

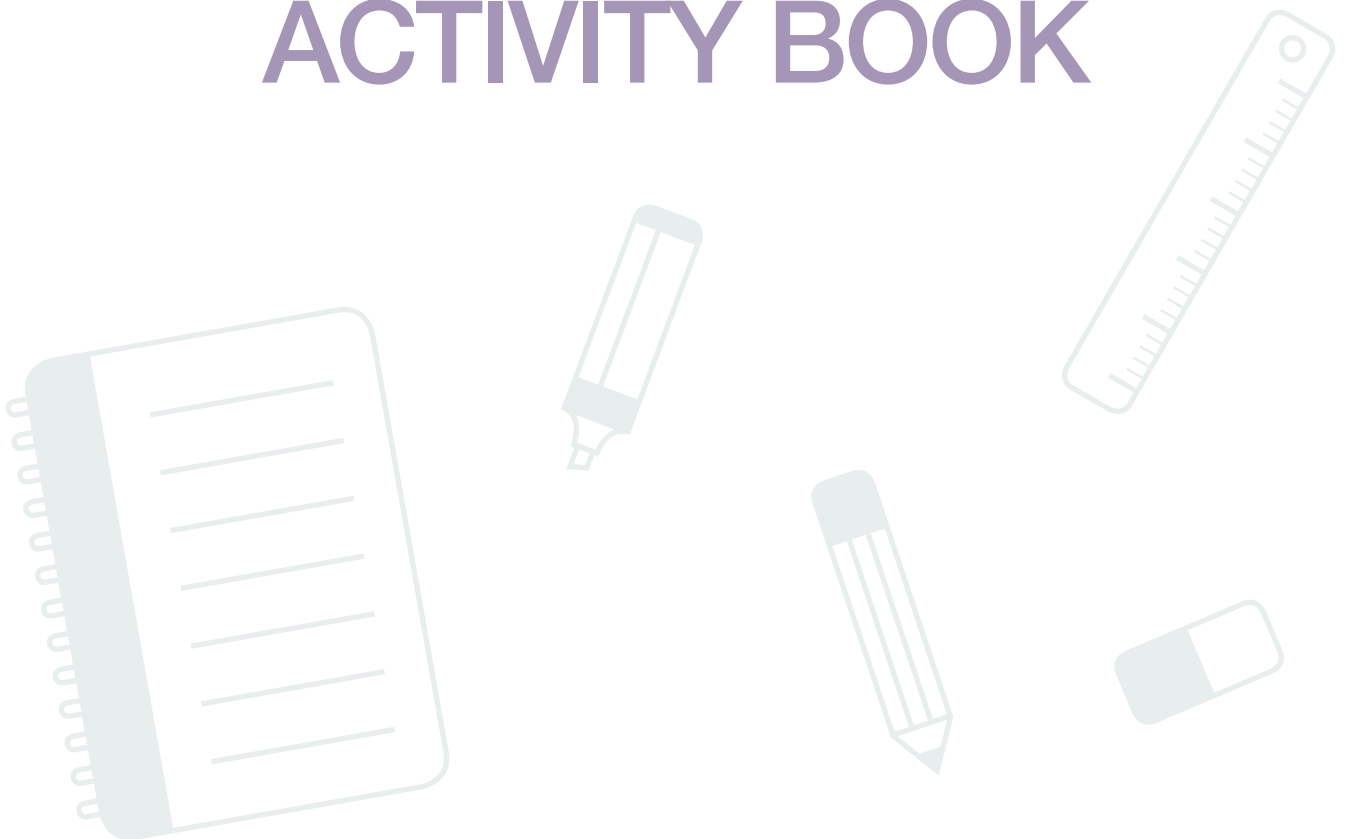
HISTORY



ALIVE

NEW Junior Cycle History

STUDENT ACTIVITY BOOK



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1

WORKING WITH EVIDENCE

THE JOB OF THE HISTORIAN

Learning outcomes

- 1.4** Demonstrate awareness of historical concepts, such as source and evidence, fact and opinion, viewpoint and objectivity.
- 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, oral and tactile evidence.

What you may know already from studying primary school history

- 1** In your own words, describe what a historian does.

- 2** In primary school, did you look at evidence to find out about the past? If so, give examples of the types of evidence you used.

- 3** Looking at a piece of evidence gives us a complete picture of what happened in the past. True/False. If false, state why.

- 4** A journalist writing an article for a newspaper about a rebellion that took place will give a very good account of what actually happened. True/False. If false, state why.

- 5** Write down anything else you know about the work of a historian.

What do you want to know about the work of a historian?

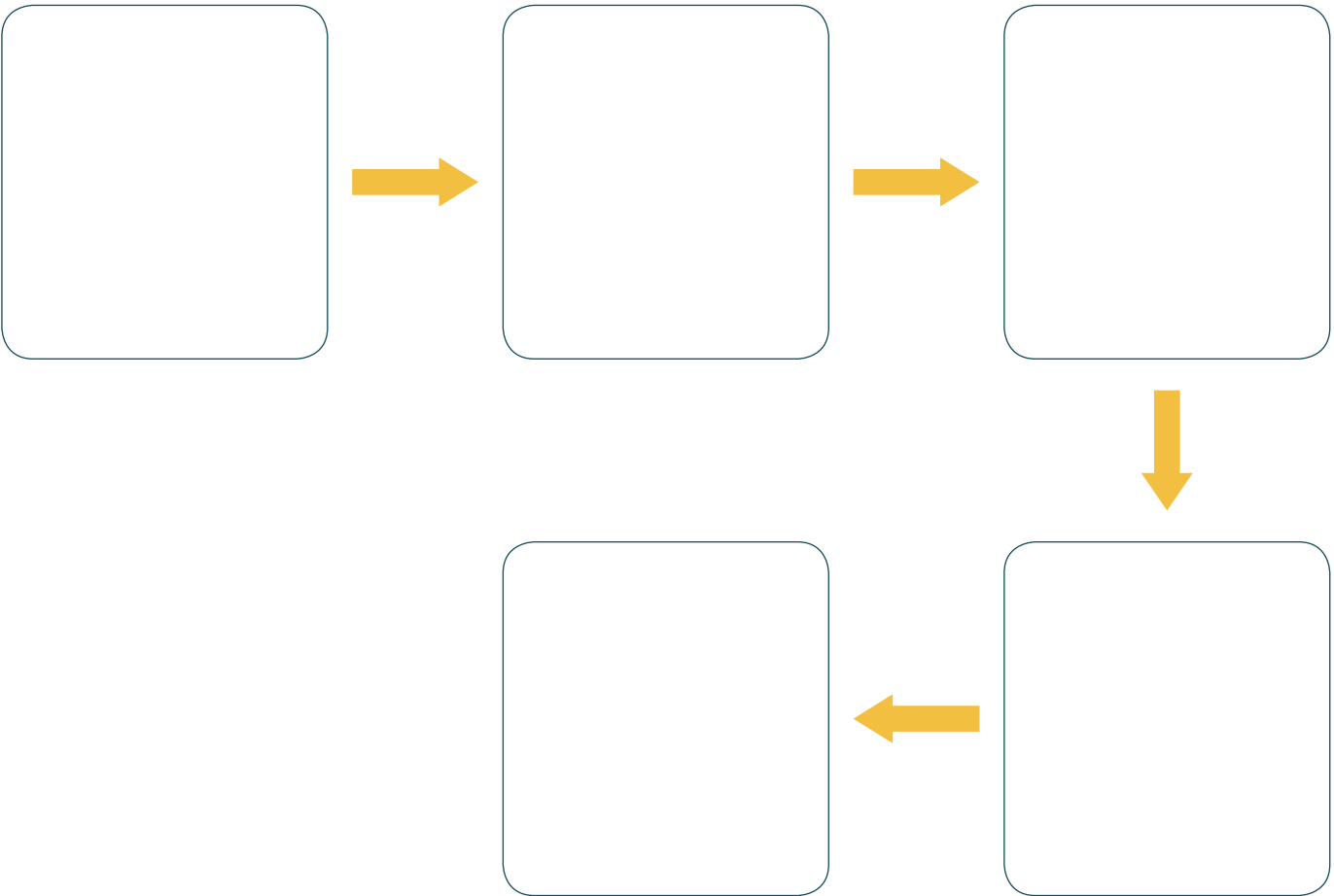
Anticipate

Before you study ‘The job of the historian’, fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree
		1 The job of a historian is similar to the job of a detective.		
		2 History is the study of the remains left by people in the past.		
		3 A source is like a clue to a historian.		
		4 Autobiographies are a secondary source.		
		5 The census calculates how many girls play football in every county.		
		6 Archives are really interesting places to store your valuables.		
		7 Exaggeration can be a major problem, especially with eyewitness accounts.		
		8 BCE stands for Before Christ Era.		
		9 The twenty-first century started in 2001 and will end in 2100.		

Activities

- 1 (a) **Group or pair work:** Outline **the steps you think a historian takes when examining a written source;** for example, an article about an event in an old newspaper. Consider what kinds of questions a historian would ask about a source. Hint: Remember to put the steps in order.



1 WORKING WITH EVIDENCE

1 (b) **Extension task:** Answer the following questions.

(i) Name the 5 Ws a historian asks. Why are these terms important to historians?

(ii) Explain the time and place rule.

(iii) What does the term 'cross-checking' mean?

2 **Think–Pair–Share: 'Primary sources are better than secondary sources.'** On your own, think about this statement. Then discuss it with your partner and decide if this statement is true or false. Prepare a reason for your answer and share with the class.

3 **Key terms:** Complete the table.

Terms	Explanation
Historian	
Prehistory	
Autobiography	
Source	
Primary source	
Secondary source	
Census	
Timeline	
Archives	
Bias	
Objectivity	
Viewpoint	
Propaganda	

4 (a) Examining a source

Extract from 'Celtic origins of Irish now disputed by new DNA results – POLL' by Mike O'Laughlin, July 2010

Milesians not Irish founders

We have been taught for a few generations that the Irish descend from the Celts. The king of one wave of Celts was Milesius. Milesius is the most famous Celt in legend I think. Some call him the founder of the Irish people – but it looks like it is mostly a fanciful story.

First Irish families

DNA studies are now telling us that Ireland was settled centuries earlier than thought. It was not first settled by the Celts of legend.

Ice Age survivors

It was actually those who survived the last Ice Age about 10,000 years ago, holding out in northwest Spain. As things warmed up, they found their way to Ireland. In fact, the closest DNA match with the Irish in all Europe is with the Basques. Take a look at the film *Blood of the Irish* and you'll become a believer.

How they got here

Current theory is that they came by boat to Ireland, which was settled much later than Britain, which was connected by land to the continent. They did not come from Scotland, but from the Basque country. So, at least they came from around Spain like some of the Milesian legends speak of.

Our new ancestors

We still have to double check all the findings but it seems pretty convincing. The Irish and the Basque are brothers, so to speak. As far as we can see, our earliest ancestors were the Basque people. So there is the point to start your genealogy in Ireland!

- (i) Individual work: Read the article and write down what you consider to be the most important information.

- (ii) Think of **three** questions a historian would ask about this source.

- (iii) Pair work: Discuss how useful this source is. Is it reliable? Give a reason for your answer.

- (iv) Consider the next steps a historian would take to judge the reliability of the source.
Hint: refer to the words in the key terms table.

- 4 (b) **Extension task:** Search online for **other new discoveries that have changed our understanding of an event/issue/people**. Suggested search terms: 'new discoveries shed light' or/and 'recent Roman archaeological discoveries'.

5 **Group work:** Complete the table.

Strengths and weaknesses of primary and secondary sources			
	example	strength	weakness
Primary written source			
Secondary written source			
Photograph			
Painting			
Radio interview			
Recent eye witness account of event			
Eye witness account 20 years after event			
Item of clothing from the fifteenth century			

Reflect

After you study 'The job of the historian', complete the right-hand side of the anticipation exercise.

THE IMPORTANCE OF ARCHAEOLOGY

Learning outcome

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

Appreciate: Acknowledge and reflect upon the value or merit of something.

Anticipate

Before you study ‘The importance of archaeology’, do these activities.

- 1 Complete the K and W sections of the KWL chart.

The importance of archaeology	
K	What I Know
W	What I Want to Know
L	What I Learned

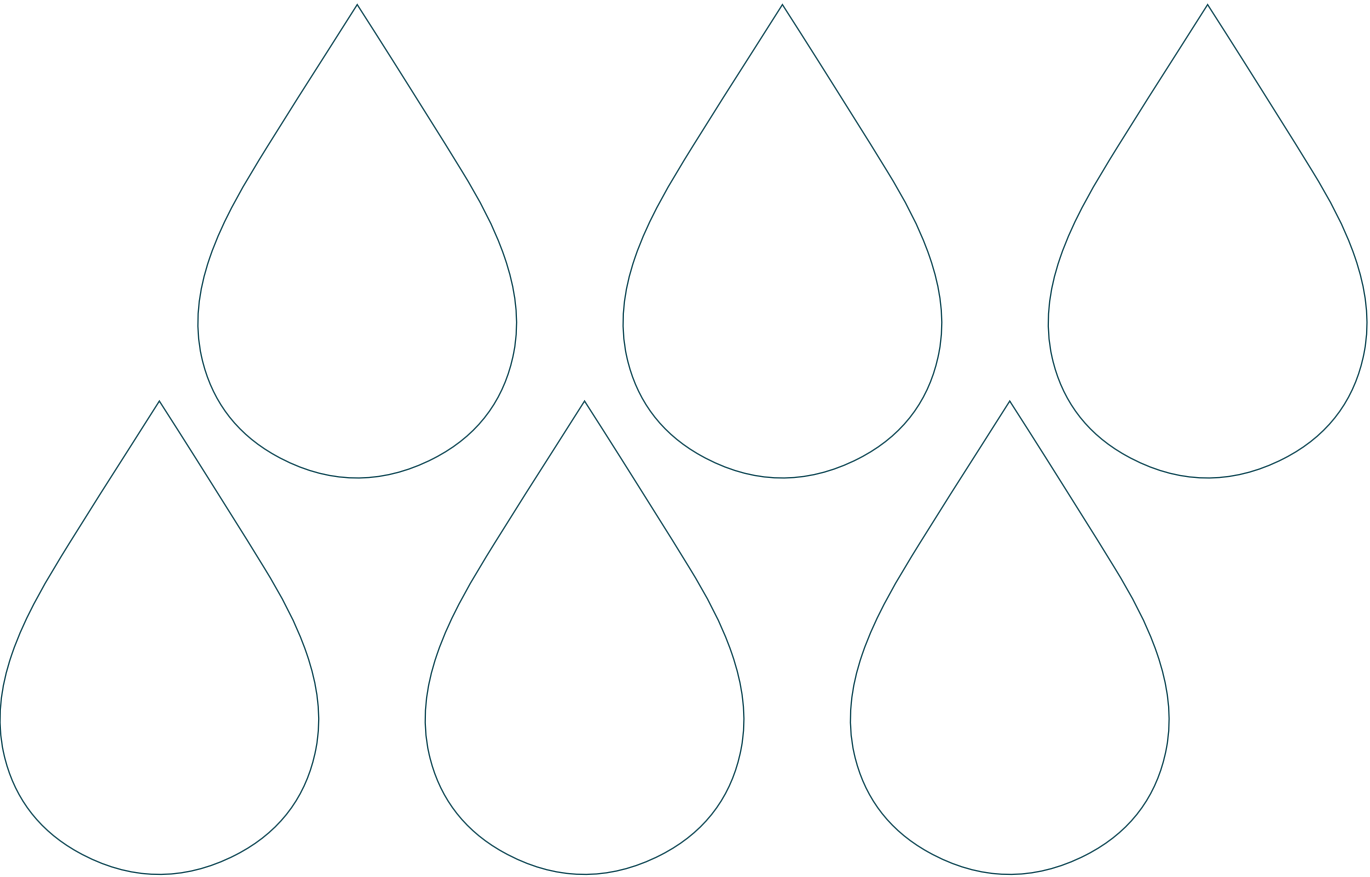
1 WORKING WITH EVIDENCE

2 Fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree
		1 Archaeology is the study of what has been left behind by people.		
		2 Artefacts are the remains of people.		
		3 A large number of gold and silver objects found together in the ground is called a hoard.		
		4 'Rescue archaeology' is finding old ruins that need to be rescued from treasure hunters.		
		5 Archaeologists use new technologies, such as geophysical survey, to examine the soil underneath the surface.		
		6 Soil can tell an archaeologist a lot about the past.		
		7 Radio-carbon dating is a technology or scientific method used to find out the age of ancient human remains and wooden archaeological artefacts.		
		8 DNA analysis is a scientific method used by archaeologists to tell the age of human remains.		

Activities

1 (a) **Group or pair work:** Brainstorm ideas for **why you think objects end up in the ground.**
Fill in the droplets.



- 1 (b) **What steps does an archaeologist take to investigate a site?** Complete the stair steps.

				Dating
			University or museum	_____
			_____	_____
			_____	_____
		Soil	_____	_____
		Postholes	_____	_____
	Dig		_____	_____
	Tools		_____	_____
Survey			_____	_____
Geophysical			_____	_____
_____			_____	_____
_____			_____	_____

- 2 (a) **Think–Pair–Share: What can archaeologists learn from examining a skeleton?**



- 2 (b) **Extension task:** Search online to find out **what you can learn by examining a skeleton**. Suggested search question: 'What can you learn by examining a skeleton?'

- 3 **Videos:** Write down **what you have learned from watching videos on the following methods of dating finds**. Describe how they work.

- Geophysical survey

1 WORKING WITH EVIDENCE

› Carbon dating

› Dendrochronology

4 **Think–Pair–Share:** Do you have an item that could be used by archaeologists to discover a site? Explain how it could help.

5 **Key terms:** Complete the table.

Terms	Explanation
Archaeology	
Artefact	
Hoard	
Grave goods	
Bog bodies	
Site	
Research archaeology	
Rescue archaeology	
Salvage archaeology	
Test trenches	
Aerial photographs	
Post holes	
Stratigraphy	
Excavation	
Carbon dating	
Dendrochronology	
DNA analysis	

6 **Debate:** ‘Technology has improved our knowledge of the past.’ Discuss this statement in a group. Then hold a class debate.

Reflect

After you study 'Working with evidence', do these activities.

- 1 Write down the most interesting things you have learned in this section.

- 2 Write down what you think is the most important thing you have learned in this section.

- 3 What did you find difficult to understand? Write down any questions you still have.

- 4 Look back at the learning outcome for this section. Do you feel confident that you have achieved the learning outcome? Rate yourself by choosing **one** of the following ratings for each outcome: **1** I have not achieved, **2** I have achieved, **3** I feel very confident that I have achieved.

- 5 Write down the section(s) that you feel you need to revise.

- 6 Complete the L section of the KWL chart and the right-hand side of the anticipation exercise for 'The importance of archaeology'.

Classroom-Based Assessment (CBA)

- 1 If you were asked to write a history of your local area, list **five** sources that you would use. Explain how each source would help you.

CBA1

1 WORKING WITH EVIDENCE

- 2 Imagine you are able to invite four people of historical interest to a restaurant for dinner. Who would you invite? List their names here. For each guest, write a question that you would like him or her to answer.

CBA2

- 3 What, do you think, is the oldest building or monument in your province? Search online to find the answer. Make a sketch of it in your copy and add its name and the year/century in which it was constructed. To which Irish historical era does it belong?

CBA1