



**Oide**

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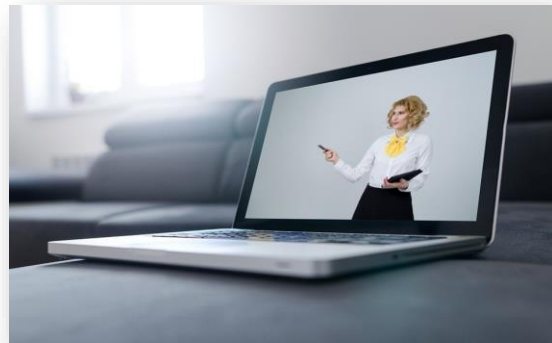
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# Enhancing Student Engagement with Historical Sources

# Online Participation



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You are invited to use your camera throughout the day, especially in the breakout rooms



Please unmute to contribute to the conversation at any stage or use the chat function

If you lose connection...

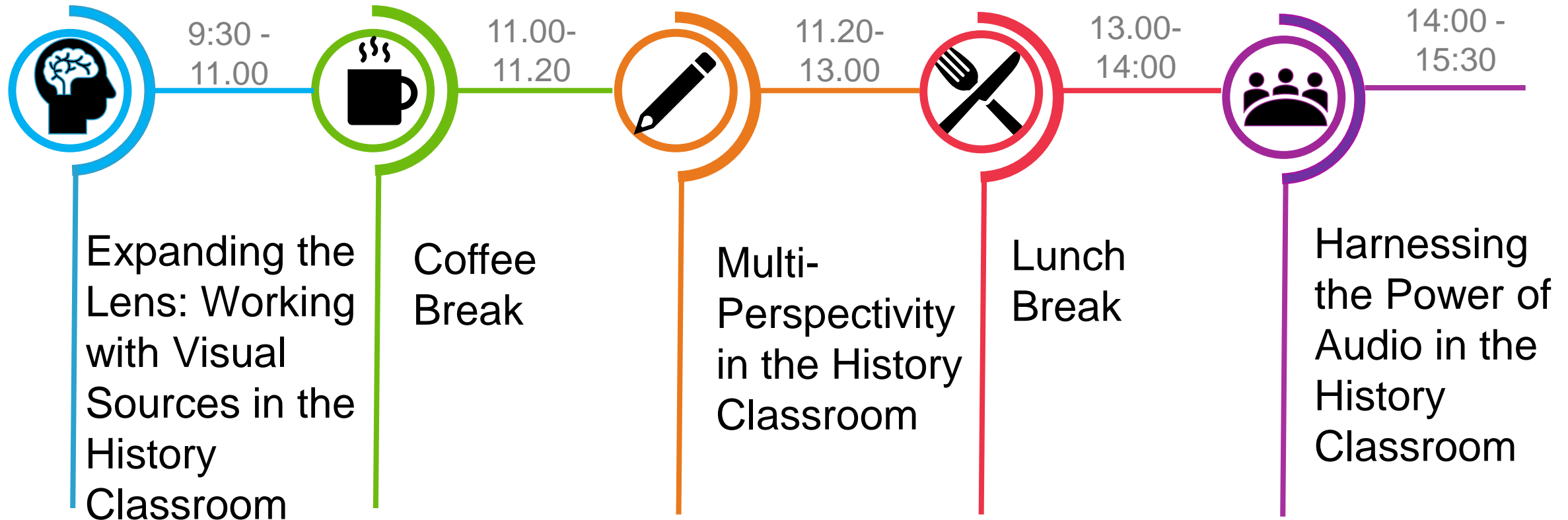


- Use the link used in the morning from your email
- You will be admitted from the waiting room as soon as possible

This day is **not** being recorded



# Timeline for today's workshop






# Revised arrangements

	Junior Cycle from 2023/24 onwards	Current 3 <sup>rd</sup> years to be examined in 2024
<b>CBA 1</b>	<b>Yes</b>	<b>At least one</b>
<b>CBA 2</b>	<b>Yes</b>	
<b>Assessment Task</b>	<b>Yes</b>	<b>No</b>
<b>SEC exam</b>	<b>Yes</b>	<b>Yes</b>

An Roinn Oideachais  
Department of Education



**Circular Number: 0028/2023**

**To: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs**

**Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024.**

# Assessment Arrangements For Leaving Certificate 2024



Oide

Higher

## RSR (RESEARCH STUDY REPORT)

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## WRITTEN EXAMINATION

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Section 1: Documents Based Question (100 marks).

Section 2: Answer one question from each of two topics on Irish History (2 x 100m).

Section 3: Answer one question from one topic on Europe and Wider World (100m).

## RSR (RESEARCH STUDY REPORT)

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No adjustment.

As the briefs for this coursework issued in the 2022/23 school year, the normal timelines for completion apply.

## WRITTEN EXAMINATION

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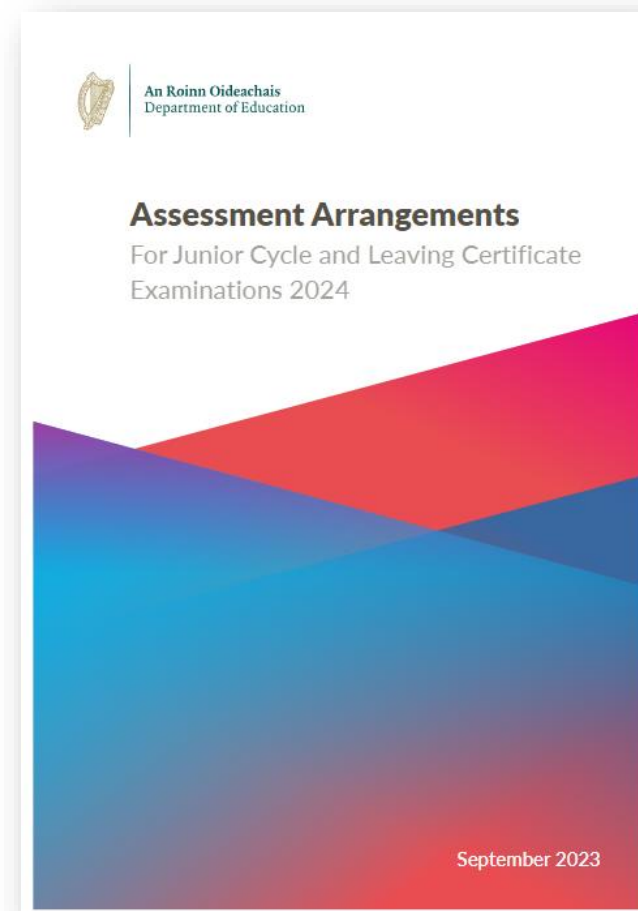
Candidates may answer the paper in the usual way, if they wish.

OR

Section 1: answer the DBQ as normal.

Sections 2 and 3: answer three questions from two topics in Section 2: Ireland and Section 3: Europe and the Wider World, as set out below. This means that candidates would answer two questions from one of their chosen topics. A candidate could decide to answer one of the following combinations:

- All three answers from two Irish topics.
- Two answers from one Irish topic and one answer from a topic in Europe and the Wider World.
- One answer from one Irish topic and two answers from one European topic.



# Assessment Arrangements For Leaving Certificate 2024



Oide

Ordinary

## RSR (RESEARCH STUDY REPORT)

### WRITTEN EXAMINATION

Section 1: Documents Based Question (100 marks).

Section 2: Answer Part A, Part B and Part C from each of two topics on Irish History (2 x 100m).

Section 3: Answer Part A, Part B and Part C from one topic on Europe and Wider World (100m).

## RSR (RESEARCH STUDY REPORT)

No adjustment.

As the briefs for this coursework issued in the 2022/23 school year, the normal timelines for completion apply.

### WRITTEN EXAMINATION

Candidates may answer the paper in the usual way, if they wish.

Or

Section 1: answer the DBQ as normal.

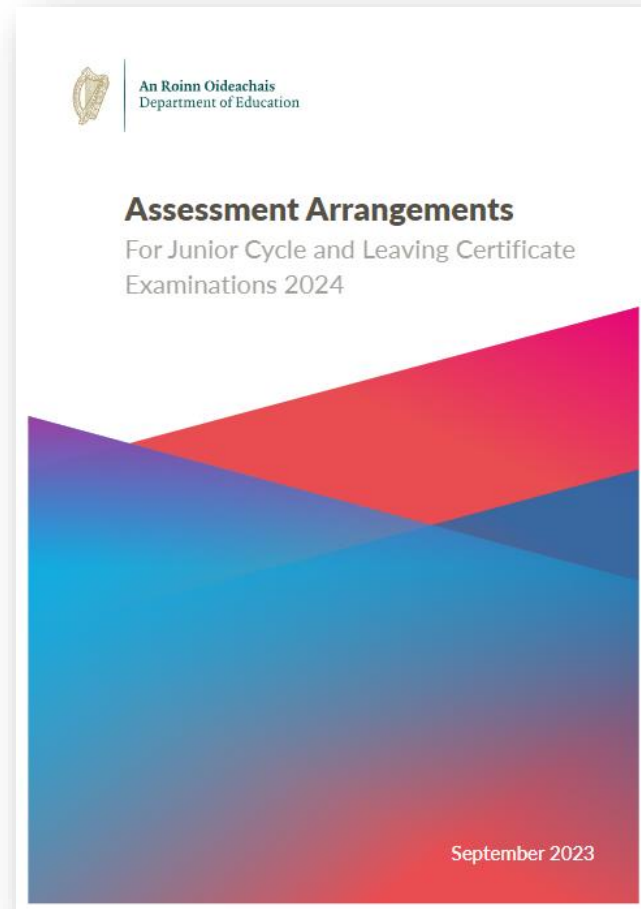
Sections 2 and 3: answer three sets of questions from two topics from Section 2: Ireland and Section 3: Europe and the Wider World.

This means that candidates would answer two questions from Part B and two questions from part C in one of their chosen topics.

As the candidate would have already answered the Part A questions in that topic, an additional Part A (stimulus material with five questions) will be provided on p. 15 of the examination paper.

A candidate could decide to work through the examination paper in one of the following ways:

- Answer Parts A, B and C from two Irish topics. Answer a second question from Part B and Part C from one of these topics and the extra Part A on page 15 of the exam paper.
- Answer Parts A, B, and C from one Irish topic and one European and the Wider World topic. Answer a second question from Part B and Part C of the same Irish topic and the extra Part A on p. 15 of the exam paper.
- Answer Parts A, B, and C from one Irish topic and one European and the Wider World topic. Answer a second question from Part B and Part C of the same European and the Wider World topic and the extra Part A on p. 15 of the exam paper.



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# Expanding the Lens: Working with Visual Sources in the History Classroom



## Focus of the Session

- To consider the development of students' skills when engaging with historical sources
- To examine ways of enhancing student engagement with visual historical sources





# What are the Skills of a Historian?

## JC History Specification

### Strand 1: The Nature of History

This unifying strand focuses on the nature of history as a discipline.

1. Developing historical consciousness
2. Working with evidence
3. Acquiring the 'big picture'



## LC History Syllabus

### Skills of History

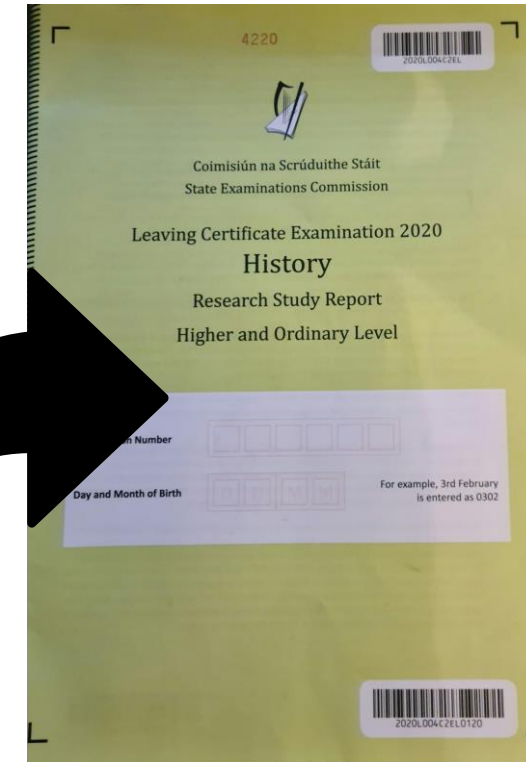
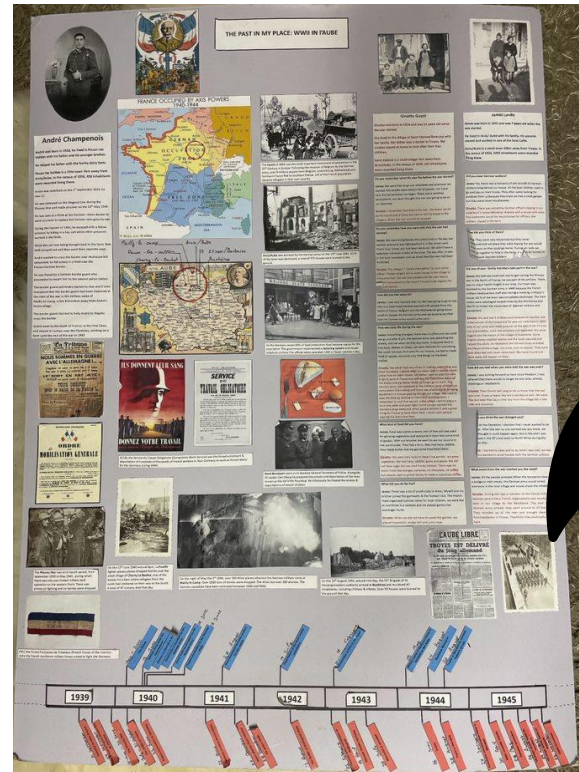
Students should develop a range of skills associated with the study and writing of history.

1. Recognition of the nature of historical knowledge
2. Research skills
3. Skills in working with evidence



# The Links Between CBA and RSR

- Skills of research
- Subject knowledge
- Developing enquiry questions
- Justification
- Evaluation of sources





# What strikes you about working with sources, such as those discussed?

Deirdre Mac Mathuna  
Using Visual Sources in  
the History Classroom



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**Sources** were  
not created with  
the classroom  
in mind.



Deirdre Mac Mathuna  
History Pedagogy Lecturer  
at the School of Education,  
Trinity College Dublin.



Click the image to play





# Examples of visual sources in the History classroom



Cartoons, illustrations, and maps



Films and Documentaries



Artwork

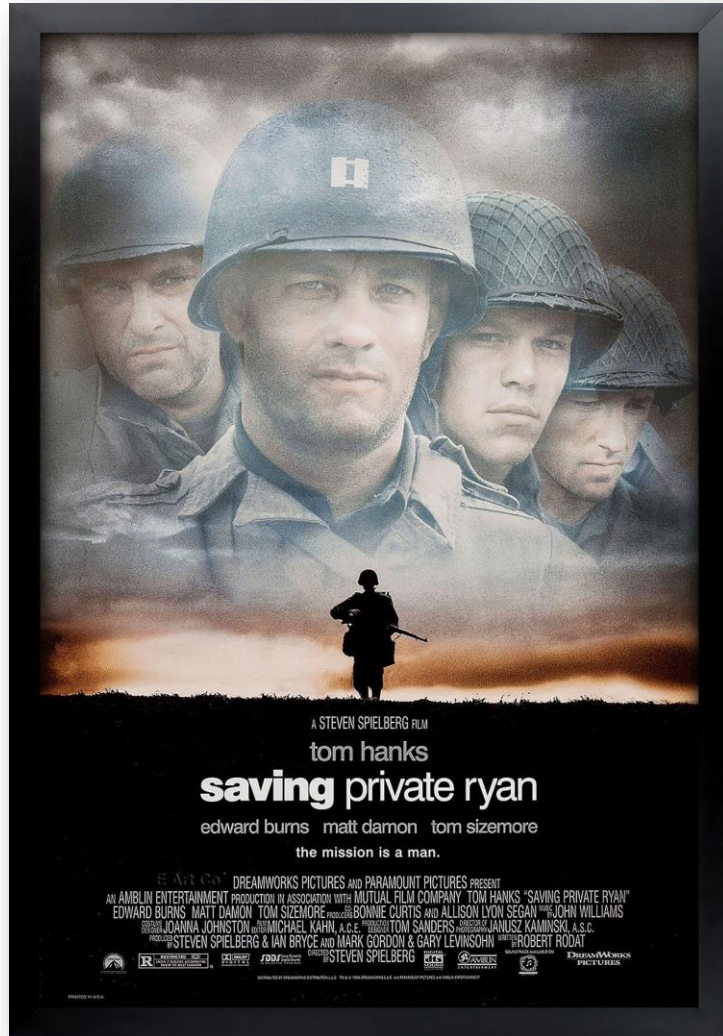


Photographs

# Using Films and Documentaries as Sources



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1. What film and/or documentary has worked best with your students and why?
2. What challenges have you encountered in using sources such as these with your students in the History Classroom?

Please nominate one person to give feedback





# Portrayal in Film

What's your impression of Captain Sobel from this clip?



David Schwimmer as Captain Sobel



Band of Brothers, HBO, 2001

[Click the image to play](#)



# How does the film portrayal of Captain Sobel contrast with the written primary source?



Captain Herbert Sobel

“One of the reasons that Easy Company excelled was undoubtedly Captain Sobel.”

“When the war ended, I wondered if he wasn’t a big reason some of us were still alive.”

*Donald Malarkey, a non-commissioned officer who served under Captain Sobel.*



# Film Vocabulary Enrichment

Archival footage	Film footage from the past
Author/writer	The person whose work the film/documentary is based on
Biographical documentary	A documentary about a person's life
Casting	The actors selected to play historical figures
Chronicle	A record of a series of events
Director	The person responsible for telling actors how to play their parts
Documentary	A film or TV show about real people or events
Exposé	A report that reveals hidden facts
Narrator	The person who provides the voice-over for a film or documentary
Portrayal	How a figure is represented by an actor in a film or documentary
Re-enactment	The recreation of a past event



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# Film Scene Review Activity – Google Site Session 1



Scene from 'A Knight's Tale' depicting a medieval jousting tournament



The opening scene from 'Michael Collins' featuring the surrender and execution of the 1916 leaders



Scene from 'The Wind that Shakes the Barley' that highlights the divisions over the Anglo-Irish Treaty



Scene from '1492: Conquest of Paradise' showing Columbus' fleet of ships departing



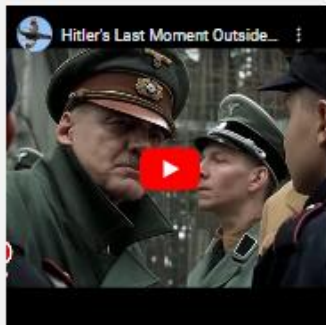
Closing scene from 'Selma' where Martin Luther King Jr addresses the crowd



Scene from the TV series 'Rome' showing Roman legionaries fighting the Gauls



Scene from 'Dunkirk' showing the arrival of the flotilla of little ships to rescue Allied soldiers



Scene from 'Downfall' showing Hitler awarding the Iron Cross to children who are defending Berlin from the Soviets



Scene from Hidden Figures where the issue of segregation is highlighted



Scene from 'Nuremberg, Infamy on Trial' where testimony of Hermann Friedrich Graebe is read out to the Nuremberg court



Scene from 'Forrest Gump' depicting the main character's experience of conditions in Vietnam



Scene from 'Thirteen Days' where President Kennedy is being advised on how to respond to the threat of Soviet missiles in Cuba




# Film Review Activity

Students evaluate both the entertainment and historical values of a film or specific scene.

- Plot summary
- Entertainment rating
- Historical Value
- Accuracy/Inaccuracy
- Supporting sources

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### The Wind that Shakes the Barley The Ambush Scene



Plot Summary	Entertainment Rating
Historical Value	Historical Accuracies/Inaccuracies
<p>Supporting Sources</p> <ul style="list-style-type: none"> <li>• Bureau of Military History accounts online. <a href="https://www.militaryarchives.ie/">https://www.militaryarchives.ie/</a></li> <li>• Barry, T. (2013) <i>Guerrilla Days in Ireland</i>. Cork: Mercier Press.</li> <li>• RTÉ 'Kilmichael Ambush: This means war' <a href="https://www.rte.ie/news/2020/11/28/1180962-kilmichael-this-means-war/">https://www.rte.ie/news/2020/11/28/1180962-kilmichael-this-means-war/</a></li> </ul>	

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### Michael Collins



Plot Summary	Entertainment Rating
Historical Value	Historical Accuracies/Inaccuracies
<p>Supporting Sources</p> <ul style="list-style-type: none"> <li>• Newspaper Article "Neil Jordan says Michael Collins film's portrayal of Éamon de Valera was 'unfair'" <a href="https://www.irishnews.com/news/northernirelandnews/2022/09/22/news/neil_jordan_says_film_s_portrayal_of_e_amon_de_valera_was_unfair_-2809023/">https://www.irishnews.com/news/northernirelandnews/2022/09/22/news/neil_jordan_says_film_s_portrayal_of_e_amon_de_valera_was_unfair_-2809023/</a></li> <li>• Dolan, A. and Murphy, W. (2018) <i>Michael Collins: The Man and the Revolution</i>. Cork: The Collins Press.</li> <li>• Guardian Newspaper 'Michael Collins is 30 seconds from the truth about Irish history' <a href="https://www.theguardian.com/film/2010/dec/09/reel-history-michael-collins-irish">https://www.theguardian.com/film/2010/dec/09/reel-history-michael-collins-irish</a></li> </ul>	



# Film Scene Review Activity

## Individually

Having watched the clip:

1. Consider the following:

- What questions would you like your students to think about while they watch this clip?
- What prior learning might need to have taken place before using a clip such as this?
- What post learning might be required?

## Collaboratively

2. Nominate one person to feedback to the main room

3. Share your feedback to your group and together consider the following:

- How does working with film clips like these support and empower student learning?
- How would you develop this activity further or integrate it into current units of learning?



# Feedback







# Working with Visual Sources



How do you and your students work with visual sources such as this?

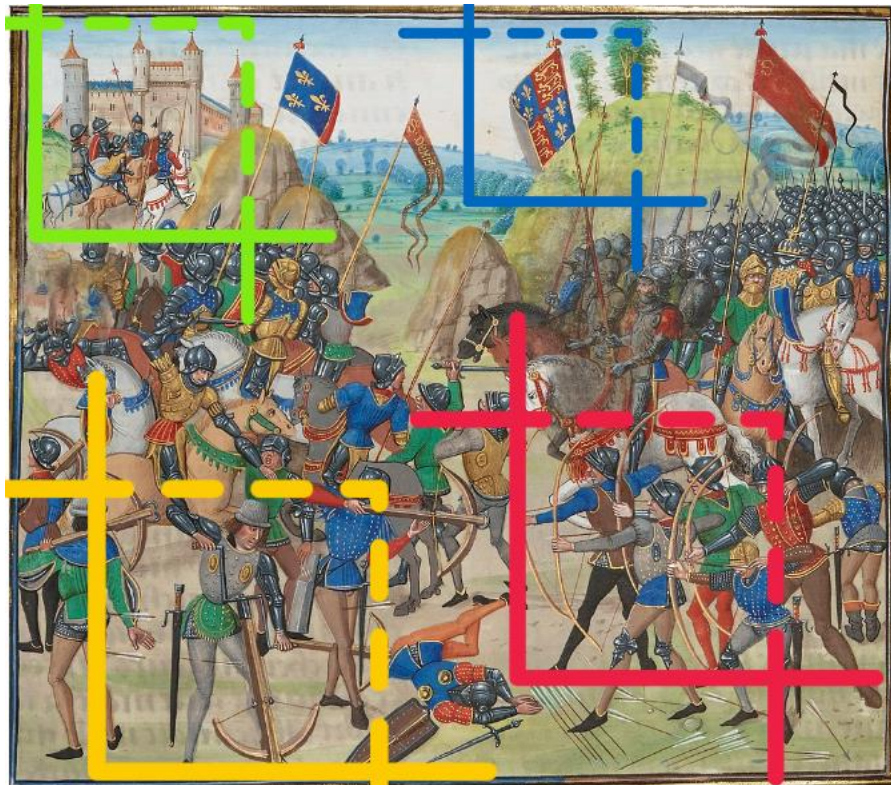
Battle of Crécy (1346) by Jean Froissart (1337 – 1405)





# Crop It Activity for Visual Sources

Divide the Image into sections



Break an image into smaller sections

Students are less overwhelmed by taking in the full image

Gives students time to focus on one aspect and steadily build insight and knowledge as well as ask questions

Students Focus on One Section





# Working with Images

Perception

Perspective

Framing

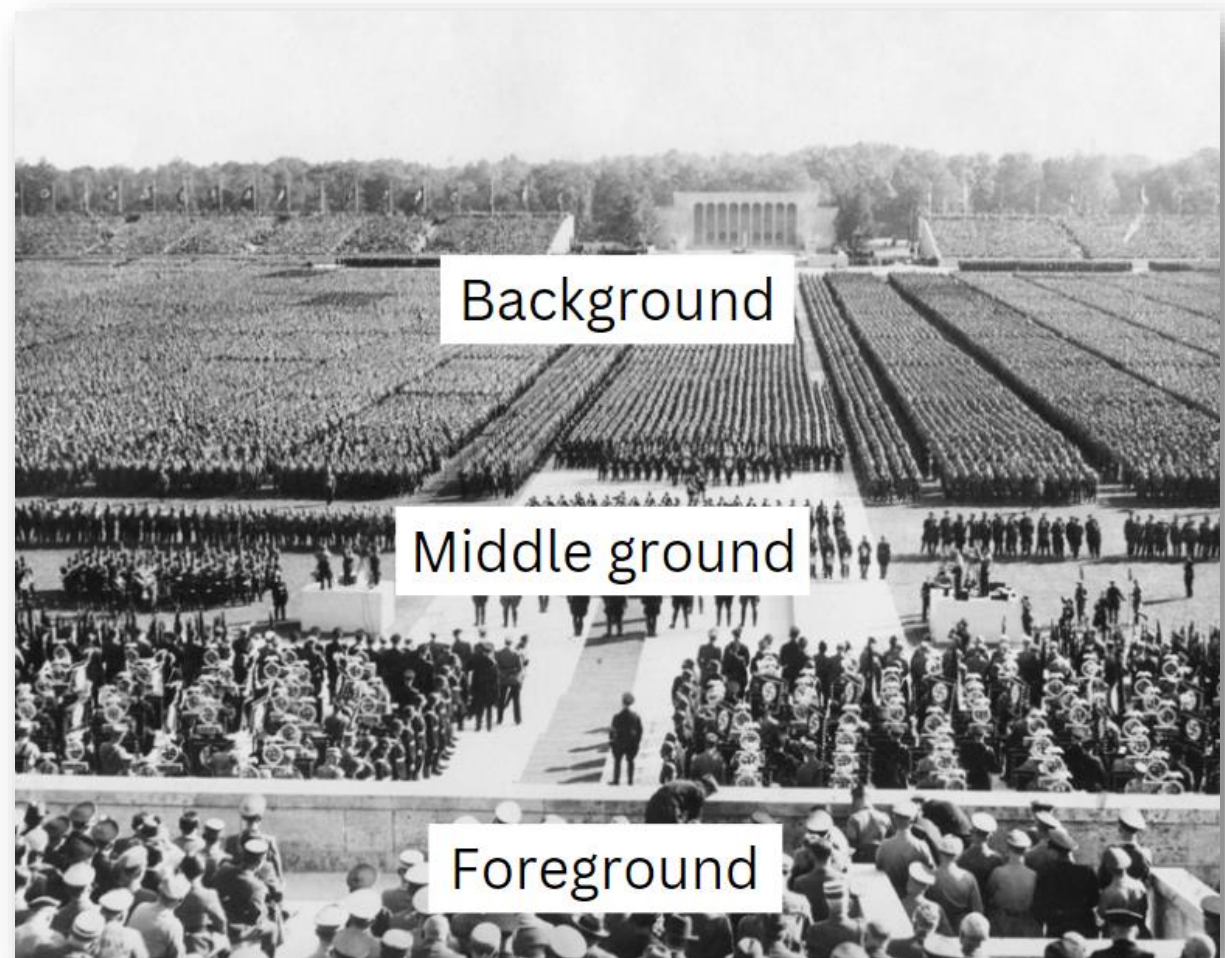
Meaning and expression

Composition or content

Origin

Motive

Analysis – thinking critically about the source  
e.g., accuracy, fairness of representation





# Images as an Opportunity for Research



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Washington Crossing the Delaware by Emanuel Leutze 1851


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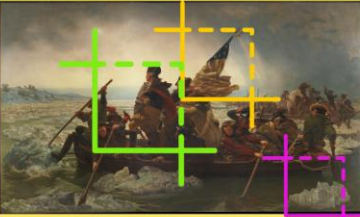


# Evaluating the Accuracy of an Image

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**Step 1:**

- When was the source made and by who? Does this reveal any issues?
- Who was the source made for? What does this tell us about the potential bias?
- Are there details in the source that can be compared with other sources to help verify its authenticity or accuracy? Are there names, dates, places etc. that I can use to investigate this source?
- Separate claims from opinion. Some opinion can't be checked, but claims can.


**1** 

Washington crossing the Delaware River by Emanuel Leutze's, 1851

**Step 2:**

- Identify reputable sources that can be used to cross check the information from my source?
- Compare the details identified in Step 1 with the information gathered from the reputable sources. What matches? Are there differences?

**2** "Washington's plan was to cross the river at night, march to the nearby town of Trenton" - mountvernon.org

 **Flag** used by the Continental Army in 1776 -<https://www.united-states-flag.com>

Ice in rivers tends to have sheetlike formations - <https://www.climate-policy-watcher.org/>

Emanuel Leutze was known for painting "dramatic scenes". - <https://americanart.si.edu/>

**Step 3:**

- Having cross checked your information, evaluate the accuracy of your original source. Present the information you have gathered to support your claim.
- Are there parts of the source that remain difficult to verify?

**3** Washington did cross the Delaware River on the 25th December, 1776, but at night. This painting was done years later as a dramatic, but inaccurate representation of what happened.

## Step 1:

- Identify when the image was made and by who
- Who or what was the image made for?
- Break the image into smaller sections to identify areas to research

## Step 2:

- Identify reputable sources for comparison
- Compare aspects of the image identified in step 1

## Step 3:

- Evaluate the source for accuracy
- Do questions remain?

# A More Realistic Depiction Based on Factual Evidence



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Washington crossing the Delaware by Mort Künstler 2011



# Compare Visual Sources: What are the Connections?



Cartoon of John Redmond from Vanity Fair Magazine, 1904



Irish Suffragettes Campaigning for Votes for Women in Hyde Park, London, 21<sup>st</sup> June 1908

“Dublin, 6 May 1913 - A plaster bust of John Redmond MP, which was on show at the Royal Hibernian Academy, has been attacked by a suffragette. It is alleged that Geraldine Manning, age 40, from Donnybrook, daubed the bust with green paint on its face and the lapel of the coat.

On the pedestal on which the bust rests, a piece of paper was found which stated: ‘Why didn’t you get us votes for women Mr Redmond? A traitors face is no adornment to our picture gallery’. Manning was arrested and will face court tomorrow.”

- Century Ireland






# Bringing it All Together

How might we apply some of the strategies we have looked at in this session, to enhance students' research skills and ability to work with evidence?

- Film Literacy
- Visual Literacy
- Developing source engagement
- Vocabulary Development

Michael Collins



	Entertainment Rating
	Historical Accuracies/Inaccuracies
<b>Supporting Sources</b> Neil Jordan says Michael Collins film's portrayal of Éamon de Valera <a href="https://www.northernirelandnews.com/news/northernirelandnews/2022/08/22/news/neil-jordan-says-iamon-de-valera-was-unfair-2805023/">https://www.northernirelandnews.com/news/northernirelandnews/2022/08/22/news/neil-jordan-says-iamon-de-valera-was-unfair-2805023/</a> Why, W. (2018) <i>Michael Collins: The Man and the Revolution</i> . Cork: The 'Michael Collins is 30 seconds from the truth about Irish history' <a href="https://www.irishtimes.com/film/2010/dec/09/reel-history-michael-collins-irish">https://www.irishtimes.com/film/2010/dec/09/reel-history-michael-collins-irish</a>	

**Step 1:**

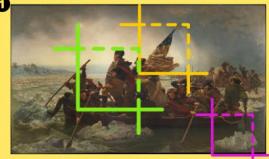
- When was the source made and by who? Does this reveal any issues?
- Who was the source made for? What does this tell us about the potential bias?
- Are there details in the source that can be compared with other sources to help verify its authenticity or accuracy? Are there names, dates, places etc. that I can use to investigate this source?
- Separate claims from opinion. Some opinion can't be checked, but claims can.

**Step 2:**

- Identify reputable sources that can be used to cross check the information from my source?
- Compare the details identified in Step 1 with the information gathered from the reputable sources. What matches? Are there differences?

**Step 3:**


- Having cross checked your information, evaluate the accuracy of your original source. Present the information you have gathered to support your claim.
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Washington crossing the Delaware River by Emanuel Leutze's, 1851

**1**

**2** "Washington's plan was to cross the river at night, march to the nearby town of Trenton" - mountvernon.org




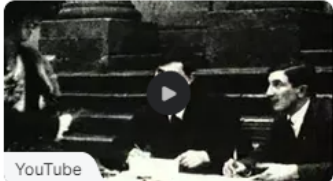


Flag used by the Continental Army in 1776 -https://www.united-states-flag.com

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**3** Washington did cross the Delaware River on the 25th December, 1776, but at night. This painting was done years later as a dramatic, but inaccurate representation of what happened.



# Bringing it All Together Activity

Instructions	Sample: Suffragette Film Trailer	Group 1: Archival Footage from the Irish War of Independence	Group 2: Civil Rights March Photograph from the March on Washington	Group 3: Television Interview with Irish WW1 Veteran
<p>Analyse the source provided (4 minutes)</p>	<p>Film Trailer : Suffragette (2015)</p>  <p>Suffragette Official Trailer #1 (2015) - Carey Mulligan, Meryl Streep Drama HD <a href="https://www.youtube.com/watch?v=056FI2Pq9RY&amp;t=1s">https://www.youtube.com/watch?v=056FI2Pq9RY&amp;t=1s</a></p> <p>Suggested links to JC and SC history: JC: Learning Outcomes 2.9, 3.14 SC Later Modern: Ireland Topic 2 and Europe and the Wider World Topic 2</p>	<p>Primary source: Republican Loan Film</p>  <p>The Republican Loan film, 1919 <a href="https://www.youtube.com/watch?v=5CfrkvE7_hs">https://www.youtube.com/watch?v=5CfrkvE7_hs</a></p> <p>Suggested links to JC and SC history: JC: Learning Outcome 2.4 SC Later Modern: Ireland Topic 3</p>	<p>Primary Source Photograph: Signs carried by marches during the March on Washington, 1963</p>  <p>Suggested links to JC and SC history: JC: Learning Outcome 3.13 SC Later Modern: Europe and the Wider World Topic 6</p>	<p>Film Interview: Johnny Burke from Ballinasloe, Co. Galway shares some his experiences fighting in World War One.</p>  <p>An Irish Soldier recalls World War One, 1965 <a href="https://www.youtube.com/watch?v=g68w2fDwndA">https://www.youtube.com/watch?v=g68w2fDwndA</a></p> <p>Suggested links to JC and SC history: JC: Learning Outcomes 2.8, 2.13, 3.4 SC Later Modern: Ireland Topic 2</p>
<p>Step 1: What are the strengths of this source for student engagement in terms of knowledge, skills and source specific language?</p> <p>Knowledge:</p> <p>Skills:</p> <p>Source Specific Language:</p> <p>(8 minutes)</p>	<p>Step 1: What are the</p>	<p>Session 1 Step 1: What are the strengths of this source for student engagement in terms of knowledge, skills</p>	<p>Session 1 Step 1: What are the strengths of this source for student engagement in terms of knowledge, skills and source specific</p>	



# Padlet Activity







Coffee Break. See you in 20 minutes.

