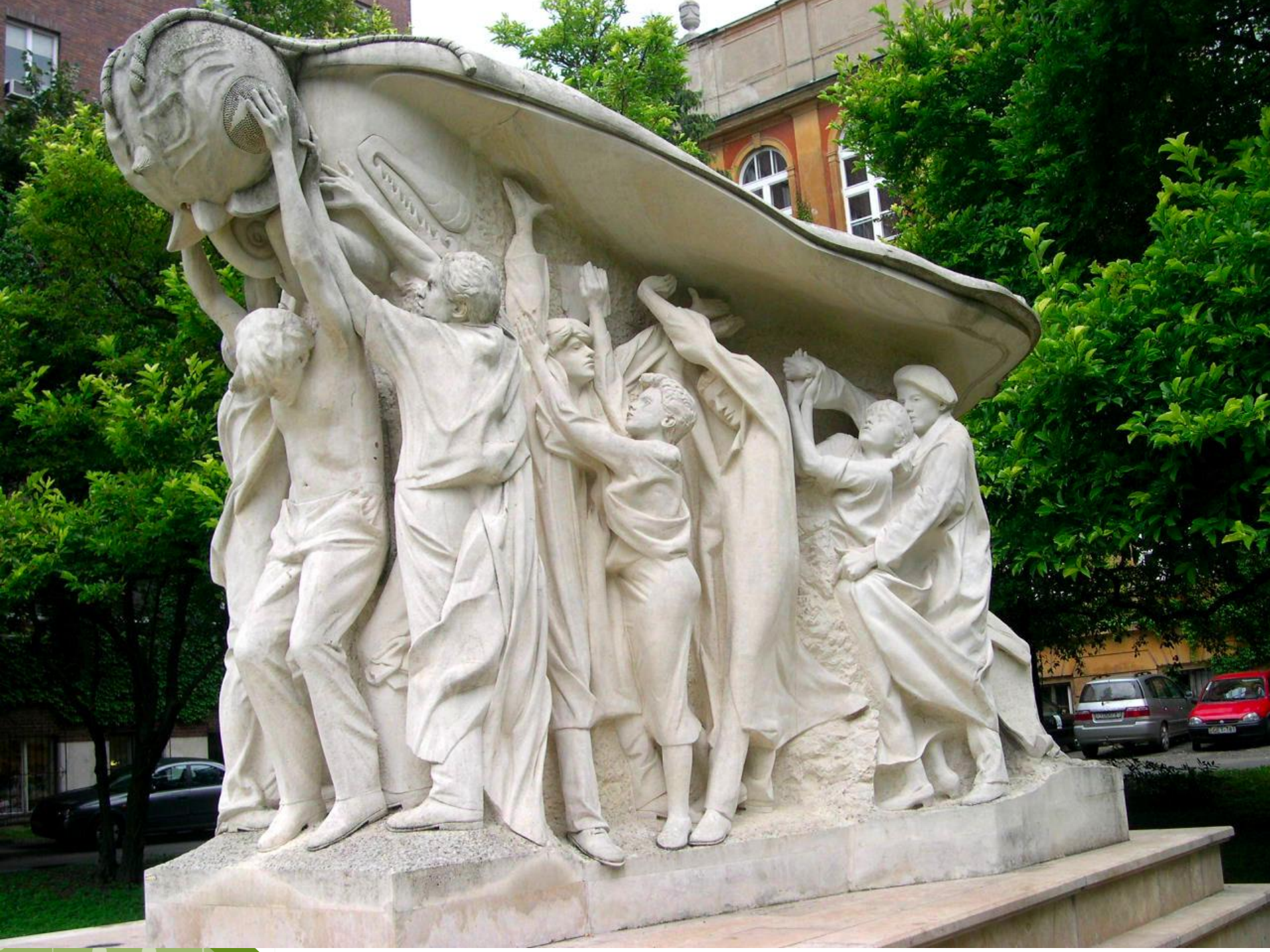








Activity: Watch the following video footage of the 1956 Hungarian Uprising and consider how and why this is commemorated.





What happens
when past
constructions
conflict with
new
constructions of
memory and
history?



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Bronze Night in Tallinn April 26 2007





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<http://www.saveyourheritage.com/images/Estonian15yrDestSovMon1946.jpg>



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Activity: Commemoration journey

Look at the monuments in your community. Ask why was this event significant and meaningful to those who constructed this memory? Does the commemoration have current value? Is it meaningfully connected between present and past?



There are multiple understandings in relation to history

Part 3. Reconstruction of past experiences from a present standpoint



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**Our present gives purpose to
find memory**



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Emerging communities (gaining social or political power) mine past memories to construct history

In the US as examples in the past 30 years:

- Women's Studies
- African-American History
- LGBT Studies- new commemoration at Smithsonian



Activity- Have students consider present societal pressures to remember? What are we told to remember or to now understand?



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General points for students

- Memory is a dynamic process- Human memory is not a storage bank
- Writing of history is influenced by the historian's past – not in a simplified bias but in the context of the present moment.
- Retrieval is myopic- reflects your own identity construction
- Patterns can be ascertained by multiple accounts pointing to the same truth.



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Resources

Books and articles:

Alderman, Derek H., Inwood, Joshua F.J. *Landscapes of Memory and Socially Just Futures*

http://www.academia.edu/2252709/Landscapes_of_Memory_and_Socially_Just_Futures retrieved September 14 2014.

Cubitt, Geoffrey. *History and Memory*. Manchester University Press, 2007.

Foster, Jonathan K. *Memory: A Very Short Introduction*. Oxford University Press, 2009.

Foote, Kenneth E., Toth Attila & Arvay Anett. *Hungary after 1989: Inscribing a New Past on Place*. *Geographical Review*, Vol. 90, No 3 (Jul., 2000), pp 301-334.

Tablety, Joan. *Memory and History: Understanding Memory as Source and Subject*. Routledge, 2013.

..... Images:

Memento Park image: http://upload.wikimedia.org/wikipedia/commons/d/d2/Budapest_Memento_Park_01.JPG retrieved Sept. 14 2014

Tourist with Lenin: http://3.bp.blogspot.com/-oAM8OWjc6bY/TcqhuqEpFI/AAAAAAAAB_c/s8n6LTHn4IA/s1600/DSC_1108.jpg retrieved Sept. 14 2014

Lenin head – Ulan Ude- <http://wkunews.files.wordpress.com/2008/08/keeling-russia.jpg%3Fw%3D300%26h%3D200> retrieved Sept. 14 2014

Memorial to 1956

http://commons.wikimedia.org/wiki/File:1956-os_eml%C3%A9km%C5%B1_Szeged_Melocco_1.JPG#file. Retrieved June 21 2014.

Bronze Soldier- Tallinn

http://thewanderingscot.com/photos/2009%20Finland-Latvia/midis/IMG_6701.JPG

retrieved Oct 4 2014

Family photos provided by Kathleen Naglee. Image 1: Kathleen Naglee; image 2 Sylvia Misson (mother on left, Linda Barben, aunt on right); Image 3 Miriam Fischer (grandmother) and Sylvia Misson.

Buchenwald dress: http://www.ushmm.org/media/emu/get?irn=963&mm_irn=14639&file=primary Retrieved October 16 2014

Estonian girl : <http://www.saveyourheritage.com/images/Estonian15yrDestSovMon1946.jpg> Retrieved October 15 2014

..... Video Clips

Vintage 8mm Silent Home Movies- Hula hoop footage from about 1970

https://www.youtube.com/watch?v=mF1Frle7_fo

<https://www.youtube.com/watch?v=jm0Dcy6aoOs>

<https://www.youtube.com/watch?v=urSGFm57rzM>



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Thank you!