HIST

History In-Service Team,
Supporting Leaving Certificate History.
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CONTENTS

Phase 3, Session 1: Teaching a topic.
[Introduction]

Part 1: The layout of topics

This session begins with a review of the structure of the syllabus, and recapitulates the main points relating to the layout of topics and their place within the syllabus.

Points to note:
1. "Students are not required to study every significant development within the date parameters but, rather, those aspects of the topic that are set down in the list of elements" (S11).
2. "The breadth of coverage which a study of the elements entails is balanced by the in-depth coverage of the case studies" (G36).
3. A case study "… involves an in-depth investigation of a particularly significant or representative aspect of an element" (S11).
4. A case study provides opportunities to "look at a contentious or controversial issue from more than one point of view" (S13).
5. "… work on the case studies has a crucial role to play in the achievement of many of the key syllabus objectives, e.g.,
   ✓ understanding of procedural concepts,
   ✓ recognition of the nature of historical knowledge,
   ✓ development of evidence handling skills."

The next page highlights some of the key points relating to the layout of topics.

Topic X: (Main) theme stated, date parameters given

Perspective	Elements	Case Studies
Politics & administration	• The elements identify those aspects of the topic that are to be studied.	• A case study involves in-depth study of a significant element.
Society & economy	• It is not a question of studying everything within the date parameters.	• Case studies provide opportunities to look at different points of view on an issue.
Culture / religion / science	• In balancing breadth and depth, the elements provide the breadth of the coverage.	• In balancing breadth and depth, the case studies provide the depth of the coverage.

In their study of the topic, students should become aware of the role of certain key *personalities.*

Another "key" *to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.*

Key Personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: *A comprehensive biography is not required, but rather relevant detail on the person's role in respect of the listed elements.*
Key Concepts
The concepts listed here are intended as "gateway" concepts, which can help to lead students towards a fuller understanding of the elements. They are of particular importance for Higher Level students.

Part 2: Teaching a topic (standard): time management

Suggested time (G20)	40 hours max.
Number of 40 minute classes	60 classes max.
Suggested allocation per perspective (G36)	16 – 20 classes
Suggested allocation per case study (G36)	5 classes approx.

Exemplar topics

Note: The examples that follow are not intended to be in any way prescriptive. They are intended to illustrate how the advice in the Guidelines may be applied or adapted in the case of particular topics to 'steer a course' through the listed elements. The bracketed number after each element and case study refers to the suggested allocation of classes. It must be emphasised that the suggestions are tentative and will need to be tested, and indeed adapted by teachers, in the light of their own class circumstances and priorities. In each case, the total number of classes suggested does not exceed 55; this is to allow time for revision and exam preparation.

Exemplar topics:

Later Modern Europe and the wider world, Topic 3: Dictatorship and democracy in Europe, 1920-1945

Later Modern Ireland, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Later Modern Ireland, Topic 3
The pursuit of sovereignty and the impact of partition, 1912-1949

Perspective	Elements	Case Studies
Politics and administration	The Home Rule Bill, 1912-1914 **[1]** The impact of World War I **[1]** the 1916 Rising **[2]** the rise of the second Sinn Féin party **[1]** the 1918 election **[1]** the War of Independence **[2]** Partition **[1]** Treaty and Civil War **[2]** State building and the consolidation of democracy; from Free State to Republic **[4]** Northern Ireland – the Unionist Party in power **[3]** The impact of World War II, North and South **[2]** Anglo-Irish relations **[2]**	The Treaty negotiations, October-December, 1921 **[4]**
Society and economy	Impact of Partition on economy and society **[3]** impact of world economic crisis **[2]** from free trade to protectionism **[3]** impact of World War II **[2]**	Belfast during World War II **[4]**
Culture and religion	State and culture, North and South: language, religion and education **[6]** promotion of cultural identity **[4]**	The Eucharistic Congress, 1932 **[4]**

In their study of the topic, students should become aware of the role of certain key personalities.
Another "key" to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.

Key Personalities
Students should be aware of the **contribution** of the following **to the developments listed under the elements** above: *Patrick Pearse; Eamon de Valera; Arthur Griffith; Michael Collins; Countess Markievicz; W. T. Cosgrave; James J. McElligott; James Craig; Richard Dawson Bates; Evie Hone.*

Key Concepts
Sovereignty, partition, Ulster Unionism, allegiance, physical force, IRB/IRA, "blood sacrifice", dominion status, republic, free trade, protectionism, neutrality, discrimination, conformity/censorship.

Later Modern Europe Topic 3
Dictatorship and democracy in Europe, 1920-1945

Perspective	Elements	Case Studies
Politics and administration	Origins and growth of the fascist regimes in Europe **[4]** the Nazi state in peace and war **[3]** Communism in Russia: the regimes of Lenin and Stalin **[3]** the Stalinist state in peace and war **[3]** France: the Third Republic, 1920-1940, and the Vichy state **[3]** Wartime alliances, 1939-1945 **[2]**	Stalin's Show Trials **[4]**
Society and economy	Economic and social problems of the inter-war years, with particular reference to Britain and Germany **[4]** The Soviet alternative **[3]** Society during World War II: the Home Front; rationing/evacuees; refugees; collaboration/resistance **[3]** Anti-Semitism and the Holocaust **[3]**	The Jarrow March, October 1936 **[4]**
Culture, religion and science	Nazi propaganda – State control and use of mass media **[2]** Church-state relations under Mussolini and Hitler **[3]** Anglo-American popular culture in peace and war: radio and cinema **[3]** The technology of warfare **[3]**	The Nuremberg Rallies **[5]**

In their study of the topic, students should become aware of the role of certain key personalities.

Another "key" to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.

Key Personalities
Students should be aware of the contribution of the following to the developments listed under the elements above: *J. M. Keynes; Adolf Hitler; Benito Mussolini; Vladimir Ilyich Lenin; Josef Stalin; Winston Churchill; Joseph Goebbels; Leni Riefenstahl; Bing Crosby; Charlie Chaplin.*
Key Concepts
Inflation, the Depression, protectionism, collectivisation, communism, fascism, dictatorship, personality cult, totalitarianism, democracy, propaganda, anti-Semitism, herrenvolk, Reichskirche, the Holocaust, collaboration, resistance, lebensraum, blitzkrieg.

Part 3: Group discussion

Look at the suggested allocations for the elements in **Later Modern Europe, Topic 3: Democracy and dictatorship in Europe, 1920-1945.** Please discuss their appropriateness and feasibility in the light of your own understanding and experiences.

Group observations:

Points made by other groups:

Part 4: Recommended approaches to the teaching of the topics

A number of approaches to teaching the topics are recommended in the *Guidelines* (pp.37-52). The approaches are not meant to be separate and mutually exclusive, but to provide models of practice from which teachers can draw to suit their own circumstances and preferences.

The recommended approaches are as follows:

1. An enquiry-focused approach (pp.37-40).
2. A multi-perspective approach (pp.41-43).
3. The 'teaching for understanding' approach (pp.44-48).
4. Approaching a topic through the key personalities & key concepts (pp.49-50).
5. A balanced approach to group and individual work (pp.51-52).

It is proposed to explore the benefits of applying the enquiry-focused approach, using as an exemplar **Later Modern Ireland, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949**. Some aspects of the multi-perspective approach will be explored using as an exemplar one of the case studies from **Later Modern Europe and the Wider World, Topic 3: Dictatorship and democracy in Europe, 1920-1945**. The enquiry-focused approach involves framing one's teaching around a set of questions that relate to the major themes and issues of the topic. The multi-perspective approach involves exploring a number of sources or texts that display different viewpoints or perspectives on the historical phenomenon under investigation.

Part 5. The enquiry-focused approach

Rationale for the enquiry-focused approach

a) Carefully framed questions can arouse the curiosity of students.
b) Carefully framed questions can focus attention on matters of key importance.
c) Carefully framed questions help to highlight the syllabus emphasis on enquiry as the basis of all historical learning.
d) Carefully framed questions help to increase students' awareness of the need for supporting evidence in seeking answers to the questions.

Let us now examine some examples of 'enquiry questions' for
Later Modern Ireland, Topic 3
The pursuit of sovereignty and the impact of partition, 1912-1949.

It can be useful to frame some overarching questions that are addressed in stages as work on the topic progresses and to which some answers are sought as the work on the topic concludes. Such questions might be phrased as follows:

1. *What steps were taken by nationalists to assert the independence of Ireland in the period 1912-1949?*
2. *What steps were taken by unionists to preserve links with Britain during the period 1912-1949:*

3. *What effects did partition have on the separate development of Northern Ireland and the Irish Free State/Éire/Ireland between 1921 and 1949?*

At the conclusion of work on the topic, students could be divided into groups to identify, for example, the steps taken to assert independence in each of the decades – 1910s, 1920s, 1930s and 1940s – with one or more groups (depending on the size of the class) focusing on each of the four decades.

The following are examples of questions that could be explored with students as the elements are studied in class:

<u>Perspective: Politics and administration</u>
4. *Who won the argument over the third Home Rule bill, nationalists or unionists?*
5. *What effects did the outbreak of World War I have on the different political groupings in Ireland?*
6. *Did Irish nationalists become more republican in their views because of the 1916 Rising?*
7. *How successful was the second Sinn Féin party in winning the support of Irish nationalists from the* árd fheis *of 1917 to the election of 1918?*
8. *To what extent was the War of Independence a series of localised struggles undertaken on the initiative of local I.R.A. leaders?*
9. *From the point of view of the British government what problem(s) was the Government of Ireland Act of 1920 designed to resolve?*
10. *Why did the outcome of the Treaty negotiations result in bitterness and division?*
11. *Did the Civil War really end in 1923?*

Many of the above questions could be adapted to focus on key personalities, where this is considered a more appropriate approach for Ordinary Level students e.g.

12. *Did James Craig succeed in stopping Home Rule?*
13. *How did (a) Patrick Pearse and (b) James Craig respond to the outbreak of World War I?*
14. *Did Patrick Pearse's 'blood sacrifice' help to change the political views of Irish nationalists?*
15. *Why did Eamon de Valera become a major political leader during the years 1916-1918?*
16. *Who played the bigger role in the War of Independence, the Dáil Minister of Defence or the Minister of Finance?*
17. *What were the attitudes towards the Government of Ireland Act, 1920, of (a) Arthur Griffith and (b) James Craig?*
18. *What role in respect of the Treaty negotiations was played by each of the following: Eamon de Valera? Arthur Griffith? Michael Collins?*
19. *Why did Michael Collins and Eamon de Valera end up on different sides in the Civil War?*
20. *Did Eamon de Valera recommend 'de-commissioning' to the IRA in 1923?*

Part 6: Group discussion on enquiry questions

Later Modern Ireland, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

In relation to the questions proposed for the *Politics and Administration* perspective, you are asked to consider the following questions

Which questions(s) do you consider best framed to arouse the curiosity of students?

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Which question(s) do you consider best framed to focus attention on matters of key importance?

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Which question(s) do you consider best framed to highlight the syllabus emphasis on enquiry as the basis of all historical learning?

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Which question(s) do you consider best framed to highlight the need for supporting evidence in answering historical questions?

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Follow-up activity: Draw up two enquiry questions relating to any one of the perspectives in the topic, **Later Modern Europe, Topic 3: Democracy and dictatorship in Europe, 1920-1945.**

1.
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2.
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Part 7: The multi-perspective approach

<u>Rationale for the multi-perspective approach</u>

7(a)   It helps students to understand that there is not necessarily one correct version of a particular historical event.

7(b)   It helps students to understand that the same historical event can be described and explained in different ways depending on the standpoint of (for example) the eyewitness or historian.

7(c)   It helps students to understand that different historians may interpret the same piece of evidence differently.

7(d)   It helps students to understand that few sources can be deemed to be totally impartial and that the context in which they were produced must always be taken into account.

Let us now examine some source extracts relating to one of the case studies for "The Jarrow March, October 1936", from **Later Modern Europe, Topic 3: Democracy and dictatorship in Europe, 1920-1945.**

The first is a cartoon from the *Morning Post* newspaper.

The second is a written extract from the *Manchester Guardian*.

Source 1: A cartoon by Wyndham Robinson, cartoonist for the *Morning Post*
newspaper

Source 2: An extract from the *Manchester Guardian* newspaper, Tuesday October 13,
1936.

*There is no political aspect to this March. It is simply the town of Jarrow saying
'Send us work'. In the ranks of the marchers are Labour men, Liberals, Tories and
one or two Communists, but you cannot tell who's who. It has the Church's blessing;
in fact, it took the blessing of the Bishop of Ripon (Dr. Lunt) and a subscription of £5
from him when it set out today. It also had the blessing of the Bishop of Jarrow …
With eggs and salmon and such sandwiches as I saw being consumed on the menu it
is emphatically not a hunger march. The men are doing well on it, and only two of
them have fallen out for reasons of health in nearly 90 miles of marching.*

Contextual information:

- The *Morning Post* was a Tory newspaper (absorbed into the *Daily Telegraph*
  in 1936). It represented the views of those on the right wing of the party.

- The *Manchester Guardian* (since 1959, *The Guardian*) was a newspaper that
  espoused radical and liberal causes.

- The marchers were supported by their local Labour M.P., Ellen Wilkinson.
  She was unpopular with many in the party because she tolerated communist
  involvement in anti-fascist movements. (She was an international socialist and
  a member of the International Committee of Enquiry into the Reichstag Fire.)
  Her nickname was "Red Ellen", as her hair was a reddish colour.

Part 8: Group discussion on selected source extracts

Please consider the following in relation to the above sources and contextual information:

Question 1: How could these sources be used to achieve any of the four points set down in 7 (a), 7 (b), 7 (c) and 7 (d) ["Rationale for the multi-perspective approach"]?

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Question 2: How would you use the contextual information provided to maximise the educational benefits of using the above sources?

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