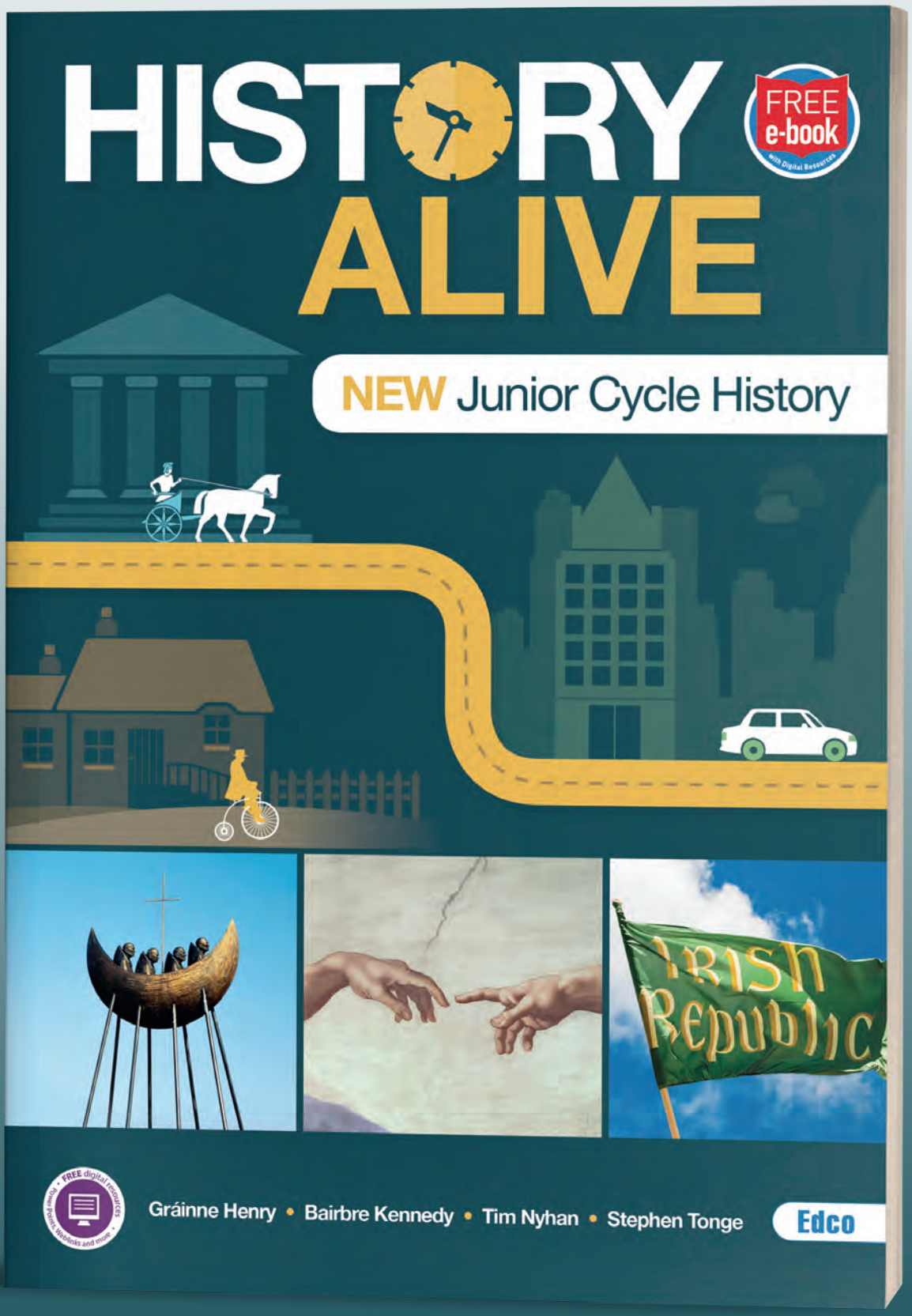
SAMPLE PAGES

TEACHER'S RESOURCE BOOK



Edco

HISTORY ALIVE

JUNIOR CYCLE HISTORY
TEACHER'S RESOURCE BOOK

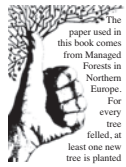
GRÁINNE HENRY • BAIRBRE KENNEDY
TIM NYHAN • STEPHEN TONGE

THE EDUCATIONAL COMPANY OF IRELAND

First published 2018
The Educational Company of Ireland
Ballymount Road
Walkinstown
Dublin 12
www.edco.ie

A member of the Smurfit Kappa Group plc
© Gráinne Henry, Bairbre Kennedy, Tim Nyhan, Stephen Tonge, 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior permission of the Publisher or a licence permitting restricted copying in Ireland issued by the Irish Copyright Licensing Agency, 63 Patrick Street Dún Laoghaire, Co. Dublin.



Cover: Emc Design Ltd
Design: Emc Design Ltd
Layout: David Cullen Designs
Editor: Jane Rogers

While every care has been taken to trace and acknowledge copyright, the publishers tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to come to a suitable arrangement with the rightful owner in each case. Web references in this book are intended as a guide for teachers. At the time of going to press, all web addresses were active and contained information relevant to the topics in this book. However, The Educational Company of Ireland and the authors do not accept responsibility for the views or information contained on these websites.

HISTORY ALIVE

CONTENTS

Introduction vii

Junior Cycle History Course Overview xii

Key Features xv

Suggested Teaching Strategy xvii

***History Alive* Textbook** xviii

Learning Outcomes xviii

1 WORKING WITH EVIDENCE 1

The job of the historian 1

Textbook 1

Activity book 2

The importance of archaeology 4

Texbook 4

Activity book 4

Sample Teaching Plan for Junior Cycle History 102

Bi-Monthly Teaching Plans 104

	Section / Subsection	Textbook page	Activity Book page	Teacher's Resource Book page
1	**Working with Evidence**	**1**	**1**	**1**
	The job of the historian	2	1	1
	The importance of archaeology	9	6	4
2	**How an Ancient Civilisation Influenced our World**	**15**	**12**	**5**
	Who were the Romans?	16	12	5
	What was life like in Rome in AD 100?	22	16	6
	How has the Roman Empire influenced us?	32	18	7
3	**How Christianity Influenced Irish Culture and Society**	**35**	**22**	**8**
	How did Christianity come to Ireland?	36	22	8
	How did Christianity develop in Ireland?	39	26	9
	How has Christianity influenced modern Ireland?	46	29	10
4	**Life and Death in Medieval Times**	**49**	**32**	**11**
	What was life like in a medieval village?	50	32	11
	What was life like in a medieval castle?	58	37	12
	What was life like in a medieval town?	65	38	14
	Why was religion so important in medieval times?	70	48	14
5	**The Impact of the Renaissance on Arts and Science**	**78**	**44**	**15**
	What was the Renaissance?	79	44	15
	How did visual arts change in the Renaissance?	83	46	16
	How did writing change in the Renaissance?	94	51	18
	How did science change in the Renaissance?	98	52	18
6	**The Impact of Portuguese and Spanish Exploration**	**104**	**55**	**19**
	What factors led to the Age of Exploration?	105	55	19
	Who were the main explorers?	110	60	21
	What was the impact of the Age of Exploration?	118	62	22
7	**The Importance of Religon in History: The Reformation**	**123**	**67**	**23**
	What factors led to the Reformation?	124	67	23
	Who were the main reformers?	128	70	24
	What was the impact of the Reformation?	138	73	26
8	**How Settlement and Plantation Affected Irish Identity**	**143**	**77**	**28**
	How did the first towns develop in Ireland?	144	77	28
	What was the English policy of plantation?	150	83	30
	What was the impact of plantation?	159	86	31

	Section / Subsection	Textbook page	Activity Book page	Teacher's Resource Book page
9	**How Technology Changed Society**	**165**	**92**	**32**
	How did changes in the textile industry in the eighteenth and nineteenth centuries affect how people worked and lived?	166	92	32
	What was the impact of the development of the railways on the lives of people in Britain in the 1800s?	177	96	35
	Milestones in information and communications technology	183	100	37
10	**Revolution in Pre-twentieth-century Europe and Ireland**	**191**	**105**	**38**
	What were the causes, course and consequences of the French Revolution?	192	105	38
	What were the causes, course and consequences of the 1798 Rebellion?	202	117	40
11	**Investigation of the Great Famine in Ireland**	**210**	**126**	**42**
	What was the Great Famine?	211	126	42
	Where did the Irish emigrate to?	218	130	46
	What is the significance of the Irish diaspora?	225	137	48
12	**Politics and Rebellion in Irish History 1823–1998**	**232**	**139**	**50**
	The Irish parliamentary tradition in the nineteenth century	233	139	50
	Ireland 1911–1923	244	147	52
	The Troubles in Northern Ireland	261	158	54
13	**Women in Irish Society in the Twentieth Century**	**270**	**166**	**56**
	What was life like for women in the early 1900s?	271	166	56
	What part did women play in Irish politics 1912–23?	275	167	60
	What was life like for women after Irish independence?	278	172	62
14	**Life in a Communist and Facist State**	**283**	**178**	**64**
	What was life like in Stalin's Russia?	284	178	64
	What was life like in Hitler's Germany?	299	183	68
15	**The Causes and Impact of World War II**	**296**	**187**	**70**
	What factors led to World War II?	297	187	70
	What happened during World War II?	302	191	72
	What were the consequences of World War II?	315	195	74
	How did World War II affect the Irish people?	319	199	74

	Section / Subsection	Textbook page	Activity Book page	Teacher's Resource Book page
16	**Genocide in the Twentieth Century**	**327**	**207**	**76**
	The causes, course and consequences of the Holocaust	328	207	78
	What were the other major genocides of the twentieth century?	335	210	80
17	**The Importance of the Cold War in the Twentieth Century**	**340**	**216**	**82**
	What were the major crises during the Cold War?	341	216	82
	How did the Cold War end?	351	226	84
18	**Investigating the EU**	**355**	**230**	**86**
	What effect has the EU had on international cooperation, justice and human rights?	356	230	86
	How did Ireland's links with Europe develop?	363	237	88
19	**The 1960s – A Crucial Decade**	**369**	**241**	**90**
	Why was the 1960s an important decade?	370	241	90
	How did Ireland change in the 1960s?	378	248	96
20	**Patterns of Change**	**384**	**254**	**98**
	The GAA and Irish life	385	254	98
	Crime and punishment over time	393	260	100

Appendix 1 – List of Learning Outcomes and Learning Intentions xx

Appendix 2 – Glossary of Key Terms covered in the *History Alive* textbook xx

Appendix 3 – Glossary of NCCA History Terms xx

Appendix 4 – JCT Classroom Strategies xx

Appendix 5 – Photocopiable Templates xx

Introduction

The new Junior Cycle requires a different approach to learning for 12–16-year-olds. It aims to place 'students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives'.

The *History Alive* textbook and accompanying student activity book reflect this aim by enabling 'students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition'.

The textbook is divided into three sections, to match the specification's Learning Outcomes (LOs):

- Strand 1: The Nature of History
- Strand 2: The History of Ireland
- Strand 3: The History of Europe and the Wider World

As the 'unifying strand', Strand 1 underpins the other two contextual strands, helping students to 'deepen their understanding of the nature of history as a discipline'.

In addition, each activity is linked to at least one of the eight key skills of junior cycle.

This resource book will help teachers to plan their work for the three-year cycle of the course, approximately 200 hours.

Student Activity Book

How to get the most from the Student Activity Book

A question we pose every day as teachers is not '*What* am I going to teach?' but rather '*How* am I going to teach?' This book is designed to help teachers meet this challenge. The aim is to give teachers ideas on how to teach the topics, bearing in mind both the principles underpinning the Junior Cycle and the importance of students developing the key skills.

Each chapter Includes reference to Learning Outcomes (LOs) that are relevant to the chapter. A full LO may or may not be covered in each chapter, so only the relevant part of the LO is included.

Ideally, students will go to the activity book *first*, before opening the chapter in the textbook. This encourages students to think about what they already know about a topic before starting to engage with new material. Some of the tasks in the activity book draw on students' own ideas, which is why it is best that they do not look at the material in the book until they have thought about a topic from their own context.

Familiarising students with LOs will support their development as independent learners. The reflection exercises at the end of each chapter provide students with opportunities to self-assess. Extension tasks are included to provide further challenge for students, ensuring that students at all stages of their learning journeys are motivated to continue building on knowledge.

It is best to only correct the anticipation exercises at the *end* of each section. The point is that as the students learn they can go back and tick the boxes. If a student is unsure, they just leave the boxes blank.

Ideally rooms should be organised into group tables for four students. This arrangement lends itself very well to regular group work.

The dominant *key skills* addressed by each task or activity are referred to throughout the book.

The activity book is filled with a wide array of activities. It is not envisaged that teachers strive to complete every activity. We suggest that you think of the material as rather like a buffet of learning activities, from which you can choose the most suitable activities for your class group within your school context.

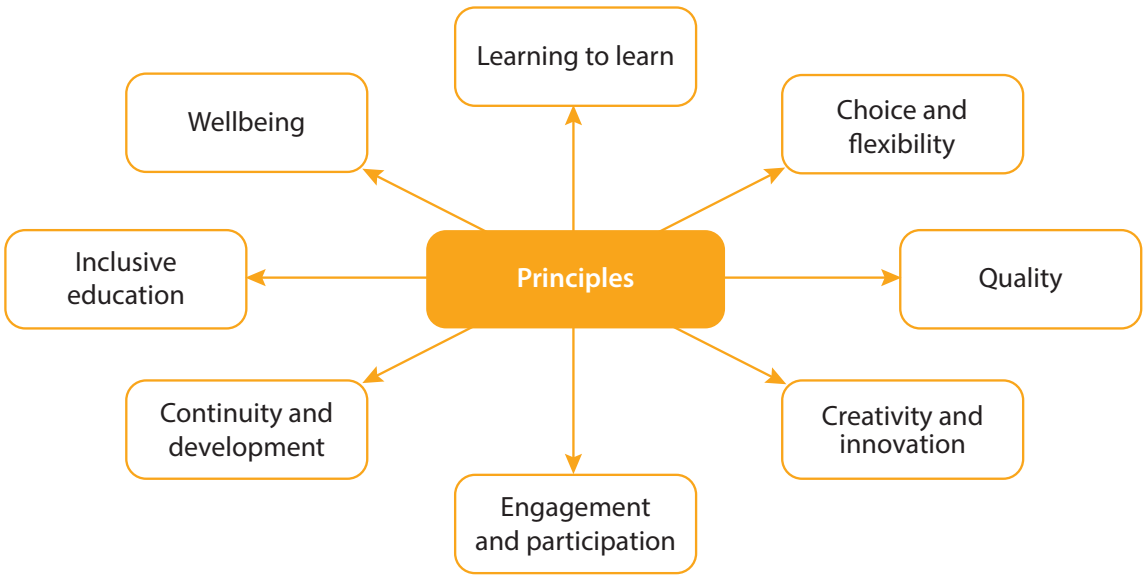
Junior Cycle specifications

Under the new specifications, all subjects take an integrated approach, helping students to develop a wide range of skills and thinking abilities.

All subjects are based on:

- Eight principles
- Twenty-four statements of learning
- Eight key skills

Eight principles



The eight principles shown in the diagram and outlined below are applicable to all subjects across the Junior Cycle.

Learning to learn	support independent learning
Choice and flexibility	provide a wide choice of learning experiences
Quality	offer high-quality education
Creativity and innovation	provide opportunities for students to be creative and innovative
Engagement and participation	encourage participation, generate engagement and enthusiasm, and connect with life outside school
Continuity and development	enable students to build on their learning, recognise progress in learning and support future learning
Inclusive education	include all students and provide equality of opportunity, participation and outcomes
Wellbeing	contribute to students' physical, mental, emotional and social wellbeing and resilience.

All eight principles underpin the text and activities in *History Alive* and the accompanying student activity book.

Twenty-four statements of learning

'The twenty-four statements, underpinned by the eight principles, are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme.'

The student:

1. communicates effectively using a variety of means in a range of contexts in L1*
2. listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3. creates, appreciates and critically interprets a wide range of texts
4. creates and presents artistic works and appreciates the process and skills involved
5. has an awareness of personal values and an understanding of the process of moral decision making
6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10. has the awareness, knowledge, skills, values and motivation to live sustainably
11. takes action to safeguard and promote her/his wellbeing and that of others
12. is a confident and competent participant in physical activity and is motivated to be physically active
13. understands the importance of food and diet in making healthy lifestyle choices
14. makes informed financial decisions and develops good consumer skills
15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16. describes, illustrates, interprets, predicts and explains patterns and relationships
17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18. observes and evaluates empirical events and processes and draws valid deductions and conclusions
19. values the role and contribution of science and technology to society, and their personal, social and global importance
20. uses appropriate technologies in meeting a design challenge
21. applies practical skills as she/he develops models and products using a variety of materials and technologies
22. takes initiative, is innovative and develops entrepreneurial skills
23. brings an idea from conception to realisation
24. uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

*L1 is the language medium of the school (English in English-medium schools; Irish in Irish-medium schools). L2 is the second language (Irish in English-medium schools; English in Irish-medium schools).

Examples of relevant learning related to the SOLs are:

SOL 3	Students will interrogate a range of primary and secondary historical sources and will use their historical knowledge and conceptual understanding to produce their own texts using a variety of formats.
SOL 6	Students will learn about the roots of their historical inheritance through exploring aspects of the history of their own locality, such as interviewing older people about religious practices and traditions.
SOL 7	Students will explore how the role of the individual in society evolved over time, including an exploration of the concept of rights and citizenship, by exploring how ordinary people lived under different systems of government, such as Nazi Germany or the Soviet Union.
SOL 8	Students will explore why certain historical events are commemorated, such as the Holocaust; they will investigate the historical roots of a contemporary issue or theme and examine how, for example, the Crusades have impacted on the modern world.

SOL 9	The student will explore social change by looking at causes and consequences of migration patterns or population change, such as those caused by the Black Death or by exploring how migration and settlement affected identity on the island of Ireland.
SOL 18	Students will explore the discipline of history, including working with evidence and making historical judgements based on an interrogation of evidence; for example, exploring how the 1916 Rising influenced the events that led to the Anglo-Irish Treaty in 1921.
SOL 24	Students will engage with and critically evaluate ICT when locating historical sources and evidence and in the creation of responses to questions about the past.

Activities in the textbook and student activity book are linked to one or more of the SOLs listed above.

Eight key skills

The eight key skills are required for successful learning by students inside and outside school.

Being literate	Developing my understanding and enjoyment of words and language; reading for enjoyment and with critical understanding; writing for different purposes; expressing ideas clearly and accurately; developing my spoken language; exploring and creating a variety of texts, including multi-modal texts
Managing myself	Knowing myself; making considered decisions; setting and achieving personal goals; being able to reflect on my own learning; using digital technology to manage myself and my learning
Staying well	Being healthy and physically active; being social; being safe; being spiritual; being confident; being positive about learning; being responsible, safe and ethical in using digital technology
Managing information and thinking	Being curious; gathering, recording, organising and evaluating information and data; thinking creatively and critically; reflecting on and evaluating my learning; using digital technology to access, manage and share content
Being numerate	Expressing ideas mathematically; estimating, predicting and calculating; developing a positive disposition towards investigating, reasoning and problem-solving; seeing patterns, trends and relationships; gathering, interpreting and representing data; using digital technology to develop numeracy skills and understanding

Being creative	Imagining; exploring options and alternatives; implementing ideas and taking action; learning creatively; stimulating creativity using digital technology
Working with others	Developing good relationships and dealing with conflict; co-operating; respecting difference; contributing to making the world a better place; learning with others; working with others through digital technology
Communicating	Listening and expressing myself; performing and presenting; discussing and debating; using language; using number; using digital technology to communicate

Every activity in the textbook is linked to one or more of the key skills listed above. The links are listed in this Teacher's Resource Book.

Assessment

There is a dual approach to assessment, involving Classroom-Based Assessments (CBAs) across the three years and a final state-certified examination.

Formative assessment

Examples of formative assessments include written tests, homework assignments, project work, classroom tasks and questioning, and regular review and comment on student performance.

CBAs

Classroom-Based Assessments are similar to formative assessments with the difference that the teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students.

The CBAs will provide an opportunity for students to:

- engage with areas of personal historical interest
- work with evidence and research information using a range of methods
- analyse data and evidence to make informed value judgements and decisions
- organise information and plan logically
- communicate clearly and effectively
- develop their historical consciousness
- collaborate with others on tasks
- reflect on their own learning.

The CBAs in history:

Classroom-Based Assessment 1: The past in my place

Classroom-Based Assessment 2: A life in time

The past in my place

Theme	Structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the student
Format	Report in a wide range of formats
Timeframe	Towards the end of second year

There will be one Subject Learning and Assessment Review (SLAR) meeting to discuss the project.

A life in time

Theme	Structured, evidence-based enquiry into the historical life and experiences of a person of interest
Format	Report in a wide range of formats
Timeframe	Term two in third year

There will be one Subject Learning and Assessment Review (SLAR) meeting to discuss the project.

Assessing the CBAs

Detailed guidance will be available in the Assessment Guidelines for History. This will include the suggested content and formats for student work and support in reviewing student work. The NCCA's Assessment Toolkit also includes resource material for use in ongoing classroom assessment and a detailed account of the SLAR process.

Assessment task

Students will also complete an Assessment Task after the second CBA, which will be marked by the State Examinations Commission.

The assessment task will assess students'

- ability to demonstrate their understanding of historical concepts by applying their historical thinking to researching the life of a person in history
- ability to evaluate new knowledge or understanding that has emerged through their experience of the CBA
- capacity to reflect on the process of research and forming historical judgements based on evidence
- reflections on how their experience of conducting research has influenced their attitudes and values.

For more information on ongoing assessment, see www.ncca.ie/en/junior-cycle/assessment-and-reporting/focus-on-learning.

There will be annotated examples of student work to illustrate what is expected of students. The examples will include work that is exceptional, above expectations, in line with expectations. The purpose of the examples is to show the extent to which the Learning Outcomes are being realised in actual cases.

Summative assessment

The final examination will be a two-hour common level paper taken at the end of third year. This paper will be set and marked by the State Examinations Commission.

Junior Cycle History Course Overview

The specification for Junior Cycle History has three linked strands:

- Strand 1: The nature of history
- Strand 2: The history of Ireland
- Strand 3: The history of Europe and the wider world.

'As strand 1 is the unifying strand, it is intended that its Learning Outcomes (LOs) should inform students' engagement with strands 2 and 3, which are contextual strands. The skills, concepts, values and attitudes that are central to the work of the historian should inform and underpin engagement with the historical personalities, issues and events that students will encounter in strands 2 and 3.'

Strand 1: The nature of history

This strand focuses on the nature of history as a discipline. It has three interrelated elements:

- developing historical consciousness
- working with evidence
- acquiring the 'big picture'.

These elements are associated with the following key LOs.

Strand 1: The nature of history – Learning Outcomes

Developing historical consciousness

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

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

1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

1.4 demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space

Working with evidence

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

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

1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance

1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

Acquiring the 'big picture'

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

1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras

1.11 make connections and comparisons between people, issues and events in different places and historical eras

Strands 2 and 3: the contextual strands

'Strands 2 and 3 provide the context for students to deepen their understanding of the nature of history as a discipline.'

Strand 2 relates to the history of Ireland and strand 3 relates to the history of Europe and the wider world.

They have three interrelated elements:

- recognising key change
- exploring people, culture and ideas
- applying historical thinking.

These elements are associated with the following key LOs.

Strand 2: The history of Ireland – Learning Outcomes

Recognising key change

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

2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics

2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion

2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923

2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations

Exploring people, culture and ideas

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

2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora

2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two

2.9 explain how the experience of women in Irish society changed during the twentieth century

2.10 examine how one sporting, cultural or social movement impacted on Irish life

Applying historical thinking

2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events

2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events

2.13 analyse the evolution and development of Ireland's links with Europe

Strand 3: The history of Europe and the wider world – Learning Outcomes

Recognising key change

3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world

3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration

3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world

3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations

3.5 recognise the importance of the Cold War in international relations in the twentieth-century world

Exploring people, culture and ideas

3.6 explore life and death in medieval times

3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance

3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer

3.9 examine life in one fascist country and one communist country in the twentieth century

3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust

Applying historical thinking

3.11 explore the contribution of technological developments and innovation to historical change

3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights

3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events

3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

Key Features

The *History Alive* Textbook

- The textbook structure is based on the specified Learning Outcomes (LOs).
- The LO numbers are indicated at the base of each page. The full text of the LOs is presented on pages xii–xiv of this TRB.
- The LOs are broken into manageable study chunks – students are presented with simple Learning Intentions to guide their learning in each subsection.
- Activities – most linked to sources – appear throughout the text, with questions to guide self-assessment at the end of each subsection.
- Each activity is linked to one or more of the Junior Cycle key skills.
- Students engage with a range of sources, both textual (photographs, artworks, original manuscripts) and digital.
- There are clear, concise captions with every source.
- The 'Did you know?' feature encourages creative thinking and students' management of information.
- Key terms are highlighted and explained.
- Summative end-of-chapter questions

The *History Alive* Teacher's Resource Book

- Junior Cycle overview
- How ***History Alive*** addresses the Junior Cycle key skills
- Notes on assessment – summative, formative and the classroom-based assessments (CBAs)
- A list of the LOs, as provided by the Department of Education and Skills, and how each is covered in the *History Alive* textbook (see page xvii)
- A list of the LOs and their corresponding student learning intentions – see Appendix 1 [to come]
- Sample Teaching Plan for Junior Cycle History
- Bi-Monthly Teaching Plans
- The statements of learning (see page ix)
- A glossary of the key terms covered in the textbook – see Appendix 2 [to come]
- A list of the activities in the textbook and how these can be used [to come]
- An overview of the end-of-chapter textbook questions, with suggested answers and the key skills that are covered [to come]
- An overview of the student activity book questions, which gives suggested answers, where appropriate [to come]
- Suggested resources – a list of useful websites and search terms that teachers and students can use for research (see bi-monthly plans) [to come]

The *History Alive* Student Activity Book

- Anticipation exercises – *before* they study a topic, students consider what they already know about it
- Key skill activities linked to textbook content
- Key terms revisited and revised
- CBA-linked activities to encourage students to explore topics they would like to cover in their assessment reports, to work on drafts for these reports and to practise presenting these in writing or orally
- Reflect exercises – *after* they have studied a topic, students reflect on what they have learned

The *History Alive* Digital Resources

For each section there is a:

- PowerPoint presentation
- section summary
- list of relevant web links.

The *History Alive* Graphic Organiser

- Eight organiser types that will highlight patterns and relationships between ideas and help students to compare and contrast concepts and organise information so that it is easier to understand and remember.
- Funnel, Timeline, Venn Diagram, Step Ladder, Spider/Cluster Map, Before/After, Biography/Profile, 5Ws Grid.

Suggested Teaching Strategy

Review

- Review pre-existing knowledge – students can complete the anticipation and key skills exercises in their activity book

Key terms/concepts

- Introduce, discuss and explain key terms/concepts

Context

- Set the context for the topic: what, when, where? (The PowerPoint presentations can be used to introduce or to revise topics.)

Introduce, read and discuss

- Read the learning intentions
- Select a section of the text to be read – independently, as a whole class or in groups
- Question, clarify and challenge the students as they read

Apply

- Students complete the key terms activity in their activity book.
- Students complete one or more of the textbook activities.

Recap and summarise

- Re-read the learning intention – what have students learned?
- Students complete the reflection activity in their activity book.
- Before looking at the online chapter summary, challenge students to list the key points they have learned.
- Use the PowerPoint presentation to revise the material covered.
- Use the Graphic Organiser to summarise/revise.

Assess

- Use the end-of-chapter questions as a formative assessment tool.

History Alive Textbook

Learning Outcomes

Strand 1: The Nature of History

Learning Outcomes		Section/Subsection	
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		
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		
1.3	appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated		
1.4	demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space		
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	1	**Working with Evidence** The job of the historian
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	1	**Working with Evidence** The importance of archaeology
1.7	develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance		
1.8	investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition		
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		
1.10	demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras		
1.11	make connections and comparisons between people, issues and events in different places and historical eras		

Strands 2: The History of Ireland

Learning Outcomes		Section/Subsection	
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	**8**	**How Settlement and Plantation affected Irish Identity** How did the first towns develop in Ireland? What was the English policy of plantation? What was the impact of plantation?
2.2	investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics	**12**	**Politics and Rebellion in Irish History 1823–1998** The Irish parliamentary tradition in the nineteenth century
2.3	explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion	**10**	**Revolution in Pre-twentieth-century Europe and Ireland** What were the causes, course and consequences of the 1798 Rebellion?
2.4	examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923	**12**	**Politics and Rebellion in Irish History 1823–1998**
2.5	identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations	**12**	**Politics and Rebellion in Irish History 1823–1998** Ireland 1911–1923 The Troubles in Northern Ireland
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	**3**	**How Christianity influenced Irish Culture and Society** How did Christianity come to Ireland? How did Christianity develop in Ireland? How has Christianity influenced modern Ireland?
2.7	investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora	**11**	**Investigation of the Great Famine in Ireland** What was the Great Famine? Where did the Irish emigrate to? What is the significance of the Irish diaspora?
2.8	describe the impact of war on the lives of Irish people, referring to either World War One or World War Two	**15**	**The Causes and Impact of World War II** How did World War II affect Irish people?
2.9	explain how the experience of women in Irish society changed during the twentieth century	**13**	**Women in Irish Society in the Twentieth Century** What was life like for women in the early 1900s? What part did women play in Irish politics 1912–23? What was life like for women after Irish independence?

Learning Outcomes		Section/Subsection	
2.10	examine how one sporting, cultural or social movement impacted on Irish life	**20**	**Patterns of Change** The GAA and Irish life
2.11	make connections between local, personal or family history and wider national and/or international personalities, issues and events		
2.12	debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events	**19**	**The 1960s – A Crucial Decade** How did Ireland change in the 1960s?
2.13	analyse the evolution and development of Ireland's links with Europe	**18**	**Investigating the EU** How did Ireland's links with Europe develop?

Strand 3: The History of Europe and the Wider World

Learning Outcomes		Section/Subsection	
3.1	investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world	**2**	**How an Ancient Civilisation Influenced our World** Who were the Romans? What was life like in Rome in AD 100? How has the Roman Empire influenced us?
3.2	evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration	**6**	**The Impact of Portuguese and Spanish Exploration** What factors led to the Age of Exploration? Who were the main explorers? What was the impact of the Age of Exploration?
3.3	examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world	**10**	**Revolution in Pre-Twentieth-Century Europe and Ireland** What were the causes, course and consequences of the French Revolution?
3.4	discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations	**15**	**The Causes and Impact of World War II** What factors led to World War II? What happened during World War II? What were the consequences of World War II?
3.5	recognise the importance of the Cold War in international relations in the twentieth-century world	**17**	**The Importance of the Cold War in the Twentieth Century** What were the major crises during the Cold War? How did the Cold War end?
3.6	explore life and death in medieval times	**4**	**Life and Death in Medieval Times** What was life like in a medieval village? What was life like in a medieval castle? What was life like in a medieval town? Why was religion so important in medieval times?

Learning Outcomes		Section/Subsection	
3.7	appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance	**5**	**The Impact of the Renaissance on Arts and Science** What was the Renaissance? How did visual arts change in the Renaissance? How did writing change in the Renaissance? How did science change in the Renaissance?
3.8	consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer	**7**	**The Importance of Religion in History: The Reformation** What factors led to the Reformation? Who were the main reformers? What was the impact of the Reformation?
3.9	examine life in one fascist country and one communist country in the twentieth century	**14**	**Life in a Communist and Fascist State** What was life like in Stalin's Russia? What was life like in Hitler's Germany?
3.10	explore the significance of genocide, including the causes, course and consequences of the Holocaust	**16**	**Genocide in the Twentieth Century** The causes, course and consequences of the Holocaust What were the other major genocides of the twentieth century?
3.11	explore the contribution of technological developments and innovation to historical change	**9**	**How Technology Changed Society** How did changes in the textile industry in the eighteenth and nineteenth centuries affect how people worked and lived? What was the impact of the development of the railways on the lives of people in Britain in the 1800s? Milestones in information and communications technology
3.12	evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights	**18**	**Investigating the EU** What effect has the EU had on international cooperation, justice and human rights?
3.13	debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events	**19**	**The 1960s – A Crucial Decade** Why was the 1960s an important decade?
3.14	illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)	**20**	**Patterns of Change** Crime and punishment over time

Section 1 Working with Evidence

THE JOB OF THE HISTORIAN

TEXTBOOK

Strand 1	**The Nature of History**
Learning Outcomes	1.4 Demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space. 1.5 Research the job of the historian, including how s/he uses and finds evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence. 1.6 Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as visual, written, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry. 1.7 Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance.
Links	All of Strands 2 and 3
Learning Intentions: **What do we want students to know?**	• What is the difference between a primary and secondary source? • How does a historian gather and assess information about the past?
Resources: **Where will I find the information?**	• Textbook • E-book display of textbook sources • Digital resources – PowerPoint Weblinks • Graphic organisers • Weblinks: http://news.bbc.co.uk/onthisday – BBC news reports from every day since World War II http://www.census.nationalarchives.ie/ – census forms from the 1901 and 1911 censuses plus articles on what life was like at the time http://catalogue.nli.ie/ – online scanned sources from the National Library https://www.docsteach.org/ – site from the US National Archives and Records Administration that examines how to teach using primary sources • See other websites in digital resources
Time allocation	4–6 classes
Key skills being taught	Managing information and thinking; Being literate; Communicating; Working with others

ACTIVITY BOOK

Learning Outcomes

The Learning Outcomes, or parts of Learning Outcomes, that are relevant to this section are shown in bold.

1.4 **demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity;** cause and consequence; change and continuity; time and space

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**

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

Investigate: analyse, observe, study or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions.

Debate: argue a viewpoint or opinion, supporting stance with evidence.

Demonstrate: prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Activities and exercises

Link to Sixth Class primary school history learning

Aim: To establish prior learning.

Solutions for 2, 3, 4 and 5 are taken from the primary school curriculum (source: www.curriculumonline – primary school history teacher guidelines).

1. Students will give their own definitions of a historian.
2. In primary school students will have used the following evidence: objects, pictorial sources (drawings, carvings, paintings, photographs, film and video), maps, buildings, inscriptions, documents, electronic data, books, oral recalled accounts, and the landscape which has been altered and shaped by human action.
3. False. Few sources are complete and in some cases their origins and status may be unknown. So historians have to make interpretations and deductions from the available evidence.
4. False. Sixth Class students have experience of asking questions about sources, such as what they tell us about the past, how they may give us a biased perspective of the past and how they relate to other pieces of evidence about the period in question. They will have realised that accounts of the past are based on interpretations, many of which might have to be altered if further evidence becomes available. Students can be asked here to write in the **Key Terms box** an explanation of the word *bias*.
5. This is an opportunity for students to remember anything else they have learned about the work of a historian. The question represents the K in a KWL exercise – opportunities for the W and L follow.

Anticipation exercise (self-assessment)

This exercise should ideally not be corrected. Throughout the learning process students can be encouraged to go back and fill in the right-hand side of table when they find out if their answers were correct. They should return to it a number of times as they progress through the chapter.

1. True
2. False – archaeology is the study of remains
3. True
4. False – autobiographies are a primary source
5. False – the census calculates the number of people who live in a place
6. False – archives are collections of documents and records that contain historical information. Anyone doing research can use them

7. True
8. False – BCE stands for Before the Common Era
9. True

1 Steps a historian takes when examining written sources

(a) Pair/group work.

Being numerate

Students work together to imagine the **steps** a historian takes when examining a written source.
Solution: The graphic on page 5 of the textbook shows a suggested sequence. Students can check their own attempt against this when they have finished.

(b) Extension task

2 Primary sources are better than secondary sources

Working with others

This is an oral exercise, so students do not need to write down their answers. After discussion, they can look at the **Remember!** box on page 5 of the textbook.

3 Key terms

Students can fill out this box as they cover the terms in the book.

4 Examining a source

Working with others

Prompt students to consider the factors historians consider when judging the reliability of a source. See page 5, *How do historians evaluate a source?*

For part (iv) they can check the sequence chart (*hint*: cross-checking).

5 Strengths and weaknesses of primary and secondary sources

Managing information and thinking

Students can work in **groups** to fill in the table. They will have to discuss, debate and agree on what goes into the table.

Other suggestions: Students could copy the table onto a poster, one student acting as recorder/writer. When the table is completed, all posters are hung on the walls. Students can go for a *ghost walk* (a silent walk!) to view the various posters. When they return to their tables they can add any new information they acquired from the ghost walk.

NOTE: Activity 6 on page 7 of the textbook covers Learning Outcome 1.10 (demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras).

Revisit Anticipation exercise

Ask students to fill in the remainder of the chart.

Revisit Key Terms box

Ensure that students have completed this box.

Reflection exercise: self-assessment

Suggestion: Get them to put their question on a Post-it and place it on any part of the classroom walls. Then students go on a *ghost walk* and take one Post-it from the wall that they think they can answer. Students will then take turns answering the questions they took from the wall. Only one Post-it per person.

THE IMPORTANCE OF ARCHAEOLOGY

TEXTBOOK

Strand 1	The Nature of History
Learning Outcome	1.6 Debate the usefulness and limitation 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**.
Links	1.5, 2.1, 2.6, 3.1, 3.6
Learning Intentions: **What do we want students to know?**	• How do objects end up in the ground? • Examine how archaeologists choose and excavate sites • Describe how archaeologists date objects that they discover • Identify what information archaeologists can learn from finds • Demonstrate how specific discoveries have revised or reinterpreted our historical knowledge
Resources: **Where will I find the information?**	• Textbook • E-book display of textbook sources • Digital resources – PowerPoint Weblinks • Graphic organisers • Weblinks: http://irisharchaeology.ie/ – articles on recent discoveries http://www.bbc.com/news/uk-england-leicestershire-21282241 – evidence from the skeleton of King Richard III https://www.youtube.com/watch?v=n83xX_dnFBc – BBC clip about Mount Sandel http://www.iceman.it/en/the-iceman/ – more detail on Ötzi • See other websites in digital resources
Time allocation	4 classes
Key skills being taught	Managing information and thinking; working with others; communicating

ACTIVITY BOOK

Learning Outcome

1.6 appreciate the contribution of archaeology and new technology to historical enquiry.

Appreciate – acknowledge and reflect on the value or merit of something.

Activities and exercises

Link to Sixth Class primary school history learning

From Third to Sixth Class children are made aware of some of the ways in which archaeologists learn about the lives of people in the past. If a dig took place in a local area, children would have been encouraged to visit it. Children may have visited a museum with their class or with their family. They have not specifically studied the work of an archaeologist.

A **KWL** exercise is a good exercise to check prior learning. Ask students to think about what words, terms or phrases they associate with archaeology. Record these in the K column. Next, ask them to think about what they would like to learn about the topic. They can make questions out of their answers and write them in the W section. As students progress through the topic they can fill in the L column with the answers to the W column.

Anticipation exercise

1. True
2. False – they are human-made objects
3. True
4. False – rescue archaeology happens when archaeologists dig on a site before construction work on roads or buildings starts
5. True
6. True
7. True
8. False – DNA samples from bones can be matched with the DNA of living relatives to identify a body. (See Activity 6 about King Richard III on page 14 of the textbook.)

1 How do objects end up in the ground?

(a) Brainstorming. Students work in pairs or groups to come up with ideas of how they think objects end up in the ground. Afterwards, they can check their answers and fill in the droplets with the ideas they didn't think of.

(b) The steps an archaeologist takes to excavate a site.

Working with others; managing information and thinking

Pair or individual work. Students read pages 10–12 of the textbook on the steps that archaeologists take to investigate a site. The fourth step is for **labelling**. The fifth step refers to what is done with the finds, i.e. stored in a university or museum or go on public display.

3 Methods of dating finds

Suggestions for teaching the technology for historical enquiry:

Videos

- Show a video on geophysical survey. Search words: what is geophysical survey?; click on Videos on the top bar under the Google box.
- Show a video on how carbon dating works. Search words: how does carbon dating work?
- Show a video on dendrochronology. Search words: what is dendrochronology?; click on videos on the top bar under the Google box.
- Students can fill in the relevant sections in the Activity book.

4 Do you have an item that could be used by archaeologists to discover a site?

Think–Pair–Share. This is an oral exercise; students do not have to write anything down.

Answer: a mobile phone. It contains a camera and could be used to take photos of the site and evidence found. This exercise is to encourage students to think about other methods they have learned about, but wouldn't necessarily consider them technological or accessible in their own context.

Revisit Key Terms box

Ensure that students have completed this box.

6 Debate

Use Padlet or whiteboard.

This can be a whole class debate. Students submit their points as to whether they agree or disagree with the statement by posting on Padlet; or the teacher divides the board in two, with Agree on one side and Disagree on the other. Students volunteer to come up to the board and use a marker to place a tick under one side. Then they give a reason for their choice. The marker is then passed on to the next student. Students can be encouraged by giving out two markers at a time so that two students approach the board at the same time.

Reflection exercise: self-assessment

Students fill this out when the section is completed. They may have questions yet to ask, in relation to question 3 of the exercise. Students could post their remaining questions on Post-its on the board. Alternatively, use a ghost walk (see the previous section).