

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

History



Eyewitness to the Troubles

A Resource to support Junior Cycle History Teachers

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RTÉ Archives – An Eyewitness to Irish History to Modern Irish History

Overview:

Junior Cycle for Teachers (JCT) history team has partnered with the RTÉ Archives to support the use of their digital repository of historical source material in classrooms through the Irish educational portal Scoilnet.

The JCT History team have carefully selected video clips from the RTÉ Archive which have the potential to support student's engagement with the History specification. By interrogating historical evidence from the RTE Archive students will develop their skills as historians as outlined in Strand 1: The Nature of History as well as furthering their historical contextual knowledge of Strand 2: The History of Ireland as outlined in the Junior Cycle History specification

“The ability to construct and communicate coherent, logical arguments on matters of historical significance, and in so doing utilise skills such as thinking critically, working collaboratively and utilising digital media effectively, is also enhanced by the study of history.” Specification for Junior Cycle History

Approach:

The approach is based on optimising student opportunities to engage with the learning outcomes in the Junior Cycle History specification. The development of the students' capacities to work with historical evidence will be demonstrated by learners:

- using evidence to form historical judgements
- verifying evidence with other sources
- identifying historically significant evidence
- evaluating the usefulness of video clips as evidence
- investigating digital archives
- developing an awareness of the contribution of new technologies to historical enquiry.

In working with the RTÉ Archives, students engage with all three elements of Strand 1: The Nature of History - Developing Historical Consciousness, Working with Evidence and Acquiring the Big Picture as well as the relevant Learning outcomes from Strand 2: The History of Ireland.

The video clips from the RTÉ archives have been selected into collections which explore the following four Strand 2: The History of Ireland contexts:

- Eyewitness to Irish Independence
- **Eyewitness to the Troubles**
- Eyewitness to the changing lives of Women
- Eyewitness to Ireland and the European Union

Supports:

To support teacher's classroom engagement with each of the collections the following resources have been created:

- An overview of the potential Historical evidence including the following:
 - An overview of the Clip
 - The Historical context in relation to the strand 2 learning outcomes
 - The Nature of history in relation to the learning outcomes
 - The possible key learning focus
 - A profile of witness evidence
 - Overview of visual evidence
 - An overview of the event addressed in the clip
 - Sources of additional evidence to verify the witness statements
 - Prompt questions to provoke Historical thinking
- An overview of strategies to support the use of RTÉ archives video evidence in the classroom
- A selection of graphic organisers to support Student engagement with RTÉ archives video evidence

Junior Cycle History Classroom Based Assessments (CBA)

Students undertake two CBAs in the course of their 3 years engagement with Junior Cycle History. Through CBA 1 in their 2nd year of study, **The Past in my Place**, students undertake a structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the student. In their 3rd year of study through CBA 2, **A Life in Time**, students undertake a structured evidence-based enquiry into the historical life and experiences of a person of interest. Working with the Historical source evidence in the RTÉ Archives will give the students the opportunity to engage in learning experiences which will support the development of the skills of historical enquiry fundamental to their engagement in the history classroom-based assessments:

The Key Skills of Junior Cycle:

The Junior cycle key skills of 'Managing Information and Thinking' and 'Staying Well' will be developed by effectively and ethically using the digital repository of the RTE Archives.

RTÉ Archives

Eyewitness to the Troubles

The inclusion of the Troubles is as a new area of learning for Junior Cycle History students. The RTÉ archives contain a large collection of evidence gathered by camera crews and broadcasters who on site throughout the course of the troubles. Through each of the selected clips, students are presented with recordings of eye witness accounts. Eyewitness accounts provide a unique insight into the events as they capture the immediate impact of the events on the people affected. Each piece of evidence provides an insight into the **causes, course and consequences** of the **Northern Ireland Troubles** and their **impact** on **North-South and Anglo-Irish relations**.

Introduction:

The JCT History team have carefully selected video clips from the RTÉ Archive which have the potential to support student's engagement with the History specification. The purpose of this document is to support classroom engagement with the selected evidence from the RTÉ archives through the provision of the following:

- curricular alignment with the specification
- an overview of key learning
- a historical interrogation of the clip
- links to further sources of evidence
- Thinking prompts for students

Strand 1 Learning Outcomes(s): The Nature of History

The clips of eyewitness accounts provide sources of visual, aural and oral primary historical evidence which may inform the student's opinion on the usefulness of this evidence. Based upon this evidence, and verifying it with further sources evidence, the student has the opportunity to develop historical judgements with an awareness of the historical significance of the events treated in the RTÉ Archives. As a digital archive, the RTÉ Archives provide students with a repository of historical evidence to investigate not only the archive but also the job of the historian in relation to how they s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence. Engaging with eye witness accounts and the footage of the impact of the Troubles and analysing evidence of the impact of Historical events on the everyday lives of the people who live through them can support the development of the student's historical empathy.

<p>1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context</p>	<p>1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence</p>	<p>1.6 debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry.</p>	<p>1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>	<p>1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p>
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Strand 2 Learning Outcome(s): The History of Ireland

As part of their study of the History of Ireland under the element Recognising Key Changes the Students should be able to **identify the causes, course and consequences** of the **Northern Ireland Troubles** and their **impact** on **North-South and Anglo-Irish relations**.

From the outset of the Troubles, RTE was onsite reporting on the causes, course and consequences in Ireland capturing not only the events themselves but the human impact and the voices of the people whose lives were turned into turmoil by the events of this time. The selection of clips from the RTE Archives is selected to afford the students the opportunity to engage with oral and visual evidence in the form of direct eyewitness descriptions of events that are characteristic of the context of the troubles.

The Troubles as a key change in Ireland can build upon or stimulate the student's ability to recognise how changes patterns of settlement influenced identity on the island of Ireland in reference to a plantation. The key learning here can also build on and stimulate the student's exploration of how the physical force tradition impacted on Irish politics and provide further insight into the nature of Anglo-Irish relations. The student historical insights gained by examining the rise and impact of nationalism and unionism in Ireland will be further stretched by their knowledge of the Troubles.

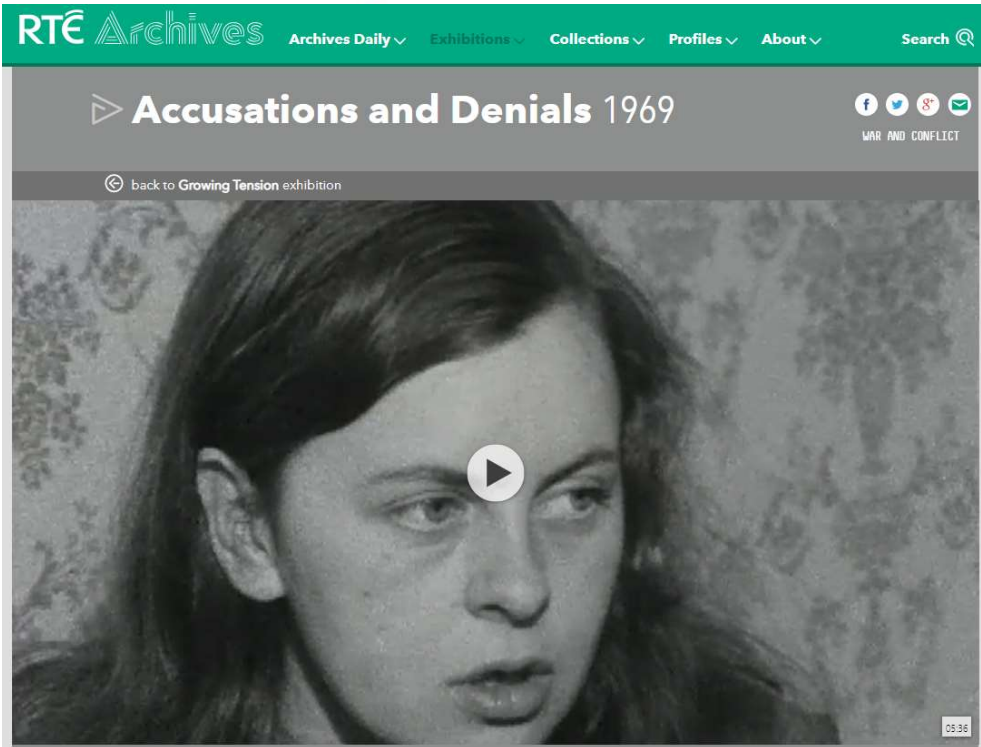
<p>2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation</p>	<p>2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion</p>	<p>2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</p>	<p>2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations</p>	<p>2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period</p>
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RTÉ Archives in the Classroom:

It is envisioned that the historical overviews created by the JCT History team in relation to each of our selected clips from the RTÉ archives be used to support Units of Learning in the junior cycle history classroom. They provide teachers with:

- a breakdown of the evidence contained in the clip
- relevant background information
- additional sources of verifying evidence

The historical contextual collections of clips can be used to support whole class, individual or group/pair engagement with the RTÉ archives. JCT History has designed a range of classroom strategies for working with RTÉ archives in the classroom to accompany the collections.



April 1969 Bogside Riots		
Clip name:	Accusations and Denials 1969	
Length	5:36	www.rte.ie/archives/exhibitions/1042-northern-ireland-1969/1047-growing-tension/320309-interviews-about-derry-riots/
Historical context:		
<p>Origins of the particular period of the history of Ireland identified as the troubles have in its origins the Human rights campaigns of the late 1960s. The rioting in the Bogside area of Derry in reaction to the suppression of the Civil rights movement in 1969 which was one of the key causes of the Troubles in Northern Ireland. The civil rights campaigns in the USA the people of Northern Ireland cities (both Catholic and Protestant) where the discrimination against Catholics in relation to jobs, housing and political representation were felt most severely – Derry and Belfast engaged in peaceful protests.</p>		
Possible Key Learning:		
<ul style="list-style-type: none"> The violent reaction to these protests by Unionist groups and how the collision of the RUC was one of the key catalysts to the revival of the IRA and the violent struggle it would unleash. Emerging tension and division between the two communities in the North which would escalate to in August 1969 to the Battle of the Bogside in Derry which would lead to the deployment of the British Army on the streets of Northern Ireland. 		
RTÉ Archive source data:		
Name of Archive entry:	ACCUSATIONS AND DENIALS	
Clip Title:	INTERVIEWS ABOUT DERRY RIOTS	
Broadcast date:	20/04/1969	
Coverage:	IRELAND, DERRY	
Information:	RTÉ NEWS REPORTS ON A NIGHT OF RIOTING BETWEEN PROTESTORS AND POLICE IN DERRY BROADCAST ON 20 APRIL 1969.	
Historical Evidence Analysis:		
Type of source:	Visual	
Primary ✓	The interviews are recorded and broadcast a day after the events	

Name of eye witness (s)& Profile of eyewitness(s):				
Witness name	Time	Age/gender	Nationality/Religion	political affiliation/Role
Bernadette Devlin	0:00-2:08	Female, 22 years,	Catholic, Derry resident	Nationalist civil rights campaigner, Independent Republican MP,
Witness to the Derry riot(1)	2:08 - 2:25	female, over 40,	Bogside resident, Unknown	Unknown
Witness to the Derry riot(2)	2:25 - 2:35	male, over 20 under 40,	Bogside resident, Unknown	Unknown
Witness to the Derry riot(3)	2:35-2:51	female, over 40,	Bogside resident, Unknown	Unknown
Witness to the Derry riot(4)	2:51-2:59	male, over 40	Bogside resident, Unknown	Unknown
Witness to the Derry riot(5)	2:59-3:22	females, over 40	Bogside resident, Unknown	Unknown
Ivan Cooper	3:22-4.56	male, 25 years,	Derry Protestant	Northern Ireland Civil rights campaigner, Independent MP
Graham Shillington (OBE):	4:36-5:36	male, 59 years,	Belfast, Protestant,	Chief Constable of the Royal Ulster Constabulary (RUC).

The event described by an eyewitness: Location, date, people/organisations involved

Saturday 19 April 1969: Rioting in the Bogside area of Derry involving the Northern Ireland Civil Rights Association (NICRA), Loyalists and members of the Royal Ulster Constabulary (RUC). In response to Civil rights march being banned the NICRA staged a sit-in protest that was challenged by loyalists and the RUC. On Thursday before, the 17th of April Bernadette Devlin had been elected to Westminster as a Unity candidate in the Mid-Ulster by-election.

Sources of additional evidence:

<http://cain.ulst.ac.uk/events/crights/chron.htm>

<http://www.cain.ulst.ac.uk/issues/police/ombudsman/po041001devenny.pdf>

<https://www.theguardian.com/news/2001/aug/16/guardianobituaries>

<https://belfastchildis.com/2016/04/18/19th-april-deaths-events-in-northern-ireland-troubles/>

Prompt questions for Students:

Why were people rioting?

Does every eye witness have the same view of the rioting?

How does Bernadette Devlin help you build up a picture of the events that occurred on Saturday April 19th?

What language does Bernadette Devlin use to describe the violence that occurred on Saturday night?

Using evidence from eyewitnesses accounts what evidence is there to suggest that law and order have broken down in the city?

Compare Bernadette Devlin and Mr Shillington's accounts, describe if they are biased or objective?

Visual evidence:

The youth of Bernadette Devlin

A young man with a wound covered with a bandage on his head at 2.55

Facial expressions of Mr Shillington



Dublin Monaghan Bombings May 1974	
Clip name:	Dublin Car Bombs 1974
Length	5:36 https://www.rte.ie/archives/2014/0516/617603-eyewitness-accounts-of-dublin-bombings/
Historical context: LO 2.5	
<p>On the 17 of May 1974 4 car bombs planted by the UVF went off in Dublin and Monaghan. Killing 33 people and injuring 300 hundred. The Bombings in Dublin and Monaghan in May 1974 are a key event in the course of the conflict of the troubles in Ireland. They had an impact on both North and South and Anglo-Irish relations. Responsibility for the bombings and collusion by the British are still issues of concern for the victims and their families. The background to the event was that in March 1974 a power-sharing executive/government was set up in Belfast, It was formed in the Sunningdale Agreement. In opposition to this, there was a general strike by the Loyalist Ulster Workers' Council, which brought down this power-sharing executive on 28 May 1974</p>	
Possible Key Learning:	
<ul style="list-style-type: none"> • The deadliest attack in the course of the Troubles took place on the 17th of May 1974 when the UVF set off a series of bombs 3 in Dublin and 1 in Monaghan killing 33 and injuring 300 • The bombings impacted on Anglo-Irish relations. The possibility of collusion by the British forces with the UVF furthered distrust between the government and people of the Republic and the British. • The timing of the explosions to coincide with a rush hour during a bus strike so as to maximise the loss of human life 	
RTE Archive source data	
Name of Archive entry:	EYEWITNESS ACCOUNTS OF DUBLIN BOMBINGS
Clip Title:	Dublin Car Bombs 1974
Broadcast date:	17/05/1974
Coverage:	IRELAND, DUBLIN
Information:	An RTÉ News report broadcast on 17 May 1974. The reporter is Barry Linane.
Historical Evidence Analysis:	
Type of source:	Visual
Primary ✓	The interviews are recorded and broadcast at the time of the events

Name of eye witness (s) & Profile of eyewitness(s):				
Witness name	Time	Age/ gender	Nationality/Religion	Political affiliation/Role
Paddy Sharkey	0:00-1:23	male, over 20 under 40	Dublin resident, Unknown	Owner of the Maples Hotel on Talbot Street.
Fr. Pearce Duggan	1:23 - 3:12	male, over 20 under 40,	Dublin resident, Catholic,	Catholic Priest in Donnycarney in Dublin.
Pat Nolan	3:12-4:30	male, over 20 under 40,	Dublin resident, Unknown	Hairdresser on Parnell Street in Dublin.
Unnamed witness	4:30 - 5:03	male, over 20 under 40,	Dublin resident, Unknown	Unknown
Unnamed witness	5:03-6.00	male, over 20 under 40,	Dublin resident, Unknown	Unknown

The event described by an eyewitness: Location, date, people/organisations involved

Friday 17th of May 1974: The witness is describing their experience of the impact of the bombings in the hours after the events. Three car bombs exploded in the following locations:
Talbot Street, Parnell Street, South Leinster Street
Resulting in 34 fatalities including an unborn full-term child and injuring 300.
The attack in Dublin was in the heart of the city centre at rush hour on a Friday evening.

Sources of additional evidence to verify witness:

<https://belfastchildis.com/2016/05/17/dublin-and-monaghan-bombings-17th-may-1974/>
<http://www.dublincity.ie/story/dublin-bombings-1974>
<https://www.bbc.com/news/world-europe-27399721>
<http://www.dublinmonaghanbombings.org/home/lostlives.html>
<https://www.irishtimes.com/news/ireland/irish-news/dublin-bombing-survivors-living-nightmare-of-1974-blasts-1.3086803>

Thinking prompt questions for Students:

Why were the streets of Dublin busier than usual that day?
Why did the police cordon off areas and move people away?
What impact do you think this event would have had on the witnesses, victims and their families?
How did it influence people in Dublin's attitude to the Troubles in Northern Ireland?
How is this event commemorated in Dublin?

Visual evidence:

The damage to buildings in the background
The army and Garda presence on the streets
The city landmarks – Parnell monument on O'Connell Street
The peoples' reaction to the presence of TV cameras

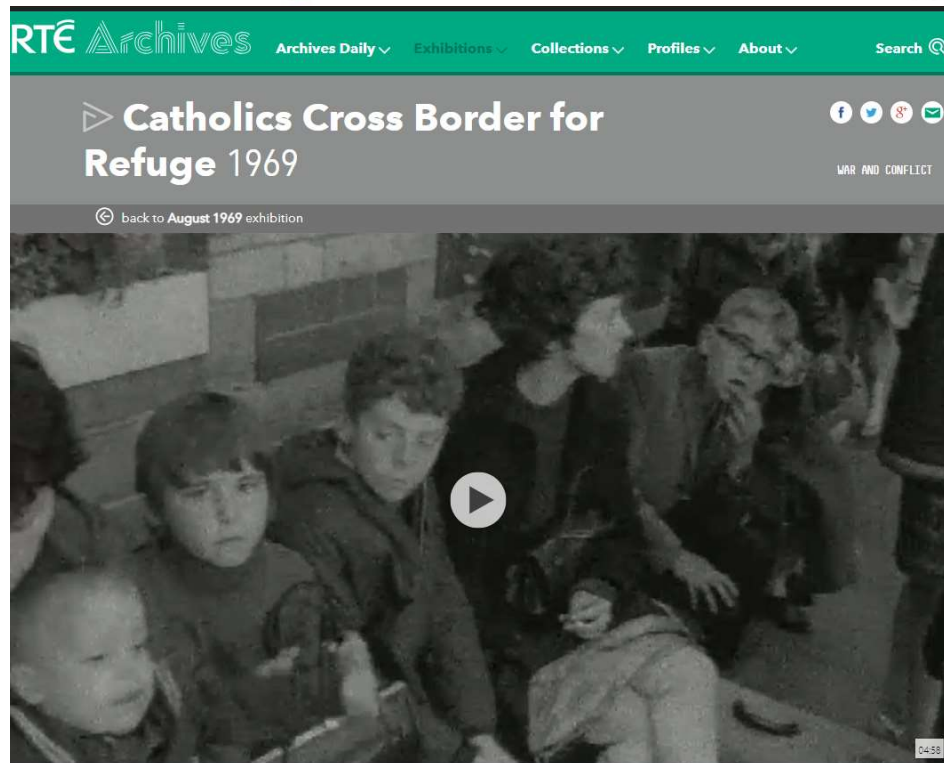
Further visual evidence:

<https://www.rte.ie/archives/2014/0515/617590-aftermath-of-dublin-bombings-1974/>



People living in Belfast in 1972		
Clip name:	Belfast Living with Violence 1972	
Length	5:36	https://www.rte.ie/archives/2017/0328/863169-life-in-bomb-threatened-belfast/
Historical context: LO 2.5 Course of the Troubles		
<p>The use of car bombs in cities and towns in Northern Ireland was all too often common experience for people living through course of the troubles and they influenced people's attitudes towards the paramilitary groups responsible. The resilience of people living through this time in Northern Ireland and their capacity to carry on with their daily lives despite the struggles and grief imposed on them is admirable. Students are presented with interviews with 11 Belfast residents who have been living with the impact of car bombs in the city who give accounts of the impact it has on their lives and what they have experienced. Rioting was another element of daily life and the economic causes and implications of the Troubles are also described.</p>		
Possible Key Learning:		
<ul style="list-style-type: none"> • Car bombings became a key weapon in the course of the Troubles, they inflicted terror and mayhem on those living in cities. • Sectarian rioting was another element of daily life in cities during the course of the troubles 		
RTE Archive source data:		
Name of Archive entry:	'REPORT: BELFAST 1972'	
Clip Title:	Belfast Living with Violence 1972	
Broadcast date:	13 April 1972	
Coverage:	IRELAND, Belfast	
Information:	<p>The 'Report' team visit Belfast in Northern Ireland to document the mood in the city and to discover what The Troubles mean to the men, women and children involved. Producer Joe Mulholland decided to let the people and the pictures speak for themselves, so the film has no commentary. Rather than interviewing public figures, members of the public and people from all political opinions and religious beliefs give their views on the situation.</p>	
Historical Evidence Analysis:		
Type of source:	Visual	

Primary ✓		The interviews are recorded and broadcast at the time of the events		
Name of eye witness & Profile of eyewitness(s):				
<i>Witness name</i>	<i>Time</i>	<i>Age/gender</i>	<i>Nationality/Religion</i>	<i>Political affiliation/Role</i>
Unnamed witness (1)	0:00-0:19	2 Females, over 40	Belfast residents, Unknown	Unknown
Unnamed witness (2)	0:19 - 0:46	Female, over 20 under 40,	Belfast residents, Unknown	Unknown
Unnamed witness (3)	0:46-1:00	male, over 20 under 40,	Belfast residents, Unknown	Unknown
Unnamed witness (4)	1:00 - 1:27	Females, over 40	Belfast residents, Unknown	Shopkeepers mother
Unnamed witness (5)	1:27-2.12	Male & Female, over 40,	Belfast residents, Unknown	Shopkeepers
Unnamed witness (6)	2.12-2:38	male, over 40	Belfast resident, Unknown	Unknown
Leonard Kaitcer	2:38 – 3.12	Male 42	Belfast resident, Jewish	Antiques dealer-1980 he was taken from his home and found shot dead in West Belfast, no one has claimed responsibility for his killing.
Unnamed witness (7)	3:10-3:20	Female, over 20 under 40	Belfast resident, Unknown	Unknown
Unnamed witness (8)	3:20-3:26	Female, over 20 under 40	Belfast resident, Unknown	Unknown
Unnamed witness (9)	3:26-3:46	Female under 20	Belfast resident, Unknown	Unknown
Unnamed witness (10)	3:46-3:49	Female, over 40	Belfast resident, Unknown	Unknown
The event is described by eyewitnesses:				
<p>Filed in the city of Belfast against the backdrop of a Provisional IRA bombing campaign consisting of 1,300 bombs in 1972 alone. Bombs were used against commercial properties in the city of Belfast for two reasons, firstly, to employ large numbers of British troops in the response and secondly to impact on the administration and governing of the cities and towns and to have an economic impact. At the time of filming there had been 9 significant car bombs in 1972 with 23 bombs all over Northern Ireland the day after the broadcast on the 14th of April 1972.</p>				
Sources of additional evidence				
http://cain.ulst.ac.uk/sutton/chron/1972.html https://www.bbc.com/timelines/z2wyvcw https://www.independent.ie/lifestyle/soldiers-labourers-women-children-all-murdered-in-the-iras-terror-campaign-26779717.html http://www.troublesarchive.com/timeline/1972 https://www.irishecho.com/2011/02/sean-macstiofain-dead-founded-provisional-ira-2/				
Prompt questions for Students:				
<p>Does this clip ignite any of your own feelings? Does age or gender influence the viewpoint expressed by the witnesses? How do the bombs and the riots impact on their daily lives? What economic impact did the Troubles have on businesses in Northern Ireland?</p>				
Visual evidence:				
<p>The busyness of the streets in the background The damage was done to buildings The people carrying on their daily lives with the wreckage in the background.</p>				



Clip name:	<u>Catholics cross the border for Refuge</u>	
Length:	4:48	https://www.rte.ie/archives/exhibitions/1042-northern-ireland-1969/1048-august-1969/320459-refugees-arrive-from-northern-ireland/
Historical context:	LO 2.5 Cause & Course of the Troubles	
	<p>In response to attacks by unionist groups in the Catholics in Northern Ireland in Belfast and Derry were driven out of their homes. The attacks took the form of arson and sniper attacks. As the victims were leaving at short notice they needed food, clothing and shelter. They travelled south to get this support seeking refuge from the violence. Many had no home to return to and had to stay in southern Ireland until they could return and some chose to never return. The attacks that were committed on the Catholics were not stopped by the RUC leading to the British government responding by deploying the British Army to the streets of Northern Ireland to protect the Catholics from further attacks. This deployment called operation Banner started on the 14th of August 1969 and ran until July</p>	
Possible Key Learning:	<ul style="list-style-type: none"> • During the Troubles in Northern Ireland, Catholic families fled to Southern Ireland as refugees • The Irish Army and other humanitarian organisations set up refugee camps • Some family's returned to Northern Ireland, but many resettled in the South 	
Name of Archive entry:	Catholics Cross Border for Refuge 1969	
Clip Title:	CATHOLICS CROSS BORDER FOR REFUGE	
Broadcast date:	18/08/1969	
Coverage:	Ireland- Louth	
Information:	NORTHERN IRELAND 1969, AUGUST 1969, BELFAST, CATHOLICS, REFUGEES, DUNDALK, LOUHT, RED CROSS, SEAMUS MURPHY, MULLINGAR, WESTMEATH, ARDOYNE	
Historical Evidence Analysis:		
Type of source:	Visual	

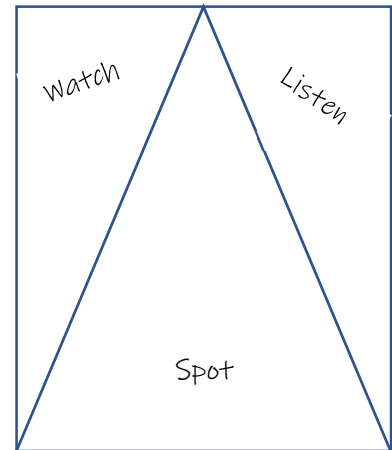
Primary ✓		The interviews are recorded and broadcast shortly after the time of the events		
Name of eye witness (s) & Profile of eyewitness(s):				
<i>Witness name</i>	<i>Time</i>	<i>Age/gender</i>	<i>Nationality/Religion</i>	<i>Political affiliation/Role</i>
Visual evidence	0:00		Dundalk, Co Louth	
Male witness wanted to be anonymous	00:39-2:33	Over 30	Belfast, Catholic	Unknown
Seamus Murphy	2:34-3:38	Male over 40	Irish/Unknown	Area director for the Red Cross Seamus Murphy in Mullingar
Female Witness with her toddler daughter wanted to remain anonymous	3:39-4:58	Over 30	Ardoyne resident/Catholic	Unknown
The event described by an eyewitness: Location, date, people/organisations involved				
<p>The witnesses are describing their experiences of fleeing to Belfast and Mullingar to seek refuge after coming under attack from Unionists. The young mother with her daughter in her arms talks about watching her home been burned to the ground as the uniformed police watched on. The young man describes how women and children were fleeing to a refugee centre in Belfast and as they were making their way to the cars and vans they were being sniped at, he mentions that the sniper who was positioned on the top of a local mill was pointed to the police but they did nothing to stop him. The young man tells how his heavily pregnant wife was the last to get into a car and picked up a 9mm shell used in attacking them. He also mentions the building they stayed in that night sniped at all night long. The one identified man Seamus Murphy who is the area director for Red Cross in Mullingar talks about providing refuge to two Catholic families on a Saturday night a mother with nine children and a husband and wife and four children.</p>				
Sources of additional evidence:				
<p>https://www.thejournal.ie/northern-refugees-ireland-state-papers-1820942-Dec2014/ https://www.nytimes.com/1971/08/13/archives/weary-fearful-refugees-from-ulster-crowd-into-ireland.html https://www.rte.ie/radio1/doconone/2016/0825/811859-we-couldnt-understand-the-peace-glenstal-abbey-a/</p>				
Prompt questions for Students:				
<p>Does the use of the term refugee in this context align with your current understanding of refugees? Why? Why not? Why did the focus of moving women and children to safety? Why would the witnesses/refugees want to be anonymous? What role did the police play? Who were the Paisleyites? What is a Sniper?</p>				
Visual evidence:				
<p>The focus on children The People sitting with suitcases in the train station The sharing out of food The nun and red cross sorting out clothes</p>				

Whole class Strategies for working with video clips from the RTE Archives in Junior Cycle History Classroom

Watch, listen & spot:

This strategy supports the learners to identify the range of evidence in a clip both visual and aural and identify how they can validate or challenge the eye witness accounts.

1. Ask the students to divide a page in their copy in 3, put the following heading in each section: Watch, Spot, Listen
2. Play the video clip with **no audio** (turn off the speakers) asking the students to jot what evidence they can see.
3. Play the clip the second time with no visuals (turn off the projector) asking the students to jot what evidence they can hear.
4. Play the clip with both audio and visual and ask the students what new evidence they can spot.



Whole Class Strategies

Perspective Taking

Asking your students to view evidence from different perspectives while reviewing it for evidence provides opportunities for the development of their Historical empathy.

Review the clip and identify the varying perspectives of the eyewitnesses, such as:

- Observer, Participant, Respondent- police/army
- Age, gender, nationality


Play the clip for the class for the first review and then allocate them a perspective to take on the second viewing a framing question such as:

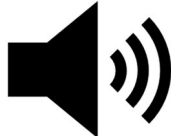
- My experience as a _____ of this event was:
- From the point of view of _____ this event would of :

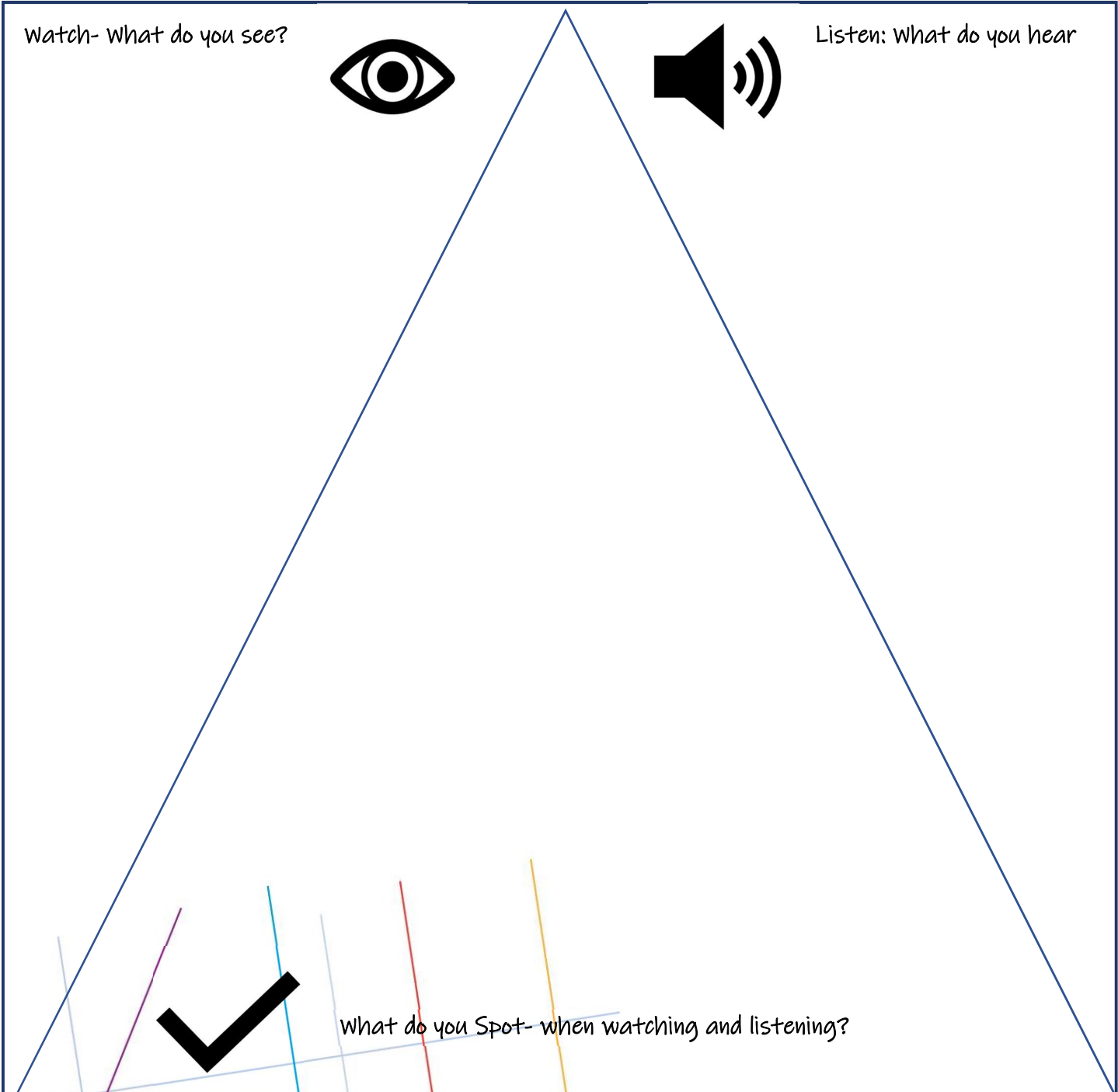
Disperse the perspectives through the class so that the students have a different perspective to their neighbour using the Think, Pair & Share strategy.

Name: _____ Clip: _____

Watch, Listen and Spot -Graphic organiser

Watch- What do you see? 

Listen: What do you hear 

A large blue-outlined triangle is centered on the page. At the top left corner of the triangle is the text 'Watch- What do you see?' with an eye icon. At the top right corner is the text 'Listen: What do you hear' with a speaker icon. At the bottom center of the triangle is the text 'What do you Spot- when watching and listening?' with a large black checkmark icon. The bottom of the triangle is decorated with several thin, overlapping lines in purple, blue, red, and orange.

Group/Pair Strategies for working with video clips from the RTE Archives in Junior Cycle History Classroom

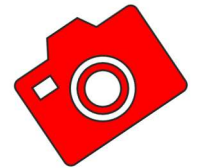
Freeze Frame

This strategy challenges students in groups to select key evidence from the selection from RTE Archives by identifying 'frames' from the report that illustrate the key evidence from the source

Allocate a clip from RTE Archives to each group to review on a shared device.

Challenge the groups to analyse the clip and identify still frame(s) to exemplify the key historical evidence from the clip by indicating the following:

- Time stamp of the clip and or screen shot
- Points of evidence from the selection: visual and aural
- The historical significance of the selected evidence



Group
Strategies



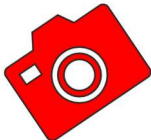
TV Time Machine

This strategy supports the learners in developing their skills as Historians by composing enquiry questions informed by evidence.

Allocate a clip from RTE Archives to each group to review on a shared device. Task the students with the scenario that they can go back in time and pose a set of interview questions based upon research they have undertaken about the event detailed in the clip to gain further historical evidence.

Through this process the students should create the Question(s) that they would pose if they could go back in time into the clip and engage with the people being interviewed. The composition of the question(s) must be informed by their research of the event in the clip and illustrate the impact of new evidence on the historical judgement of an event.

The sources of evidence provided to verify the clips selected are a support to the students for this strategy.



Freeze Frame Graphic Organiser



Title of the clip:	Time of frame
Frame Caption:	
Frame: description or screen shot	
<i>What evidence does the frame you have selected to freeze from clip provide?</i>	
Visual: What can you see?	
Aural/Oral: What can you hear? What is being said?	
Why is the evidence selected historically significant?	

Individual Strategies for working with video clips from the RTE Archives in Junior Cycle History Classroom

Flipped Classroom

This strategy flips the traditional model of the classroom by asking the students to engage with the source at home and engage in the questioning in school. This model engages the access that students have to Digital technologies in the home and also supports parental engagement in their Historical studies.

Allocate clips to students to watch at home for home work, you may wish to allocate the same clip or selection of clips to the whole class or different clips to groups of students. Support the students active viewing by providing a scaffold for their engagement such as: a graphic organiser, a series of questions, or the challenge them with the task of creating a transcript to accompany the clip.

The video clips from the RTE Archives are only available through a direct link to their site (you can't embed them on another web platform).



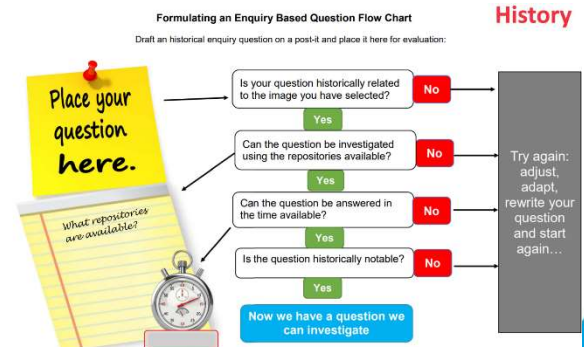
Individual Strategies

Stimulus based Enquiry Question

Having provide to students of an Enquiry question which can be answered or informed by the evidence available in a clip(s) from the RTE Archive is a strategy to support individual engagement.

The JCT History PLE Learning Log includes a scaffold to support the composition of Historical Enquiry Questions. The question may need the students to gather evidence from more than one piece of evidence.

To expand on this strategy the students could be challenged to compose the enquiry question that can be addressed using evidence from the RTE Archive video clips. These questions can then be posed in class or homework for individual consideration



RTE Archives an Eye Witness to Irish History:

Junior Cycle Historian Eyewitness Evidence Evaluation Graphic Organiser

What History topic are you investigating?	
Historical Enquiry focus:	
RTE Archive source data: <i>refer to the media meta data</i>	
Name of Archive entry:	
Clip Title:	
Broadcast date:	
Coverage:	
Information:	
Historical Evidence Analysis: <i>interrogate the clip to identify the following</i>	
Type of source:	
Primary <input type="checkbox"/> Secondary <input type="checkbox"/>	Why?
Name(s) of eye witness (s) (if available)	
Profile of eyewitness(s): gender, age, nationality, political affiliation, job	
Event described by eyewitness: Location, date, people/organisations involved	
List the factual information the witness provides about the event: <i>focus on the who, what, where, when, why and how</i>	

Your verification of the facts of the event using the second source of evidence:
cite sources of evidence used to verify

The viewpoint of an eye witness:
what role did they play in the event, were they a solely a witness or were they involved in the event.

Are the persons evidence an objective (neutral) account of the event?
Do they have a personal opinion on the event they are expressing?

How useful is this evidence to your Historical enquiry?
Did the eyewitness provide you with a specific piece of information or insight?

What limitations does this evidence have?
Are there any weaknesses in this eyewitness account.