

Appendix Tables 4 to 9

As part of the article written by Gijis van Gaans, Geerte Savenije, Carla van Boxtel, and Arnoud-Jan Bijsterveld, ‘How Dutch Students Make Meaning with the Past: Narrative Meaning-Making and Ultimate Concerns in History Education’, *BMGN – Low Countries Historical Review* 141:2 (2026) 90-123. DOI: <https://doi.org/10.51769/bmgn-lchr.19535>.

Intentional	The given explanation for causal relationships is based on individual choices of historical actors	<i>Example:</i> ‘Yes, I think that many people did not agree with what was happening in the world, because it was free now for them and all that. And that a lot of people, for example leaders of countries, just had the idea that “we are going to conquer the world” and so on. That they wanted to change everything according to their way of thinking and then just went to war. And many leaders were like that at that time.’
Structural	The explanation given for causal relationships is based on the actions of institutions or impersonal developments	<i>Example:</i> ‘[Regarding the rise of feminism] I think that the First World War made a major contribution to this. I think that happened at least once anyway. I think that without the First World War it might have happened sooner. I think that’s an interesting idea, can you explain it to me? Well... because of that... well... because of that period of four years in the World War, people were concerned with survival and not with who is allowed to vote et cetera.’ ²
Situational	The change is only seen as relevant to the immediate historical context, and, therefore, has no meaningful effect on further developments. It, therefore, touches neither on fundamental values, nor on the respondent’s view of humanity or more general worldview	<i>Example:</i> ‘[Regarding the Shoah] I think that... Hitler simply had great power over almost all of Europe. I think a very large part was really afraid to do anything about it. Erm, yes. People who were very Jewish or gypsy or whatever they were talking about, they were just really unlucky in my view. And no one did anything about it, because the moment you did something about it you could also be arrested. I think everyone was mostly scared and that’s why it happened so easily.’ ³

Table 4. continued

Existential	The change is seen as relevant for the entire history and affects the respondent's view of humanity or more general worldview, but not the fundamental values.	<i>Example:</i> '[Regarding Hitler and the Shoah.] The despair of people... when there is desperation, people do reckless things, things they normally wouldn't do. So, at that point, after World War I, they had lost a piece of land and felt belittled enough, if you start feeling like that, you're going to do stupid things.' ⁴
Spiritual ⁵	The change is seen as relevant to the fundamental worldview and fundamental values of the respondents.	<i>Example:</i> 'That it is white or European people who want to control the world. They [people like Sojourner Truth] didn't do that to show that we black people are strong people or also intelligent people, but to show that that's not okay and that they are just as good, if not better are than other people. We matter too! That they are also people and not animals.' ⁶

Table 4. Coding explanations of change in the living timelines for analysing (historical) worldview as an element of ultimate concerns.

¹Interview between Gijs van Gaans and Student 8, 26 May 2023.

²Interview between Gijs van Gaans and Student 8, 26 May 2023.

³Interview between Gijs van Gaans and Student 12, 24 May 2023.

⁴Interview between Gijs van Gaans and Student 1, 22 May 2023.

⁵The term 'spiritual' is accepted in the field of religious sciences and spiritual care and is, therefore, used in the original coding by Renske Kruizinga. The original code referred to an explanation of an event which transcends a situational and existential explanation, and which has an effect on a person's worldview and their values. Therefore, such an event is assigned a meaning that transcends an existential meaning. These events are explained in terms of calling, sin, grace, or abandonment, for example. Since the code in this research project also refers to an explanation that effects students' worldviews and values, the original term was used.

⁶Since we did not encounter any clear spiritual explanations in this study, this example is taken from a pilot study among students from a teacher trainer programme. Gijs van Gaans, 'De zingevende functie van historische narratieven van studenten. Een verkennend onderzoek onder hbo-studenten geschiedenis,' *Dimensies* 6 (2023) 51.



Code	Example	Number of times allocated over all the interviews
Freedom	[On the significance of the Berlin Wall, student 10 says]: ‘You couldn’t always go from East to West or from West to East. And when it fell, there was equality for everybody and people could do whatever they want. And, erm... I like that.’ ¹	15
Equality	[Student 15 on the abolition of slavery] ‘Well, people just have to be treated equally well. And, yes, the abolition of slavery was already a very big step.’ ²	82
(Search for) Knowledge	[While arguing the significance of Albert Einstein, who he just mentioned but had not selected as a joker, student 14 says:] ‘Because he said a lot about mathematics that people before him didn’t know.’ ³	4
Providing basic needs	[On the selection of the Indonesian (War of) Independence, student 15 says:] ‘It was a bit of a nonsensical war, but yes, um, it is important that the Netherlands remains a prosperous country.’ [Interviewer:] ‘Why is that so important?’ [student 15:] ‘Yes, that’s to have a bit of luxury here. Then you see in poor countries, yes, erm, they have a very small house and so on. And then I am surprised that I can live in a house with two floors.’ ⁴	4
Peace and security	[Arguing for the selection and placement of Napoleon, student 13 says]. ‘He has done some things well, but he has also done some things badly. That’s why I thought middle.’ [Interviewer:] ‘What did he not do well?’ [student 13:] ‘Of course, he started many wars.’ ⁵	24

Table 5. Codes for core values.

¹Interview between Gijs van Gaans and Student 10, 26 May 2023.

²Interview between Gijs van Gaans and Student 15, 22 May 2023.

³Interview between Gijs van Gaans and Student 14, 23 May 2023.

⁴Interview between Gijs van Gaans and Student 15, 22 May 2023.

⁵Interview between Gijs van Gaans and Student 13, 23 May 2023.

Code	Example	Number of times allocated over all the interviews
Freedom	[On the significance of the Berlin Wall, student 10 says:] ‘You couldn’t always go from East to West or from West to East. And when it fell, there was equality for everybody and people could do whatever they want. And, erm... I like that.’ ¹	15
Equality	[Student 15 on the abolition of slavery] ‘Well, people just have to be treated equally well. And, yes, the abolition of slavery was already a very big step.’ ²	82
(Search for) Knowledge	[While arguing the significance of Albert Einstein, who he just mentioned but had not selected as a joker, student 14 says:] ‘Because he said a lot about mathematics that people before him didn’t know.’ ³	4
Providing basic needs	[On the selection of the Indonesian (War of) Independence, student 15 says:] ‘It was a bit of a nonsensical war, but yes, um, it is important that the Netherlands remains a prosperous country.’ [interviewer:] ‘Why is that so important?’ [student 15:] ‘Yes, that’s to have a bit of luxury here. Then you see in poor countries, yes, erm, they have a very small house and so on. And then I am surprised that I can live in a house with two floors.’ ⁴	4
Peace and security	[Arguing for the selection and placement of Napoleon, student 13 says]. ‘He has done some things well, but he has also done some things badly. That’s why I thought middle.’ [Interviewer:] ‘What did he not do well?’ [student 13:] ‘Of course, he started many wars.’ ⁵	24

Table 6. Codes for significance to recognise possible plots and the number of times they were assigned.

¹Interview between Gijs van Gaans and Student 10, 26 May 2023.

²Interview between Gijs van Gaans and Student 15, 22 May 2023.

³Interview between Gijs van Gaans and Student 14, 23 May 2023.

⁴Interview between Gijs van Gaans and Student 15, 22 May 2023.

⁵Interview between Gijs van Gaans and Student 13, 23 May 2023.

Selected actors	Frequency	Mean value	Most allocated value
Martin Luther King	13	4,77	5
Napoleon	13	3,62	5
Mikhail Gorbachev	9	4,22	5
Winston Churchill	8	2,88	3
Aletta Jacobs	7	4,86	5
Greta Thunberg	7	3,29	5,4 & 1
Sojourner Truth	4	5	5
Simone de Beauvoir	4	4,75	5
Magnus Hirschfeld	4	4,5	4 & 5
Adolf Hitler	4	1	1
Mohammed Hatta	3	4,66	4
Ho Chi Minh	3	1	1
Diponegoro	2	5	5
Sayyid Qutb	2	4	5 & 3
Kemal Atatürk	1	5	5
Paul Bogle	1	5	5
Anton de Kom	1	3	3

Table 7. Selected historical actors and allocated value (as an element of ultimate concerns).

Selected events	Frequency	Mean value	Most allocated value
World War 1	13	2,23	1
Word War 2	13	1,53	1
9/11 attacks	10	1,5	1 & 2
First steam engine Tilburg	9	4,44	5
Abolishment slavery Kingdom of the Netherlands	8	4	5
First public internet	8	3,62	4
Holocaust	8	1,38	1
Fall Berlin Wall	7	3,71	5
Dutch constitution	6	4,67	5
Civil Rights Act	5	4,6	5
Universal Declaration of Human Rights	5	4,4	5
Algemeene Vrouwenvereniging (transl: General Women's Association)	4	5	5
First mosque in the Netherlands	4	5	5
Legalisation of same sex marriage	4	4,75	5
Universal suffrage	4	4	3 & 5
Holocaust	4	1,5	1 & 2
Patent first telephone	3	5	5
Indonesian Independence	3	4	3, 4 & 5
Berlin Conference	3	2,33	3
Discovery penicillin	2	4	3 & 5
Opium Wars	2	3	1 & 5
Napoleon's defeat in Russia	1	5	5
Publication <i>Max Havelaar</i>	1	5	5
Establishment German Empire	1	5	5
Publication of the <i>Communist Manifesto</i>	1	3	3
Establishment Dolle Mina's	1	3	3
Crimean War	1	1	1

Table 8. Selected historical events and allocated value.

The historiographical dimension		The spiritual dimension	
<i>Type of causal relation</i>	<i>Frequency</i>	<i>Type of causal relation</i>	<i>Frequency</i>
Intentional	45	Situational	12
Structural	11	Existential	29
		Spiritual	0

Table 9. Causal explanations.