



History
Junior Cycle


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Subject : Junior Cycle History
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LESSON 1
An Introduction / CBA1

1.0 Learning Intentions

We will learn to

1. Understand the Structure of the Junior Cycle History Course
2. Appreciate the importance of the Nature of History Strand
3. Identify what is involved in Classroom Based Assessment 1 and Classroom Based Assessment 2
4. Investigate what is required to complete Classroom Based Assessment 1 The Past in my Place

Strand 1 Nature of History**Nature of History Strand****Elements Students should be able to:****Developing historical consciousness**

1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context

1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world

1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated.

1.4 demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space Working with evidence

1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence

1.6 debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry

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

1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition historical eras

Acquiring the 'big picture'

1.9 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions

1.10 demonstrate chronological awareness by creating and maintaining timeliness to locate personalities, issues and events in their appropriate

1.11 make connections and comparisons between people, issues and events in different places and historical eras

Strand two: The history of Ireland

Strand two: The history of Ireland

Recognising key change

2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation

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

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

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

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

Exploring people, culture and ideas

2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period

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

2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two

2.9 explain how the experience of women in Irish society changed during the twentieth century

2.10 examine how one sporting, cultural or social movement impacted on Irish life

Applying historical thinking

2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events

2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events

2.13 analyse the evolution and development of Ireland's links with Europe

Strand Three: The history of Europe and the wider world

Strand Three: The history of Europe and the wider world

Recognising key change

3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world

3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration

3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world

3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations

3.5 recognise the importance of the Cold War in international relations in the twentieth-century world

Exploring people, culture and ideas

3.6 explore life and death in medieval times

3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance

3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer

3.9 examine life in one fascist country and one communist country in the twentieth century

3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust

Applying historical thinking

3.11 explore the contribution of technological developments and innovation to historical change

3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights

3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events

3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

1.1 Exercise (Timeline)



A Parent's Birthday



Step 1: Investigating

Identify a possible topic from your locality that interests you

Examples Include

- A study of an aspect of life in the locality
- A Local historical incident
- An Investigation of a family member who is historically significant at a local, national or international level
- The impact of a national or international event or issue on the locality
- A study of a monument, statue, memorial or other such site of historical interest

BRIANSTORM YOUR IDEAS HERE

Step 2: Discovery

- What sources did you use to find out about the Past in my place?
- Book (Specialised secondary source)
- Primary Source Diary/ Artefact
- Oral Account / Interview
- Reflection: Was it difficult to get information? Which sources were most useful?

Step 3: Display

- Your display should feature a combination of modes of presentation, e.g. timeline with text and images, model with labels, poster with graph and map, booklet with text and a timeline, video with images and audio, etc.
- If you select a single mode of display, e.g. audio, make sure that it includes a range of sources, interprets and reflects on the research.

Sketch your ideas for how you will display your Project

Step 4: Reflecting

What is the historical significance of your topic (why does this topic/subject matter)?

Was it hard to get the sources to find our information for your CBA1? Which source was most helpful to you and why?

After completing your CBA1 what have you learned about the process of investigating and finding out about the past?
