

History

Strategies for Working with Evidence

Introducing students to Strand 1 element *Working with Evidence* (LOs 1.5, 1.6, 1.7, 1.8) along with a contextual learning outcome:

The practice of working with evidence is showcased in our film footage around the trenches of WWI and the 1916 Rising. However, it can be easily transferred to any contextual learning outcome by following the key learning of working with evidence from Strand 1.

Students should be given the opportunity to:

- find evidence
- use evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence
- debate the usefulness and limitations of different types of primary and secondary sources of historical evidence
- appreciate the contribution of archaeology and new technology to historical enquiry
- develop historical judgements based on evidence, showing awareness of historical significance
- investigate a repository of historical evidence

Enquiry Based Investigation

This strategy may allow learners to use evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence

Students:

Teacher Prep	Student Engagement
Provide a source for each student/group	<ul style="list-style-type: none"> • look at the source • ask questions about this evidence • suggest possible answers to their question/s • investigate some more source material • use this new material to question and build on their historical judgements until they reach conclusions they are happy with.

Cluedo Activity

This strategy may support the learners in developing their skills as historians by allowing them to use evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence through investigating a repository of historical evidence. It also gives them the opportunity to debate the usefulness and limitations of different types of primary and secondary sources of historical evidence and develop historical judgements based on evidence, showing awareness of historical significance.

Teacher Prep	Student Engagement
Provide students with a variety of sources	<ul style="list-style-type: none"> • Work in groups with a variety of historical interpretations of an event, place, group or person through a variety of accounts/sources • Each member of the group analyses their source for evidence • Each member shares their findings with the others • The group reach consensus on a conclusion based on their findings from the evidence.

Curiosity and Discovery Stations

This strategy allows learners to examine how historians find evidence and may give them the opportunity to debate the usefulness and limitations of different types of primary and secondary sources of historical evidence. It may also contribute to their appreciation of the contribution of archaeology and new technology to historical enquiry

Teacher Prep	Student Engagement
Arrange internet access	<ul style="list-style-type: none"> Identify useful sources/repositories Create a display or a document showcasing these repositories, including QR codes to facilitate easy access from devices These displays/documents can be shared with their classmates to supplement the evidence available for the students to work with.



NEWS

This strategy allows students to use evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence whilst showing awareness of historical significance. It may give them the opportunity to debate the usefulness and limitations of different types of primary and secondary sources of historical evidence.

Teacher Prep	Student Engagement
Provide sources/arrange internet access	<ul style="list-style-type: none"> • Use the acronym NEWS to examine evidence • Need to know – Who, what, when, where, why? • Extract – What other valuable information can I extract from it? • Wary – Is this a reliable source? What might affect its reliability? • Stance – What is your current stance or opinion on this source? What are your conclusions?

See, Think, Wonder

This strategy allows students to use *visual* evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence whilst showing awareness of historical significance. It may give them the opportunity to debate the usefulness and limitations of different types of primary and secondary visual sources of historical evidence whilst appreciating the contribution of archaeology and new technology to historical enquiry

Teacher Prep	Student Engagement
Provide visual sources/internet access	<ul style="list-style-type: none"> • Look at a visual source • Ask 'What do I see?' • Ask 'What do I think is going on?' • Ask 'What do I want to know more about?' • Work with other sources to find the answer and come to conclusions

Venn Diagram or Summarise and Compare

This strategy allows students to use evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence whilst showing awareness of historical significance. It may give them the opportunity to debate the usefulness and limitations of different types of primary and secondary sources of historical evidence.

Teacher Prep	Student Engagement
Provide sources and blank Venn Diagram	<ul style="list-style-type: none"> Use two sources – compare evidence that is similar / new information from each sources using a Venn Diagram Using more than two sources / summarise the main findings (perhaps in groups – one source per person) / compare similar findings in each source

Classification exercise

This strategy allows students to debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, aural, oral and tactile evidence.

Teacher Prep: Provide a variety of sources to each pair of students.	Students: <ul style="list-style-type: none"> Investigate an enquiry question. Examine a range of sources. Classify sources under the headings: <i>written, visual, aural, oral and tactile evidence</i> Assess which sources provide more evidence to answer their question.
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SOAPS

This strategy gives students the opportunity to debate the usefulness and limitations of different types of primary and secondary sources of historical evidence and to form historical judgements which may be revised and reinterpreted in the light of new evidence whilst showing awareness of historical significance. It may also further their appreciation of the contribution of archaeology and new technology to historical enquiry

Teacher	Student
Provide one source on a specific topic to each student.	<ul style="list-style-type: none"> Use the acronym SOAPS to examine evidence Consider their evidence under the following headings: Source / Occasion / Audience / Purpose / Summary Compare findings with group

Webinar Sources

www.soldierswills.nationalarchives.ie

The National Archives of Ireland holds a collection of the wills of Irish soldiers who died while serving in the British Army in WWI. The documents have been digitised by the National Archives and are now available free online

www.cavanmuseum.ie

Cavan County Museum includes exhibitions about the 1916 Rising and World War I, and its interactive outdoor *walk through history* invites visitors to consider the choices that defined one of the most seminal periods in Irish history, 1914 – 1919.

www.jct.ie/history

The JCT History page provides materials and resources that support the teaching, learning and assessment of Junior Cycle History. The 2019 webinar including the videos will be available soon.

<http://imr.inflandersfields.be/search.html>

The Committee of the **Irish National War Memorial** recorded some 49,000 names to be published in 1923. This search engine opens up the information as it is published in the records

www.museum.ie

Information relating to the various national museums including Collins Barracks is available on museum.ie.

<https://militaryarchives.ie/collections/online-collections/bureau-of-military-history-1913-1921>

The Bureau of Military History Collection, 1913 - 1921 (BMH) is a collection of witness statements, documents, photographs and voice recordings that were collected by the State between 1947 and 1957.

www.irishnewsarchive.com

The online newspaper archive provides access to Irish newspapers from 1738 to the present day.

<http://www.nli.ie/1916>

The National Library of Ireland's website includes materials about the 1916 Rising.