



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Harnessing the Power of Audio in the History Classroom

“To learn, you have to listen”

- Thomas Jefferson

Focus of this Session



Oide

- To examine the different audio sources that can be used in the classroom, including podcasts, audio clips, music and video
- To explore how audio can be used to enhance student thinking about History



Junior Cycle:

- 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

JC Learning Outcome 1.6

Senior Cycle:

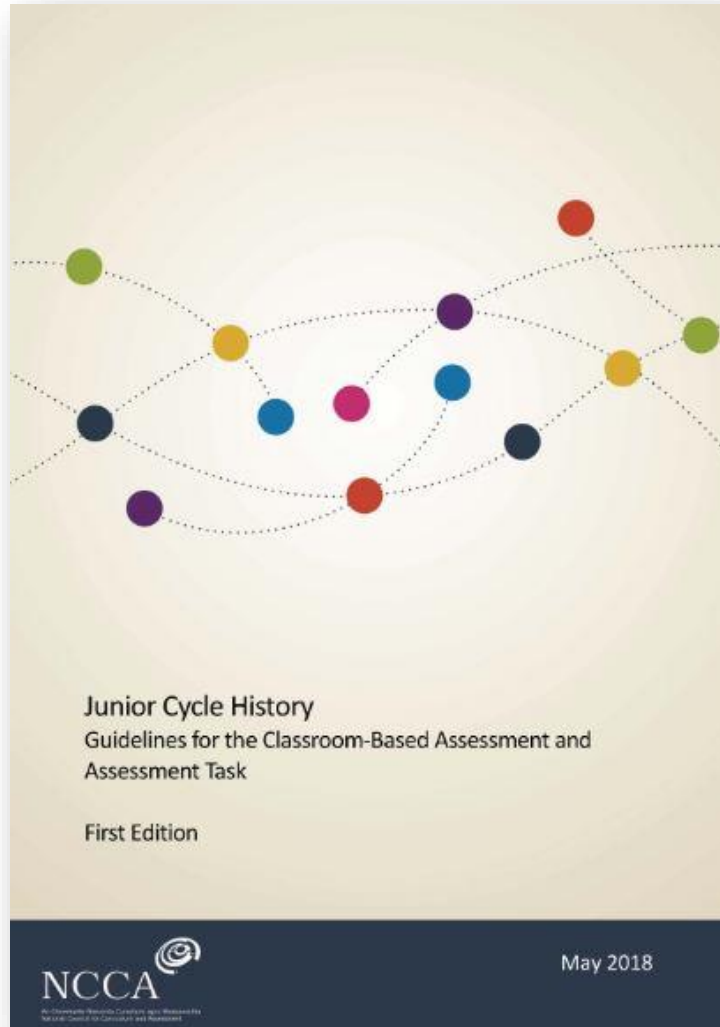
- Recognise different types of historical source materials
- Evaluate the usefulness of particular sources and their limitations

LC Syllabus p. 4

Support and Research for Assessment



Oide



“...text, excerpts from primary and/or secondary sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, **audio or audio-visual recordings**, model(s), artefact(s) etc.”

Junior Cycle History Assessment Guidelines, pg.17





“I think a podcast debate on a show like Talking History can be a great way of generating a discussion in a class. Key questions can include: what argument is the scholar making, what evidence is being presented, is anyone disagreeing with the perspective, how does this change what is currently believed, and do you agree or disagree with the point that is being made?”

Patrick Geoghegan *Talking History* podcast on Newstalk

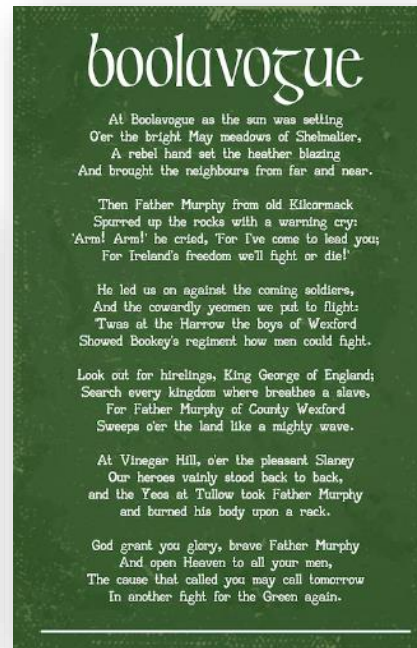
Aural Sources



Podcast



Speech



Song



Interview



Sound Clip

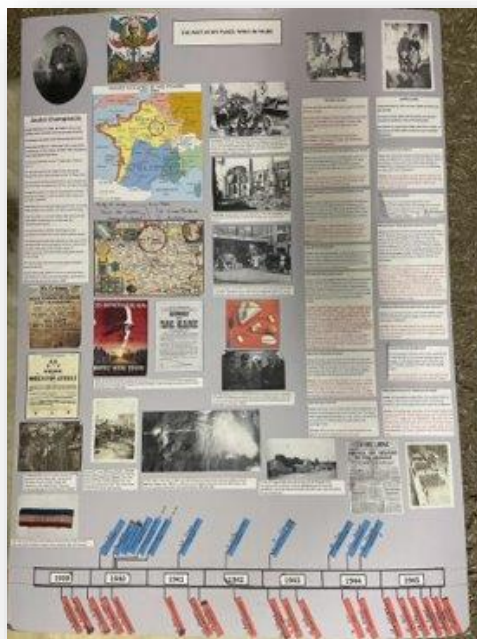


Why would you ask students to engage with an audio source?

A hook for student curiosity



Formative assessment



Listen, identify, expand



Using Audio as a Hook in the History Classroom



Oide



Identify the sound (click the icon to play)



What era of history is it relevant to?



Prior knowledge of the topic:



One piece of new information

Podcast Clips in the History Classroom: Audio Library Google Site – Session 3



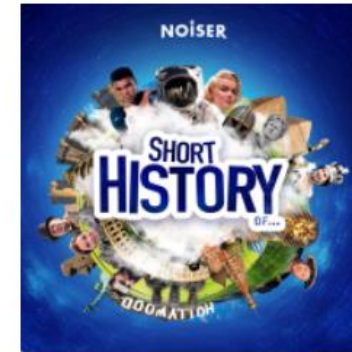
The Parnell Divorce Case



The Vietnam War: Stopping Nuclear Disaster



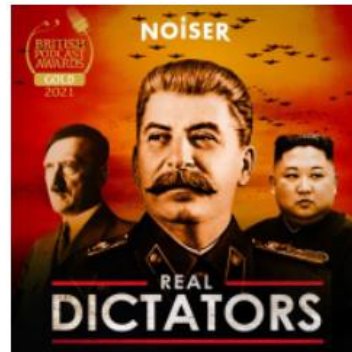
Ballyseedy



A Short History of the Renaissance



Albrecht Durer's Rhinoceros



Hitler: The Battle of Stalingrad



The Stonewall Uprising



War and Peace in Rome's Golden Age



Virtual Classroom Visitors



Click the icon to play

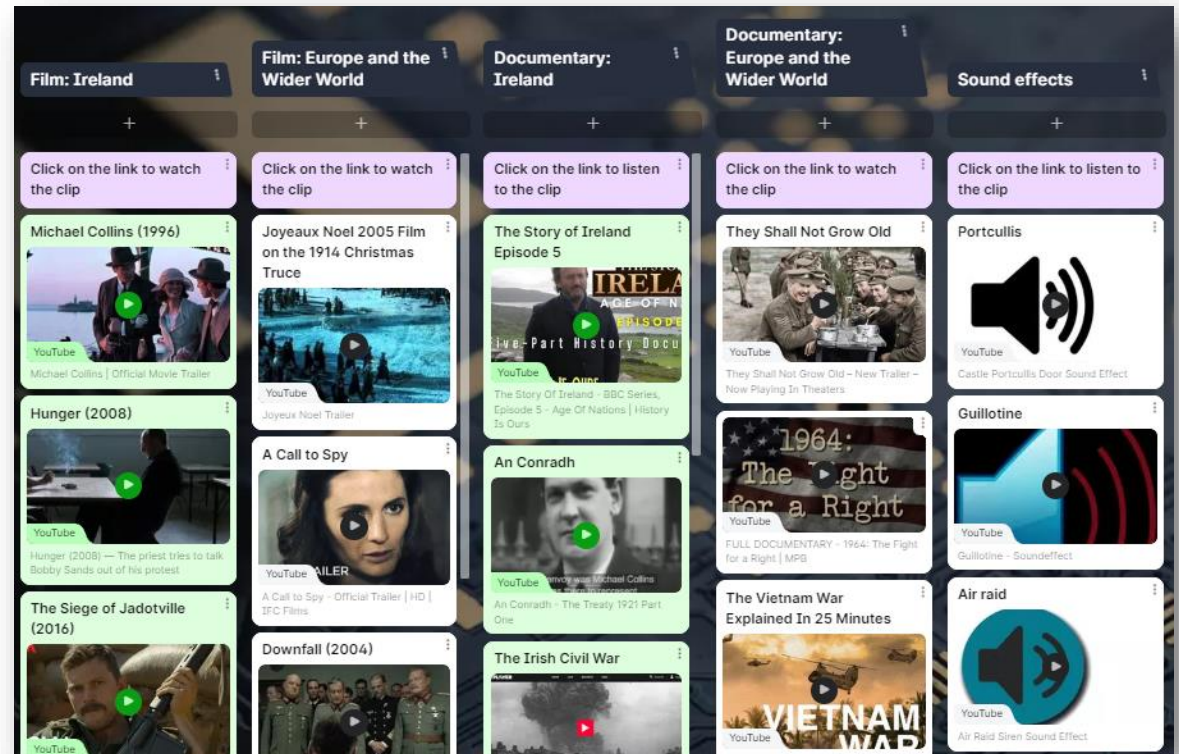


- As you listen to Tomi Reichental, consider what questions would you like students to ask if they could speak to him afterward.
- How would integrating audio sources such as this improve the learning experience for students in the history classroom?

Tomi Reichental, who lives in Dublin, is a survivor of the Bergen-Belsen concentration camp. He speaks about his experience to **TheJournal.ie**



Add any film, documentary, or audio source



Deep Listening Activities: Northern Ireland in Focus



Oide



Junior Cycle

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

Senior Cycle:


Topic 5: Politics and society in Northern Ireland, 1949-1993



Possible Activity: Listen – Identify - Expand

 Click the icon to play



 <u>Listen Identify Expand</u>						
Identify the sound/speaker(s)	What personality, eras, objects, or events is this clip related to?	Dates	Most memorable aspect	Vocabulary	Learning from your own study	A question that I still have

Deep Listening Activities



Oide

Before you listen:

As you listen:

After listening:

Oide Supporting the Professional Learning of School Leaders and Teachers

LISTENING AS A PROCESS IN HISTORY

Before

- Establish prior knowledge
- Identify the speaker
- What will they be talking about?
- Pre-teach difficult words or concepts

As

- Provide a mission with purpose so students listen
- Create effective questions to support student understanding
- What is the clip about?
- What is the mood of the conversation?

After

- What new insight, if any, did this audio clip give you?
- What new knowledge did you get?
- What questions do you still have?
- Listen first, then summarise the episode
- After listening a second time, add more information to your summary and compare with a partner what stood out for them in the clip.

Deep Listening



Oide



Click the images to play

Courtesy of RTE Radio 1 & BBC Northern Ireland

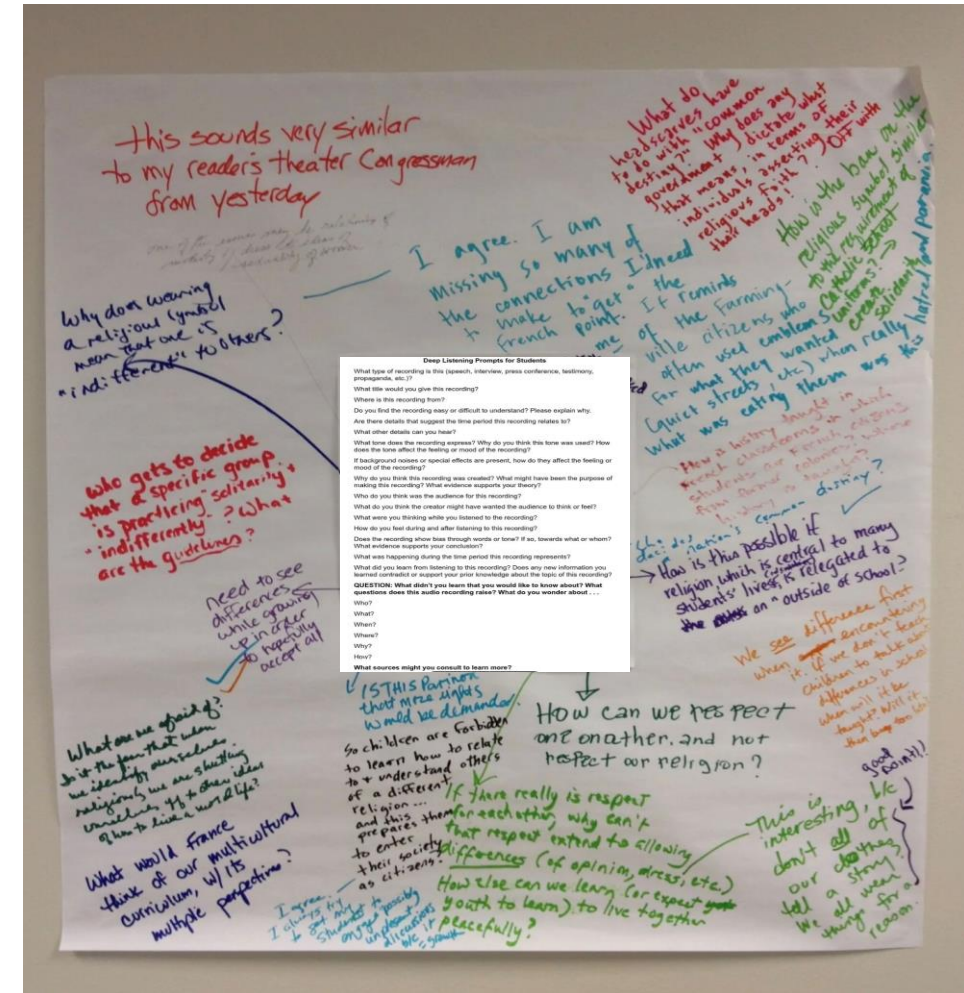
- What do you already know and understand about the Troubles in Northern Ireland?
- What new insight, if any, did this audio clip give you about the causes, course and consequences of the Troubles in Northern Ireland?
- What questions do you still have?
- What was the most remarkable thing about each clip for you and why?
- How did you feel after listening to the recording?
- What sources might you consult to learn more?



Methodology: Deep Listening in the Classroom

Instructions:


1. Share screen and sound
2. Read the prompt questions that accompany the clip on the website
3. As a group, listen to the audio clip
4. As you listen, and using the prompts, record any comments, observations, questions or thoughts you have
5. Discuss your comments, thoughts, observations and questions with the other members of the group
6. Nominate one person to feed back to the main room



Optional - share a suitable audio source that could be used with this methodology on the Padlet




Strategies to integrate audio into your students learning experience

 **Oide** Teil de an tArd Foghlaim
National School Curriculum
In-Depth Resources Supporting the Professional
Learning of School Leaders
and Teachers

Deep Listening Prompts for Students

- What type of recording is this (speech, interview, press conference, testimony, propaganda, etc.)?
- What title would you give this recording?
- Where is this recording from?
- Do you find the recording easy or difficult to understand? Explain why.
- Are there details that suggest the time period this recording relates to?
- What other details can you hear?
- What tone does the recording express? Why do you think this tone was used? How does the tone affect the feeling or mood of the recording?
- If background noises or special effects are present, how do they affect the feeling or mood of the recording?
- Why do you think this recording was created? What might have been the purpose of it making this recording? What evidence supports your theory?
- Who do you think was the audience for this recording?
- What do you think the creator might have wanted the audience to think or feel?
- What were you thinking while you listened to the recording?
- How do you feel during and after listening to this recording?
- Does the recording show bias through words or tone? If so, towards what or whom?
- What evidence supports your conclusion?
- What was happening during the time period this recording represents?
- What did you learn from listening to this recording? Does any new information you learned contradict or support your prior knowledge about the topic of this recording?
- QUESTION: What didn't you learn that you would like to know about? What questions does this audio recording raise? What do you wonder about . . .
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- What sources might you consult to learn more?

 **Oide** Teil de an tArd Foghlaim
National School Curriculum
In-Depth Resources Supporting the Professional
Learning of School Leaders
and Teachers

Lyrical Analysis – Finding the Meaning

Write and Discuss:

- Why do you listen to music?
- How does music make you feel?
- Does music serve a different role in your life depending on your mood, who you are with or what you are doing?
- Does music ever cause you to think differently, to feel a part of something larger or to want to rise up and take action?

Then, respond to this quotation by Dr. Aileen Dillane, senior lecturer of musicology in the University of Limerick:

"They can be songs that have simple repetitive melodies and lyrics that have a very particular message to the government or an institution to say that something needs to change."

"For example, at the Women's March in the US, they had a song called 'Quiet' that was circulated beforehand that people learned online in a forum, then they all sang in solidarity...but then you can have songs that offer social commentary that is incisive, or more metaphorical."

Do you agree? Disagree? Why?

Listen and Annotate:

Next, listen to _____, a song from the time period we are studying, while reading along with the printed lyrics. As you listen, annotate by underlining, highlighting, or writing in the margins, reacting or responding to anything in the lyrics or in the music itself. (You may want to play the song a second time, if it would be helpful.)

Discuss:

- What did you notice in the song as you listened?
- How did it make you feel?
- What did it make you think about?
- What did you hear that makes you say that?
- What more can you find?

Songs for Student Engagement



Oide

“They can be songs that have simple repetitive melodies and lyrics that have a very particular message to the government or an institution to say that something needs to change....

...For example, at the Women’s March in the US, they had a song called ‘Quiet’ that was circulated beforehand that people learned online in a forum, then they all sang in solidarity

...but then you can have songs that offer social commentary that is incisive, or more metaphorical.”



- How could music or song lyrics engage students’ interest and deepen their understanding in the History classroom?
- What songs with historical references would you choose to engage your students and why?

Dr Aileen Dillane, Senior Lecturer in ethnomusicology at the University of Limerick

Songs for Student Engagement



Oide

*He came dancing across
the water*

With his galleons and guns

Looking for the new world

And the palace in the sun



On the shore lay Montezuma

With his coca leaves and pearls

In his halls, he often wandered

With the secrets of the world



Cortez the Killer – Neil Young

Click the icon to play

- What other sources could you use alongside this song to enhance student understanding of conquest and colonisation?

Repositories of Sound



Oide

Oide Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

Repositories of Sound

Talking History with Patrick Gallagher

Irish history podcast

THE PRESIDENTS & PRIME MINISTERS WITH IAIN DALE

GAA Oral History

ABARTA HERITAGE

WORLD HISTORY ENCYCLOPEDIA

RTE Archives

DECADE OF CENTENARIES

Military Archives

ITMA Irish Traditional Music Archive Taisce Cheol Dúchais Éireann

Oide Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

PODCASTS FOR LEARNING IN THE HISTORY CLASSROOM

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 **2.1**

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

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

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

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

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



Seeing and Hearing the Big Picture



Click the image to play



Teaching the Great Irish Famine

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.

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



Causes



Course



Consequences



An Roinn Oideachais
Department of Education

In conjunction with Oide

Click the image to access Teaching the Great Irish Famine website.



Additional Supports



Oide

Visit our website www.oide.ie

Contact: info@oide.ie



Follow us on X
@Oide_History