



**Subject Support**

# History

## **Developing students' critical thinking skills through the documents-based study**

November, 2013

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## Subject Support

### History

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*Note:* Every effort has been made to ensure the accuracy of the historical data contained herein.  
Any inadvertent errors are regretted.

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## The Documents-based Study

The documents-based study is a key component of the Leaving Certificate History syllabus, leading to a documents-based question in the examination which is worth 20% of the overall marks (100 marks). It is also a key means by which students' critical thinking skills are developed so that key syllabus objectives such as the following may be achieved:

**Students should develop the ability to:**

- Recognise different types of historical sources
- Extract information from sources to answer historical questions
- Evaluate the usefulness and limitations of sources
- Detect bias
- Identify propaganda

**Students should develop the ability**

To think critically by making judgements based on an evaluation of evidence

**They should learn to**

Be able to look at a contentious or controversial issue from more than one point of view

The learning outcomes set down in the syllabus help to clarify the manner in which the specified objectives are to be achieved. Relevant learning outcomes include the following:

**Students should be able to identify different types of historical sources:**

- Eyewitness accounts
- Public records
- Memoirs
- Letters
- Maps
- Photographs
- Political cartoons

**Students should be able to:**

- Interpret a range of historical sources
- Answer questions relating to their provenance, their purpose, and their usefulness

**Students should be able to:**

- Draw conclusions from historical sources
- Use these conclusions to help form judgements about historical issues

Before exploring some of the ways in which students' critical skills may be developed, it may be helpful to examine some of the key terms used in the syllabus relating to the documents-based study as well as some key terms and phrases employed in the assessment of students' ability to think critically.

## Documents-based study: developing students' historical literacy

### Section A: terms used in the syllabus objectives & learning outcomes

**Source and evidence:** Students need to understand that it is through the interrogation (or asking questions) of sources that historical evidence is produced. A source, therefore, is anything that has the potential to answer questions that historians pose about the past. When historians draw on that potential, we have what is referred to as historical evidence.

**Fact and opinion:** The distinction here is not as clear-cut as is often assumed. (Is it a fact that Lee Harvey Oswald shot JFK?). In common parlance, one can distinguish “facts” as data that are readily proven and/or unlikely to be disputed, and “opinions” as personal thoughts or judgements of an individual writer with which other individuals might disagree. The philosopher of history, Michael Stanford, writes: “What gives the status of historical fact is the consensus of historical judgements”.<sup>1</sup>

**Bias and objectivity:** Again, the distinction is not a “black and white” one. Every account of a past event is conveyed by a subject with her/his own viewpoints. Where the viewpoint of the subject results in an account that is one-sided and excludes some of the available evidence - often to serve a political ideology or to reflect an acquired prejudice – we refer to the resulting account as “biased”. “Objectivity”, therefore, is the attempt to be as open and fair-minded as possible, taking all of the available evidence into account and resisting the temptation to focus on evidence that matches one’s own pre-existing viewpoint. The point where a personal viewpoint may be characterised as a bias is a somewhat blurred one.

**Propaganda:** Originally referring to the propagation of religious dogma, the term “propaganda”, in modern parlance, usually refers to the communication of messages that are designed to serve a particular ideological, political or socio-political purpose.

**Thinking critically:** In an historical context, as the syllabus objectives (p4) make clear, critical thinking requires that judgements be made based on an evaluation of evidence, and that students be aware that evidence may be open to more than one interpretation. Learning to ask relevant questions of evidence (including the **5 Ws** – *What? Who? When? Where? Why?*) is an important step towards the development of critical thinking skills in history. (See *Guidelines for Teachers*, pp. 12 and 21.)

**Interpretation:** The judgements formed by historians/students of history based on their evaluation of evidence are what we refer to as “interpretation”. Because historians have fuller access to the sources and a greater range of skills and experience in the evaluation of evidence than other commentators, their interpretations are usually regarded as more soundly based and definitive than the interpretations of non-historians.

**Types of historical sources:** As students encounter different types of sources, their awareness of the different classes of document should be fostered e.g. eyewitness accounts, public records, memoirs, letters, maps, photographs, political cartoons.

**Provenance:** The word “provenance” refers to the origins - and originating context - of a piece of evidence, usually a document, i.e., a written or visual source. We need to consider the provenance of a document if we are to be in a position to meaningfully evaluate the evidence it contains. The **5 Ws** referred to under “Thinking critically” above are a useful framework for establishing the provenance of documents.

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<sup>1</sup> *A Companion to the Study of History*, p.125, Blackwell, 1994.

## Section B: terms that may be used in documents-based questions

**Edited extract/excerpt:** A piece from a longer document from which some words have been removed to make it more accessible to students.

**Transcript:** A written version of a piece of evidence that was delivered orally, or a written copy of an original document that is difficult to decipher in its original form.

**Contemporary:** This describes a piece of evidence that comes from the period of time to which it relates.

**Reliable:** To determine the reliability of a piece of evidence, students need to ask themselves whether they think the writer/artist/photographer is fair-minded. They also need to consider the provenance of the evidence.

**Viewpoint:** Identifying the viewpoint of the writer/artist/photographer is an important step in the evaluation of a piece of evidence. The viewpoint may be a hostile or sympathetic one, for example, or it may be ostensibly impartial. Where a viewpoint is not evident, this may be a consequence of an attempt to be impartial and objective.

**Hostile:** The viewpoint of a writer/artist/photographer may be described as “hostile” if there is clearly an attempt to present the subject in a negative light.

**Sympathetic:** The viewpoint of a writer/artist/photographer may be described as “sympathetic” if there is evidence in the source that s/he favours or is positively disposed towards the subject.

**Portrayal:** Students may be asked to comment on the “portrayal” of a particular person or persons in a document. The task here is to identify the viewpoint of the writer/artist/photographer towards the material that s/he is presenting.

**Judgement:** Judgements in history are based on an evaluation of evidence.

**Evaluation:** Evaluation involves the “weighing up” of evidence, to try to determine, for example, which of two pieces of evidence appears to be the more accurate and reliable. Attempts to evaluate evidence will always be constrained by factors such as: our knowledge of the provenance of a document and the purpose(s) for which it was prepared; our familiarity with the surrounding context; and our level of experience in evaluating evidence.

**Compare:** Identify the similarities, points of agreement.

**Contrast:** Identify the differences, points of disagreement.

**Strengths:** Ways in which a particular document or class of document may yield valuable evidence and increase our historical understanding.

**Weaknesses:** Characteristics of a document or class of document that require us to exercise caution in evaluating the reliability of the evidence it contains.

## Thinking critically: learning to ask relevant questions of sources

In the gloss on “thinking critically” above, reference is made to the 5 Ws. (See *Guidelines for Teachers*, pp.12 and 21.) As noted in the gloss, “Learning to ask relevant questions of evidence (including the 5 Ws – *What? Who? When? Where? Why?*) is an important step towards the development of critical thinking skills in history.” The usefulness of this series of questions may be clearer if we take a particular source as an example.

- **What type of source is the document?**

*Is it an official record? An eyewitness account? A personal memoir?*

- **Who produced the document?**

*What do we know about the person? Are any personal biases evident? The more we know about the author, the more we are in a position to pass judgement on the reliability of her/his evidence.*

- **Why was this document produced?**

*For what purpose was it produced? Was it intended as a faithful record of events? Can any ulterior motive be discerned?*

- **In what circumstances was this document produced?**

*Was the author a free agent or acting under duress? Was it produced during a time of peace or a time of war?*

- **When was this document produced?**

*Was it produced at the time of the events that form its subject matter? Was it produced many years after those events? Since the attitudes and assumptions of people in past centuries can be very different from our own, is there any background information we need to assess the content of the document?*

*Some other relevant questions may also need to be asked of the document, e.g.*

- **What can this document tell me? What questions can it answer? What questions can it not answer?**

*How relevant is this document to the subject of my enquiry? How reliable is the evidence it provides? What are its limitations?*

## Thinking critically: learning to ask relevant questions of sources (continued)

The following source is a cartoon by Wyndham Robinson, cartoonist for *The Morning Post* newspaper. It was published in *The Morning Post* in the aftermath of the Jarrow March. *The Morning Post* was a Tory (Conservative) newspaper (absorbed into *The Daily Telegraph* in 1936).



Wyndham Robinson, *The Morning Post* (10th November, 1936)

### Key questions

What type of source ...?

Who produced ...?

Why ...?

In what circumstances ...?

When ...?

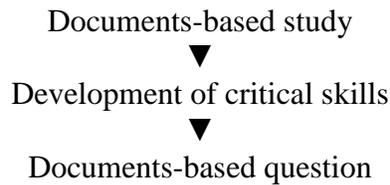
What can this document tell me?

What questions can it answer?

What questions can it not answer?

**Note for teachers:** Getting students used to asking these questions of sources as a matter of habit is good preparation for the documents-based question in the examination.

## Card-sorting and critical skills



The documents-based study is “the primary means of developing [students’] skills in working with evidence”. (Syllabus, page 5)

The documents-based question “will test candidates’ ability to interrogate, correlate and evaluate a particular body of evidence”. (Syllabus, page 15)

### Rationale for card sorts

In a card sort, cards with text (single words, phrases, sentences) are grouped or ranked according to particular criteria. Card sorts are good in helping students to make connections and form judgements. By having the text on cards, students can move them around, group them and, when necessary, change their minds. This approach promotes discussion and collaborative learning.

The intention of the critical skills exercise on the pages that follow is to illustrate in a practical and active manner the type of critical skills that the documents-based study is designed to develop. Essentially, the purpose of the exercise is to encourage students to think by discussing snippets of evidence and making judgements on their import by deciding whether they support or oppose the given proposition.

In literacy development, such approaches can play a pivotal role as students engage together in purposeful reading and discussion of text and are active participants in the learning process.

### What is involved in the critical skills exercise

Each group of 4-5 students is given an A4 sheet with the proposition at the top of the page and two columns headed: **Agrees** and **Disagrees**. Each group is also given an envelope containing 8 short documentary extracts – each on its own small strip of paper or cardboard – and the task is to discuss with each other the appropriate column in which to place each extract. In some cases, it may be better if the provenance of the source is not revealed at the outset since the absence of such a contextual framework forces students to focus more closely on the extract as presented. In other cases, it may be necessary to give relevant background for at least some of the speakers. When each group has reached its conclusions, the outcome of the exercise is discussed in a whole group setting. If deemed appropriate, the exercise can end with a “guessing game” where students are asked to link each extract to the correct name from a list read out by the teacher.

A further set of eight supplementary cards is also provided. These could be used to vary the content of the critical skills exercise (e.g. to make it more challenging) and/or along with the initial set of eight cards could be used to sort out the different categories into which arguments for and against the Treaty fell.

**Proposition: The deal made by the Irish delegates at the conference in London in December 1921 was a good deal**

Place each of the documentary extracts in the appropriate column, depending on whether you think it agrees or disagrees with the above proposition. If the group cannot agree on whether a particular extract agrees or disagrees with the proposition, place it along the dividing line in the middle and wait to hear what other groups have to say about the extract.

Agrees	Disagrees

<p style="text-align: center;">Source A</p> <p>We have brought back the flag; we have brought back the evacuation of Ireland after 700 years by British troops and the formation of an Irish army. We have brought back to Ireland her full rights and powers of fiscal control.</p>	<p style="text-align: center;">Source E</p> <p>That document makes British authority our masters in Ireland ... are we in this generation, which has made Irishmen famous throughout the world, to sign our names to the most ignoble document that could be signed?</p>
<p style="text-align: center;">Source B</p> <p>I stand here for the will of the people, and the will of the people of Ireland is for their freedom, which this so-called Treaty does not give them. The will of the people was expressed in December, 1918.</p>	<p style="text-align: center;">Source F</p> <p>If I, as I hope I will, try to continue to fight for Ireland's liberty, even if this rotten document be accepted, I will fight minus the oath of allegiance and to wipe out the oath of allegiance if I can do it.</p>
<p style="text-align: center;">Source C</p> <p>To me this Treaty gives me what I and my comrades fought for; it gives us for the first time in 700 years the evacuation of Britain's armed forces out of Ireland.</p>	<p style="text-align: center;">Source G</p> <p>In my opinion it gives us freedom, not the ultimate freedom that all nations desire and develop to, but the freedom to achieve it.</p>
<p style="text-align: center;">Source D</p> <p>... if this Treaty is ratified, the result will be a divided people; the same old division will go on; those who will enter the British Empire and those who will not, and so England's old game of divide and conquer goes on.</p>	<p style="text-align: center;">Source H</p> <p>I, personally, see no alternative to the acceptance of this Treaty. I see no solid spot of ground upon which the Irish people can put its political feet but upon that Treaty.</p>

<p style="text-align: center;">Source E</p> <p style="text-align: center;">President de Valera</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">19 December, 1921</p>	<p style="text-align: center;">Source A</p> <p style="text-align: center;">Mr. Arthur Griffith (Minister for Foreign Affairs)</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">19 December, 1921</p>
<p style="text-align: center;">Source F</p> <p style="text-align: center;">Mr. Austin Stack (Minister for Home Affairs)</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">19 December, 1921</p>	<p style="text-align: center;">Source B</p> <p style="text-align: center;">Miss Mary MacSwiney (Cork City)</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">20 December, 1921</p>
<p style="text-align: center;">Source G</p> <p style="text-align: center;">Mr. Michael Collins (Minister for Finance)</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">19 December, 1921</p>	<p style="text-align: center;">Source C</p> <p style="text-align: center;">Commandant Seán McKeown (Longford and Westmeath)</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">19 December, 1921</p>
<p style="text-align: center;">Source H</p> <p style="text-align: center;">Mr. Richard Mulcahy (Chief of Staff)</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">22 December, 1921</p>	<p style="text-align: center;">Source D</p> <p style="text-align: center;">Mrs. Tom (Kathleen) Clarke (Dublin)</p> <p style="text-align: center;">Dáil debate on Treaty</p> <p style="text-align: center;">20 December, 1921</p>

### SUPPLEMENTARY CARDS

<p>Source I</p> <p>The Treaty is a bargain between two Sovereign States, and our delegates in making that Treaty made the first Treaty that was ever made by Ireland with England and went further to get recognition of Ireland's sovereign status than all that has been done in all our history.</p>	<p>Source M</p> <p>I have sworn an oath to the Republic, and for that reason I could not vote for the Treaty.</p>
<p>Source J</p> <p>I support the ratification of it because I know that the ideals for which I have worked, and for which others who are listening to me worked through many long and weary years, will be quicker attained by ratification of this Treaty than otherwise.</p>	<p>Source N</p> <p>In short, what is it to be?—an Irish Dominion or Free State if you like —a bow window in the western gable of the British Empire. I will never agree to it, and I say it has been proved here, and let it be disproved by the Minister for Foreign Affairs, that this Treaty was a Treaty forced upon them, a Treaty of terror.</p>
<p>Source K</p> <p>... let there be no mistake, under the terms of this Treaty the British Government is going to be supreme in Ireland.</p>	<p>Source O</p> <p>Now I stand for this Treaty on four grounds ... I stand for it because it gives us an army, because it gives us evacuation, because it gives us control over the finances of the country, and lastly, and greatest of all to me, because it gives us control over our education.</p>
<p>Source L</p> <p>... I ask you to say that in this Treaty they have attained something that can be honourably accepted. The welfare and happiness of the men and women and the little children of this nation must, after all, take precedence of political creeds and theories.</p>	<p>Source P</p> <p>Why was my husband murdered? Why am I a widow? Was it that I should come here and give my vote for a Treaty that puts Ireland within the British Empire?</p>

<p style="text-align: center;">Source M</p> <p style="text-align: center;">Mr. Seán MacSwiney (West, South and Mid-Cork)</p> <p style="text-align: center;">Dáil debate on Treaty 19 December, 1921</p>	<p style="text-align: center;">Source I</p> <p style="text-align: center;">Mr. Patrick Hogan (Galway)</p> <p style="text-align: center;">Dáil debate on Treaty 20 December, 1921</p>
<p style="text-align: center;">Source N</p> <p style="text-align: center;">Mr. Seán Etchingham (Wexford)</p> <p style="text-align: center;">Dáil debate on Treaty 20 December, 1921</p>	<p style="text-align: center;">Source J</p> <p style="text-align: center;">Mr. Joseph McBride (North and West Mayo)</p> <p style="text-align: center;">Dáil debate on Treaty 19 December, 1921</p>
<p style="text-align: center;">Source O</p> <p style="text-align: center;">Mr. Finian Lynch (Kerry and Limerick West)</p> <p style="text-align: center;">Dáil debate on Treaty 20 December, 1921</p>	<p style="text-align: center;">Source K</p> <p style="text-align: center;">Mr. Erskine Childers (Kildare and Wicklow)</p> <p style="text-align: center;">Dáil debate on Treaty 19 December, 1921</p>
<p style="text-align: center;">Source P</p> <p style="text-align: center;">Mrs. Kathleen O’Callaghan (Limerick East and City)</p> <p style="text-align: center;">Dáil debate on Treaty 20 December, 1921</p>	<p style="text-align: center;">Source L</p> <p style="text-align: center;">Mr. Kevin O’Higgins (Assistant Minister for Local Government)</p> <p style="text-align: center;">Dáil debate on Treaty, 19 December, 1921</p>

## **Assessing students' critical thinking skills: the documents-based question**

### **The documents-based question: format and question styles**

Note: Documents used relate to ONE of the listed case studies & may be visual or written.

#### **Section 1 Comprehension**

Candidates will be required to extract relevant data from documents to answer questions that are designed to test their understanding of a passage or their interpretation of a visual source.

##### Question styles:

In document A, what is meant by ...?

According to document A, who ...?

What is the essential message of the cartoon?

#### **Section 2 Comparison**

Candidates will be required to compare two or more accounts of the same historical experience and to note similarities and contrasts.

##### Question styles:

Which document is more sympathetic to ...?

How do the documents differ in their interpretation of ...?

Which document is a personal/official account?

Which document is more effective in communicating its message?

Comment on the portrayal of ... in documents A and B.

#### **Section 3 Criticism**

Candidates will be required to recognise bias and propaganda; to note viewpoint; to identify contradictions; and to make judgements about the reliability of various sources.

##### Question styles:

Do you agree that the writer of document A is somewhat biased in his attitude towards ...?

How reliable is document A as ...?

What are the strengths and weaknesses of ... as an historical source?

Is a [political cartoon] such as document A a reliable source of historical evidence?

#### **Section 4 Contextualisation**

Candidates will be required to place the subject matter of the documents in their historical context and to show understanding of issues and events associated with that period as outlined in the elements of the topic.

##### Question styles:

How did ... between ... and ...?

Describe the ... up to ....

Did ... achieve its aims during the period ...?

What is the significance of ... in the history of ...?

### LMI, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Documents-based question (Ordinary level)

(100 marks)

Case study to which documents relate: *The Treaty negotiations, October-December, 1921*

Study the following documents carefully and answer the questions that follow.

#### Document A

**This is an edited extract from the speech given in Dáil Éireann on 19<sup>th</sup> December, 1921, by Robert Barton. Barton was one of the Irish delegates at the Conference in London.**

On Sunday, December 4<sup>th</sup>, the Conference had broken down. On Monday, at 3 p.m., Arthur Griffith, Michael Collins and myself met the English representatives. Mr. Lloyd George gave us until 10 o'clock to make up our minds, and it was then about 8.30. We returned to our house to decide upon our answer. The issue before us was whether we should stand behind our proposals for external association, face war and maintain the Republic, or whether we should accept inclusion in the British Empire and take peace. Arthur Griffith, Michael Collins and Eamonn Duggan were for acceptance and peace; Gavan Duffy and myself were for refusal.

From the Dáil debates on the Treaty, 19<sup>th</sup> December, 1921: Mr. R.C. Barton, Kildare and Wicklow.

#### Document B

**This is an edited extract from the book *Peace by Ordeal*, in which Austin Stack remembers the Cabinet meeting of 8<sup>th</sup> December, 1921. Austin Stack was Minister for Home Affairs at the time.**

The meeting lasted the whole day and late into the night. We were not unfriendly towards one another. The merits of the Agreement were gone into – but not in detail. The main thing was how they came to sign. On and on dragged the discussion, the President, Cathal Brugha and myself doing our best to get the others not to press the document on the Dáil. I turned to Collins and said, ‘You have signed and undertaken to recommend the document to the Dáil. Well –recommend it. Your duty stops there.’ But Michael Collins refused point blank to dishonour his signature.

That ended it. A division was taken, Griffith, Collins, Cosgrave and Barton voting one way, and the President, Cathal and myself the other.

Recollection of Austin Stack, cited in Frank Pakenham, *Peace by Ordeal*. Geoffrey Chapman, 1962 (originally published by Jonathan Cape Ltd., 1935), pp.331-332

1. (a) According to document A, on what day and date did the Conference in London break down?  
(b) In document A, name the three people who met the English representatives on Monday at 3 p.m.  
(c) In document A, name the Irish delegates who were in favour of the proposals for peace made by the leader of the English representatives, Lloyd George.  
(d) According to document B, what was the main point of argument at the Cabinet meeting of 8<sup>th</sup> December?  
(e) According to document B, which members of the Cabinet backed Griffith and Collins in supporting the Treaty?  

(40 marks)
  
2. (a) Which document, A or B, gives some details of what the Treaty would involve for Ireland? Explain your answer, referring to both documents.  
(b) Which document, A or B, tells us more about the actions of Arthur Griffith and Michael Collins at the time of the Treaty negotiations? Explain your answer, referring to both documents.  

(20 marks)
  
3. (a) Which document, A or B, is a contemporary record (i.e. one that comes directly from 1921)? Explain your answer, referring to both documents.  
(b) Which document, A or B, is taken from a secondary source? Explain your answer, referring to both documents.  

(20 marks)
  
4. What part did Michael Collins play in the Treaty negotiations between October and December, 1921?  

(20 marks)

## LMI, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Documents-based question (Higher level)

(100 marks)

Case study to which documents relate: *The Treaty negotiations, October-December, 1921*

Study the following documents carefully and answer the questions that follow.

### Document A

**This document comprises of extracts from the secretary's notes of the meeting of the Sinn Féin cabinet and talks delegation held in Dublin on 3<sup>rd</sup> December, 1921.**

Meeting of cabinet

In the course of a lengthy discussion of the Treaty, the President gave it as his opinion that it could not be accepted in its then form. He personally could not subscribe to the Oath of Allegiance nor could he sign any document which would give N[orth] E[ast] Ulster the power to vote itself out of the Irish state. With modifications, however, it might be accepted honourably, and he would like to see the plenipotentiaries go back and secure peace if possible.

Meeting of cabinet and delegation (resumed)

(a) Mr. Griffith would not take the responsibility of breaking on the Crown ...

(b) The President took his stand on the Irish proposals which meant external association with the Crown.

He suggested the following amendments to the Oath of Allegiance:-

'I ... do solemnly swear true faith and allegiance to the constitution of the Irish Free State, to the Treaty of Association and to recognize the King of Great Britain as Head of the Associated States ...'

Ronan Fanning, Michael Kennedy, Dermot Keogh, Eunan O'Halpin, *Documents on Irish Foreign Policy, Volume 1, 1919-1922*. Royal Irish Academy, 1998, pp.344-345.

### Document B

**This is an extract from the book *Peace by Ordeal*, first published in 1935, in which Austin Stack [Minister for Home Affairs] gives his recollection of how the President [Eamon de Valera] reacted to the signing of the Articles of Agreement for a Treaty in London.**

The President ordered that they [the Plenipotentiaries] be summoned back by wire for a Cabinet meeting to take place the next day, the 8<sup>th</sup>, 'to consider the circumstances under which the Plenipotentiaries had signed the agreement in London.' These or some such words appeared in the official note which he drafted for publication. Desmond Fitzgerald, who was in charge of Publicity, came into the room immediately the note had been handed to him, and he said, 'This might be altered, Mr. President. It reads as if you were opposed to the settlement.' 'And that is the way I intend it to read. Publish it as it is', the President told him. Fitzgerald said aside to me a few minutes later, 'I did not think he was against this kind of settlement before we went over to London.' I answered – 'He's dead against it now anyway. That's enough.'

Recollection of Austin Stack, cited in Frank Pakenham, *Peace by Ordeal*. Geoffrey Chapman, 1962 (originally published by Jonathan Cape Ltd., 1935), pp.330-331

1. (a) According to document A, what two elements of the proposed treaty did the President [Eamon de Valera] want to see changed?
- (b) According to document A, what element of the Irish proposals did the President identify as the important issue on which to take a firm stand?
- (c) According to document B, what was to be the purpose of the cabinet meeting on 8<sup>th</sup> December?
- (d) According to document B, what was the role of Desmond Fitzgerald?

(20 marks)

2. (a) In both documents, A and B, what evidence is there of tensions between the President and the delegates who had signed the Articles of Agreement for a Treaty in London?

(b) What do we learn from the two documents, A and B, about the President's attitude towards the agreement signed in London? Support your answer by reference to the documents.

(20 marks)

3. (a) Which document, A or B, is likely to be regarded by historians as more accurate in reporting opinions expressed? Give reasons for your answer, referring to both documents.

(b) Which document, A or B, gives us the greater insight into the disagreements that developed between key figures in the events of December, 1921? Support your answer by reference to the documents.

(20 marks)

4. What was the role of Arthur Griffith in the Treaty negotiations, October-December, 1921?

(40 marks)

## LMI, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Documents-based question (Ordinary level)

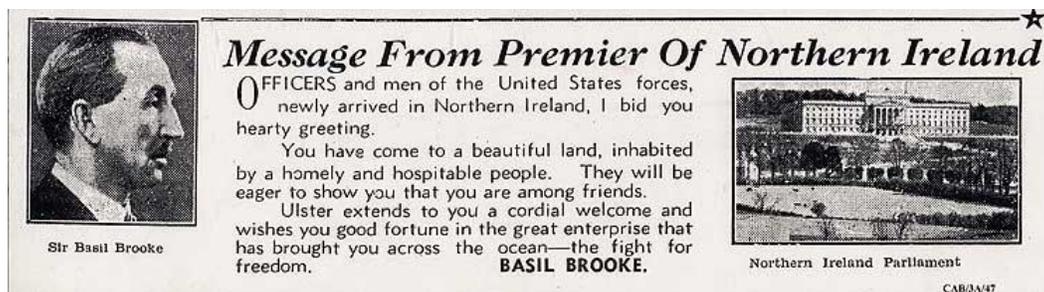
(100 marks)

Case study to which documents relate: *Belfast during World War II*

Study the following documents carefully and answer the questions that follow.

### Document A

This is a public message from the prime minister of Northern Ireland, Sir Basil Brooke, on the arrival of American troops in Belfast and other parts of Northern Ireland in 1943.



<http://www.secondworldwarni.org/associatedImage.aspx?pagerecordid=146>

### Document B

This is one woman's recollection of how Belfast people responded to the arrival of the American troops. (The woman's name is Evelyn Magee and she sent in her story to a BBC website called "WW2 People's War".)

My mother did housework for a lady [who] had a very pretty daughter who was a dancer and this girl worked in a nightclub in the centre of Belfast which was very popular with the Americans. This girl was only about 16 and was chaperoned [accompanied] everywhere by her mother and soon they both were making friends with the Americans and they would invite them to their home. They always brought lots of things which were very difficult to get, sweets, chocolate, cakes, stockings, groceries, everything you could think of. This lady's house was like an Aladdin's cave for me. She was very generous to my mother and to me. I remember how upset they were when the Americans moved out.

The arrival of the Americans in Belfast caused a lot of bad feeling amongst the men. The Americans were so glamorous compared to the locals who had suffered four years of shortages. Girls who fraternised [were friendly] with the Americans were considered very fast and not 'nice' girls. I know my mother agonised a lot when she was given all the good things, whether she should accept them. I, however, had no hesitation and I think that that carried the day.

<http://www.bbc.co.uk/history/ww2peopleswar/stories/24/a2094824.shtml>

1. (a) In document A, to whom is the “Message from [the] Premier of Northern Ireland” addressed?  
(b) According to document A, how does Brooke expect the people of Northern Ireland to react to the arrival of the American troops?  
(c) According to document A, for what purpose had the American troops been brought across the ocean?  
(d) In document B, how did the writer’s mother benefit from the arrival of the American troops?  
(e) According to document B, how did many Belfast men respond to the arrival of the American troops?

(40 marks)

2. (a) Which document, A or B, better helps us to understand why many ordinary Belfast people welcomed the Americans? Explain your answer, referring to both documents.  
  
(b) Which document, A or B, gives some insight into the hardship caused to people in Belfast by World War II? Explain your answer, referring to both documents.

(20 marks)

3. (a) Is there any evidence in document B to support the statement made by the Northern Ireland premier in Document A that the American troops will be “among friends”? Explain your answer, referring to both documents.

(b) Which document, A or B, is a contemporary record (i.e. one that comes directly from the years of World War II)? Explain your answer, referring to both documents.

(20 marks)

4. What damage was done to Belfast during World War II? (20 marks)

### LMI, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Documents-based question (Higher level)

(100 marks)

Case study to which documents relate: *Belfast during World War II*

Study the following documents carefully and answer the questions that follow.

#### Document A

**Document A comes from the reminiscences of June Martin who was an infant at the time of the Blitz on Belfast. These reminiscences were recorded and placed on the BBC *People's War* website in 2005.**

My father, who was 36 at the outbreak of war, was too old to join up. Instead he became an ARP [Air Raid Precautions] warden. We lived at Knock, in East Belfast, and I remember him going out at night with his steel helmet on. Even though I was not quite 3 years old at the time of the first Blitz in April 1941, I can recall him coming home to tell us that a bomb had struck a house in one of the avenues behind us. My mother had spent the night cuddling me and my brother on wooden chairs underneath the stairs of our house. She did this on many occasions and every evening before settling for the night she would prepare bread and milk in case of emergency.

Although the air raids on Belfast and other cities of the U.K. were horrendous and made me think as a tiny child that all Germans were evil and deserved the terrible retribution meted out in 1944-45 under Churchill, my mother would clutch me tight as she listened to the news and say: "God have mercy on them! Those poor women and their wee children!" Such compassion she had for the victims of even the enemy side.

<http://www.bbc.co.uk/history/ww2peopleswar/stories/04/a3921004.shtml>. WW2 People's War is an online archive of wartime memories contributed by members of the public and gathered by the BBC.

#### Document B

**Document B is an extract from an *Irish Times* report of April 1941.**

Belfast is mourning deeply its hundreds of dead in last Wednesday's air raid. A most pitiable sight to-day was the efforts of many of the bereaved to identify their loved ones amid the bodies collected in St. George's Market.

The Speaker of the Northern House of Commons (the Right Hon. H.G.H. Mulholland) was one of the casualties of the air raid. He was on fire-watching duty at a large industrial concern when a splinter of glass injured one of his eyes. He is making good progress and hopes to be about as usual in a few days. A local newspaper last evening contained over four columns of death notices of persons killed during the raid. The death of Mr. Henry Simon, Belfast, announced in the *Irish Times* on Friday is now confirmed. He was a former President of the United Commercial Travellers' Association, Belfast Branch. He and his wife and younger son, Geoffrey, aged 20 were killed when their home received a direct hit from a bomb. The elder son, Mr. Desmond Simon, arrived home with his bride from their honeymoon to find that other members of the family were dead.

*The Irish Times*, 21 April, 1941

1. (a) According to document A, how did the writer's father help the war effort in Belfast during World War II?
- (b) In document A, suggest a reason why the mother and her children spent the night sitting on chairs under the stairs?
- (c) In document B, what scene does the writer describe as 'a most pitiable sight'?
- (d) According to document B, what injury did the Speaker of the Northern House of Commons suffer in the air raid?

(20 marks)

2. (a) Which document, A or B, gives more insight into the ways in which ordinary people lived during the bombing of Belfast in 1941? Give reasons for your answer, referring to both documents.

(b) Which document, A and B, gives more detail about the impact of the bombing of April 1941 on Belfast? Explain your answer, making reference to both documents.

(20 marks)

3. (a) Are personal memories such as Document A or contemporary newspaper accounts such as Document B more useful in helping historians to build up a picture of Belfast during World War II? Support your answer by reference to both documents.

(b) Which document, A or B, gives a better insight into emotional responses to the bombing in Belfast? Support your answer by reference to both documents.

(20 marks)

4. In what ways did Belfast have an impact on World War II?

(40 marks)

### LMI, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Documents-based question (Ordinary level)

(100 marks)

Case study to which documents relate: *The Eucharistic Congress, 1932*

Study the following documents carefully and answer the questions that follow.

#### Document A

This photograph shows Benediction (a Catholic religious service) being celebrated at O'Connell Bridge at the end of the Congress.



<http://www.flickr.com/photos/nlireland/6324793041/>

#### Document B

This is an edited extract from a report by John Steele in the *Chicago Daily Tribune*, 20 June 1932.

The Dublin jarvies (cab drivers) are reaping a harvest. Every tongue in the world is heard in the streets. In the train in which I travelled from London last week there were twelve bishops and a couple of cardinals. One bishop was a Negro from Africa. One cardinal was a dark skinned Egyptian. Forty girl guides from Belgium were marched into the train by nuns and 100 Boy Scouts from Italy were shepherded by priests and lay brothers. There were also large parties of men and women from Germany, Czechoslovakia, Austria and all countries of the world, led by the clergy or nuns. Three boats yesterday carried the crowds from Holyhead in Wales to Dun Laoghaire, the port of Dublin. The liner *Duchess of Bedford* arrived with five hundred from Canada and anchored in Dublin bay. The passengers will live aboard the ship during the week. Three more liners - the *Doric*, *Samaria* and *Saturnia* - are expected tomorrow in addition to the thousands landed from Atlantic boats at Cobh and Galway.

Extract from report headlined DUBLIN BECOMES SPOTLESS CITY FOR EUCHARIST by John Steele, *Chicago Daily Tribune*, 20 June 1932.

1. (a) In document A, what evidence is there that a religious service is taking place?  
(b) In document A, what evidence is there that the Benediction service was well-attended?  
(c) In document B, what does the writer mean when he says that “Every tongue in the world is heard in the streets”?  
(d) According to document B, how did the people who attended the Congress from abroad travel to Ireland for the Congress.  
(e) In document B, name three ports at which visitors to the Congress from abroad arrived in Ireland.

(40 marks)

2. (a) Which document, A or B, gives stronger evidence of how the Congress received high levels of popular support? Explain your answer, referring to both documents.  
  
(b) Which document, A or B, gives stronger evidence of how Dublin was affected by the Congress? Explain your answer, referring to both documents.

(20 marks)

3. (a) In what ways are contemporary photographs (photographs from the time) such as document A helpful to historians in investigating past events such as the Eucharistic Congress of 1932? Make reference to Document A in your answer.  
  
(b) Why are foreign newspaper reports such as Document B of interest to historians who are investigating the Eucharistic Congress of 1932? Explain your answer, referring to Document B.

(20 marks)

4. What were the main events of the Eucharistic Congress of 1932?

(20 marks)

### LMI, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Documents-based question (Higher level)

(100 marks)

Case study to which documents relate: *The Eucharistic Congress, 1932*

Study the following documents carefully and answer the questions that follow.

#### Document A

**This document comprises of extracts from the recollections of Colonel Seán Clancy, who was part of the guard of honour at the mass in the Phoenix Park.**

The high point of the Congress of course was the Mass in the Phoenix Park in the presence of something over half a million people. The fifteen acres of the Park was packed with people. The number of very high Churchmen from all over the world, especially different countries in Europe. Bishops, Archbishops were small fry. The Army was to provide a Guard of Honour at the High Altar.

I remember Count John McCormack was immediately behind me. I could hear him but I couldn't see him on the High Altar. John McCormack that time was a world renowned singer, everyone knew of him and had heard him.

After Benediction, then, we were entertaining ourselves when the priest came in in a hurry and he said, 'the members of the Government are on their way across.' So this was unexpected and it was an embarrassing occasion because the Civil War had ended and some of them, we had been fighting against them, and I'm sure they were as much embarrassed as we were. But however, they came in anyhow, and we greeted them and passed round drinks to them and we became very friendly and we got on very well together with them. So it was a great day and a very satisfactory day. It was the biggest Guard of Honour that was ever given for any affair in the history of the state.

Transcript of testimony of Colonel Sean Clancy, Free State Army. Accessed in *Seven Ages*, Programme 2: 'Depression and the Rise of Fianna Fáil to Power' (Araby/RTE DVD, 2002).

#### Document B

**This is an edited extract from the book *Christendom in Dublin* by G.K. Chesterton, the English writer, who attended the Congress - including the High Mass in the Phoenix Park.**

Anybody who shall say henceforth that the Irish cannot organise, or cannot rule, or are not practical enough for practical politics, will certainly have the laugh against him forever. There has never been a modern mass meeting, of anything like this size, that passed off so smoothly, or with so few miscalculations or misfortunes. But nobody who looked at the crowd could for one instant mistake its order for organisation. The mob could be managed successfully, because every man in the mob passionately wished the ceremony to be a success. There were men of many minds on many other matters, including politics, but on this they were of one mind; that is, they had a General Will. That mob, alone among modern societies, had self-government. It really had self-government, in the old sense of self-control. If it had not been organised, it would have organised itself. It was a vision very extraordinary. It was Self-Determination of the People.

Chesterton, G.K. *Christendom in Dublin*. London: Shreed and Ward, 1932, pp 43, 44

1. (a) According to document A, why was the [High] Mass in the Phoenix Park the “high point of the Congress”?

(b) According to document A, why was Colonel Clancy embarrassed when he heard the members of the Government were “on their way across”?

(c) According to document B, how have the Irish proved that they can be well-organised and practical?

(d) According to document B, in what sense did the crowd have “self-government”?

(20 marks)

2. (a) Which document, A and B, gives us the greater amount of descriptive detail regarding what happened at the Congress? Give reasons for your answer, referring to both documents.

(b) The Congress took place shortly after Cumann na nGaedheal lost the 1932 general election and handed over power to Fianna Fáil. Which of the documents, A or B, gives the better insight into why the transfer of power was a relatively smooth one? Explain your answer, making reference to at least one of the documents.

(20 marks)

3. (a) In what different ways do the two documents, A and B, identify the historical significance of the Congress? In your answer, be sure to refer to both documents.

(b) Both documents, A and B, come from eye-witnesses of the events described – one from a book written shortly after the events, the other from an interview for a TV series. What strengths and/or weaknesses are historians likely to see in the two different kinds of eye-witness account?

(20 marks)

4. In what ways is the Eucharistic Congress, 1932, significant in the history of twentieth century Ireland?

(40 marks)

## The documents-based question: some comments from the Chief Examiner's report 2011

A Chief Examiner's report on Leaving Certificate History was published in 2011. The following comments are taken from the report.

- [OL] Of the few difficulties noted by examiners, the most notable was the use of the word 'nature' in 2(b). It appeared that some candidates had difficulty in grasping the meaning of the word in the context of the question or in articulating their understanding of it in their answer.  
2(a) "*Which document, A or B, provides a greater understanding of the nature of the Apprentice Boys?*"
- [HL] 2(a) "*Document B describes the Apprentice Boys' march as a solemn procession'. Does document A support or contradict that description? Give reasons for your answer.*" While it should have been obvious that the answer was 'contradict', many candidates said 'support'. It appears that these candidates may not have understood the word 'solemn'.
- [HL] 3(a) "... *Refer to both documents in your answer.*" Many candidates did not adequately refer to both documents.  
3(b) ... many candidates struggled to adequately identify strengths and weaknesses of the works of journalists. They jumped to conclusions about the issue of bias – immediately assuming that an Irish newspaper was Nationalist and the British newspaper was Unionist. Very few were able to use quotations from the documents to show the strengths and weaknesses of the work of journalists.

### Issues for discussion

- How can we address the vocabulary demands made on students in the documents-based questions?
- What can we do to try to ensure that students adequately satisfy the rubrics of questions (e.g. "*Refer to both documents in your answer.*")
- What can we do to try to ensure that students do not jump to conclusions about the issue of bias?

## The documents-based question: marking scheme, 2011

The comments below are made in relation to Q. 3 (b) [Criticism] on the Higher Level paper: “How do the given documents illustrate strengths and weaknesses of the work of journalists as historical source material?”

Both documents purport to be factual accounts of the 1967 and 1969 Apprentice Boys’ marches. Insofar as reports stick to the facts they are useful for historical accuracy. If the journalist’s accounts go beyond facts and into the realm of opinion, they may be more limited in their usefulness.

Strength of journalist’s report is that it is immediate and conveys sense of what it was like to actually be there.

Weakness is that it cannot of itself go further than that.

A snapshot of an event in a news report cannot provide historical context which growing up in the tradition or historical research can supply

If we can trust the individual journalist to supply unbiased copy which is fair to all sides, then such testimony will be valuable – but that is a big if.

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The marking indicators laid down in the marking scheme for answers to the Higher Level ‘Contextualisation’ question are as follows:

In question 4, marking by paragraph begins.

**Cumulative Mark** = Max. 24 marks

**Overall Evaluation** = Max 16 marks

### **Cumulative Mark (CM)**

These marks are awarded for historical content which is accurate and relevant to the question asked.

The examiner will divide the answer into paragraphs or paragraph equivalents.

A paragraph or paragraph equivalent may be one of the following:

- (i) A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
- (ii) An episode, phase or stage in a sequence of events;
- (iii) An aspect of a topic/issue, with supporting factual references;
- (iv) A point in an argument or discussion, with supporting factual references;
- (v) An explanation of a concept or term, with supporting factual references;
- (vi) A number of significant, relevant statements of fact, explanation or comment which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (vii) A good concluding paragraph or summation, which is not mere repetition. (Summation which is mere repetition = max 4 marks)

Having divided the answer into paragraphs or paragraph equivalents, the examiner will award marks to each paragraph or paragraph equivalent as follows:

<b>Excellent:</b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b>Very good:</b> 8-10 marks	Very good material, accurately and clearly expressed.
<b>Good:</b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b>Fair:</b> 3-5 marks	Limited information/barely expressed
<b>Poor:</b> 0-2 marks	Trivial/irrelevant/grave errors.

## Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the candidate deals with the set question. The following grading table will apply:

**Excellent:** 14-16 marks

**Very good:** 11-13 marks

**Good:** 6-10 marks

**Fair:** 4-5 marks

**Weak:** 2-3 marks

**Very weak:** 0-1 mark

In awarding OE marks, the examiner should not expect answers of more than 40% in quantity compared to the answers to the longer topic questions in Sections 2 and 3.

The marking indicators laid down in the marking scheme for answers to the Ordinary Level 'Contextualisation' question are as follows:

Mark by the principle of Core Statement. Max = 20M

A **Core Statement** may be defined as one of the following:

- A significant factual statement which is relevant to the question asked
- A valid explanation, opinion or comment which is relevant to the question asked
- A significant introductory **OR** concluding statement which is relevant to the question asked

To apply the principle of marking by Core Statement, examiners will proceed as follows:

- Having read the answer, it should be broken up into Core Statements, with a tick (✓) put at the end of each completed Core Statement
- Each completed Core Statement is awarded 5 marks
- An incomplete Core Statement at the end of an answer may merit 1-4 marks

Here, in question 4 of the Documents-based Question, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

## 2011 Contextualisation questions

HL: What was the significance of the activities of the Apprentice Boys of Derry for both Unionists and Nationalists in Northern Ireland?

OL: Why were the activities of the Apprentice Boys a source of tension in Derry?

## Appendix 1: Developing students' historical literacy

### A: Helpful words and phrases

There is an important connection between students' ability to think critically about historical issues and their ability to put together a written answer to an historical question. Sorting exercises that improve students' ability to establish relevance and deliberate on issues of sequencing, the identification of general statements (or 'big points') and supporting details (or 'little points') in shaping an historical argument: these and other such strategies have an important role to play in enabling students to develop confidence and proficiency in their *writing* of history.

At the stage of writing, as elsewhere, the issue of differentiation needs to be considered as students come to the task with wide variations in abilities and learning needs. Lower attaining students may need to be explicitly taught ways of connecting related ideas or pieces of evidence. It should also be noted that history can play an important role in developing students' standard of literacy. The following table shows words and phrases that may be helpful in that regard.

Type of word or phrase	Technical term	Examples
Connecting words or phrases that relate to causation	Causal connectives	As a result, therefore, because of this
Connecting words or phrases that relate to the passing of time	Temporal connectives	Until then, as time passed, eventually

Higher attaining students tend to show fluency in the use of such connectives. They are also likely – in their discursive writing – to make use of the following types of connectives.

Type of word or phrase	Technical term	Examples
Words or phrases that acknowledge contradictions	Contradictive connectives	It could also be argued, on the other hand
Words or phrases that acknowledge uncertainty or differences in interpretation	Contrastive connectives	Despite this, nevertheless

Identifying the use of ‘connectives’ as a teaching issue can be an important step towards empowering lower attaining students to communicate their historical understanding in a more coherent form.

The following table illustrates some types of connectives and ‘sentence starters’ that may be helpful to students who are responding to an historical question.

<p><b>Writing about change</b></p> <ul style="list-style-type: none"> <li>• The social/ cultural/ economic/ political changes that resulted were ....</li> <li>• Clear evidence of change can be seen in ...</li> <li>• The first signs of this were ...</li> </ul>	<p><b>Writing about cause and effect</b></p> <ul style="list-style-type: none"> <li>• As a result ...</li> <li>• This led to ...</li> <li>• Consequently ...</li> <li>• As expected ...</li> <li>• Despite expectations ...</li> </ul>
<p><b>Adding to/reinforcing a point</b></p> <ul style="list-style-type: none"> <li>• In addition....</li> <li>• Furthermore</li> <li>• Besides...</li> <li>• Also....</li> <li>• Another important point to bear in mind is ...</li> <li>• Moreover</li> </ul>	<p><b>Writing about similarities and differences</b></p> <ul style="list-style-type: none"> <li>• A similar/different approach was taken by ...</li> <li>• In comparison with...</li> <li>• By contrast ...</li> <li>• On the other hand ...</li> <li>• ... however ...</li> <li>• Whereas ...</li> <li>• Likewise...</li> <li>• Equally ...</li> </ul>
<p><b>Making judgements</b></p> <ul style="list-style-type: none"> <li>• It seems to me ...</li> <li>• I base my view on ...</li> <li>• It may be that ...</li> <li>• There is evidence here that ...</li> <li>• My reasons for ... are ...</li> </ul>	<p><b>Writing about evidence</b></p> <ul style="list-style-type: none"> <li>• This point tells us that ....</li> <li>• This point suggests that ...</li> <li>• It is possible to infer that ...</li> <li>• This might be evidence for ....</li> <li>• A source that supports this view is ...</li> <li>• Perhaps ...</li> </ul>

## **B: Using writing frames to develop students' historical literacy**

For many students, a helpful way in which their competence to put together an historical argument can be improved is through the use of 'writing frames'. A writing frame is a device that is designed to help students structure their answer to an historical question. The use of writing frames in history classes is based on the premise that there is a close connection between literacy and the ability to think historically. Students need the appropriate vocabulary if they are to make sense of historical data; they also need a stock of appropriate sentence starters and connecting phrases if they are to be able to write with fluency and clarity in responding to historical questions. Typically, writing frames provide a series of paragraph prompts and/or a series of 'sentence starters' and 'connectives' to help them construct an answer.

The following are advantages that may be derived from the use of writing frames:

- For lower-attaining students, they provide a type of 'scaffolding' on which to build an answer
- They may help some students to write a more extended answer than they would be capable of in the absence of a 'frame'
- They direct students' writing in a purposeful way
- They can be used to ensure that students address all the essential elements of an answer
- They are a proven strategy in the development of student literacy
- Frames can be differentiated to 'stretch' the more able

If writing frames are to be used productively, teachers need to be aware of potential drawbacks associated with their use:

- Frames can serve to limit the thinking of some students
- Frames may be off-putting for students who visual or other preferred learning styles
- Over-use of frames may stifle students' ability to think critically
- Frames may generate a sameness in the responses and result in predictable and formulaic answer

In Example 1, the emphasis is on ‘modelling’ a series of paragraphs to provide substantial guidance to students in a contextualisation answer.

### Example 1

**Question – What was the significance of the activities of the Apprentice Boys of Derry for both Unionists and Nationalists in Northern Ireland?**

(2011 LC HL Contextualisation question)

Paragraph 1- *The Apprentice Boys of Derry played an important role in promoting Ulster Protestant culture and identity ...)*

Paragraph 2 – *The Apprentice Boys also involved themselves in Unionist politics... )*

Paragraph 3 – *The Apprentice Boys march in Derry in August, 1969, and the reaction of nationalists and police to it, triggered the Battle of the Bogside ...)*

Paragraph 4 – *Overall, the significance of the Apprentice Boys’ activities was.....*

In Example 2, a series of ‘connectives’ and other relevant phrases is provided.

### Example 2

**Question – How important was the Montgomery bus boycott to the American civil rights movement?**

(2009 LC HL Contextualisation question)

*The American civil rights movement wanted to bring about change in ...*

*Before the Montgomery bus boycott, the movement had ...*

*Rosa Parks’ refusal to give up her seat led to.....*

*The role of the churches in supporting the boycott was significant because....*

*On the other hand we should be aware that ...*

*As time went on, tension in Montgomery increased...*

*Consequently, the black people of Montgomery became more....*

*As a result of Martin Luther King’s involvement in the boycott ...*

*In conclusion, the importance of the Montgomery bus boycott....*

N.B. Remember, if writing frames are to be used, they need to be used selectively and judiciously. Over-use runs the risk of doing too much work for the student and encouraging dependency. Nevertheless, they can play an important role in assisting students to put together an historical argument. Students should be encouraged to see writing frames not as mandatory frameworks but as facilitative ‘pointers’ that they are free to amend and adapt to their purposes.

## Appendix 2

### A card-sorting exercise to help students structure an answer to an historical question (adapted from the booklet used at HIST in-service sessions in Autumn 2006)

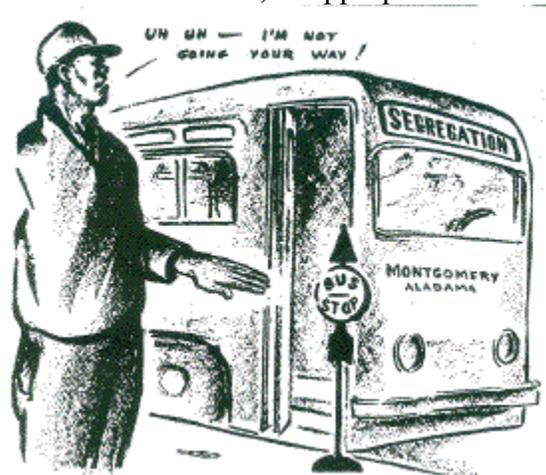
[available at [http://www.scoilnet.ie/hist/article\\_topic.aspx?id=7830&nav=false](http://www.scoilnet.ie/hist/article_topic.aspx?id=7830&nav=false)]

Many students find it hard to distinguish between the general and the particular, and this presents a problem when they attempt to put together an historical argument. Enabling students to see how a general point supported by a number of particular details helps to shape an historical argument is an important step in developing their historical literacy. One way in which this can be done is through exercises that require the identification of general or 'big' points and the sorting of particular details or 'little' points to accompany or support each of the 'big' points.

In the activity that follows, the purpose is to help students to put together a structured response to an enquiry question (*Why did Rosa Park's refusal to give up her bus seat spark a national controversy?*) in a manner that draws on the understanding that they have developed through a series of lessons and activities. It seeks to help students to distinguish between the general and the particular and to identify the particular details that support each general point. Of the 21 cards used, 15 would have been used in the earlier activities. The six new cards contain general statements or 'big' points.

Students need to identify the 'big' points first; then, the 'small' points that seem to support the various 'big' points. In the case of lower-attaining students, it may be more productive to give them the cards with the 'big' points and ask them to look for 'little' points. The layout on the following page illustrates how this activity might be structured for use with lower-attaining students.

Students also need to consider the issue of 'sequence' i.e. In what order should I set out the various points? The cards help students to experiment in shaping an answer to the enquiry question. Depending on their level of understanding, students can draw on materials used in the course of the enquiry to 'flesh out' their answer, as appropriate.



Cartoon by Laura Gray, published in *The Militant*, a socialist newspaper, 13-2-1956  
[www.holtlaborlibrary.org/BusBoycott.htm](http://www.holtlaborlibrary.org/BusBoycott.htm)

Find the supporting details in Table 2 that go with each of the ‘big points’ in Table 1. This will give you a framework on which to build your answer.

Table 1

A. The leadership of Martin Luther King played a key role.	B. The personal qualities of Rosa Parks were a key factor in the organisation of the boycott.	C. Some black leaders in Montgomery were already determined to organise a bus boycott.
D. Mounting a legal challenge to segregation through the federal court system increased the national profile of the boycott.	E. Attempts by Montgomery city officials and some white citizens to break the boycott hit the headlines.	F. The successful tactics of the boycott leaders attracted much publicity.

Table 2

G. For thirteen months a majority of the black bus-riding population in Montgomery walked to work or got lifts from car-owning supporters of the boycott.	H. On 13 November, 1956, the U.S. Supreme Court upheld a federal court decision that segregation on the buses was unconstitutional.	I. There were bomb attacks on the homes of boycott leaders: Martin Luther King’s on 30 January, 1956; E.D. Nixon’s on 1 February, 1956.
J. E.D. Nixon decided to use the arrest of Rosa Parks as a test case to challenge segregation on the buses.	K. On 21 February, 1956, 89 blacks, including Martin Luther King, were indicted under an old law prohibiting boycotts.	L. Martin Luther King’s skills as an orator won publicity for the movement.
M. At the time of her arrest, Rosa Parks was an active member of the National Association for the Advancement of Coloured People (NAACP).	N. On Friday, 2 December, Jo Ann Robinson and her students distributed anonymous fliers throughout Montgomery urging blacks to stay off the buses on Monday when Parks’ case was due to come up in court.	O. In the early days of the boycott, the bus company and the city officials rejected a Montgomery Improvement Association (MIA) proposal for compromise.
P. Researchers estimate that 17,000 people took part in the boycott initially and that the numbers grew as the boycott progressed.	Q. The Montgomery Improvement Association (MIA) hired local attorney, Fred Gray, to file a suit in the federal court against Montgomery’s segregationist law.	R. Under Martin Luther King’s leadership, the philosophy of non-violent resistance encouraged those involved to put up with discomfort and intimidation.
S. During the boycott, the Montgomery Improvement Association (MIA) held weekly mass meetings that rotated from church to church.	T. Rosa Parks was a well-respected woman with an unblemished record.	U. Jo Ann Robinson, a professor at the all-black Alabama State College, had been pushing for some time for a city-wide boycott of buses.