



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Multi-Perspectivity in the History Classroom



Focus of the session

- Explore multi-perspective approaches to support student thinking about History
- Consider pedagogical approaches to multi-perspectivity in History



Continuum of Learning for Students



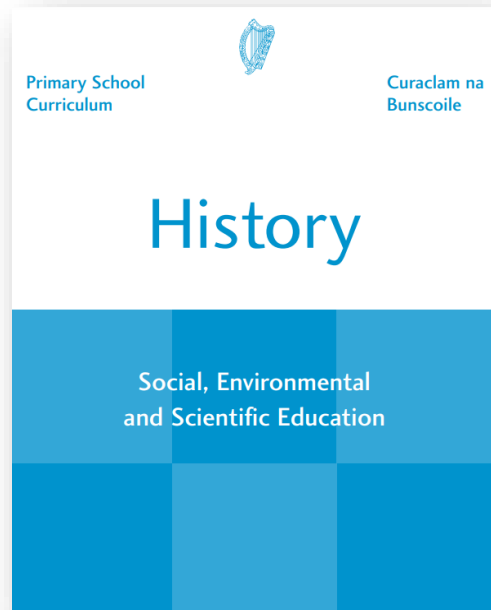
Primary Curriculum Key Competencies



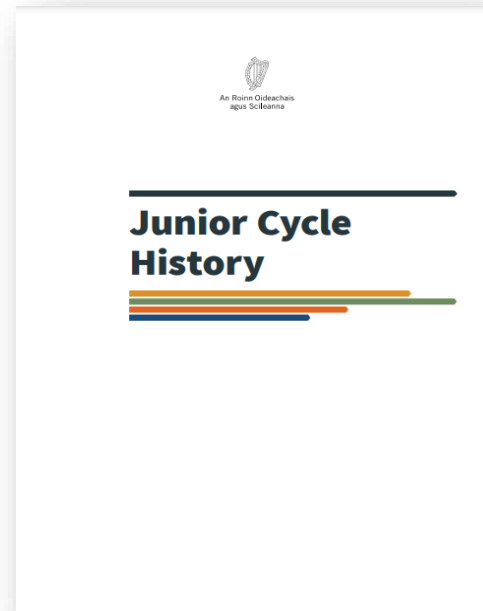
Junior Cycle Key Skills



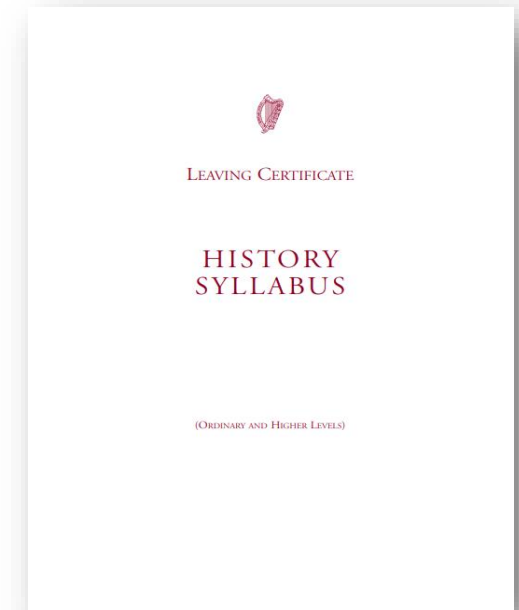
Perspectivity in the Curriculum



'..develop an appreciation of the perspectives and motives of people in the past and accept that individuals and events should be understood in their historical context.'



'... the study of history instils in students a respect for integrity, objectivity and looking at issues from different perspectives.'

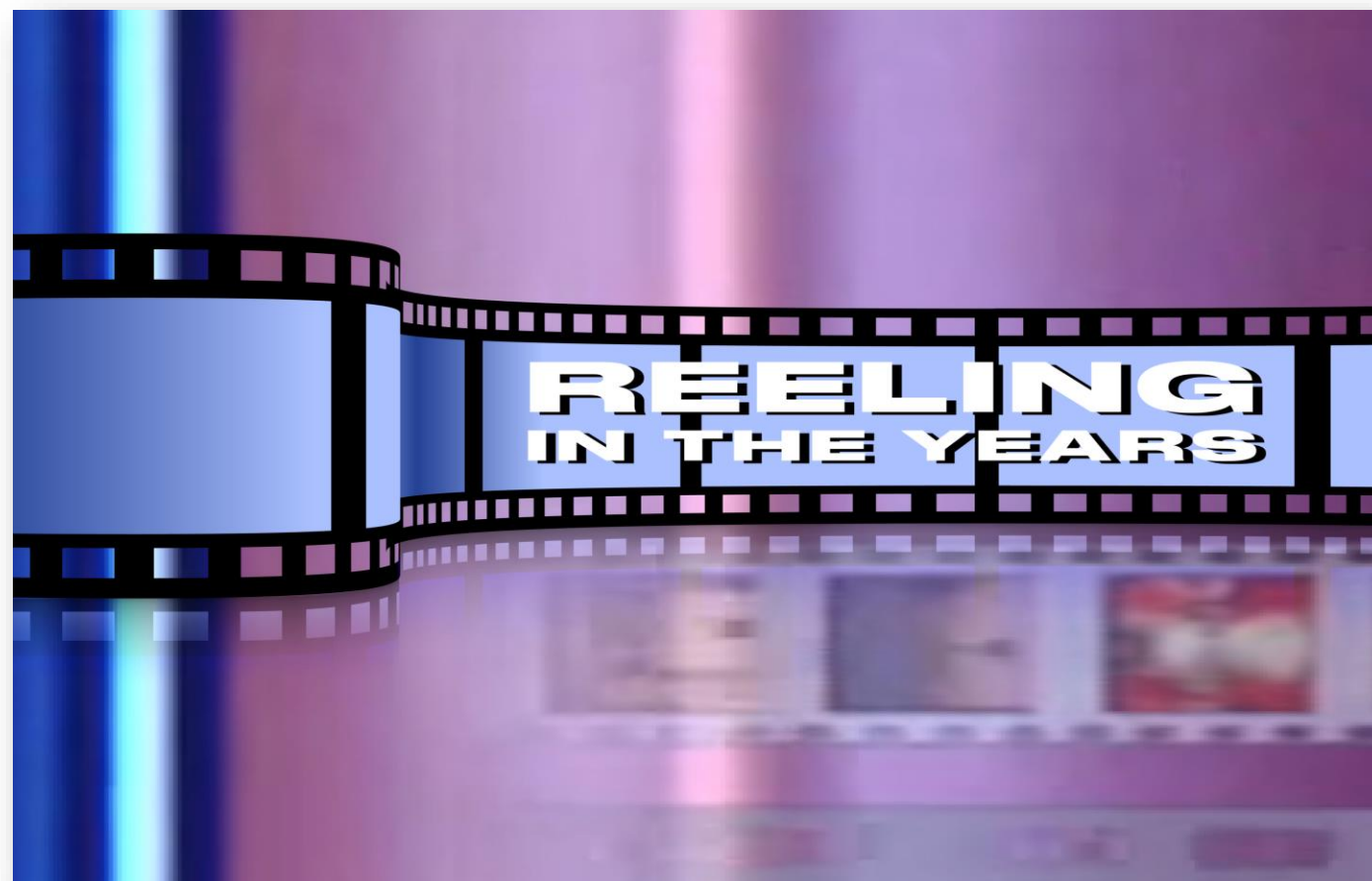


'...evaluate their historical inheritance through the study of history from a variety of perspectives.'



Reeling in the Years 2022

- Choose three events that you feel would have to be included
- Justify your selections





Reeling in the Years 2022

Russian invasion
of Ukraine

Assassination of
Shinzo Abe

Boris Johnson
Liz Truss
Rishi Sunak

Deaths of Queen
Elizabeth II,
Mikhail
Gorbachev

Deaths of
Christine McVie,
Meatloaf

West Cork
fishermen stand
up to Putin

World population
exceeds 8 billion

Omicron

Kate Bush
'Running Up
That Hill'

Top Gun
Maverick

Finland and
Sweden apply to
join NATO

Roe v Wade

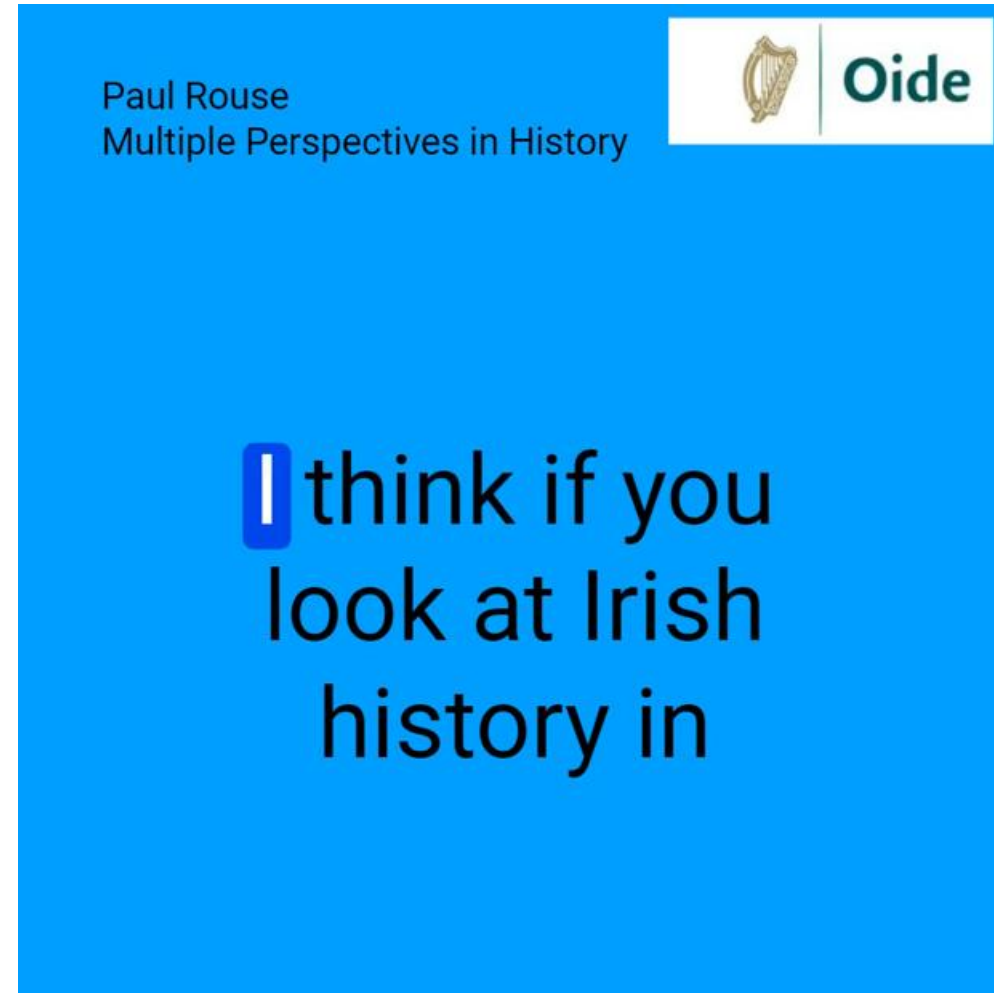
Why is multi-perspectivity important for students of History?



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Paul Rouse
Professor School of
History, UCD

Click the image to play





Developing the Skills of the Historian

Junior Cycle:

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.
(JC Learning Outcome 1.2)

Senior Cycle:

To promote understanding of the present through the development of a historical perspective on issues of contemporary importance.
(LC Syllabus p. 3)



'Barbarie, Civilisation' by René Georges Hermann-Paul, 1899



Share your Practice

- Discuss the approaches you use to explore multiple perspectives with your own students.
- Appoint a reporter to feed back to the whole room.






What teaching approaches can we use?

Standards	Statements of effective practice	Statements of highly effective practice
The teacher selects and uses teaching approaches appropriate to the intended learning outcomes and to pupils' learning needs	Teachers select and use approaches to match the selected learning outcome of the lesson and meet the learning needs, interests and abilities of pupils.	Teachers select and use approaches to match the selected learning outcome of the lesson, meet the learning needs, interests and abilities of pupils, and to open up further learning opportunities.
	Teachers deliver good-quality instruction which elicits pupil engagement and supports autonomous learning opportunities. Teachers maintain a balance between their own input and productive pupil participation and response.	Teachers deliver highly effective instruction which elicits deep pupil engagement and supports autonomous learning opportunities. Teachers optimise pupil participation, response and reflection by skilfully managing their own input.

Looking at our School, 2022, p. 31



Wanted and Roll of Honour: Perspectives on Historic Personalities

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Perspectives on Historic Personalities
The purpose of this methodology is to ask students to consider how and why a historic personality may be viewed differently by different people. The focus of the activity can be on perspectives at the time the person lived or from our contemporary perspectives.

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

From your learning can you suggest reasons why this historic personality was viewed negatively by some people at the time and in our world today?

From your learning can you suggest reasons why this historic personality was viewed positively by some people at the time and in our world today?

WANTED

Honour Roll





Framing Perspectives in a Unit of Learning

- Understand the structure of Irish society in the 19th century
- Explore the national and international causes of the famine in 1840s Ireland
- Consider who the Great Famine impacted on most and why
- Investigate the contribution and impact of relief efforts
- Make connections and comparisons between the impact of the Great Famine in society then and similar events in the contemporary world
- Consider the most significant impact of the Irish famine diaspora

Teaching the Great Irish Famine

The Famine was a defining event in the history of Ireland and of Britain. It has left deep scars. That one million people should have died in what was then part of the richest and most powerful nation in the world is something that still causes pain as we reflect on it today.

—Lori Henderson *The Irish Famine: A Historical Review*



Causes Course Consequences



An Roinn Oideachais
Department of Education

In conjunction with Oide



Strategy: Adopt a Viewpoint

Junior Cycle:

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

Senior Cycle:

- Topic 1 Case Study - Private responses to Famine, 1845-1849

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Challenges faced by people during the Great Irish Famine

Rank the challenges you have read about in order from what you consider to be the most challenging to the least. Explain the reasons for your choices.

	Challenges	Reasons

How might this clip support student engagement with the learning intentions of the unit?



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Click the image to play



Famine Activity: Adopt a Viewpoint



As a group, read your character profile and the decisions open to them.



Rank the decisions in order of how you believe your character would choose them. Justify your reasons.



As a group, discuss the following:

- What prior knowledge would students require before engaging in this activity?
- How might you extend this activity further to suit your students?
- What other learning outcomes or topics might this activity be applied to?



One person to feedback to the main room.



Feedback



Reporter



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Adopt a Viewpoint

Learning Outcomes in focus:

- 1.1 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
 - 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
- Choose any other Learning Outcomes from Strand 2 and/or Strand 3

Preparation:

- Create your character profiles and decisions available to each
- You may decide to use the examples we have created below
- Decide if the class will look at one character across all groups or whether different groups may discuss different characters.

Activity Steps:

1. Share the character profiles with students in your class.
2. Students consider the decisions available to them and make their choices.
3. In groups, students create their arguments to support their opinion.
4. Students present their arguments to the class and compare with the decisions taken by other groups.
5. After each group presents, students reflect on whether they would change their decision based on the argument presented by others.

Decision making instructions:

1. Read your character profile and the decisions open to them.
2. Place the decisions in order of how you believe your character would choose them. Justify your reasons.



What Perspectives of Life in Communist Russia are Portrayed in these Sources?

Source 1

Iraida Faivisovich was four years old when both her parents, hairdressers from Osa in the Urals, were arrested and sent to the Gulag in 1939. During interviews in 2003 she too argued that life was better under Stalin. 'People did not kill each other in the streets! It was safe then to go out at night.' According to Iraida, political leaders were honest during Stalin's day: 'Of course, there were sometimes shortages of food or clothes, but on the whole they delivered on their promises.' Like many older people who grew up in a communal apartment, Iradia misses the collectivism of those years which she remembers as a happier existence compared to her lonely life as a pensioner:

'Private Life in Stalin's Russia: Family Narratives, Memory and Oral History' by Orlando Figes (2008)

Source 2



Stalin and his daughter Svetlana, Moscow, 1933



Contentious Perspectives

**'Statues don't embody history':
The debate around Ireland's
public monuments after
Colston**

There Are No Nostalgic Nazi
Memorials

'Racist' Gandhi statue removed from
University of Ghana

Call to remove two Galway
monuments which 'glorify slavery'

Why Just 'Adding Context' to Controversial
Monuments May Not Change Minds



Perspectives on Contentious Issues

- How do you teach contentious issues with your students?
- Apart from monuments, what are other gateways to exploring contentious issues?



O'Connell St. Through the Decades

How do multiple perspectives enhance our understanding of contentious issues?



Click the image to play



From your Perspective

Could you suggest a local/national/international monument to explore contentious issues?



Seán Russell Statue, Fairview Park, Dublin



Monument Activity

1. **Select** monuments from the Google site
2. **Research** the monuments using the links provided
3. **Keep/Remove/Replace**, decide the future of the monuments
4. **Rationale** to provide reasons for your decisions



The Proclamation Sculpture
Kilmainham, Co. Dublin



William of Orange
Belfast, Co. Antrim



Christopher Columbus
New York, USA



Francisco Pizarro
Lima, Peru



Lenin Statue
Hanoi, Vietnam






Hitler Birthplace
Memorial Stone
Braunau am Inn, Austria



Monument Activity

Oide Óide na hÉireann / Oide na hÉireann / Oide na hÉireann

Monuments Activity

Monument	Keep/Remove/Replace	Rationale
 Sean Russell, Fairview Park, Dublin		
 Prince Albert, Leinster House, Dublin		
 Do you think there should be more statues of women?		

Oide Óide na hÉireann / Oide na hÉireann / Oide na hÉireann

Monuments Activity

Monument	Keep/Remove/Replace	Rationale



Padlet Activity: Add Another Perspective

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	Group 4: WW2 Political Cartoon
Session 2: Multiperspectivity	Session 2: Multiperspectivity	Session 2: Multiperspectivity	Session 2: Multiperspectivity	Session 2: Multiperspectivity	Session 2: Multiperspectivity
Step 1: As a group upload one source (written, visual etc.) that adds another perspective to the source above. Give your rationale for choosing this source. Source: Rationale: (5 minutes)	Step 1: As a group upload one source (written, visual etc.) that adds another perspective to the source above. Give your rationale for choosing this source. Source: "Allowing woman the right of suffrage is incompatible with the Catholic ideal of the unity of domestic life and would fare ill with the passive virtues of humility, patience, meekness, forbearance and self-repression looked upon by the church as the special prerogative of the female soul." Fr David Barry, <i>Irish Ecclesiastical Record</i> , 1909 Rationale: This written source illustrates one view a member of the Catholic Church had on the issue of female suffrage in Ireland. While film is based on the British perspective of the suffrage movement, this written source gives one view on the resistance the movement faced in Ireland.	Step 1: As a group upload one source (written, visual etc.) that adds another perspective to the source above. Give your rationale for choosing this source. Source: Rationale:	Step 1: As a group upload one source (written, visual etc.) that adds another perspective to the source above. Give your rationale for choosing this source. Source: Rationale:	Step 1: As a group upload one source (written, visual etc.) that adds another perspective to the source above. Give your rationale for choosing this source. Source: Rationale:	Step 1: As a group upload one source (written, visual etc.) that adds another perspective to the source above. Give your rationale for choosing this source. Source: Rationale:
Step 2: Create a series of contentious statements and choose one. Give your rationale for the one you choose and suggest how you might engage students with it. 1. 2. 3. 4. 5. Group choice: Rationale: (5 minutes)	Step 2: Create a series of contentious statements and choose one. Give your rationale for the one you choose and suggest how you might engage students with it. 1. While the suffragette movement achieved female suffrage, it did nothing to improve the day to day lives of women. 2. WWI did more to secure female suffrage than the suffragette movement did.	Step 3: Choose a strategy you would use to engage your students with the contentious statements. Give your rationale for choosing this strategy. 1. Adopt a viewpoint 2. Wanted/Roll of Honour 3. Monuments Activity Strategy: Rationale:	Step 2: Create a series of contentious statements and choose one. Give your rationale for the one you choose and suggest how you might engage students with it. 1. 2. 3. 4. 5. Group choice: Rationale:	Step 2: Create a series of contentious statements and choose one. Give your rationale for the one you choose and suggest how you might engage students with it. 1. 2. 3. 4. 5. Group choice: Rationale:	Step 2: Create a series of contentious statements and choose one. Give your rationale for the one you choose and suggest how you might engage students with it. 1. 2. 3. 4. 5. Group choice: Rationale:
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Lunch - See you back at 2 pm

