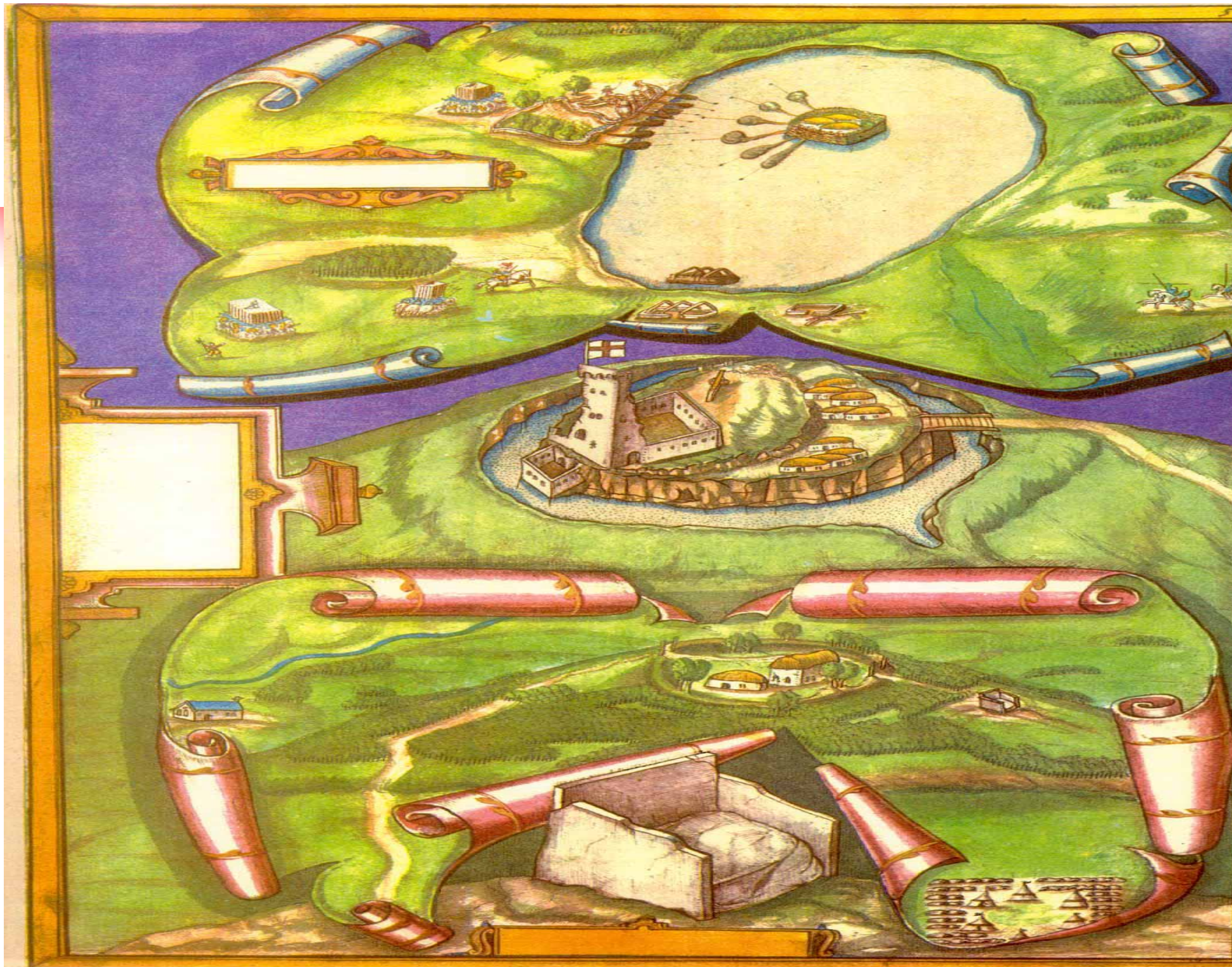




Leaving Certificate History

The Revised Syllabus The Documents-based Study

History In-Service Team (HIST)
Supporting Leaving Certificate History



Lordship of Tír Eoghain by Richard Bartlett, 1602



- Records three notable events in the downfall of lordship of Tír Eoghain
- Students familiar with computer games and Middle-Earth will be attracted to a map like this

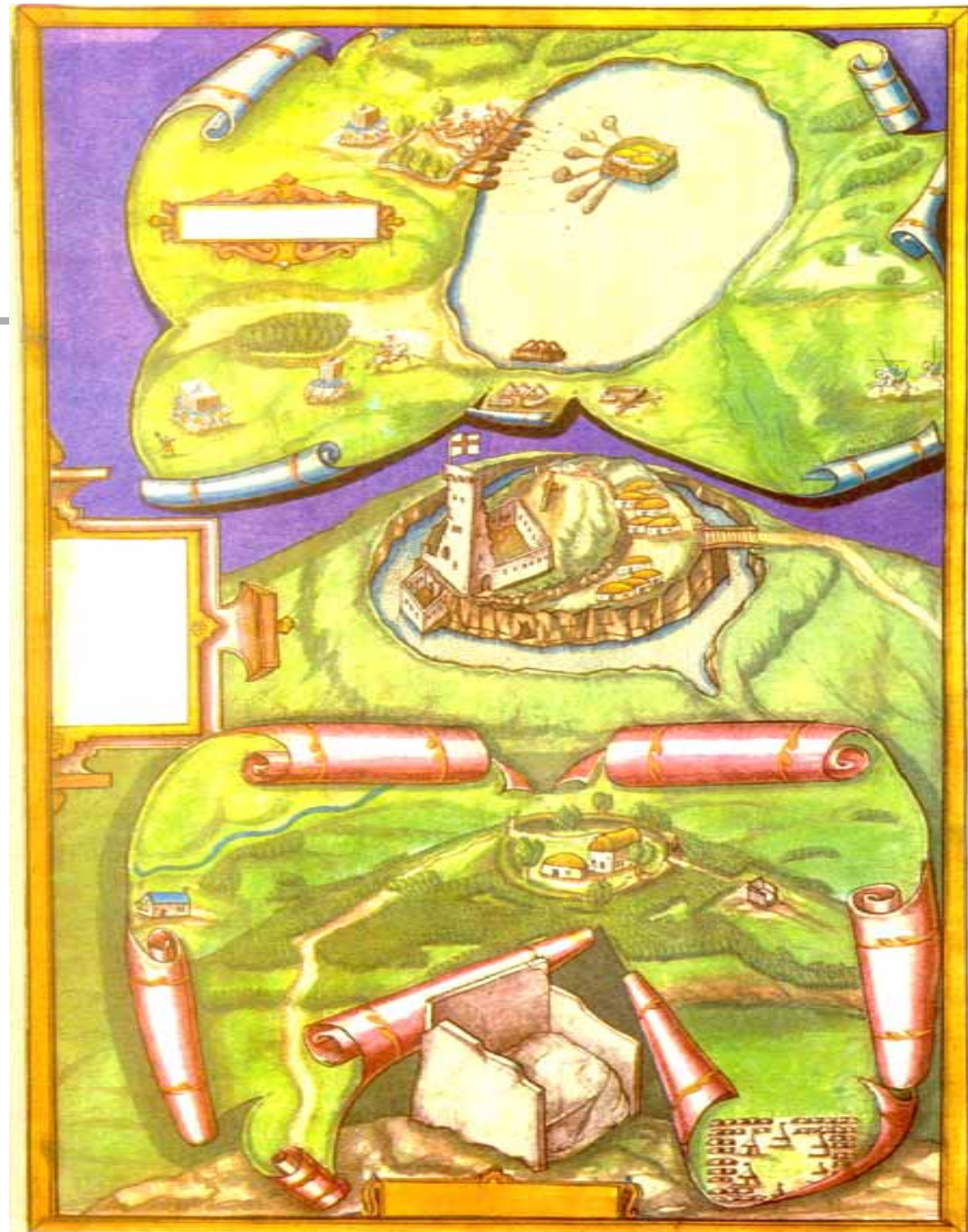


Pupil as historian

- Nothing is wasted in the map
- When students look long enough they will notice many details
- They will enjoy being the historian and reading history directly from the map
- Details are intriguing

What?

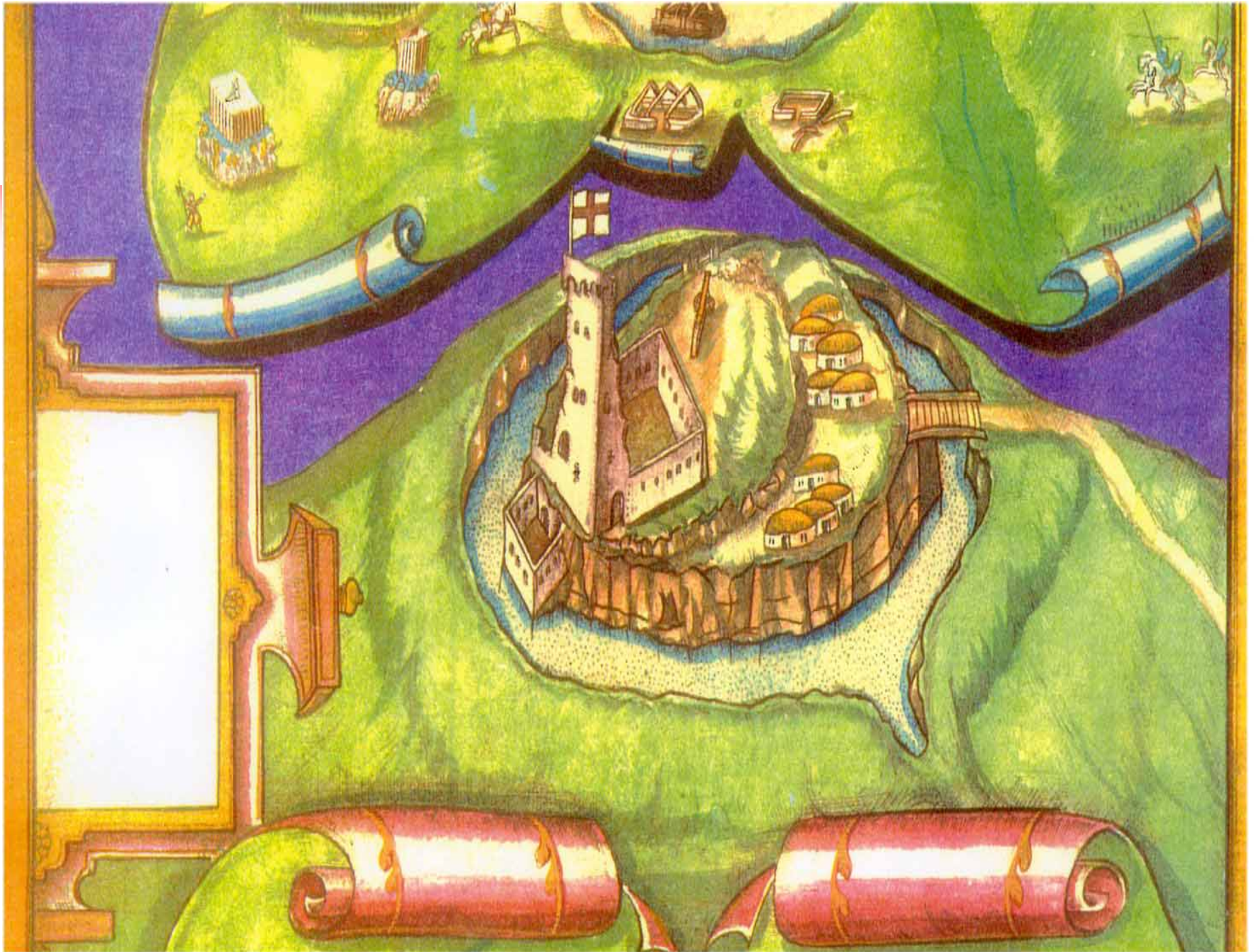
- Dungannon Castle, the capital of Hugh O'Neill
- Tullaghoge, the inauguration place of the O'Neills
- Inset the inauguration stone chair
- An O'Neill crannóg under attack





Who?

- The work of Richard Bartlett of Norfolk, the best cartographer working in Ulster
- He accompanied Mountjoy on his campaigns
- His knowledge of Ulster grew in direct proportion to Mountjoy's success in arms



2004, Phase 1c

History In-Service Team (HIST)

Dungannon Castle 1602

- St George's—the English flag
- A shattered tower
- A field gun outside the walls
- 9 thatched chimneyless houses
- A new plank bridge spans the great moat



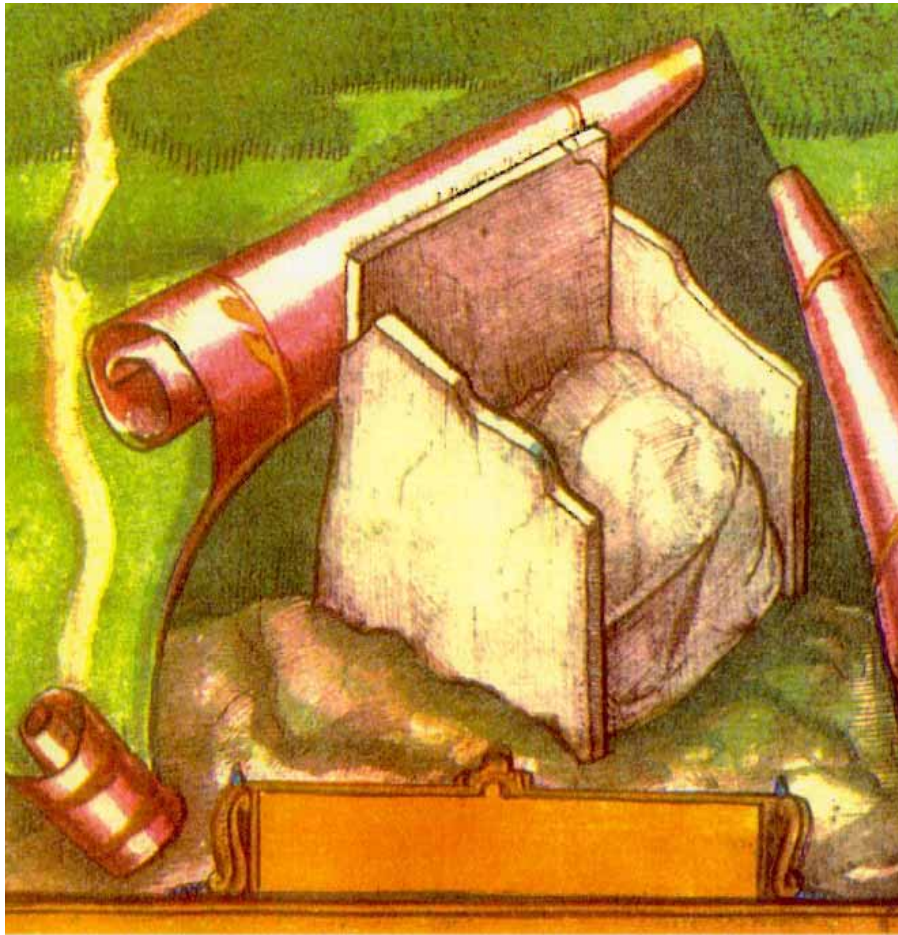


Tullaghoge 1602

- A rath or circular enclosure on hill
- Two houses within enclosure
- On slope a chair of 4 stones
- Woodland



Why Tullaghoge?



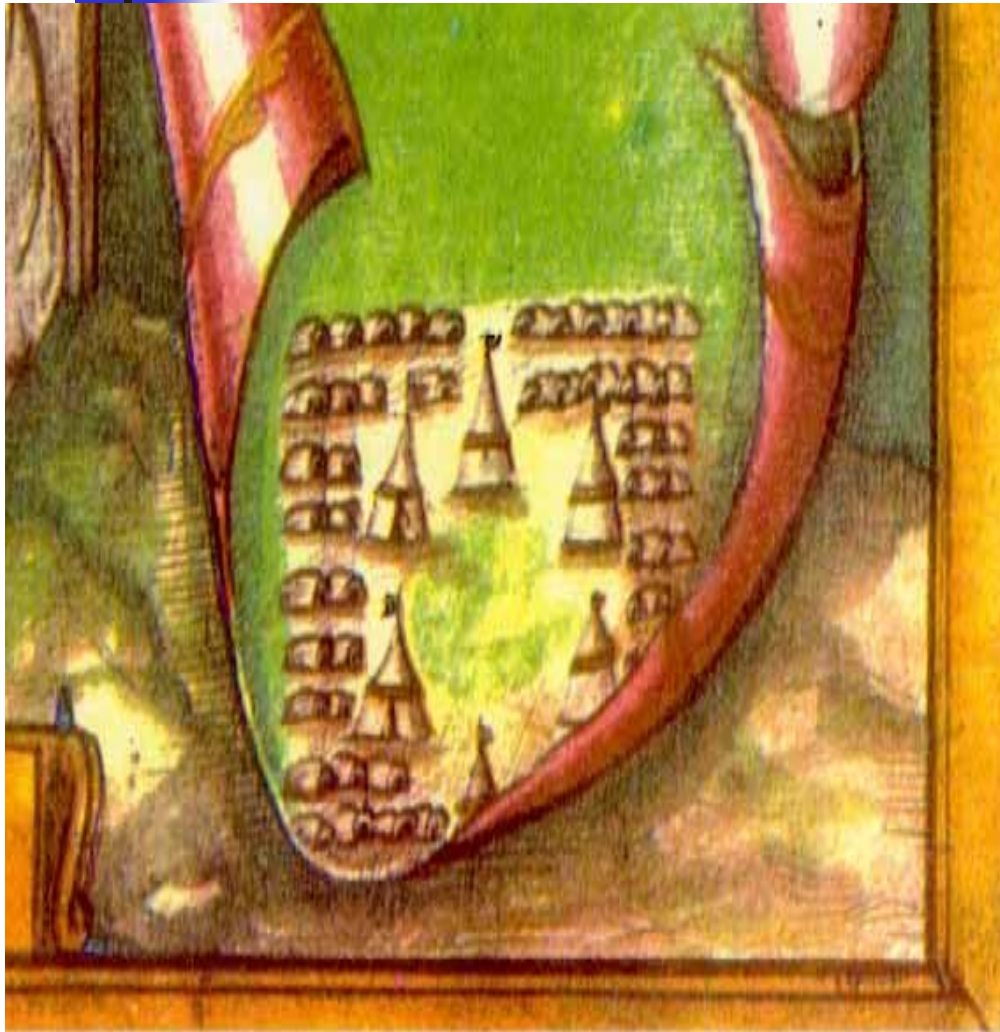
- An enlarged drawing of stone chair
- Tullaghoge, the symbol and source of the kingship of the O'Neills
- Inauguration place of rulers of Tír Eoghain
- Demesne lands of O'Neill all around

O'Hagan's rath at Tullaghoge

- Hereditary guardian of Tullaghoge
- Note height of thatched hip-roofed house
- Note gateposts and the high trees (*bile rátha*)
- Intended as a defence work in 1602?



Tentes d'abris or 'bivvy tents'



Mountjoy's camp:

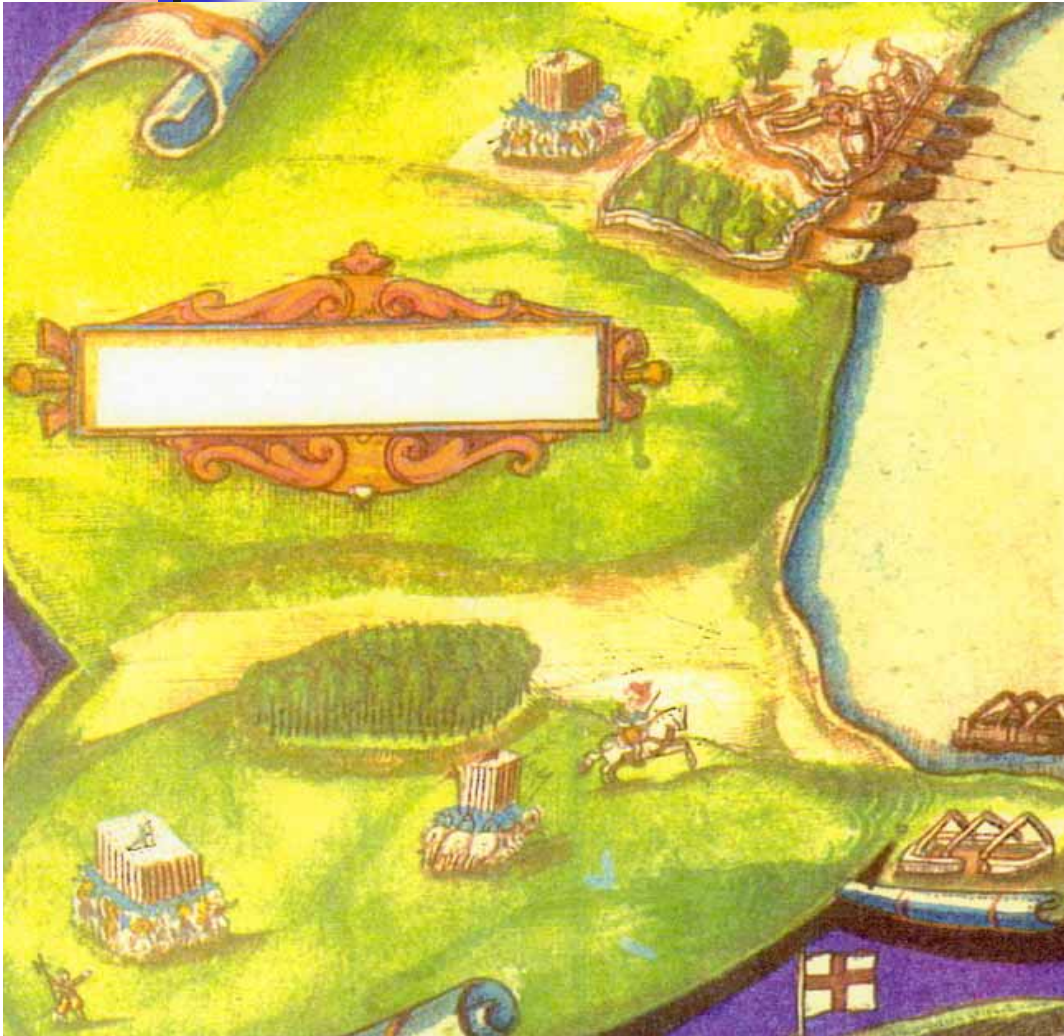
- Tents
- Orderly rows of cabins built in Irish style
- Campaigning force wanted to avoid heavy baggage

Which Crannóg?

- Lough Roughan crannóg, probably
- A notable event
- Final penetration of Tír Eoghain, and downfall of O'Neill



English forces



- Formed bodies of horse and foot
- Horsemen carry staves and led by detached figure
- 2 companies of foot: pikemen and musketeers
- Sergeant holding *halberd* with his arm pointing to crannóg

Irish forces

- 3 Irish horsemen move forward
- One holds staff above head
- One wears conical headgear
- They ride without stirrups
- These are three known Irish characteristics of the time



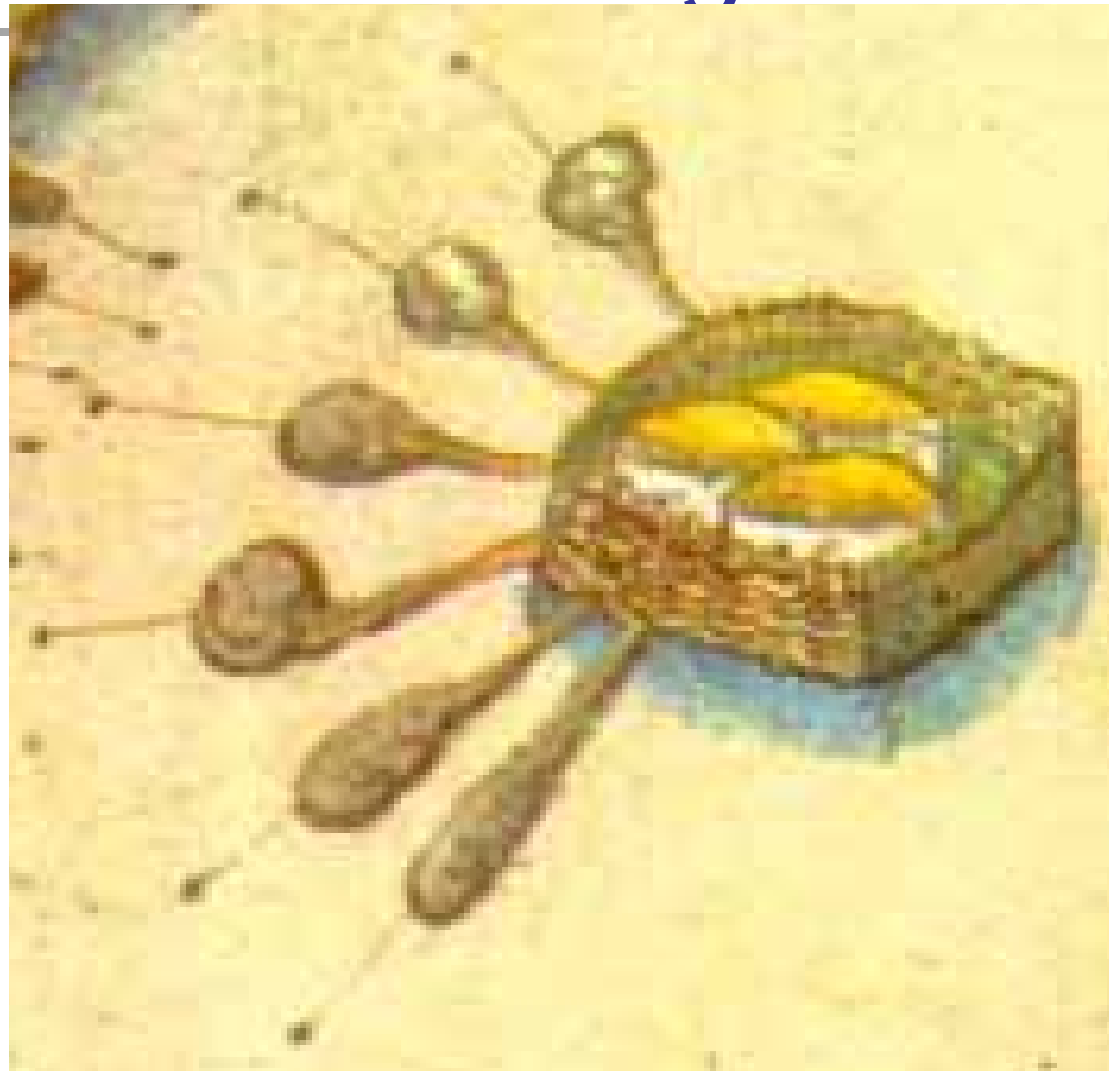
English attack on crannóg



- Attack is well pushed
- Musketeers line the lake wall of the enclosure
- All pour fire into the crannóg
- The balls emerging from their blobs of smoke seem to meet in mid flight above the water

Irish defence of crannóg

- Defenders shelter behind wattle walls
- Pour fire in return
- Range of defenders' fire greater than attackers?
- Larger guns?
- Defence well sustained



Why?



- Why is flag of St George placed so dramatically at the centre?
- Does ruined castle indicate occupancy or conquest?
- Is this a propaganda piece by the war artist of his day?



Visual sources

Use paintings or photographs to study aspects of society and economy

- Housing
- Landscape
- Roles of women and men
- Recreation and dress
- Aspects of war



Sourcing documents

- National Archives have provided CD *Counties in Time*, one for each school.
- National Library will provide a selection of documents.
- Multitext in UCC will be another source of documents

Interrogating documents:

Type?

What type of document?

- Is it an official record?
- An eyewitness account?
- A personal memoir?
- A letter?



Interrogating documents: Who?

Who produced the document?

- What do we know about the person?
- Are any personal biases evident?
- The more we know about the author, the more we are in a position to pass judgement on the reliability of the evidence.



Interrogating documents: Why?

Why was this document produced?

- For what purpose was it produced?
- Was it intended as a faithful record of events?
- Can any ulterior motive be discerned?



Interrogating documents: Where?

In what circumstances was this document produced?

- Was it produced during a time of peace or a time of war?
- Was the author a free agent or acting under duress?



Interrogating documents: When?

- Was it produced at the time of the events that form its subject matter?
- Was it produced many years later?
- Do we need background information to assess the content of the document?



Interrogating documents: What?

What can this document tell me?

- What questions can it answer?
- What questions can it not answer?
- What are its limitations?



Interrogating documents: How?

- How relevant is this document to the subject of my enquiry?
- How reliable is the evidence it provides?



Outline of the session

- A sample document
- Teaching strategies: interrogating sources
- Syllabus objectives
- Learning outcomes
- The documents-based question
- Teacher activity



Syllabus objectives

Students should develop the ability to:

- recognise different types of historical sources
- extract information from sources to answer historical questions
- evaluate the usefulness and limitations of sources
- detect bias
- identify propaganda

syl 4



Syllabus objectives

- **Students should develop the ability**
 - to think critically by making judgements based on an evaluation of evidence
- **They should learn to**
 - be able to look at a contentious or controversial issue from more than one point of view

syl 4



Working with evidence: learning outcomes

Students should be able to identify different types of historical sources:

- Eyewitness accounts
- Public records
- Memoirs
- Letters
- Maps
- Photographs
- Political cartoons



Working with evidence: learning outcomes

Students should be able to:

- interpret a range of historical sources
- answer questions relating to their provenance, their purpose, and their usefulness

Syl. 10



Working with evidence: learning outcomes

Students should be able to:

- draw conclusions from historical sources
- use these conclusions to help form judgements about historical issues

Syl. 10



Working with evidence: learning outcomes

Higher level students should identify the main strengths and limitations of sources by asking ...

- the purpose... they were produced
- the motives of the person(s) who produced them
- their historical context
- their relevance to events and issues

Syl. 10



Working with evidence: learning outcomes

Higher level students should be able to recognise

- the provisional nature of historical knowledge
- that written histories are an interpretation of available evidence
- that new evidence may alter our historical understanding

Syl. 10



Topics for documents-based study

- One topic from each field of study will be prescribed.
- Documents will relate to the case studies listed for each topic.
- Examining authority will rotate topics periodically.
- Availability of appropriate documents will be a key consideration in the prescription of topics.

syl 8



Prescribed topic: Early Modern

Early Modern Ireland, Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

Case studies

- The Lordship of Tír Eoghain
- Elizabethan Dublin
- Meiler Magrath's clerical career



Prescribed topic: Later Modern

Later Modern Ireland, Topic 2

*Movements for political and social reform,
1870-1914*

Case studies

- The elections of 1885 and 1886: issues and outcomes
- Dublin 1913 - strike and lockout
- The GAA to 1891



The documents-based question

- Documents will relate to **one** of the listed case studies
- Documents will be either visual or written
- “Written” documents include transcripts of radio or television interviews and of oral testimony



The documents-based question

- A number of short, thematically-linked and pointed extracts will be used
- Documents will be edited and/or glossed, where necessary



The documents-based question

The same format will apply at Higher and at Ordinary levels

- Section 1: Comprehension
- Section 2: Comparison
- Section 3: Criticism
- Section 4: Contextualisation



The documents-based question: section 1

Comprehension

- *extract relevant data from documents to answer questions that are designed to test their understanding of the passage*

GI.



The documents-based question: section 2

Comparison

- *compare two or more accounts of the same historical experience*
- *note similarities and contrasts*

GI.



The documents-based question: section 3

Criticism

- *recognise bias and propaganda*
- *note viewpoint*
- *identify contradictions*
- *make judgements about the reliability of various sources*

Gl.



The documents-based question: section 4

Contextualisation

- *place the subject matter of the documents in their historical context*
- *show understanding of issues and events associated with that period as outlined in the elements of the topic*

Gl.



The documents-based question:marks weighting

- Marks: 20% of the total marks in the Leaving Certificate examination.
- Higher weighting for the Comprehension section at Ordinary level.
- Higher weighting for the Contextualisation section at Higher level.



The documents-based study: teaching guidelines

- The topic chosen for documents-based study should be taught in the same manner as other topics.
- More time **SHOULD BE DEVOTED TO THE USE OF PRIMARY SOURCES** especially in the teaching of the case studies.



Teacher activity

- Let us look at some documents from the *case study*, "The elections of 1885 & 1886: issues and outcomes"
- Spend some time examining them
- Attempt to interrogate them as a 17 or 18 year old might
- Remember that you have studied the topic and know the context



Teacher activity, Document 1

Parnell's appeal for unity at an election meeting in Galway , 9 February 1886.

"I have Home Rule for Ireland in the hollow of my hand. If you dispute my decision now the English will say, 'Parnell's power is broken', and that will be the end of the Home Rule movement."

You could almost feel the shudder of terror and of subjugation which swept through the audience.

T. P. O'Connor MP, *Memoirs of an old Parliamentarian*, 1929.
(document courtesy of Multitext, Cork)



Teacher activity

CAPTION

The General Election Game

- (The “Irish Chief” has just dealt the cards)
- The G. O. M. to “Brum” Joe. – “That is a poor hand to ‘go’ on – He must have given those other fellows the Trump Card”
- Randy, to Salisbury. – “By Jingo! That is a ‘nap’ hand. Go on the Irish Card and you must win.”

[G.O.M. - Grand Old Man, in other words Gladstone.

Brum Joe - Birmingham Joe or Joseph Chamberlain of Birmingham]

Courtesy of National Library of Ireland



Teacher activity

Please refer to the two extracts from the draft *Guidelines* on the analysis of written sources, and of historical cartoons.