

# History



## A GUIDE TO SUPPORT RESEARCHING THE DECADE OF CENTENARIES IN THE JUNIOR CYCLE HISTORY CLASSROOM

A guide for Post Primary History teachers engaging in historical research on the period 1912- 1922, based upon the recommendations from the Junior Cycle History Assessment Guidelines for the Classroom-Based Assessments

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## A Note to Teachers

This resource aims to offer advice and guidance on various aspects of historical research inspired by the Decade of Centenaries. The guide consists of advice, templates and graphic organisers that teachers and students could use to help organise their research effectively.

This research guide will be particularly useful for teachers and students when engaging in either of the History Classroom-Based Assessments (CBA). It is recommended that students engage in reflection on their experience of working as historians. To support this, it would be helpful for the learners to keep any templates or graphic organisers they use, as well as other notes and rough drafts, to support the completion of the Reflection Note which accompanies their display for CBA1.<sup>1</sup>

This resource is designed as a guide to support research on the Decade of Centenaries. However, it could support students engaging in research across the History Specification.

This collection of resources was created by the Junior Cycle History Team, including input from our associate team working in the classroom, and with the support of the Department of Education and Skills Curriculum and Assessment Policy Unit.

We hope you find this guide helpful.

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<sup>1</sup> Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, May 2018: Page 22.

## How to use this Collection:

The collection consists of the following elements:

- [JCT Decade of Centenaries Research Guide and resources](#)
- [JCT Decade of Centenaries Research Directory and YouTube playlist](#)
- [JCT Decade of Centenaries Research in Teaching and Learning Strategies](#)

The supports and advice that are in the collection also support engaging in historical research in the physically distanced classroom, and when students are engaging in learning from home.

All the graphic organisers and templates referred to in this guide are available in both printable and digital formats on our website. This is indicated by the link icon. They can be opened by clicking on their image.



This guide is not intended to provide a set approach to researching the Decade of Centenaries; rather, it aims to inspire teachers by providing suggestions and supports. On the next page you will find a hyperlinked table of contents- if you click on any of the page numbers, it will bring you to that support.

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## What is the Decade of Centenaries?

### **Overview:**

The Decade of Centenaries recognises the commemoration of a hundred years since the key events in the formation of the state. In the decade from 1912 to 1922 in the Island of Ireland was dramatically changed by events, including World War 1, the Home Rule crisis and the signing of the Ulster Covenant in 1912, the Lockout, women's suffrage, foundation the state of Northern Ireland in 1920 and of the Irish Free State in 1922 , and the Civil War.

The initial phase focused on events from 2012 - 2018. The second phase runs from 2019 - 2023 and has the objective of ensuring that “this complex period in our history, including the Struggle for Independence, the Civil War, the Foundation of the State and Partition, is remembered appropriately, proportionately, respectfully and with sensitivity. A key objective of the initiative is to promote a deeper understanding of the significant events that took place during this period and recognise that the shared historical experience of those years gave rise to very different narratives and memories”.<sup>2</sup>

**Commemoration and Junior Cycle History:** The four strands of the National Programme for Commemoration (State Ceremonial, Historic, Community and Creative Imagination Strands) are reflected in the Strand 1 learning outcomes (LO) from the Junior Cycle History specification. In particular LO 1.3, which states that students should be able to “appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated”, is particularly pertinent to the Decade of Centenaries initiative.

**Significance:** The themes of remembrance and reconciliation espoused in the Decade of Centenaries programme help foster students' growing sense of historical consciousness, a key element of Strand 1, while the focus on primary archival sources of evidence also builds on the skills of the historian. The time period encompassed in the Decade of Centenaries supports students' engagement with the contextual strands; thus, building on their awareness of the 'big picture' in their study of History.

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<sup>2</sup> <https://www.decadeofcentenaries.com/about/> [Accessed on 15/10/2020 at 09:52].

## How to use the Decade of Centenaries as a focus for Historical Enquiry

The following pages outline possible themes and approaches for using aspects of the Decade of Centenaries as the catalyst for enquiry-focused learning.

The Decade of Centenaries website (<https://www.decadeofcentenaries.com/>) is a useful starting point for research and the many events and articles listed may ignite students' genuine historical curiosity in engaging in some independent research. The accompanying, interactive Decade of Centenaries Research Directory may also prove useful for teachers seeking to guide their students towards certain repositories of evidence and sources as they embark on their research.

Students should begin the process by formulating an enquiry question that will guide and shape their focus. They will find some useful tips around generating a historical enquiry-based question on page thirteen of this guide.

There are other useful resources that teachers may wish to use with their students, such as interview templates and survey starters. Students may encounter pictures or cartoons during their research. Students may wish to use a resource that will allow them to analyse these types of sources and keep a record of their findings. Students will inevitably encounter a range of primary and secondary sources during their research- we have also included a guide for citing sources and creating a bibliography.

Ultimately, it is the teacher and the student working in tandem that will decide how this guide can be best utilised. The sources and templates provided may act as a catalyst for groups to engage in meaningful research around the Decade of Centenaries.

## Junior Cycle Learning Outcomes developed by researching the Decade of Centenaries

The table below outlines the learning outcomes from the History Specification which can be directly developed through engagement with research on the Decade of Centenaries.

### Strand 1: The Nature of History

Engagement with historical research is core to the development of students' knowledge, understanding, skills, attitudes and values contained in 'The nature of history' learning outcomes. Through research, the skills of the historian that are identified in the elements are realised in an historical context. Students' engagement with the Strand 1 learning outcomes will be enhanced through researching the Decade of Centenaries.

Strand 1: The Nature of History	Decade of Centenaries Possibilities:
<b>Developing historical consciousness:</b>	
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	<ul style="list-style-type: none"> <li>- Examine testimonies of participants in certain events.</li> <li>- Analyse various dilemmas and viewpoints.</li> </ul>
1.2 Consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world)	<ul style="list-style-type: none"> <li>- Investigate newspaper reports or news reels from the decade under investigation.</li> <li>- Compare Irish and British media reaction to an issue or event during the period.</li> <li>- Examine first-hand accounts from Irish and British perspectives.</li> <li>- How were the events of this decade reported in Europe and the wider world?</li> </ul>
1.3 Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated	<ul style="list-style-type: none"> <li>- Explore museums, heritage centres or monuments associated with the Decade of Centenaries.</li> <li>- Research the lives lost during the period.</li> <li>- Explore the various events that are scheduled to commemorate certain moments and personalities from this period.</li> </ul>
1.4 Demonstrate awareness of historical concepts, such as <i>source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space</i>	<ul style="list-style-type: none"> <li>- Understand the importance of primary and secondary sources in conveying what happened during the period under investigation.</li> <li>- What 'change' occurred following an event? What has continued? Why is it historically significant?</li> <li>- Make historical judgements based on evidence from a range of sources.</li> </ul>

Strand 1: The Nature of History	Decade of Centenaries Possibilities:
<b>Working with evidence</b>	
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	<ul style="list-style-type: none"> <li>- How does a historian do his/her job?</li> <li>- What evidence have historians used? Why?</li> <li>- How do they form their judgements?</li> <li>- Why is it sometimes necessary to revise judgements?</li> </ul>
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	<ul style="list-style-type: none"> <li>- Explore different interpretations of events or different depictions in film, art or literature.</li> <li>- Compare contemporary versions with primary sources, e.g. newspaper articles or diary entries.</li> <li>- Highlight the importance of sources in the formulation of historical judgements.</li> <li>- Investigate how new technologies have contributed to what we know about certain issues, events or personalities?</li> </ul>
1.7 Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance	<ul style="list-style-type: none"> <li>- What do we know about the personalities involved?</li> <li>- Explore prior knowledge of the event; how has the story been told since Primary School?</li> <li>- What evidence do you have to support your judgements?</li> </ul>
1.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition	<ul style="list-style-type: none"> <li>- Use the <i>Research Directory</i> as a starting point in exploring various sources of evidence. Find out where useful information or evidence of the revolutionary decade is stored.</li> </ul>
<b>Acquiring 'the big picture'</b>	
1.9 Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions	<ul style="list-style-type: none"> <li>- What made the Irish revolution significant on a global stage? (The fall of empire, decolonisation, imperialism, impact/influence elsewhere?)</li> <li>- Explore the impact of nationalism/ quest for independence in other British colonies?</li> <li>- What other countries were seeing a rise in nationalism at the same time?</li> <li>- Connect the rise of nationalism in Europe, in places such as the Balkans, Poland or Czechoslovakia, with the rise of nationalism and unionism on the island of Ireland.</li> <li>- What sports were seeing a rise in popularity in other parts of the world during this period? Why?</li> <li>- Were other parts of Europe and the wider world witness to a literary or cultural revival during this period?</li> <li>- What scientific advancements had an impact on the revolutionary period? Did the advent of militarism in the early twentieth century have a direct impact on British colonialism and the decline of empires throughout the world?</li> </ul>



Strand 1: The Nature of History	Decade of Centenaries Possibilities:
1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras	<ul style="list-style-type: none"> <li>- Creating a timeline of the events in the Decade the <i>Timeline</i></li> <li>- Make a timeline of the war, specific events, the lives of key personalities or the decade itself.</li> </ul>
1.11 Make connections and comparisons between people, issues and events in different places and historical eras	<ul style="list-style-type: none"> <li>- What other significant historical events were taking place during this decade?</li> <li>- Make connections between the impact of the Spanish Flu pandemic in 1918-19 on social gatherings and the impact of the COVID-19 pandemic on social gatherings.</li> <li>- Compare the partition of the island with other examples from the British empire.</li> <li>- Compare and contrast the Irish independence movement with other independence movements in other parts of the British empire or in other parts of the world.</li> <li>- What do the revolutionary movements in pre-twentieth century Europe and/or the wider world have in common with the Irish revolutionary movement of the early twentieth century?</li> </ul>

## Strand 2: The History of Ireland

As the Decade of Centenaries forms a core pillar in the creation of the Republic of Ireland and our national identity, it can support learning across Strand 2: The history of Ireland learning outcomes. The understanding necessary to appreciate the origins and significance of the Decade of Centenaries is acquired through all the learning outcomes in Strand 2. The following learning outcomes, as contained in the table below, have potential to be developed whilst researching this period in Irish history.

Strand 2: The History of Ireland	Decade of Centenaries Possibilities:
<b>Recognising key change</b>	
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	<ul style="list-style-type: none"> <li>- Investigate the importance of the Government of Ireland Act, 1920 in influencing identity on the island of Ireland.</li> <li>- What impact did the establishment of the Royal Ulster Constabulary in 1922 have on cultural identity in Northern Ireland?</li> <li>- How did the War of Independence in Ulster influence people's identity within the province?</li> </ul>
2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics	<ul style="list-style-type: none"> <li>- Investigate the role and significance of any two of the following leaders during the revolutionary period: Edward Carson, James Craig, Eoin MacNeill, Arthur Griffith, John Redmond, Michael Collins, Cathal Brugha Constance Markievicz, W.T. Cosgrave, Kevin O'Higgins, Frank Aiken and/or Seán MacBride.</li> </ul>
2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion	<ul style="list-style-type: none"> <li>- Examine the influence of Wolfe Tone &amp; the United Irishmen on early twentieth century Irish politics.</li> <li>- Investigate the formation of the Fenians or the Young Irelanders and explore their impact on the physical force tradition in Irish politics during the decade.</li> <li>- Investigate the formation of the Ulster Volunteer Force and its impact on Irish politics during the decade.</li> </ul>
2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923	Examine the rise of nationalism and unionism in Ireland through an analysis of any of the following key events: <ul style="list-style-type: none"> <li>- The Parliament Act, 1911</li> <li>- The Home Rule Crisis, 1912-1914</li> <li>- The 1913 Lockout and the formation of the Irish Citizen Army</li> <li>- The formation of the Ulster Volunteer Force (UVF) &amp; the Larne gun-running</li> <li>- The formation of the Irish Volunteer Force (IVF) &amp; the Howth gun-running</li> <li>- World War I and divisions within the IVF- National and Irish Volunteers</li> </ul>

<b>Strand 2: The History of Ireland</b>	<b>Decade of Centenaries Possibilities:</b>
2.4 (continued) examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923	<ul style="list-style-type: none"> <li>- The Conscription Crisis &amp; the by-elections of 1917-18</li> <li>- The 1918 General Election &amp; the rise of Sinn Fein</li> <li>- The First Dáil</li> <li>- The War of Independence, 1919-1921</li> <li>- The Government of Ireland Act, 1920</li> <li>- The Anglo-Irish Treaty, 1921</li> <li>- The Irish Civil War, 1922-1923</li> <li>- The Cumann na nGaedhael government 1923-1932</li> </ul>
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	<ul style="list-style-type: none"> <li>- What role did Christianity play during this period, politically, socially and/or culturally?</li> <li>- Why did unionism and nationalism become aligned with different versions of Christianity?</li> <li>- How did Catholicism and Protestantism influence the decisions that were made during this period?</li> </ul>
2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations	<ul style="list-style-type: none"> <li>- Examine the formation of the UVF during the Home Rule Crisis.</li> <li>- What role did Edward Carson or James Craig play in establishing the Northern Irish state?</li> <li>- Investigate the War of Independence, the Anglo-Irish Treaty and partition's influence on the identity of Northern Irish Catholics and Protestants.</li> <li>- Why was the Government of Ireland Act of December 1920 so important and what impact did it have on the governance of Northern Ireland?</li> </ul>
<b>Exploring people, culture and ideas</b>	
2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora	<ul style="list-style-type: none"> <li>- How did funding from the Irish Diaspora influence the revolutionary movement?</li> <li>- How were Irish Diaspora able to influence public opinion in the UK?</li> </ul>
2.8 describe the impact of war on the lives of Irish people, referring to either World War One (or World War Two)	<ul style="list-style-type: none"> <li>- Describe the impact of WWI on Irish nationalism.</li> <li>- What impact did WW1 have on troops returning to Ireland from Europe during this period?</li> </ul>
2.9 explain how the experience of women in Irish society changed during the twentieth century	<ul style="list-style-type: none"> <li>- Research prominent women's' role in the struggle for Irish independence, e.g. Kathleen Lynn, Elizabeth O'Farrell or Constance Markievicz.</li> <li>- Investigate the formation of Cumann na mBán and its role in the revolutionary movement.</li> <li>- Explore the formation of the Suffragettes and its impact on women's voting rights.</li> <li>- Investigate the role of Hannah Sheehy Skeffington in the struggle of women's rights during this decade.</li> </ul>

Strand 2: The History of Ireland	Decade of Centenaries Possibilities:
2.10 examine how one sporting, cultural or social movement impacted on Irish life	<ul style="list-style-type: none"> <li>- Examine the role of the Gaelic Athletic Association (GAA) in Irish society during the revolutionary period.</li> <li>- Examine the formation of Conradh na Gaeilge and its impact on Irish life.</li> <li>- Investigate the work of An Claidheamh Soluis.</li> <li>- Explore the role played by Irish literary figures during this period and examine the impact of their writings on Irish nationalists and unionists.</li> <li>- Investigate the formation of the Irish Literary Society or the Irish National Theatre Society.</li> <li>- Investigate the establishment of the Football Association of Ireland (FAI) in 1921 and its impact on Irish society.</li> </ul>
<b>Applying historical thinking</b>	
2.11 Make connections between local, personal or family history and wider national and/ or international personalities, issues and events	<ul style="list-style-type: none"> <li>- Explore your family/local area's connections to any of the historically significant events that took place during this period.</li> <li>- Explore connections to significant personalities.</li> <li>- What were newspapers reporting in your area on the day of a key event during the decade? Were there other historically significant events taking place elsewhere?</li> </ul>
2.13 analyse the evolution and development of Ireland's links with Europe	<ul style="list-style-type: none"> <li>- How did Germany support the rebels during the Easter Rising in 1916?</li> <li>- How did the formation of the League of Nations following the Treaty of Versailles influence the first Sinn Fein government?</li> <li>- What links did Arthur Griffith have with Hungary during the revolutionary period and how did they influence his views?</li> </ul>

## Junior Cycle Classroom-Based Assessments and Researching the DOC

Classroom-based research on the Decade of Centenaries can provide opportunities for formational engagement with the learning outcomes of Strand 1. It can also prepare students for engagement with the two History Classroom-Based Assessments which are designed to allow students to demonstrate and develop this learning. The Assessment Guidelines state that:

*“As students engage with the **two** Classroom-Based Assessments in History, they will have opportunities to further deepen their understanding of the **nature of History**, as they **work with evidence**, develop their **historical consciousness** and deepen their understanding of the **‘big picture’**.”<sup>3</sup> Each of the Classroom-Based Assessments has a particular research focus, process and output.*

Classroom-Based Assessment	Focus	Structure	Output
‘The Past in My Place’	Study of an issue, event, theme or person relating to students’ locality	<ul style="list-style-type: none"> <li>• Investigate</li> <li>• Discover</li> <li>• Display</li> <li>• Reflect</li> </ul>	Display Reflection note
‘A Life in Time’	Research on a figure from the past that is of interest to students and to write an historical assessment of this person or an aspect of this person’s life or career	<ul style="list-style-type: none"> <li>• Scoping</li> <li>• Researching</li> <li>• Creating a written record</li> <li>• Reflecting</li> </ul>	Written record Reflection note

### Decade of Centenaries: Connecting with ‘The Past in My Place’

A rich range of aspects of both Irish history and local history can be explored through researching the Decade of Centenaries. The History Assessment Guidelines provide ideas to support choosing a theme or subject to research for CBA 1: The Past in My Place.

#### Possible theme or subject research links to the Decade of Centenaries:

- the contribution of a local person to an aspect of a specific episode or event from the Decade of Centenaries
- a local manifestation of a national or international movement or phenomenon
- a local historical incident that was an important cause of change
- a study of an aspect of life in the locality at a given time in the past
- a study of a local place of historical interest
- a study of a monument, statue, memorial or other such site of historical interest
- a study inspired by an historically significant local artefact
- the impact of a national or international event or issue on the locality

<sup>3</sup> Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, May 2018: Page 9.

## Family/personal history

An investigation of a family member who is historically significant at local, national or international level included in the Decade of Centenaries such as:



### Decade of Centenaries: Connecting with ‘A Life in Time’

“*A Life in Time* gives students an opportunity to research a figure from the past that is of interest to them and to write an historical assessment of this person, or an aspect of this person’s life or career. The rationale is that students can research subjects about which they have a genuine sense of curiosity and which can inspire them to generate an authentic, personal response as they deepen their understanding of the past”.<sup>4</sup>

#### Possible theme or subject research links to the Decade of Centenaries:

- the contribution of the subject to an aspect of significant historical change that took place between 1912 and 1923
- an examination of an aspect of the subject’s life or career (e.g. the subject’s early life, or a particular phase or episode relating to the subject’s life or career)
- an investigation of what might have influenced the subject’s beliefs/actions during this decade
- a study of an important relationship in the subject’s life/ career

“Students are encouraged to consider a wide variety of possible subjects and are not restricted to researching a person who features largely in their classroom studies. If the chosen person is one whose career is covered elsewhere in the student’s course, then the focus could be on a particular, more in-depth aspect of that person’s life”.<sup>5</sup>

<sup>4</sup> Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, May 2018: Page 24.

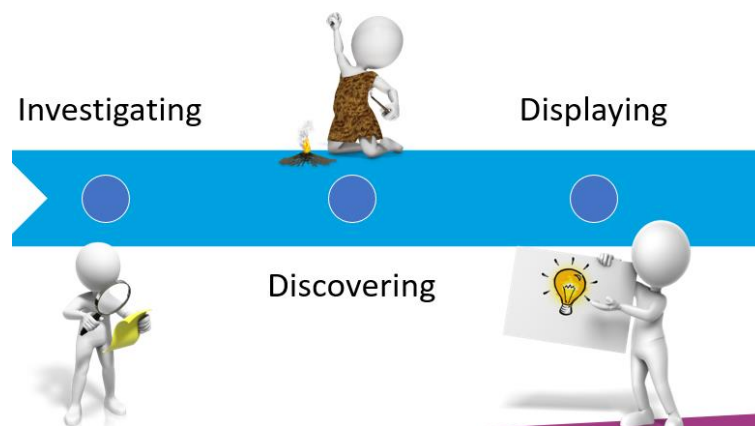
<sup>5</sup> Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, May 2018: Page 24.

## The Historical Enquiry Process:

A historical enquiry is a process by which students investigate an aspect of history using the same methodology as professional historians.



In the 'Junior Cycle Assessment Guidelines for the History Classroom-Based Assessment and Assessment Task', the following structure is provided. We will use this structure to support students' research on the Decade of Centenaries.



## The Process for Engagement with CBA 1: The Past in My Place and the Decade of Centenaries

This process can support students in their research of the Decade of Centenaries.

Students will engage with their chosen subject across three stages of activity, which contribute to the generation of their evidence of learning and achievement.

<b>Investigating:</b>
Engage with source material that stimulates their curiosity in relation to the Decade of Centenaries
Discuss possible ideas.
Engage with older relatives or members of the community.
Formulate enquiry questions.
<b>Discovering:</b>
Work with various forms of evidence.
Identify answers to the questions posed in the investigating phase.
Gather a range of evidence to support their answer.
Record observations or thoughts about their experience of working with evidence to find answers to questions and gathering sources.
<b>Displaying:</b>
Consider the format of the display which may feature any combination of modes of presentation e.g. text, excerpts from sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, audio or audio-visual recordings, model(s), artefact(s) etc.
Select modes which support them to display their research and their understanding of the nature of history.
Create a display which includes a range of sources and offers interpretations of, and reflection on, the research. <i>If working in a group, they must indicate (perhaps using a symbol or their initials) which part(s) of the display they contributed to.</i>
Record observations or thoughts about their experience of selecting a mode and creating a display which addresses their enquiry question using evidence.



## Investigating the Decade of Centenaries

To support your work in the classroom, we have created Our [Junior Cycle History Decade of Centenaries Research Directory](#) which may support your students when investigating and discovering the answers to their historical enquiry questions. As stated in the Leaving Certificate History Guidelines, in History education, “The emphasis on ‘enquiry’ is fundamental. The word ‘history’ derives from the Greek ‘historia’ meaning ‘what has been learned from enquiry’”.<sup>6</sup>

Investigating



### Stimulating historical thinking/curiosity - let us look at sources!

Looking at historical sources in relation to this decade of Irish history can be a good starting point to ignite students' curiosity about the Decade of Centenaries and what they may wish to investigate further. Our [Junior Cycle History Decade of Centenaries Research Directory](#) outlines collections of evidence which contains various types of sources such as public records, videos and maps.

### Images and video clips as historical stimuli:

Photographic evidence is available for the events being commemorated in the Decade of Centenaries and the events that impacted the rise of nationalism and unionism in Ireland have inspired many re-enactments and documentaries which can be used to stimulate historical enquiry. Working with visual evidence contains learning within itself- “Learning how to ‘read’ or interpret such images will enhance a student’s historical understanding”.<sup>7</sup> We have developed a range of strategies for use with video evidence in the classroom. These strategies can be used by individual students, in a pair, or as a class group. The [Junior Cycle History Decade of Centenaries Research Directory](#) which accompanies this guide highlights some archives/collections of visual evidence which can support an historical enquiry and the enhancement of students’ curiosity about the Decade of Centenaries.

<sup>6</sup> NCCA- History- Leaving Certificate Guidelines for Teachers- [https://www.curriculumonline.ie/getmedia/973412c2-a98e-4131-8ae4-79e4f7790d4d/SCSEC20\\_History-guidelines\\_eng\\_1.pdf](https://www.curriculumonline.ie/getmedia/973412c2-a98e-4131-8ae4-79e4f7790d4d/SCSEC20_History-guidelines_eng_1.pdf): Page 6.

<sup>7</sup> NCCA- History- Leaving Certificate Guidelines for Teachers- [https://www.curriculumonline.ie/getmedia/973412c2-a98e-4131-8ae4-79e4f7790d4d/SCSEC20\\_History-guidelines\\_eng\\_1.pdf](https://www.curriculumonline.ie/getmedia/973412c2-a98e-4131-8ae4-79e4f7790d4d/SCSEC20_History-guidelines_eng_1.pdf): Page

### Strategies for the use of historical video clips

To support the use of video clips in the classroom, we have developed strategies to facilitate whole class, group and individual work with the evidence contained in video clips.

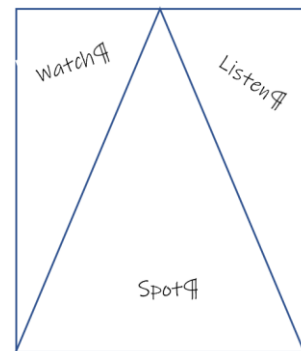
#### WHOLE CLASS STRATEGIES FOR WORKING WITH VIDEO CLIPS IN THE JUNIOR CYCLE HISTORY CLASSROOM



##### *WATCH, LISTEN & SPOT*

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

1. Ask the students to divide a page in their copy in three. Put the following headings in each section: Watch, Spot and 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.



We have provided a template for this strategy here.

##### *PERSPECTIVE TAKING*

Asking your students to view evidence from different perspectives while reviewing it provides opportunities for the development of historical empathy. Review the clip and identify the varying perspectives of the eyewitnesses, such as:

- Observer, participant or respondent
- Age, gender or nationality

Play the clip for the class for the first review and then allocate a perspective to each student 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 have



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

## GROUP/ PAIR STRATEGIES FOR WORKING WITH VIDEO CLIPS IN JUNIOR CYCLE HISTORY CLASSROOM

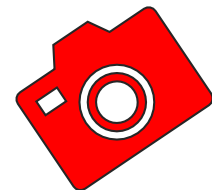


### *FREEZE FRAME*

This strategy challenges students in groups to select key evidence from the video clips by identifying 'frames' from the clip that illustrate the key evidence from the source.

Allocate a clip for 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:

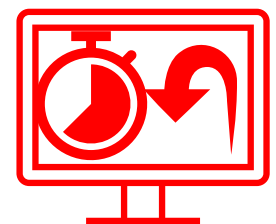
- Time stamp of the clip and/or screen shot
- Points of evidence from the selection: visual and aural
- The historical significance of the selected evidence



### *TV TIME MACHINE*

This strategy supports the learners in developing their skills as historians by composing enquiry questions informed by evidence. Allocate a video clip for each group to review. Task the students with the scenario: 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 their historical judgement of an event.



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

## Individual strategies for working with video clips in the 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 utilises the access that students have to digital technologies in the home. It also supports parental engagement in their historical studies.

Allocate clips to students to watch at home for homework. You may wish to allocate the same clip or selection of clips to the whole class or different clips to different 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 challenge them with the task of creating a transcript to accompany the clip.

### *STIMULUS-BASED ENQUIRY QUESTION*

Providing students with an enquiry question which can be answered, or informed, by the evidence available in video clip(s) or image(s) from the possible repositories of evidence in [Junior Cycle History Decade of Centenaries Research Directory](#) is another strategy to support individual engagement.

We have created a scaffold to support the construction of Historical Enquiry Questions. The question may need the students to gather evidence from more than one source. To expand on this strategy the students could be challenged to compose an enquiry question that can be addressed using evidence from the video clips. These questions can then be posed in class or for homework for individual consideration

## Maps as Historical Stimuli











The Decade of Centenaries and the key events that took place between 1911 and 1923 had various locations. Looking at maps of the cities and towns where these events played out can ignite students' curiosity. Maps can illustrate to students how their locality was part of events commemorated in the Decade of Centenaries or how geography dictated or was changed by the events of the decade. Our research directory outlines the Atlas of the Revolution and RTE 1916 - both include maps to illustrate the events of the decade. The following types of maps related to the Decade of Centenaries are available to use by students.

### Maps: Compare, contrast and discover

One way to use maps to stimulate historical enquiry is through comparison and contrast.

For the purpose of researching the Decade of Centenaries, select two maps of a site related to one of the events from the time and one from the location today. Sites with links to maps from the Decade of Centenaries are included in the research directory accompanying this guide. It may be necessary to introduce the maps and place them within the wider geography of the area. The template below may help to scaffold this methodology.



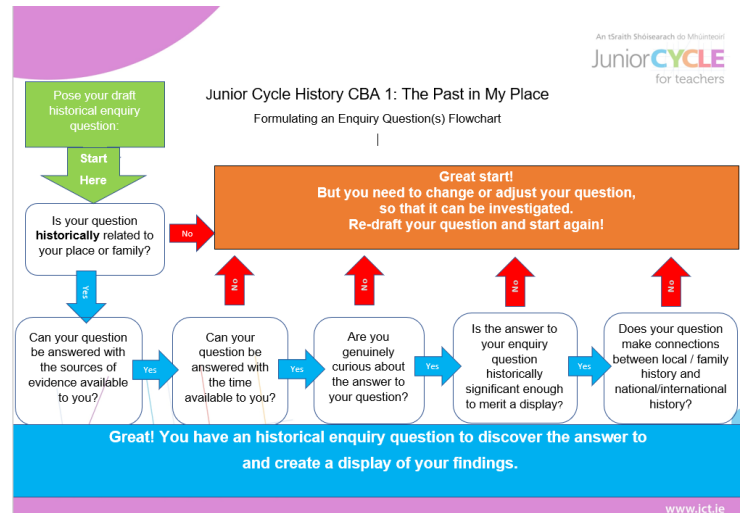
Then		Now	
 Location covered:		 Location covered:	
 Date depicted or created:		 Date depicted or created:	
 Source of map:		 Source of map:	
 Differences:	 Historical findings:		
 Similarities:			
 Questions:			



## Generating an historical enquiry-based question to investigate

Formulating enquiry questions can serve to focus students' investigation of the past and help to provide a structure for their work. The process outlined here can support students in composing enquiry questions. By challenging the learner to identify:

- The historical significance of their enquiry question.
- The feasibility of their enquiry question
- Their genuine interest/curiosity in the question.
- The historical substance of their question.
- The historical connectedness of their question



## Scoping a Person of Historical Interest

To support students' engagement in historical research on a named individual or a member of their family associated with the Decade of Centenaries, they should be encouraged to establish the scope of their enquiry. In order to do this, students may need to outline the parameters and purpose of their enquiry into the person of interest. We have developed a template to support students in identifying and outlining the scope of their enquiry.

Setting out the focus of their enquiry in this way can help the learners to keep their focus when engaging with evidence to discover the answers to their questions.

Junior Cycle History Scoping a Person of Historical Interest Support

In relation to the person you have selected, ask yourself the following scoping questions to focus your research.

Why is the person that I have chosen worth researching?

What questions would focus my project and address the issues I would like to see answered?

Is there a specific aspect of the life/ experience/ career of my subject that I will explore?

What do I know about him/her already? What do I want to find out?

How will I narrow the focus of my study?

What background information do I have about the wider context of my subject?

www.jct.ie



## Discovering the Decade of Centenaries

In moving into the discovering phase of the work, students will identify answers to the questions posed in the investigating phase. In engaging in the process of discovery, a number of methodologies might be employed, such as:

### Methodologies:

To examine different types of sources that might be relevant to the subject, such as photographs, letters, personal papers

### Sample of online supports/resources/exemplars

Name of resource: "Atlas of the Irish Revolution" Resources for Secondary Schools



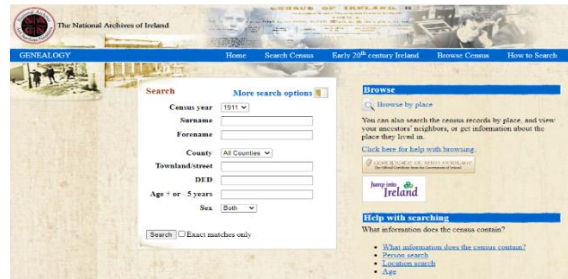
Origins: Based on the "Atlas of the Revolution" book, The College of Arts, Celtic Studies and Social Studies, University College Cork developed a resource pack consisting of eight "Teaching Units" covering a range of themes and topics from the 1845-1923 period, adaptable to the needs of Junior Cycle, Transition Year and Senior Cycle students.

URL: [www.theirishrevolution.ie/atlas-resources-landing-page](http://www.theirishrevolution.ie/atlas-resources-landing-page)

QR Code: 

What can I find here? The resource pack contains "Teaching Units" with a Document Pack containing a selection of original maps created for the "Atlas of the Irish Revolution." Some documents and images from the National Library of Ireland and the Irish Examiner archive are included. The highly visual maps offer students an easy and accessible access to the complexities of the revolutionary period. The lesson plans and student worksheets will help teachers use the original material in the "Atlas" in the classroom in order to consolidate learning, teach and reinforce key skills and support students in developing a passion for exploring and learning about the past. Anyone wishing to use the resource pack must first register <https://www.theirishrevolution.ie/atlas-resources-landing-page> in order to access the downloads. Once you have registered, you can explore the lesson plans, student worksheets and project pack here <https://www.theirishrevolution.ie/atlas-resources-landing-page>

To examine relevant archival records, e.g. census records, birth/ baptismal records



The National Archives of Ireland

GENERAL CENSUS

Home Search Census Early 20<sup>th</sup> century Ireland Browse Census How to Search

Search: More search options

Census year: 1911

Surname:

Forename:

County: All Counties

Townland/Street:

DEID:

Age 7 or 5 years:

Sex:

Sub:

Search  Exact matches only

Browse:  Browse by place

You can also search the census records by place, and view your ancestor's neighbors, or get information about the place they lived in.

Click here for help with browsing

Help with searching: What information does the census contain?

- What information does the census contain?
- Person search
- Location search
- Age

A visit to a local heritage centre/ museum/ library or other repository of information



An tSraith Shóisearach  
**JuniorCYCLE**

1912  
**A PIVOTAL YEAR**

0:04 / 2:16

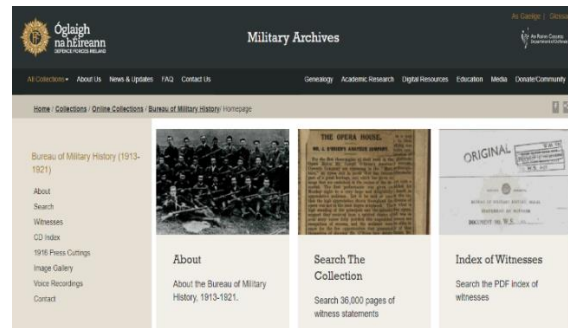
A visit to a relevant site if the subject relates to one, e.g. building, site of event, memorial, etc.



An tSraith Shóisearach  
**JuniorCYCLE**

1914 - 1918  
**World War 1**

To consult local history books/ journals/ periodicals/ newspapers or other such publications



Oglaigh na hÉireann  
**Military Archives**

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Home Collections Online Collections Bureau of Military History Homepage

Bureau of Military History (1913-1921)

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1918 Press Cuttings

Image Gallery

Voice Recordings

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THE OFFICIAL RECORD  
 No. 1. 1913-1921

ORIGINAL

Index of Witnesses

Search the Collection

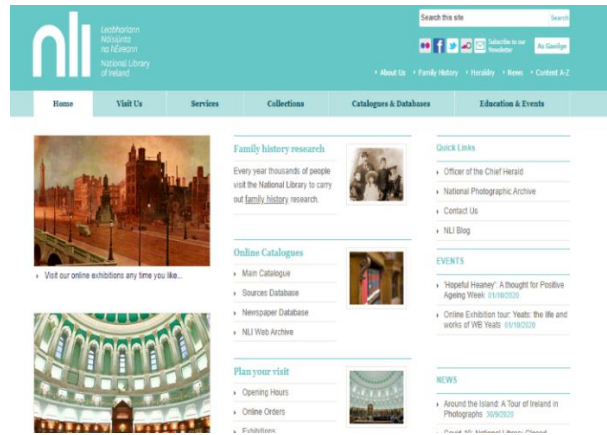
Search 36,000 pages of witness statements

About

About the Bureau of Military History 1913-1921



To consult general history books to learn more about broader national or international context to the subject, if applicable



To visit relevant websites or other electronic sources of information



To interview a local historian or other person with information or experiences of the subject of study



To interview a local person with memories of aspects of the past in the locality.







## Compiling and Citing Sources

During the discovery phase, students will encounter a range of sources. These sources could range from books and newspaper articles, to web-based sources, videos or photographs. The correct citation of sources is an essential skill for the historian.



For CBA2, students are expected to consult “a variety of sources during their research”. The Junior Cycle History Assessment Guidelines state; “Students should aim to answer their research questions and present their historical judgements in the form of a coherent piece of writing in a chosen written format, using evidence from their sources to support their conclusions. The sources used should be cited in a bibliography at the end of the record. Students should consult a variety of sources during their research; at a minimum at least two sources should be consulted”.<sup>8</sup>

## Copyright

All images and content contained in a resource should be either copyright free or have received prior approval from its creator for it to appear in a student’s research. It is recommended that when students use any resources that they have acquired online, whether it be an image, chart, video, photo, infographic, etc., they accompany that resource with its exact online location and the date and time it was accessed.

For example:

Student A is conducting research on her great grandfather’s role in the Irish War of Independence. The student discovers that her great grandfather was a member of the Royal Irish Constabulary and was working in Balbriggan during The Sack of Balbriggan on the night of September 20<sup>th</sup>, 1920. Further into her research, she discovers that her great grandfather was witness to the events of that night and left a note in his diary giving a detailed, first-hand account. The student wishes to use an image of the aftermath of the event to accompany her research and display and finds a useful image online at <https://www.irishtimes.com/news/ireland/irish-news/the-sack-of-balbriggan-the-burning-of-a-town-that-shocked-the-world-100-years-ago-1.4359707> . The student copies this image at 19:10 on Tuesday 13<sup>th</sup> October and pastes it into her display. The student cites the web address, and the date and time it was accessed, underneath the image in the display.



<https://www.irishtimes.com/news/ireland/irish-news/the-sack-of-balbriggan-the-burning-of-a-town-that-shocked-the-world-100-years-ago-1.4359707> [Accessed on 13/10/2020 at 19:10]

<sup>8</sup> Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, May 2018: Page 27.

It is important for students to understand that their research must be verifiable and that all the images they use must be cited correctly, to avoid any possible copyright issues. Given that many students will use Google to conduct their online searches, it is crucial that they develop a habit of locating the website in which their image is located. If the source they are looking for is an image, all the student need do is click on the image they have located in Google and they will be taken to the website in which the image is originally located.

This is one way of citing images appropriately. The next section explores other formats that students can utilise to cite other sources, such as books, films or newspaper articles.

### Sources

Students may choose to cite their sources in a bibliography. Students may also choose to cite their sources within the text that accompanies their display or within their written record. The following examples may be used as a guide for students who may choose a Harvard referencing style when citing and referencing materials. This link provides further information on the Harvard referencing style- <https://www.mendeley.com/guides/harvard-citation-guide> (It should be noted that students are not obliged to use this particular style when citing and referencing).

### Examples:

	<b>Bibliography</b>	<b>In text</b>
<b>Book</b>	Ferriter, D. (2007). <i>Judging Dev: A Reassessment of the Life and Legacy of Eamon De Valera</i> . Dublin: Royal Irish Academy.	(Ferriter, D. 2007: Page __)
<b>Film</b>	<i>The Wind That Shakes the Barley</i> , Ken Loach, 2006.	(Loach, K. 2006)
<b>Newspaper article</b>	Dunne, A. (April 18 <sup>th</sup> , 2016). 'The Future of Museums: 'soft power' and the hard sell', <i>The Irish Times</i> : Page 21.	(Dunne, A. 2016)
<b>Online article</b>	Ferris, T.P. (2012). The Irish Influence on English Affairs 1912-1914. <i>Journal of Societal Change</i> 12(2), pp.173-185 [accessed on 21/1/2020 at 16.53]	(Ferris, T.P. 2011: Page __)
<b>Online film</b>	Century Ireland. <i>Ireland 1912-1916: An Animated History from Home Rule to Easter Rising</i> . <a href="https://www.youtube.com/watch?v=722S-m6T7Hw">https://www.youtube.com/watch?v=722S-m6T7Hw</a> (accessed on 21/1/2020 at 16.58)	(Century Ireland, YouTube)

## Displaying



## Displaying the Decade of Centenaries

Providing students with opportunities to share their historical discoveries and findings in relation to the Decade of Centenaries can support the Strand 1 learning outcomes and students' engagement with the Classroom-Based Assessments. For CBA1 the students are asked to "present their research in the form of a display, of the type that they may encounter in a museum, heritage centre or library".<sup>9</sup>

Through engaging with the online repositories of evidence included in our [Junior Cycle History Decade of Centenaries Research Directory](#), students may get ideas about how to effectively display their historical findings in a range of formats.

### Possible Formats

When displaying historical research, a combination of the modes of presentation listed below are recommended in the History Assessment Guidelines. Here are some considerations for their effective use:

<b>Text</b>	<b>Excerpts from Primary and/or Secondary Sources</b>	<b>Display Folder or Booklet</b>
Use headings to give an insight into the content.  Break the text in to related, short, readable pieces.	Use short and concise excerpts.  Reference all sources.	Use separate sections to display different findings.  Group and arrange related text, images and sources together.
<b>Artefacts</b>	<b>Digital Format(s) &amp; Audio or Audio- Visual Recordings</b>	<b>Photographs/ Images</b>
Place artefacts in an appropriate protective container.  A photograph of an artefact may be more effective and safer.	Presentations can be useful to display a combination of forms of evidence.  Videos and audio clips can be useful evidence but should be referenced.	Students can take their own photographs of artefacts or sites for their displays.  Copyright and citation of sources of images should be included.
<b>Graphs &amp; Charts</b>	<b>Timelines</b>	<b>Model(s)</b>
Graphs and charts can be created to show historical findings in a user-friendly way.  The use of infographics can be a very effective way to display numeric and statistical trends.	Timelines are very useful in providing a scaffold to any research.  They can provide a visual synopsis of the research undertaken and the time-period covered in the research.	Models may need to be labelled accordingly to ensure their usefulness.  They may also require text to support their impact.

<sup>9</sup> Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition, May 2018: Page 11.

## Students taking ownership for their findings in a display



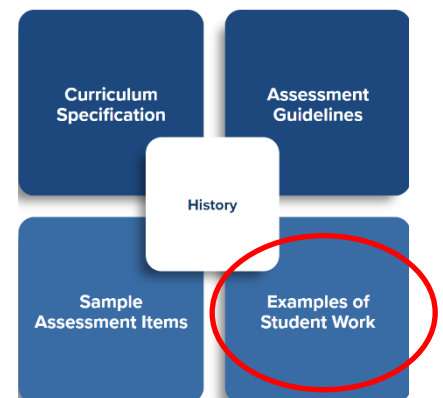
When working in groups or in pairs, it may be helpful to ask students to develop a system to indicate their contributions to the historical display so they can take ownership of their findings.

### Samples of Student Displays:

The NCCA have a range of examples of student work for Classroom-Based Assessment 1: The Past in My Place.

These samples can be used to explore the range of methods of display and the multiple modes of sharing sources and evidence.

The samples are annotated with teacher observations which can inform how students can demonstrate their learning from Strand 1 through the creation of a display.



### Displaying Timelines

Timelines are a very useful way to outline the key events of the Decade of Centenaries and to support the development of students' understanding of the short-term and long-term impact of the events on Ireland. Many of the repositories in our *Research Directory* model exemplary use of timelines to support historical enquiry.

Learning outcome 1.10 of the Junior Cycle History Specification states that students should be able to 'demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras'. Researching the Decade of Centenaries provides many opportunities for students to develop these skills.

The events of the Decade of Centenaries can provide learners with an opportunity to create timelines that vary in scale from a day to a week, or a year to a decade. Spreadsheets can provide a very useful scaffold for the creation of timelines. We have created a supporting template to illustrate to students how to demonstrate chronological awareness.

1912			1913			1914			1915			1916			1917			
Month	Date	event	Month	Date	event	Month	Date	event	Month	Date	event	Month	Date	event	Month	Date	event	M
January			January			January			January			January			January			Janu
February			February			February			February			February			February			Febr
March			March			March			March			March			March			Mar
April			April			April			April			April			April			Apri
may			may			may			may			may			may			may
June			June			June			June			June			June			June
July			July			July			July			July			July			July
August			August			August			August			August			August			Aug
September			September			September			September			September			September			Sept
October			October			October			October			October			October			Oct
November			November			November			November			November			November			Nov
December			December			December			December			December			December			Dec

## History Research Checklist

	Yes	No
<b>Phase 1- Investigating</b>		
<b>Has my investigation:</b>		
Developed my ability to view (and empathise with) people, issues and events involved in their historical context?		
Developed my skills as a historian?		
Revealed the usefulness and limitations of the different types of primary and secondary sources of historical evidence that I found?		
Been supported by archaeology and/or new technology?		
Identified evidence to help me make historical judgements?		
Revealed potential connections and or comparisons between people, issues and events in different places or different historical eras?		
<b>Phase 2- Discovering</b>		
<b>Have my discoveries:</b>		
Illuminated any contentious or controversial issues or themes about my subject?		
Revealed sources of evidence that informed my historical judgements?		
Helped me make historical judgements?		
Relied on archaeology and/or new technologies?		
Showed their historical significance on a local or international level?		
Revealed a connection to the dimension (aspect) of the history of Ireland I identified?		
<b>Phase 3- Displaying</b>		
<b>Has my display shown:</b>		
More than one point of view (perspective)?		
The development of the skills of the historian?		
The sources of evidence I discovered?		
The usefulness and limitations of the different types of primary and secondary sources of historical evidence I discovered?		
My historical judgements and the evidence to support these judgements?		
Chronological awareness of my theme or subject?		



## Contact details

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