

HISTORY



ALIVE

NEW Junior Cycle History

GRAPHIC
ORGANISER
BOOK

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Timeline	9–16	<ul style="list-style-type: none"> Early Irish historical eras (Section 1) The Age of Exploration (Section 6) Milestones in information and communication technology (Section 9) The French Revolution (Section 10) The 1798 Rebellion (Section 10) Key events of the Troubles (Section 12) Key changes for women from the early 1900s to now (Section 13) Main turning points of World War II (Section 15) Development of European cooperation (Section 18) Key events in the history of the GAA (Section 20)
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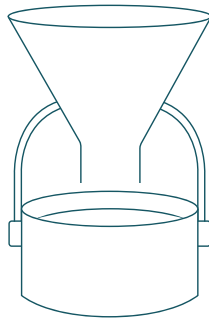
Organiser	Pages	Suggested uses
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HOW TO USE THIS GRAPHIC ORGANISER BOOK

This Graphic Organiser Book will maximise your appreciation and understanding of Junior Cycle History. The organisers in this book will enable you to summarise information visually, develop ideas and become active learners of history. The organisers can be used for independent learning or in teams to facilitate collaboration and the exchange of ideas. Some suggested uses have been provided on the contents page. Below are short descriptions of how to use each organiser.

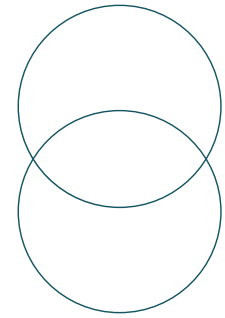
Funnel

To summarise information and analyse the causes and consequences of an event or situation.



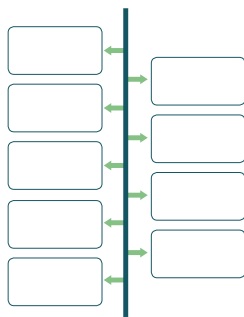
Venn Diagram

To identify points of similarity and difference between groups, issues or themes.



Timeline

To understand linked events occurring in a sequence and to identify the causes and consequences of an event or situation.



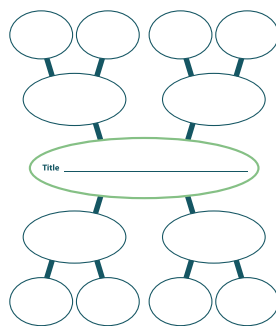
Profile

To collect and organise relevant information about a person.

Important event #1		Important event #2	
Birth Information		Quote	
When:	Name:		
Where:			
Why is this person important?		Sources	

Cluster Map

To establish knowledge and recognise information relevant to understanding the topic.



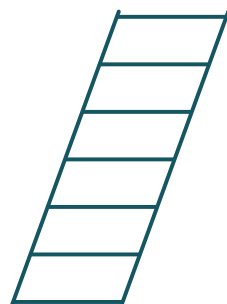
5 Ws Grid

To evaluate a source.

Source:
Who wrote it?
What kind of information does it contain?
When was it written?
Where does the content come from?
Why was it written?

Step Ladder

To sort, classify or rank aspects of a topic, or to establish steps in a process.



CBA Planner

To plan for the Classroom-based Assessment.

Sources – Record the main sources you used.

Suggestion: For an online source, record the full URL, address and the date you accessed the source. For books, record the name of the author, full title, year of publication, and place and date of publication. For an article, record only to book but include the volume number or page number. For a newspaper, record the name of the newspaper, author, and date of publication. Note whether the source is primary or secondary.

Evaluation of source – Choose two of the sources you used and discuss their strengths and weaknesses.	
<small>Questions to consider: How helpful was the source to your enquiry? Did you find the source objective? Did you detect bias? Did the person or source appear to have an ulterior motive? Was it well written and easy to understand?</small>	
Source 1	Weakness
Strength	
Source 2	Weakness
Strength	