



Oide

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Ghairmiúil i measc Ceannairí
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Supporting the Professional
Learning of School Leaders
and Teachers

Session 2: Supporting Source Evaluation



Focus of the session



Developing analytical skills for successful research



Supporting students in forming evaluative judgements

Interview with Danielle Stephens



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Danielle Stephens is a podcast producer with The Guardian and has previously worked on articles relating to the repealing of the 8th Amendment and the death of Savita Halappanavar.

**What advice would
you give to
students?**



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Factual research



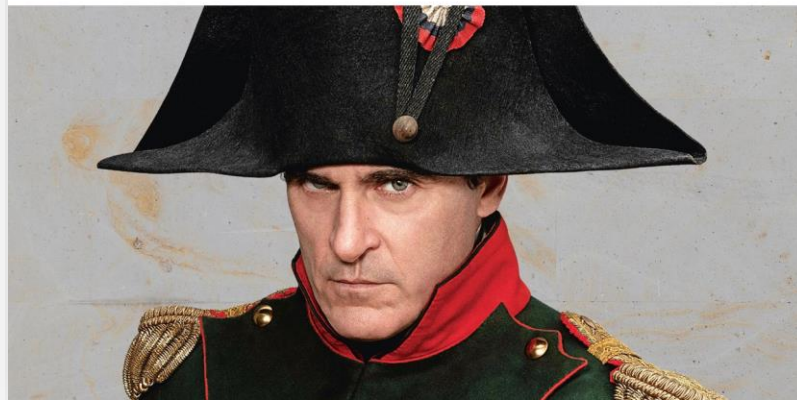
What is required for students to produce a factual piece of research?

Does factual research always produce the same historical judgements?

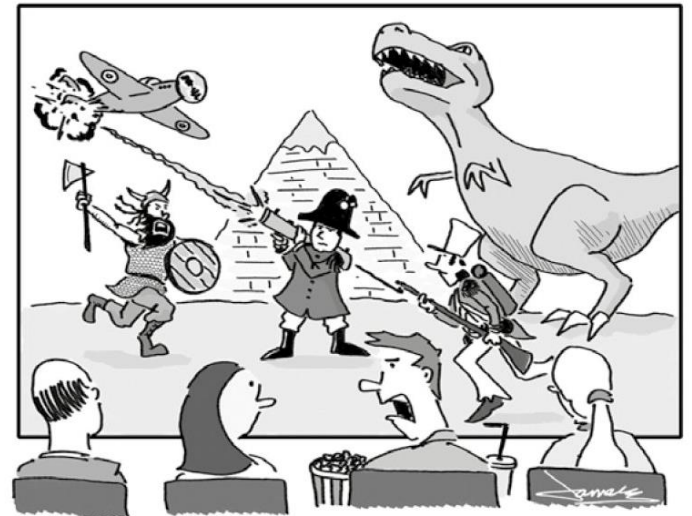
Ridley Scott: I didn't need historians to make my Napoleon epic

• EXCLUSIVE

The 85-year-old director of *Alien* and *Gladiator* is Britain's most outspoken film-maker. Just ask him about superheroes, politicians, critics or historians



The Sunday Times
12 November 2023



*"How do you know it's historically inaccurate?
You weren't there!"*

Private Eye Magazine, 2023



Feedback



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Alternative perspectives



What viewpoints or perspectives could be added to these sources to strengthen any research that is focused on the decision to drop the atomic bomb?

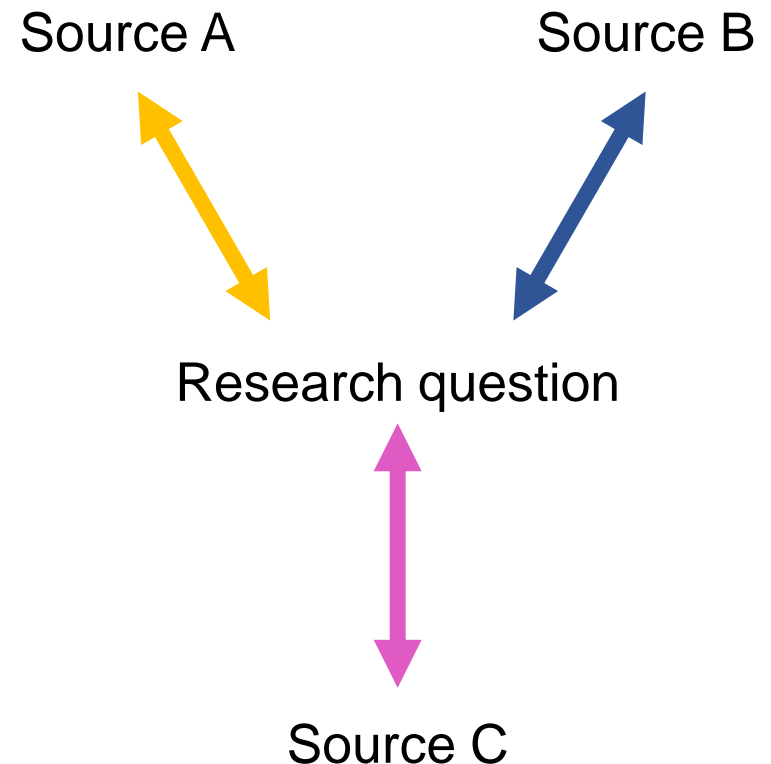


Showing the research process



Triangulation involves seeking accounts from three or more perspectives.

It also allows students to illustrate the efforts they have gone to in their research to identify the facts and formulate their judgements.



What other perspectives or sources could enhance this research?



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German Commander-in-Chief West, Field Marshal Karl R. Gerd von Rundstedt's Report on the Allied Invasion of Normandy

H. Q., 20.6.1944. Commander-in-Chief West, (High Command, Army Group D) Operations Section No. 5050/44

Experiences from the Invasion Battles of Normandy

A. Preliminary Remarks

1. Experiences fulfill their purposes only when they are quickly brought to the attention of the troops. This happens from time to time through the medium of individual teletype messages.
2. The following experiences summarize what has happened so far. It is left to the duty stations named under "Distributor" to make the evaluation and to fill in details according to their own judgment.

B.

The following most recent battle experiences confirm in broad outlines all the experiences which were made known regarding Sicily, Salerno, Nottuno and those other heavy defensive battles in Italy.

The proximity of the English mother country and thus also of all the embarkation and supply bases afforded to the Anglo-Saxons in their first great land attack against the Western Bay of the Seine and against the peninsula of the Cotentin the opportunity of employment on the greatest scale so far of men, material and technical means. Systematic, almost scientifically conducted preparations in all fields for this attack were rendered more easy in every respect by a far-reaching network of agents in the occupied area of the west. The orders for the preparation and the carrying out of the landing are books with numerous enclosures

The following most important battle experiences are to be passed on as the subject of instruction and drill in all fronts not yet attacked for the attention of the troops and command authorities in the battle area and for the instruction of all duty stations, protective forces, etc., in the entire protecting area.

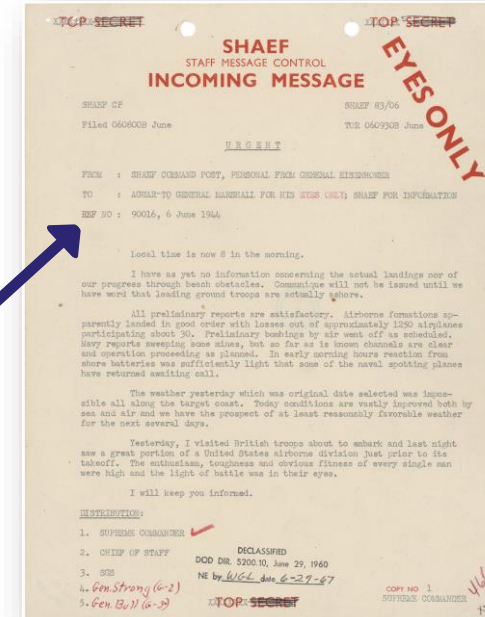
I.

I—Four facts which must be emphasized:

- (1) The enemy's complete mastery in the air.
- (2) The skillful and large-scale employment of enemy parachute and airborne troops.
- (3) The flexible and well-directed support of the land troops by ships' artillery of strong English naval units ranging from battleship to gunboat.
- (4) The rehearsal of the enemy invasion units for their task; most precise knowledge of the coast, of its obstacles and defense establishments, swift building up of superiority in numbers and material on the bridgehead after just a few days.

Source A:
German military report on the Allied Invasion

What contributed to the Allied success of Operation Overlord?



Source B:
Message from Eisenhower to General George Marshall on the early stage of the invasion



Source C:
Operation Fortitude

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How might these images support students' consideration of source authenticity?



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<https://www.historynet.com/from-blurring-imperfections-to-falsifying-reality-how-stalin-made-the-truth-disappear-through-photoshop/lenin-speaks-in-sverd>

SURRENDER : FIRST PHOTOGRAPHS.



Patrick H. Pearse (shot), the "President of the Irish Republic," surrendering to the military.

<https://www.theirishstory.com/2016/03/10/airbrushed-out-of-history-elizabeth-ofarrell-and-patrick-pearses-surrender-1916/>



<https://www.nationalgeographic.com/history/article/iconic-world-war-ii-photo-staged-heroic-true-story>

How can we support students in their evaluation of historical sources?



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Student Guide for Working with Sources

Who – who made the source- did they have an opinion or bias? Were they involved?	
What – what information does the source give? Is it the full story? Is it accurate?	
Why – why was the source made? Was it made to persuade people of a particular opinion?	
When – was it made at the time? Was the person there?	
Where – where was the source made? Were they involved in the event? Did they have an opinion?	
Identify the source – is it primary or secondary? Who wrote it?	
Author/artist? – consider their religion, nationality, job etc	
Put it into context – what events had happened or were happening when this was created? Who was the intended audience?	



Evaluating written sources



- Document A -

In this edited extract Charles Bewley, the Irish representative in Germany from 1933 to 1939, reflects on the 1933 Nuremberg Rally. He wrote this account in the 1960s.

It is possible that, in later years, participation at Nuremberg became routine; but, in 1933, it cannot be doubted that the average SA man could imagine no higher honour than to be selected to represent his comrades at the party rally.

It was no bed of roses. They came, often by forced marches, from all parts of Germany. The nights on their straw couches were short. The days of parading or standing guard were long. But every privation was accepted as a sacrifice for the Fatherland.

There was little enthusiasm for, or comprehension of, the doctrines of National Socialism. But there was a fanatical devotion to Adolf Hitler as the man who would give the Fatherland its place in the sun and the German workman freedom from the nightmare of unemployment.

At a night meeting, surrounded by banners and searchlights, we non-Germans present could see only a commonplace figure. But there was not one of us who did not recognise that – for all his banality and lack of charm – Hitler possessed some quality that appealed to the German soul. A glance at the faces around us was enough to show that, for Germans, he was the Messiah sent to redeem his people.

Source: W.J. McCormack (ed.) Charles Bewley, *Memoirs of a Wild Goose* (Dublin, 1989)

Would you consider document A to be an objective source? Give reasons for your answer, making reference to the document.

Group research tasks



What questions would you like to ask the author or participants?

What can I learn from another written source?

What can I learn from a visual source?

Background of author/creator

- Document A -

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What can I learn from an audio source?

What questions do I have about anything in this source?

What questions would I like to ask the author or participants in this source?

What aspect(s) of this event offers an opportunity for further research?

Historical literacy and symbols



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Term	Definition	Where have I encountered it?	Synonym	Use it in a sentence
Archive				
Autobiography				
Bias				
Bibliography				
Biography				
Chronicle				
Chronology				
Context				
Data				
Historian				
Historiography				
Journal				
Primary Source				
Propaganda				
Revisionism				
Secondary Source				
Suffrage				
Tertiary Source				

Symbols used in Political Cartoons

Countries

- Uncle Sam – USA
- Bald eagle – USA
- Bear – Russia
- Bulldog – Britain
- Harp – Ireland
- Marlin

Politics

- Swasti
- Swasti
- Hamm
- Fascei
- Fascei
- Phrygi
- Electic
- Scales
- Wall –
- Puppe
- Liberty
- Chains

Colours

- White
- Red –
- Blue –
- Yellow
- Purple
- Green
- Black
- Grey –

Symbols used in political cartoons

The grid contains 16 political cartoon images:

- 1. A white dove with an olive branch.
- 2. A figure in a top hat and military uniform.
- 3. Uncle Sam holding a rifle, with the text "I WANT YOU FOR U.S. ARMY".
- 4. A bulldog.
- 5. A harp.
- 6. A globe with a dollar sign.
- 7. An hourglass.
- 8. A biplane.
- 9. A map of Berlin.
- 10. A figure holding a scale.
- 11. A figure with a sword.
- 12. A figure with a sword.
- 13. A hammer and sickle.
- 14. A figure with a sword.
- 15. A figure with a sword.
- 16. A yellow Star of David.

Student perspectives



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**What's the biggest
challenge working
with primary and
secondary
sources?**



What strategies do you use to support students overcoming their own biases?

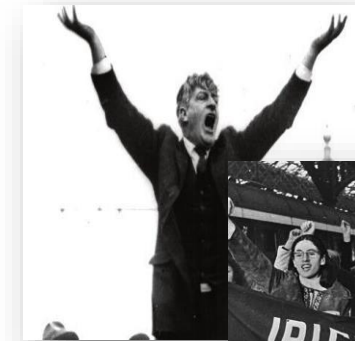
Students from
Presentation De La Salle,
Bagenalstown,
Co. Carlow



Where can we see bias?



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Collaborative learning



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The ability to construct and communicate coherent, logical arguments on matters of historical significance, and in so doing utilise skills such as **thinking critically**, **working collaboratively** and **utilising digital media effectively**, is also enhanced by the study of history.

JC History Specification
p. 5

 **Oide** For the 21st Century Supporting the Professional Learning of School Leaders and Teachers

Editable Peer Review Template

Peer Review	
Review Criteria	Comments
Clarity of the research objectives	
Referencing of sources	
Quality of sources and their perspectives	
What judgements are presented?	
Overall clarity of the presentation/essay/display	
Other recommendations to enhance the research	
Something I can apply to my own research	

“Even if individual researchers are prone to falling in love with their own theories, the broader process of peer review and institutionalised scepticism are designed to ensure that, eventually, the best ideas prevail.”

Chris Mooney, Pulitzer Prize-winning journalist with the Washington Post

Using the archives

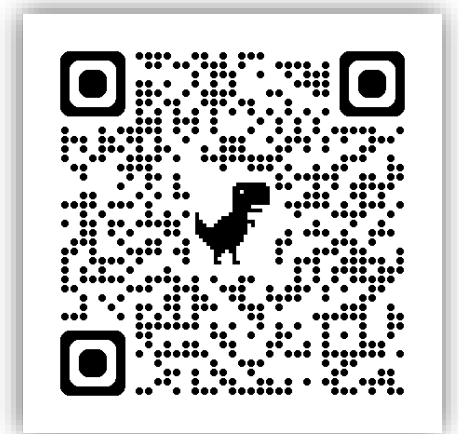


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**What advice would
you give to
students starting
their research?**

What advice do you give your students when they are beginning their research?



Commandant Daniel Ayiotis,
Officer in Charge of the Military Archives,
Cathal Brugha Barracks,
Rathmines, Dublin 6



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The Military Archives



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How could you support your students to engage with this and other online archives?

1916 Rebellion and Organisation of the Volunteers.

In 1916 I was unattached to any group. I felt that this was the second edition of '98. 1916 was over and there was an outcry to execute the fanatics. I felt that we would have to do something about it and I founded the Irish Volunteers in County Roscommon. I had been in touch with certain individuals in Dublin about this. Jack Brennan, Corraill, Athleague, was theoretically appointed Brigade O/C. by Headquarters of the I.R.B. Henry J. Finlay, Main Street, Roscommon, was appointed Adjutant. I was not then in the organisation. Joe Finlay asked me to attend a meeting of the South Roscommon Brigade which was based on I. R. B.

to be made on a new method to escape. Perhaps it was a very simple plan - a foolish one some would say - but a much harder and stouter one this time. Make a hole in one of the outer walls of the prison! Such a fantastic notion, an absolutely crazy idea. Surely nobody in their proper senses would suggest such a downright mad and nonsensical thing: to dig a hole in the wall. Now the walls of any normal or abnormal prison are substantially well made, strong and solidly built. In Kilmainham the surrounding wall was formed of granite blocks, much of them of enormous size and possibly very weighty also.

The screenshot displays the Military Archives website with a navigation menu on the left. The main content area is divided into sections: 'Search the Archives' with a search bar, 'Family Research' with a help link, and 'Online Collections' featuring a carousel of collection cards. Below this is the 'Reading Room Collections' section with another carousel. A vertical sidebar on the left is labeled 'THE MILITARY ARCHIVES'.

Search the Archives What are you looking for?

Family Research How can we help?

Online Collections Delve into Ireland's military heritage

- Military Service Pensions Collection (1916 - 1923)
- Bureau of Military History (1913 - 1921)
- The Collins Papers (1917 - 1922)
- An tÓglach Magazine (1918 - 1933)

Reading Room Collections The Military Archives reading room is a space designed for exploring our records in person. Browse general descriptions of 27 of our reading room collections on our website, to view the original records, contact us for an appointment.

- Air Corps Museum Collection (1918 - 2004)
- Truce Liaison and Evacuation Papers (1921-1922)
- Civil War Internment Collection (1922 - 1925)
- Civil War Captured Documents (1922 - 1925)
- Civil War Operations and Intelligence Reports Collection (February 1922 - February 1927)



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Critical thinking



- Use primary and secondary sources
- Encourage historical enquiry
- Foster historical empathy
- Use collaborative learning
- Ask questions
- Recognise perspectives
- Identify opinions

Making Judgements

1. Use these analysis skills	2. To justify these evaluation skills
<p>Information: What is the explicit/implicit meaning of this source? How does this source corroborate/contradict the information from a different source?</p>	<p>Usefulness How relevant is this source to the topic you are studying?</p>
<p>Origin: Who created the source? What kind and type of source is it?</p>	
<p>Perspective: From what point of view was this source created?</p>	<p>Reliability How trustworthy is the source?</p>
<p>Context: When was the source created? What historical events happened at this time that are important to the creation of this source?</p>	
<p>Audience: Who was the intended audience of the source?</p>	
<p>Motive: For what purpose was this source made?</p>	
<p style="text-align: center;">3. To make your judgment...</p>	

Working with Sources

Format	Purpose:
Source (a)	Source (a)
Source (b)	Source (b)
Source (c)	Source (c)
Usefulness:	Limitations:
Source (a)	Source (a)
Source (b)	Source (b)
Source (c)	Source (c)
<p>From the sources provided, identify one source that would be most valuable to your research question and why?</p>	



Activity instructions



1. Read the question
2. Individually read the sources (originals are on one side and the transcripts on the other)
3. As a group decide the usefulness and limitations of each source in relation to the question at your table
4. Nominate one person to document your feedback on the working with sources sheet and one person to give feedback to the room
5. As a group, decide which one of the sources you have looked at would be most valuable for your research question and explain why

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Working with Sources

Format Source (a) Source (b) Source (c)	Purpose: Source (a) Source (b) Source (c)
Usefulness: Source (a) Source (b) Source (c)	Limitations: Source (a) Source (b) Source (c)

From the sources provided, identify one source that would be most valuable to your research question and why?



Feedback



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The Liberation of Paris, 25th August, 1944



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1. How did the people of Paris react to the liberation of their city?
2. How did French colonial attitudes inform the portrayal of the Liberation of Paris in the media?

<https://www.cheminsdememoire.gouv.fr/en/aout-1944-liberation-de-paris>

The bombing of the North Strand, 31st May 1941



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1. What was the impact of the bombing of the North Strand on the 31st May, 1941 on the people of Dublin?
2. Why was the North Strand bombed by the Luftwaffe on the 31st May, 1941?
3. How did the Irish government respond to the German bombing of the North Strand?

<https://www.rte.ie/brainstorm/2021/0531/1224451-north-strand-bombing-1941-brown-family-edenderry/>

Lunch



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