

# Social, Political and Environmental Education: History

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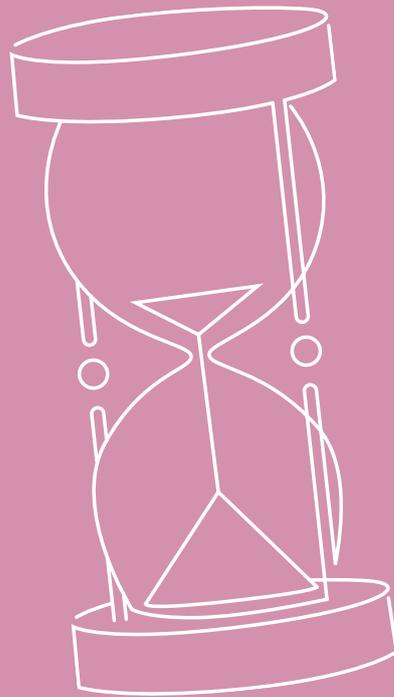
Guidelines for Teachers of Students with

**MILD**

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General Learning Disabilities

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# Introduction

**These guidelines are designed to support the history teacher within the context of a whole school plan for students with special educational needs.**

## Social, Political and Environmental Education

These guidelines are intended to support teachers of students with mild general learning disabilities to assess Junior Certificate history as part of the social, political and environmental area of experience. In this area students

*learn about the physical, social and cultural forces, which have shaped the world in which they live and discover how they will themselves, contribute to shaping the lives of future generations.*

This area of experience includes Geography, History and Civic, Social and Political Education (CSPE).

This section is designed to support the history teacher within the context of a whole school plan for students with special educational needs.

Similar materials have been prepared for teachers working with students accessing the *Primary School Curriculum*. Continuity and progression are important features of the educational experience of all students, and for students with special educational needs they are particularly important. Therefore, all the exemplars here include a reference to opportunities for prior learning in the *Primary School Curriculum*.

In Approaches and Methodologies individual differences are emphasised and potential areas of difficulty and implications for learning are outlined and linked with suggestions for teaching strategies for classroom use.

The exemplars in these guidelines draw on the Junior Certificate syllabus for history. The exemplars have been prepared to show how students with mild general learning disabilities can access the curriculum through differentiated approaches and methodologies. It is hoped that these exemplars will facilitate teachers in providing further access to this curricular area. They are not intended to cover all of the course or any part of the course in its entirety. A strong emphasis is placed on using active approaches to learning and real-life experiences that relate to the students' environment and prior learning. A range of assessment strategies is identified in order to ensure that students can receive meaningful feedback, and thus enhance their learning.

# Approaches and methodologies

**Students with mild general learning disabilities will benefit particularly if the teacher is aware of their individual talents, strengths and needs before embarking on a new activity.**

## Individual differences in talents, strengths and needs

If learning activities are to be made meaningful, relevant, and achievable for all students then the teacher will have to find ways to respond to students' diversity by using differentiating approaches and methodologies. This can be achieved by

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups
- spending more time on tasks
- organising the learning task into small stages
- ensuring that language used is pitched at the student's level of understanding and does not hinder his/her understanding of the activity
- using task analysis to outline the steps to be learned/completed in any given task
- posing key questions to guide students through the stages/processes and to assist in self-direction and correction
- using graphic symbols as reminders to assist in understanding the sequence/steps in any given task/problem
- modelling task analysis by talking through the steps of a task as it is being done
- having short and varied tasks
- creating a learning environment by the use of concrete and (where possible) everyday materials, and by displaying word lists and laminated charts with pictures.

## Teaching strategies

When planning for teaching and learning in the area of history a variety of teaching strategies need to be considered. These will respond to the particular challenges faced by students with mild general learning disabilities.

When the teacher is designing, planning, and structuring a programme, potential areas of difficulty may emerge for these students as they engage with classroom experiences and methodologies. It is important to remember that not all students with mild general learning difficulties face all of these challenges. Neither is it an exhaustive list. The following suggests some strategies to meet some areas of potential difficulty.

▲ Potential area of difficulty	= Implications for learning
Poor self-esteem and a fear of failure	A sense of helplessness where the student constantly seeks help or refuses to proceed with even the simplest of tasks. (Students may get trapped into thinking ' <i>I can't do this subject</i> ').
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ It is important for such students to experience success as often as possible.</li> <li>■ Realistic and achievable targets should be set.</li> <li>■ Tasks should be relevant to the students' day-to-day experience and have a clear purpose.</li> <li>■ The classroom culture should assume that mistakes are an integral part of the learning process.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Spatial awareness, understanding chronology and historical sequence	Students may have some difficulties with relating historical events to current attitudes and circumstances.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Offering semi-prepared sketches of historical features for students to complete.</li> <li>■ Using timelines and biography in history to help develop spatial awareness.</li> <li>■ Using concrete materials such as sand trays, modelling clay, slides, video clips, and relevant CD-ROMs to demonstrate historical features.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Application of previously learned knowledge to other areas of the curriculum	Students find it difficult to connect how the skill acquired in one subject, is similar to a skill in another setting.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Evaluate prior learning by using a pre-test, in order to find out what students know.</li> <li>■ Review and recap learning regularly.</li> <li>■ Discuss what has already been done in class.</li> <li>■ Help students make connections about skills and concepts between one subject area and another, model-making in history uses similar skills in materials technology (wood)).</li> <li>■ Reinforce cross-curricular work with other teachers, <i>'model-making'</i> in history with art, research skills in CSPE with English.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Language, problems with listening	Students have difficulty with the language and concepts of the subject, and find it difficult to follow complex sentences and instructions.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Teach the language of the subject actively by displaying key terms/concepts on wall charts in the classroom, and using flash cards showing terms and definitions.</li> <li>■ Use a tape recorder to improve listening and language skills. Tape work can be used to assess student learning, to engage students in active listening, and to support students in finding the answer on wall charts or in their keyword dictionary.</li> <li>■ Target certain history words, terms, and concepts for a day, week, month.</li> <li>■ Display large scale diagrams/photos of features encountered during learning and refer to these regularly.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Visual sequencing	Students have difficulties copying work from the board, where to start the work in their copies, sequencing of material is problematic.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ When writing on the board use a print style rather than cursive script.</li> <li>■ Use cues in worksheets, for example <i>'Start here'</i>.</li> <li>■ Remind students regularly about the conventions of print (left-to-right, top-to-bottom, front-to-back).</li> <li>■ Remind students about key stages in the work. (<i>'This is the front'</i>, <i>'This is the end'</i>, <i>'Begin here'</i>).</li> <li>■ Indicate to the students the precise place in their copies where they should commence the work.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Short attention span, lack of concentration and application	Students rush the task, are easily distracted, or give up easily.
<b>+ Possible strategies</b>	
<ul style="list-style-type: none"> <li>■ Design short easily accomplished tasks and offer a reward to the students for staying on task.</li> <li>■ Have sketch maps and diagrams semi-prepared for students to complete.</li> <li>■ Gradually build up students' skills in sketching and in representing history in diagrammatic form.</li> <li>■ Encourage students to work in pairs and small groups.</li> <li>■ Use cloze exercises, worksheets, experiments and simple research projects to help improve students' application.</li> <li>■ Encourage students to maintain a portfolio of work, and to record skills and achievements on the completion of tasks.</li> <li>■ Observe and note students' strengths and preferred learning styles in order to facilitate the planning of future work.</li> <li>■ Vary teaching methodologies to keep students motivated and on task.</li> </ul>	

▲ Potential area of difficulty	= Implications for learning
Understanding broad concepts, themes, and issues	Students may find concepts difficult to understand.
+ Possible strategies	
<ul style="list-style-type: none"> <li>■ Use group discussion to help students to listen to and work with others. This is a useful approach when introducing a theme or concept.</li> <li>■ Use a combination of stories, case studies, cartoons/photographs, and pictorial images of events and activities.</li> <li>■ Involve students in participatory and experiential learning through working in pairs or groups.</li> <li>■ Create a supportive environment for students through the use of co-operative learning techniques.</li> </ul>	

# Exemplars

**Teachers using the exemplars are encouraged to choose the learning outcomes, supporting activities, and assessment strategies that best suit the needs of their students.**

## Introduction to exemplars

The exemplars in these guidelines are presented as examples to show how certain strategies mentioned in the previous section can be used in teaching a selection of topics from the history syllabus. They are not intended to cover all of the course or any part of the course in its entirety. Teachers using the exemplars are encouraged to choose the learning outcomes, supporting activities, and assessment strategies that best suit the needs of their students. Some students may achieve the first one or two learning outcomes while others may achieve the full range of outcomes. In the majority of the exemplar tables the first suggested outcome is linked to the first supporting activity and to the first assessment strategy, and so on.

## Structure of the exemplars

Each of the exemplars is preceded by a summary, which outlines the relevant sections of the *Primary School Curriculum*, the *Junior Certificate (ordinary level)* and the *Junior Certificate School Programme (JCSP)*. It also highlights some of the potential areas of difficulties that students with mild general learning disabilities experience at Junior Cycle and some strategies are suggested. In addition, a time scale and a list of resources are provided. The suggested outcomes, supporting activities, and assessment strategies for a lesson/series of lessons are also included.

## Exemplars

No.	Syllabus Topic	Exemplar Title	Page
1.	History—How we find out about the past I	Model-making in history	12
2.	History—How we find out about the past II	My childhood	16
3.	History—Studies of change	Columbus	20
4.	History—Understanding the modern world	Changes in transport	41

## Exemplar 1: SPEE: History

**Syllabus topic:** How we find out about the past I

Model-making in history

Primary (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate Schools Programme
<b>History</b> Strands: Local studies Life, society, work and culture in the past	How we find out about the past Our roots in ancient civilisation	Understanding the past 1

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take up to eight class periods.

### Potential areas of difficulty

- Spatial awareness (understanding chronology and historical sequence)
- Vocabulary/language (relating to history terminology)
- Short-term memory (remembering historical information and facts)

### Strategies used in this exemplar

- Using housing advertisements and house prices from newspapers to introduce the topic
- Using a timeline to explain chronology to students
- Using visual representations of buildings today and some buildings in the past
- Employing cross-curricular work with technology, wood/metal, art, and ICT to support and develop this model-making exercise
- Where possible using photos, models, and concrete materials
- Introducing a visitor with expertise in historical areas to the classroom will make history alive and relevant for students
- Using drama to give students a unique perspective on historical events

### Resources

- A local historical home/dwelling as a stimulus to the topic
- Photographs and pictures of present day homes and homes in the past
- Materials to make history models, including clay, papier mâché, lollypop sticks, card, sand
- *K'nex*, *Lego*, *Duplo* (useful for building and model making purposes)
- Historical CD-ROMs to develop the visual skills of students (commercially available)
- A video of an ancient settlement to provide both the story and the historical narrative perspective

## Exemplar 1: SPEE: History

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• understand that homes and dwellings in the past were different to those of today</li> <li>• compare and contrast homes of the past and homes of today (water, building materials, electricity, types)</li> <li>• construct their own model of a home or dwelling from the past (or make a class model)</li> <li>• improve interview skills</li> <li>• make a historical model through a cross-curricular approach with materials technology, art, ICT, and wood/metal.</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper cuttings, house advertisements, house prices and photographs of different types of houses are shown to students.</li> <li>• Students explore the topic of how homes today are different from homes in the past.</li> <li>• Show a video of an ancient historical site that illustrates one of the following: castle, rath, round tower.</li> <li>• Students complete suitable worksheets.</li> <li>• A visitor (historian or an architect) is invited to the class.</li> <li>• Students visit a suitable local historical site.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observe students making a historical model, and examines group and individual efforts separately.</li> <li>• Students give a report/account of how the model was made.</li> <li>• The teacher observes students' understanding of <ul style="list-style-type: none"> <li>– the sources used</li> <li>– the type of materials used</li> <li>– the method of gathering information, the account of the visit to the classroom.</li> </ul> </li> <li>• Students give an oral presentation about differences between homes today and homes in the past.</li> <li>• Students give three main points about the class interview with visitor.</li> <li>• The teacher assesses the final class report for school magazine.</li> <li>• The teacher assesses the tape of the results of the interview with the visitor in the classroom.</li> </ul>

## Exemplar 1: **SPEE: History**

### **Activity 1**

#### **A visitor to our class—preparation**

A good deal of preparation must take place prior to a visit to the classroom. The visitor needs to be relevant to the ongoing work. A letter of invitation is drawn up and sent to the visitor on the school's headed paper with an explanatory note from the class teacher. Students need to prepare the relevant questions they wish to ask. They can do this by role-playing to each other or to another teacher. Students are assigned tasks, for example greeting of the visitor, deciding what class work should be prepared and displayed, and who will explain this to the visitor. The purpose of the visit needs to be clear because students need to elicit as much information as possible. If the visit is to be recorded and photographed different students will need to take responsibility for this. Other students can take responsibility for organising tea or coffee for the visitor.

## Exemplar 1: SPEE: History

### Activity 2

#### A visitor to our class

Invite an archaeologist/architect into the school to describe her/his work.

Devise a suitable list of questions for him/her, for example

Question	Answer
What kind of work do you do?	
How did you train for this position?	
Where do you work?	
Who do you work for?	
Tell us about your last project?	
What do you like about your work?	
What do you not like about your work?	
What was/is a source of great satisfaction in your working life?	
Describe a typical day in your working life?	
What was a major difficulty you encountered during the course of your job?	

#### Other suggestions

- Invite a parent or grandparent to talk about a local historical site.
- Visit the local library to see old plans, maps of the area, old photographs, and historical exhibitions.
- Interview a librarian about the history of the library and local historical and geographical sites.
- Contact the local historical society and invite a speaker in to the class.
- Use historical artefacts to motivate students and to stimulate interest in a historical period.

## Exemplar 2: **SPEE: History**

**Syllabus topic:** How we find out about the past II

My childhood

Primary (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate Schools Programme
<b>History</b> Strands: Local studies Life, society, work and culture in the past	Social change in the twentieth century	Studies of change: Ireland and Europe

**Time scale:** The full range of learning and assessment activities presented in this exemplar may take between six and eight class periods.

### Potential areas of difficulty

- Spatial awareness (understanding chronology and historical sequence)
- Vocabulary/language (history terminology)
- Short-term memory (retaining historical information and facts)

### Strategies used in this exemplar

- Using cross-curricular work with English, music, home economics, art, and ICT to support and develop an integrated approach in this exemplar
- Using timelines and CD-ROMs to develop students' understanding of chronology and historical sequence
- Where possible, using photographs and concrete materials, such as artefacts and memorabilia
- Introducing a guest with historical expertise to the classroom in order to make history alive and relevant for students
- Using storytelling to develop students' historical and narrative perspectives
- Using drama to help bring history alive for students

### Resources

- A guest speaker invited to the history class
- Photographs and pictures to illustrate clothes, shoes, and school uniforms in the past
- Samples of food that were commonly eaten at this time
- Art materials to help students imagine this account creatively
- Artefacts and memorabilia, such as ration cards, writing implements, toys, books
- Videos/documentaries of the historical period under discussion (for example, *Angela's Ashes* by Frank McCourt, *To School through the Fields* by Alice Taylor)

## Exemplar 2: SPEE: History

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• plan and prepare for a visitor coming to the classroom</li> <li>• conduct an interview</li> <li>• understand that school, home, and leisure experiences have changed over time</li> <li>• become aware of chronology and timelines</li> <li>• make simple comparisons between today and the past</li> <li>• examine, understand, and use historical artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher initiates a group discussion about planning and preparing for a visitor to the classroom.</li> <li>• A guest speaker is identified who may be of particular interest to students. This person may be a parent, grandparent, or a retired teacher who will talk about <i>My childhood</i>.</li> <li>• A number of historical artefacts are examined, for example, children's toys and books, old school books, and classroom materials such as slates, dusters, maps. Materials from students' homes such as ration books, photographs, cooking implements, art materials can also be used. A checklist can be designed to help students identify the artefact, to discuss its use in the past, and what has replaced it today.</li> <li>• The teacher shows a historical film or video. Ideally, this should portray a child's perspective of that time/era, for example <i>Good Night Mr. Tom</i>, <i>The War of the Buttons</i>, <i>Stand by Me</i>.</li> <li>• The cross-curricular links are identified in the exemplar and may expand the students' experiences. The teacher may decide to develop further themes following the visit to the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will assess if the student can: <ul style="list-style-type: none"> <li>– work in small groups</li> <li>– compose a series of questions to ask the visitor</li> <li>– prepare and design an invitation, thank-you card.</li> </ul> </li> <li>• Students audio tape/video tape the interview with the visitor.</li> <li>• Students tell/write about their favourite part of the interview with the visitor.</li> <li>• Students, working in pairs can tell the story to each other of the film or video they have watched. They can identify a favourite character and describe him/her.</li> <li>• Students, depending on ability, might write a short account, using ICT. They may enact a scene about a critical event that takes place in the film.</li> <li>• Students draw up a checklist for the object they are examining, for example, handle it, draw it, <i>'What is it similar to'</i>, <i>'Has it been replaced by another object'</i>, <i>'Guess what it is!'</i> etc.</li> </ul>

## Exemplar 2: **SPEE: History**

### An integrated topic approach

An integrated approach is useful for students with mild general learning difficulties. The topic is explored in some depth and students are offered the experience of this type of approach to examining a topic in a holistic way. This exemplar examines the experience of an adult remembering her/his childhood. Music, drama, language, home economics, art and history are some areas that can be used in this approach.

The teacher invites a parent, grandparent, or a retired teacher to meet members of the class. The class visitor is invited to tell the story of his/her life and what it was like as a young child growing up during a certain time period. Some examples of the topics that may be undertaken and discussed are indicated in the exemplar.

Initial preparation by the teacher with the interviewee is essential. This will give the teacher opportunities to

- assess the historical period to be discussed
- explain the age range, vocabulary and attention of students
- discuss the areas of particular interest which the students might like to ask about.

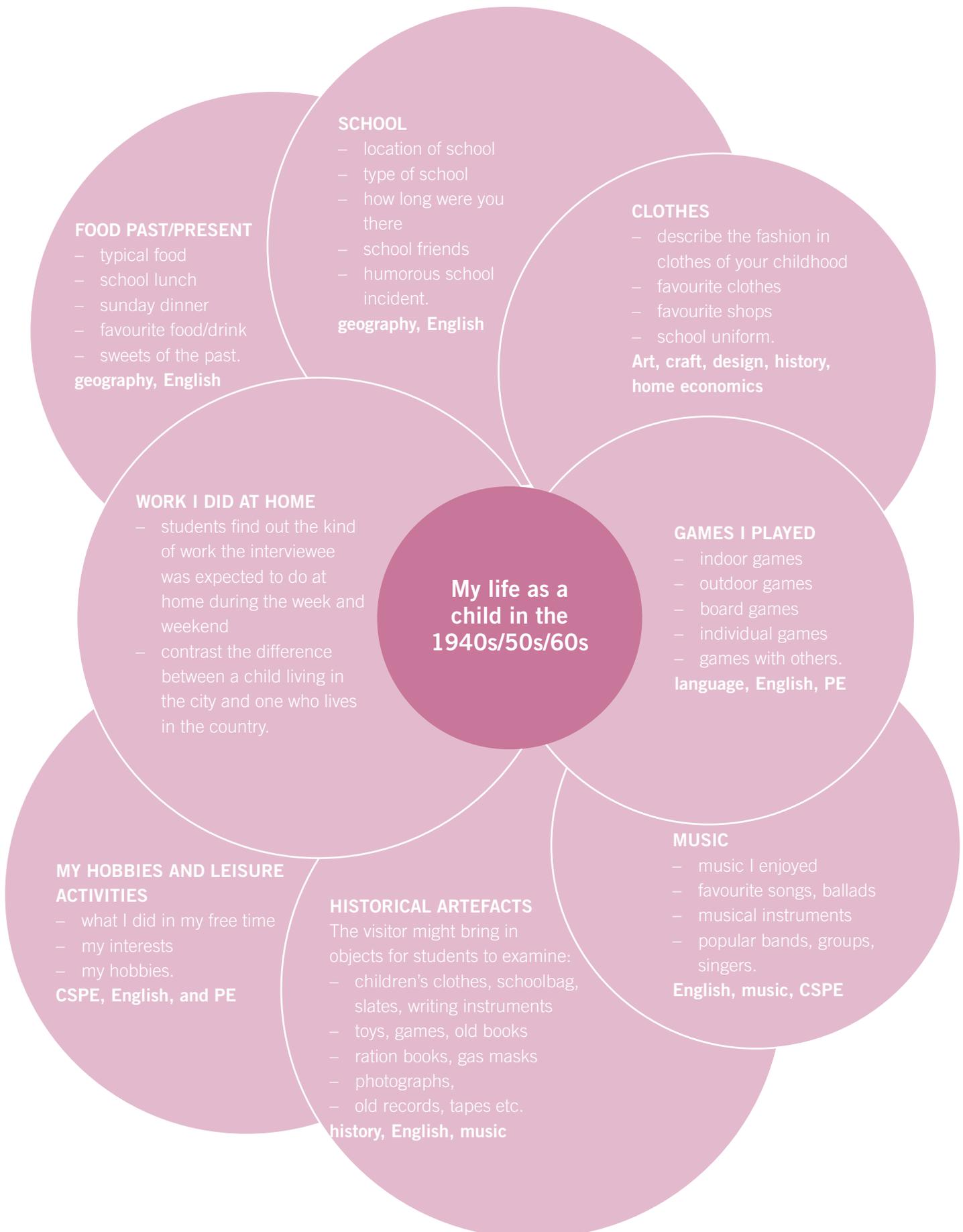
Initial preparation by the teacher with the students will involve:

- preparation of suitable questions
- assigning students to ask questions and record answers, using various methods (video, tape recorder, camera, digital camera)
- welcoming the guest
- thanking the guest
- preparation of the classroom for the visitor
- provision of refreshments.

Note: Students may be able to do elements of this exercise at home with the support and direction from parents. They may be able to interview a grandparent or close relative about areas such as:

- the musical tastes
- childhood holidays
- Christmas celebrations in the past.

## Exemplar 2: SPEE: History



Exemplar 3: **SPEE: History****Syllabus topic:** Studies of change

Columbus

Primary (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate Schools Programme
Strand: Story Life, society, work and culture in the past Eras of change and conflict Continuity and change over time	Studies of change: Exploration: Special study: An account of one exploration	Understanding the past 2

**Time scale:** 5 X 40 min. classes, but dependent on progress.**Potential areas of difficulty**

- Spatial awareness: interpreting maps, directionality and location
- Vocabulary/language in relation to history terminology
- Understanding the concept of time i.e. a distant historical period relative to our current time
- Students' short attention span and poor application may impede task completion

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**Strategies used in this exemplar**

- Students work in groups and pairs to consider and compare maps, and record their work
- Students look at why people need maps and name different people who use maps
- Students make a rough map of classroom
- Students examine and compare two maps, label them and list similarities/differences between them (see *Activity 1*) etc.
- Use of tape recording of suitable extracts from story with accompanying enlarged text on coloured background paper
- Use of timelines to develop a sense of chronology
- Use of Venn diagram to develop a sense of links with people in the past
- Storytelling
- Drawing
- Mind-mapping
- Emphasis on oral interaction, students listening, talking and taking part in class/group discussion.
- Through drama (mainly role-playing) students can visualise history in action and develop a narrative and thus their long term memory of historical events
- Over-learning through cross-curricular links.

## Exemplar 3: SPEE: History

### Resources

- Historical drawings and maps
- Provide photographs, pictures of navigation instruments, food of the time (some Junior Certificate history books provide sketches and pictures that are useful here)
- Useful titles for teacher reference include *The Worlds of Christopher Columbus* by W. Phillips and C.R. Phillips, *The Voyage of Christopher Columbus*, by John Cummins, A copy of *Columbus' Diary* (available from most local libraries)
- Art materials to pictorially represent different events: coloured markers for mind maps, 'Inspiration' software is useful for ICT mind mapping—it is helpful to read some of this and put it on tape for students (see web links below)
- Tape recorder/walkmans and earphones
- Printed copy of suitable extracts from story in large print to accompany tape story
- Cross curricular links: maths: Venn diagrams; geography: maps and directions, tides etc.; home economics/science: nutrition; art: pictorial narrative (see final page in this exemplar)
- Internet sites
  - For a fun approach *Christopher's Crossing*, a board game can be accessed on <http://edweb.sdsu.edu/courses/edtec670/cardboard/board/c/columbus.html>
  - There are many resources on the web and on disc (encyclopedia like *Encarta*, *Webster's*) dealing with Columbus' voyage for student/teacher use.
  - Useful websites for *Activity 2* include: [www.bensaunders.com](http://www.bensaunders.com); [www.peregrineadventures.com](http://www.peregrineadventures.com); [www.patfalvey.com](http://www.patfalvey.com); <http://iexplore.nationalgeographic.com>
  - *Activity 3*: [www.castellobanfi.com/features/story](http://www.castellobanfi.com/features/story) is an easy site for information on food;
  - *Activity 5*: [www.fordham.edu/halsall/source/columbus.html](http://www.fordham.edu/halsall/source/columbus.html) contains a translation of Columbus' diary on his first voyage
  - A comprehensive site with lots of links is [www.minn.net](http://www.minn.net)

Exemplar 3: **SPEE: History**

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• understand what maps are for and list some people who use them</li> <li>• understand how to find places on the map in relation to north, south, etc</li> <li>• understand the difference in world maps before Columbus' voyage and our maps today</li> <li>• make simple comparison between today and the past</li> <li>• consider adventure, fun and risks involved now and in the past in going on expeditions and adventures</li> <li>• become aware of life aboard ship during Columbus' voyage</li> <li>• make comparisons between their lives and those of the Amerindians</li> <li>• be aware of chronology of Columbus' voyage, from start to landing and return to Europe</li> <li>• deepen their understanding of the story of Columbus' voyage.</li> </ul>	<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Class/group discussion on maps, why we need them, when we use them and people who use them in their everyday life and work.</li> <li>• Students draw map of classroom. Locate north.</li> <li>• Students make rough map of classroom on large chart and discuss location of different objects, the teacher desk is in the north, east etc. I am sitting on the east/west side of the room.</li> <li>• Compare maps of the world before 1492 and now, and note differences.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Group discussion on how and why people explore now and compare with 1492. Teacher could read/tell about Columbus' preparations.</li> <li>• Students could access web-sites like <a href="http://www.irisheverest2004.com/index.htm">www.irisheverest2004.com/index.htm</a> or <a href="http://nationalgeographic.com">nationalgeographic.com</a> to link today's experience to that of explorers in the past.</li> <li>• Completion of Venn diagram of <i>then</i> and <i>now</i>. Large overlap in Intersection. This can be made easier by using prompt cards which students place on loops, rather than having to draw them.</li> </ul>	<ul style="list-style-type: none"> <li>• The student states/records in some manner what maps are used for.</li> <li>• The student locates some places on both maps.</li> <li>• Students engage with the comparison process by pointing, colouring or talking through difference with a fellow student or teacher.</li> <li>• Student contributes, with or without prompting, to group discussion and assists in Venn diagram exercise.</li> <li>• Student engages in research on the internet, if available to the class.</li> <li>• Student makes choices about likes and dislikes of life on board ship, and engages with activities.</li> <li>• Student can draw a mind map of life aboard ship either on paper or using PC.</li> <li>• Students can say two or more things about <ul style="list-style-type: none"> <li>– farming</li> <li>– appearance and dress</li> <li>– houses.</li> </ul> </li> <li>• Student completes timeline.</li> <li>• For a reflective learning/ assessment task, students could complete a simple cloze exercise on the diary extract.</li> </ul>

Exemplar 3: **SPEE: History**

Suggested outcomes	Supporting activities	Assessment strategies
	<p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Class discussion, teacher supplies information, pair work choosing aspects of sailors' life, cook's shopping list, wordsearch and matching names to navigation instruments.</li> <li>• Drawing and mind-mapping are useful learning activities here.</li> </ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Using pictures, students work in pairs or threes describing what they notice in the pictures and asking questions.</li> <li>• Optional writing activity.</li> </ul> <p><b>Activity 5a</b></p> <ul style="list-style-type: none"> <li>• Extracts from Columbus' diary either read by teacher or on tape. Students could have large font version on card.</li> </ul> <p><b>Activity 5b</b></p> <ul style="list-style-type: none"> <li>• Narrative of different stages of the expedition through role playing.</li> <li>• Use of pictures as narrative prompts.</li> </ul>	

# Exemplar 3: SPEE: History

## Activity 1

Martellus' map of the world before Columbus' voyage.



- Can you find Spain? \_\_\_\_\_
- Can you find Ireland? \_\_\_\_\_
- Can you find Africa? \_\_\_\_\_
- Can you find Australia? \_\_\_\_\_
- Mark them by colouring or with loops
- What is missing in this map of the world?

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## Exemplar 3: SPEE: History

A map of the world today.



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Put a loop around:

- Ireland
- Africa
- Spain
- Italy.

What parts of the world are on this map and are not on the other map?

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## Exemplar 3: SPEE: History

### Activity 2

#### Class/group discussion on people exploring today

- Websites for current/recent expeditions could be accessed by students (list in resources section).
- Teacher could read to or tell students about Columbus' personality and preparations.
- On flip-chart small groups of students could list
  - why people explore
  - where they explore
  - why and where did the Spaniards explore back in the 15th century?
- Students make a Venn diagram, with help from the teacher showing the overlap between why and where people explored *then* and *now*.



## Exemplar 3: SPEE: History

Cards to assist in preparing Venn diagram on flip chart paper placed on table-top or on floor:

Adventure	Power
Wealth	Gold
Markets	Religion
Science	Fun
Curiosity	To run away
Money	Oil
To show off	Tourism
Crazy	

## Exemplar 3: SPEE: History

### Activity 3

#### Life on board Columbus' ships

Biscuits	Boredom	Cockroaches
Food	Smell	Toilet*
Wine	Seasick	Work
Water	Mice and rats	Whales
Fighting	Prayers	Boiled beans

(\*The toilet seat was suspended over the side of the ship!)

**Note:** The above words could be pictorially represented to assist those who will not be able to read these words. Student drawing will assist memory of details.

## Exemplar 3: SPEE: History

In pairs, students discuss:

- What was life like on board the *Santa Maria*?
- What would you have enjoyed?
- What would you not have enjoyed? Take turns to talk about any one of them.
- List them on a chart/on the board.

Life on the <i>Santa Maria</i>	
What I would like	What I would not like

## Exemplar 3: SPEE: History

Make out a shopping list for ship's cook. The following on card may assist the students

Highlight the items the cook would have bought for the journey on the <i>Santa Maria</i> :		
Corn flakes	Salt	Potatoes
Rice	Hard flat bread made with lots of salt	Wine
Milk	Pineapples	Fish
Dry beans	Mice and rats	Apples
Garlic	Dried fish	Tins of beans

## Exemplar 3: **SPEE: History**

### Activity 4

Reading material, presented in phrases, such as the following, can encourage reluctant readers to read with confidence.

#### **NAVIGATION**

THE SAILORS DID NOT KNOW

WHERE THEY WERE GOING

SO

THEY USED THESE THINGS

TO HELP THEM

FIND THEIR WAY ACROSS

THE ATLANTIC OCEAN.

**CHART,**

**COMPASS,**

**ASTROLABE,**

**QUADRANT,**

**STARS**

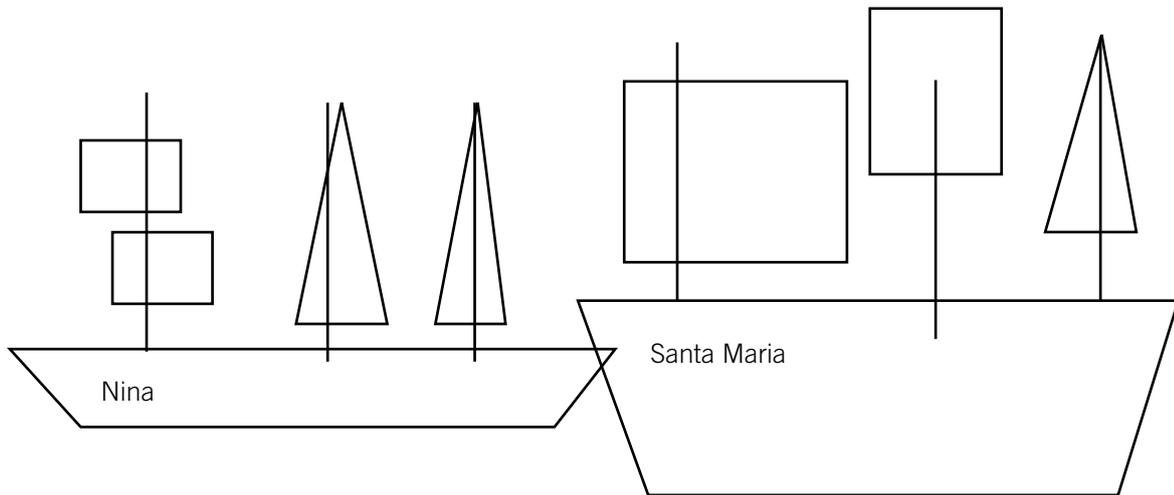
T	O	C	O	M	P	A	S	S	C
E	D	H	J	S	T	A	R	S	H
A	S	T	R	O	L	A	B	E	A
Q	U	A	D	R	A	N	T	P	R
T	I	U	W	F	C	W	U	I	T

- Find the words in bold in the wordsearch. Write them. Can you find a picture of any of these? Match the names to the pictures.

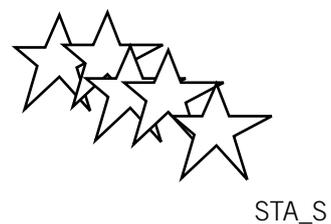
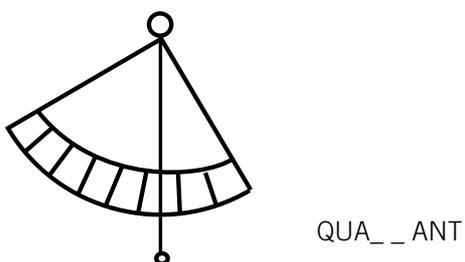
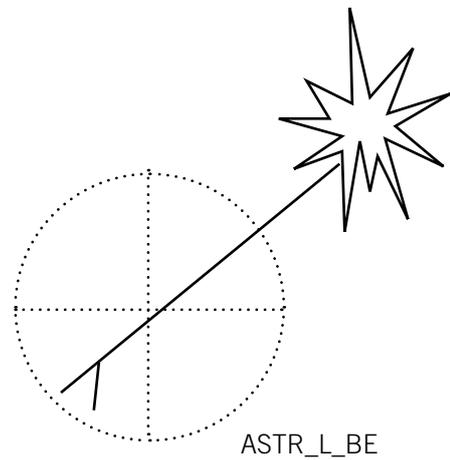
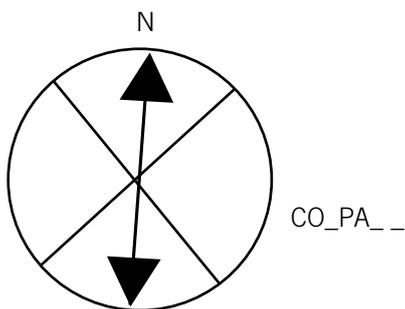
## Exemplar 3: SPEE: History

### Some drawing:

Drawing a caravel with 2 squares and 2 triangles for the *Nina* and *Pinta* is easily achieved on paper or on PC as are the 2 large squares and a triangle for the *Santa Maria (a Nao)*.



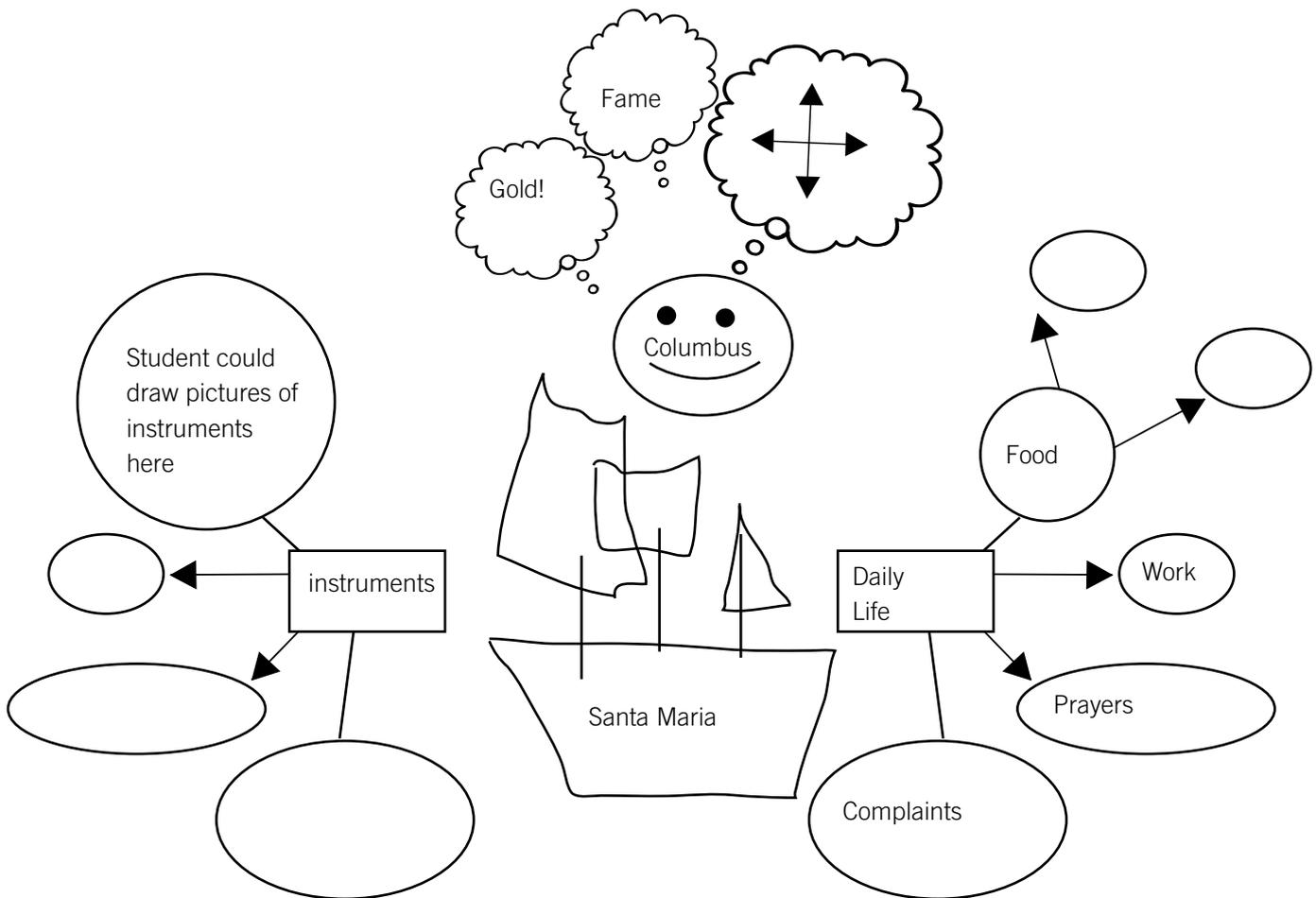
### Instruments



## Exemplar 3: SPEE: History

### Mind-mapping exercise

It is important that the student develops his/her own mind map. But the teacher can assist by suggesting an outline.



Mind-mapping is a technique developed by T. Buzan in the late 1960s. It is a graphic technique which assists learning and thinking. It allows an overview of a large subject area and is enjoyable to create and to look at. It assists all students in memory tasks. It is better not to overload the mind map—1-4 items per stem. Colour is also very useful as an aid to classification and memory, as well as making the process more individual and enjoyable.

## Exemplar 3: **SPEE: History**

### Activity 5

Teachers can source images for powerpoint presentation or for worksheets on the worldwide web  
e.g. <http://bancroft.berkeley.edu/Exhibits/nativeamericans/06.html>

In pairs/groups talk about the pictures of native American people from Columbus' time. Questions such as these can be used to guide them:

- How would they be different from us?
- What would they have used for transport?
- How do you think Columbus' sailors reacted to these people?
- How do you think the native American people reacted to Columbus and his sailors?

## Exemplar 3: **SPEE: History**

### **American life in 1492.**

Illustrations for this activity can be sourced on the worldwide web e.g. <http://bancroft.berkeley.edu/Exhibits/nativeamericans/06.html>

### **Questions such as the following could be used.**

- Compare this house to houses we live in. (Size, shape, light, space, comfort, building costs, time).
- Which one would you prefer?
- Have you ever seen houses like this?

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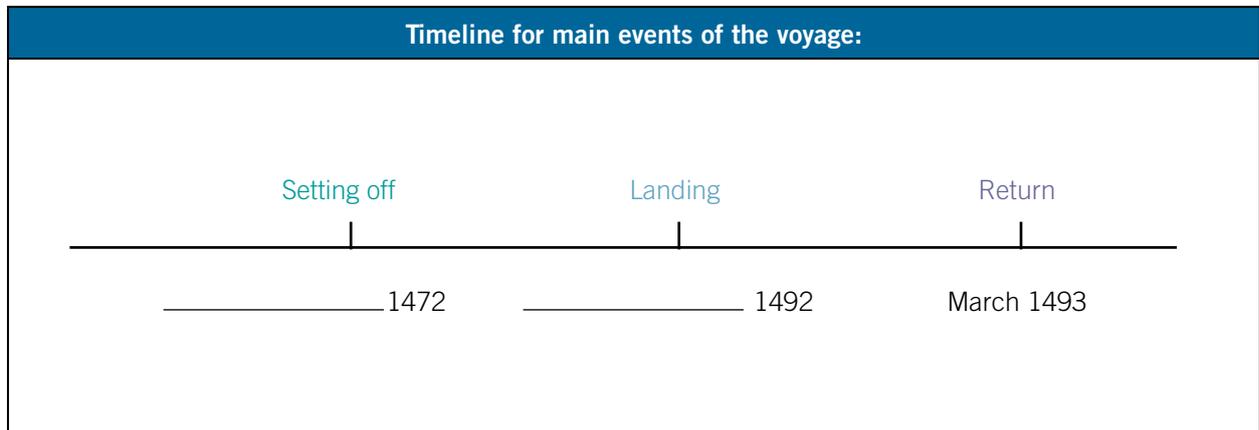
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## Exemplar 3: SPEE: History

### Activity 6

- Students listen to reading of *Columbus' Diary*.
- Students complete timeline (fill in the months).



- Role-playing.

This would be most easily achieved by students in groups, planning and making a still frame of that day. (Students mime and then *'freeze frame'* a moment.) Students discuss what each character would do, how s/he might feel, and how best to portray that to the class. The teacher can assist in the planning by prompting and maybe giving ideas. Then in role, on a pre-agreed signal from the teacher (like a nod, or a touch on the shoulder), the character explains how *'he'* or *'she'* is feeling and thinking at this particular moment. The following moments and possible characters may assist.

## Exemplar 3: SPEE: History

### Setting out: 3rd August 1492

- Sailors.
- Columbus.
- Captain of the *Pinta/Nina*.
- Queen Isabella.
- Ship's cook.
- Sailor's mother.

### On the trip

- Columbus.
- A sailor or two. (Here, the student could explore how the sailors might think about Columbus' leadership as well as how the trip is for him).
- Captain of the *Nina/Pinta*.
- Queen Isabella (Worried ? Confident? Sorry she helped him?—Again the students will have their own ideas).
- The ship's cook.

### The day they landed: October 1492

- Columbus.
- A sailor.
- The cook.
- Roderigo de Triana.
- A young native American.
- A native American man.
- Etc. Students will add their own ideas for roles.

### Return to Spain: 15th March 1493

This could be developed into wider ranging role-plays.

- Local Radio advertisement for crew to go with Columbus.
- Columbus gives a TV interview on his return to Spain.
- Report from the palace.
- *Appendix*: Tape script for *Activity 7*.

## Exemplar 3: SPEE: History

### Friday 3rd August

We set sail on Friday, 3 August 1492 crossing the bar of the Saltees at eight o' clock. Sailed south with a strong veering wind until sunset, making 48 miles or sixteen leagues, the SW and south by west on course for the Canaries.

### Sunday 9th September

We sailed 16 and a half leagues. I have decided to log less than our true run, so that if the voyage is long the crew will not be afraid and lose heart. The helmsmen steered badly through the night letting the ship fall off course. I had to reprimand them many times.

### Sunday 16th September

The voyage is growing long and we are far from home, and the men are beginning to complain about the length of the journey and about me for involving them in it...

### Thursday 11th October

A heavy sea, the roughest in the whole voyage so far. Everyone was aboard for the *Salve Regina* which all seamen say or sing in their fashion, I talked to the men about the grace of God and told them that I would give a silk doublet to the man who first sighted land as well as the prize 10,000 marvedis. I was on the poop deck at 10.00 in the evening when I saw a light .I was sure we were close to landfall. Then the *Pinta*, being faster, sighted land and made the signal. The first man to sight land was Roderigo de Triana.

### Friday 12th October

We waited until Friday morning and came to an island.

We saw naked people and I went ashore with armed men with Martin and Vincente Pinzon. I took the royal standard and Martin and Vincente carried a green cross with the letters *F* and *Y* surmounted by a crown at the end of the cross. When we stepped ashore we saw fine green trees, streams and different kinds of fruit. Soon many of the islanders gathered round us. I could see that they were people who would be more easily converted to our holy Faith by love than by force and wishing them to look on us with friendship I gave them red bonnets and glass beads which they hung around their necks. They gave us parrots and balls of cotton thread and darts. They appeared poor, naked as the day they were born, even the women. Some paint themselves black, others with white and red. Some only paint their face, others their bodies. They carry no weapons. None of them is black, rather the same colour as the Canary Island people. Some had a piece of gold hanging from their nose.

### Notes

- A copy of this script could be given in large type to the students as they listen to the tape.
- Students might like to listen to the tape again when answering the following. The worksheet should be done in pairs as it provokes some discussion on which is the better answer.

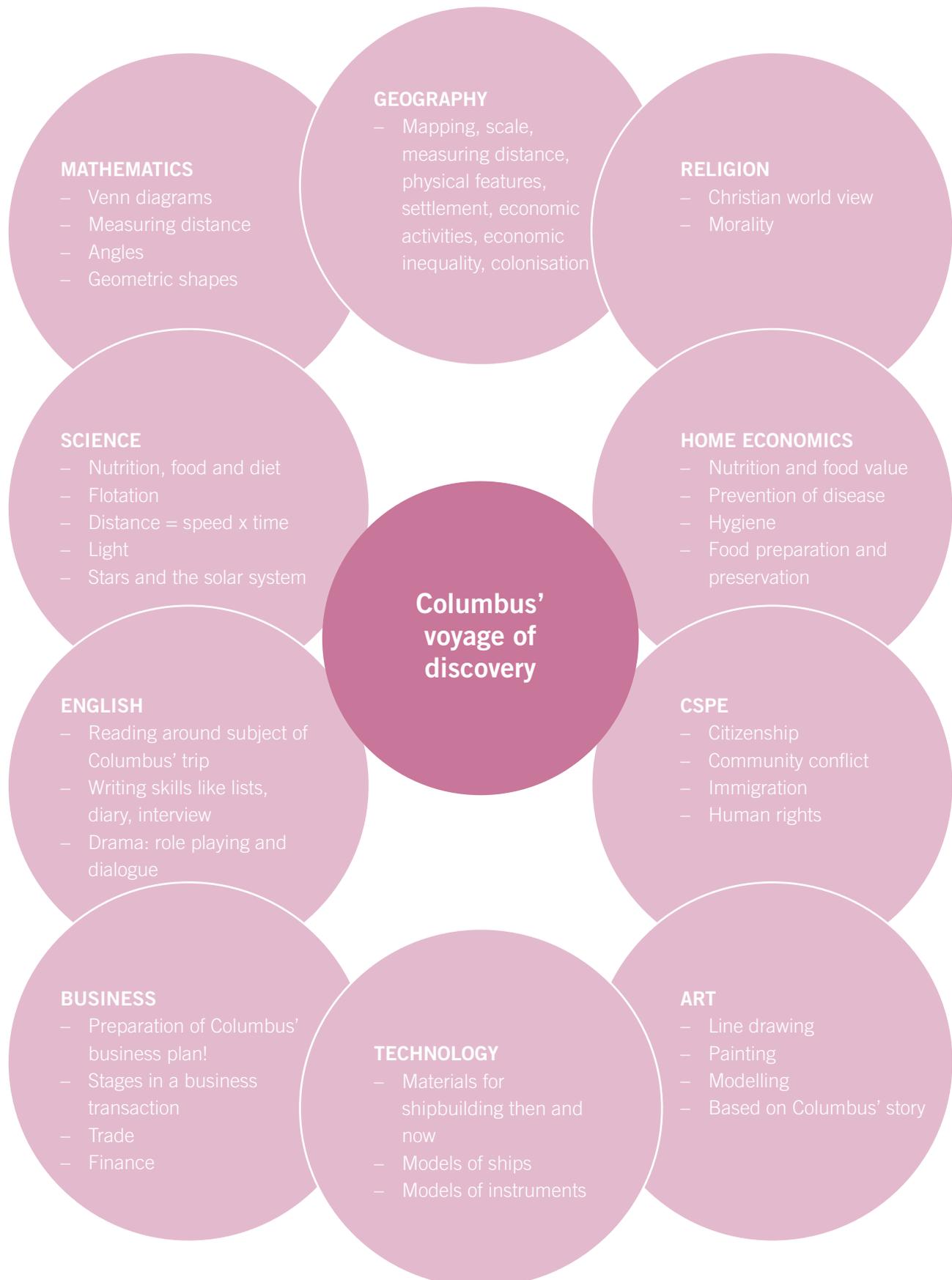
## Exemplar 3: SPEE: History

### Put a circle around the answer you think is best

1. First Columbus sailed
  - north
  - south
  - east
  - west.
2. Columbus wrote the truth in his log
  - true
  - false.
3. The men complained because
  - the milk was sour
  - they had no cigarettes
  - the journey was too long.
4. Prayer was very important to Columbus and the men
  - true
  - false.
5. If the *F* on the cross stood for Ferdinand what do you think the *Y* stood for?
  - Ysabella
  - Yipee!
  - Yes! We are here!
6. Columbus gave the American people (pick 2)
  - balls of cotton
  - red bonnets
  - parrots
  - darts
  - glass.

## Exemplar 3: SPEE: History

### Cross-curricular reinforcement of learning in this exemplar



## Exemplar 4: **SPEE: History**

**Syllabus topic:** Understanding the modern world

Changes in transport

Primary (5th and 6th classes)	Junior Certificate (Ordinary level)	Junior Certificate Schools Programme
<b>History</b> Strands: Continuity and change over time: Transport	Social change in the 20th century Changing lifestyles in Ireland from c 1900	Studies of change: Ireland and Europe: Compare the life in Ireland today with life in Ireland at the turn of the century (Transport)

**Time scale:** The full range of learning and assessment activities may take up to 4 class periods.

### Potential areas of difficulty

- Short attention span, lack of concentration and application
- Application of previously learned knowledge

### Strategies used in this exemplar

- Short, repetitive tasks
- Teacher drawing attention to the sequence of learning tasks
- Teacher instructions that are frequent, but short and clear
- Use of games to reinforce concepts
- Potential for ICT use in observation games and diary extracts
- Cross-curricular links to functional writing in English

### Resources

- Historical drawings and maps
- Photocopies (one for each student) of the two photographs that form the core material for this exercise
- Worksheet with cloze exercise
- Student learning journals for diary entries
- Tape recorders for diary entries spoken onto tape

## Exemplar 4: SPEE: History

Suggested outcomes	Supporting activities	Assessment strategies
<p>As a result of engaging in these activities students should be enabled to</p> <ul style="list-style-type: none"> <li>• examine a photograph and point out what is visible and what appears to be missing</li> <li>• examine a second photograph of the same area in a different time setting and point out the differences</li> <li>• use clues discovered in the two 'photograph games' to highlight similarities and differences</li> <li>• imagine themselves to be living in a different period and write diary extracts as that person</li> <li>• suggest (orally) to the class what he/she would write in his/her diary after that day.</li> </ul>	<ul style="list-style-type: none"> <li>• Game played with photograph, <i>'I notice that'</i>.               <ul style="list-style-type: none"> <li>(a) Contrasting/comparing the two photographs to find similarities.</li> <li>(b) Game played using both photographs: <i>'Spot the difference'</i>.</li> </ul> </li> <li>• Writing and completing <i>cloze</i> sentences.</li> <li>• Writing or dictating diary entries as someone living in 1900. (Diary entries could be spoken and recorded onto tape.)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher can assess the student's involvement in the 'noticing' games and can judge the support needed for fuller participation by the student.</li> <li>• Teacher can check on the support needed by the student in the cloze sentence completion exercise.</li> <li>• Teacher can observe the level of imaginative engagement with the diary exercises.</li> </ul>

## Exemplar 4: SPEE: History

### Activity 1

Provide each student with a copy of photograph A (see page 45). Everyone is asked to look carefully at the photograph. Then, beginning with the teacher, each person is called on in turn to complete the sentence, *'I notice that...'*

Examples of answers

- *'...there are no buses or cars, etc.'*
- *'...there are cobbles on part of the road only'*
- *'...there are tracks on the road'.*

Whenever something arises that the teacher wants to focus on especially, she/he takes a turn and says *'I notice that there is ...'*

### Activity 2

Provide a copy of photograph B (see page 45). Everyone is asked to look carefully at his/her own picture. Teacher prompts:

*'Has anyone seen a picture of this street before? ... No? ... Look at both pictures together. See the steps on the left-hand side? See the Church on the right-hand side? Now, do you recognise the photograph B? It's the same street as in photograph A! Now, what's different about them?'*

*Answer: 'Photograph A was taken in 1900 and Photograph B was taken in 1990 ... There were 90 years in between!'*

## Exemplar 4: SPEE: History

### Activity 3

Now, ask the students to focus on both photographs together and play the following game

Ask each student to find a difference between the two photographs and when they find one, they should complete the sentence, *'I spy, with my little eye, a difference beginning with...'*.

Example of answer *'...beginning with s'*—signs/street signs.

Alternatively, cloze sentences could be provided such as:

- In Photograph B I see \_\_\_\_\_, in Photograph A there are none (street signs).
- In Photograph A I see \_\_\_\_\_, in Photograph B there are none (tracks).
- If I could draw in one other form of transport in both photographs, I would draw in the \_\_\_\_\_ (bicycle).

(Some students could be encouraged to point out what they 'spot' rather than writing the words.)

## Exemplar 4: **SPEE: History**

Photograph A



45

Photograph B



## Exemplar 4: SPEE: History

### Activity 4

Provide the following as a worksheet.

Using all the clues we've discovered in these games, rewrite these sentences and try to fill in all the gaps.

In 1900, there were very few c\_\_\_\_\_ on the streets. The main form of transport was the h\_\_\_\_\_ and cart.

The buildings were very d\_\_\_\_\_ looking.

People walked a lot more than they do now. There were tracks in the streets for tr\_\_\_\_\_. If a person was in a hurry, he could use a bic\_\_\_\_\_.

#### Alternative to worksheet

This paragraph could be keyed into a word processor, or written up on a transparency. The teacher could then fill in the gaps in response to student suggestions.

## Exemplar 4: SPEE: History

### Activity 5

Provide the following as either a class-work exercise or for homework.

Pretend you are living in 1900. Write or tape an extract for your diary, telling about a day when you went on a journey.

Use the hints if you need them. Begin like this:

*11/2/1990*

*Dear Diary*

*Left home at 6.30 am in order to reach town by 7.30.*

#### Hints

- 'What did you see?' (People, dress, houses, forms of transport.)
- 'How did you travel?'
- 'Could you have travelled any other way? Why didn't you?'

**Note:** This entire exercise can be done as a class/blackboard exercise if the teacher finds it more appropriate for the group.

## Exemplar 4: **SPEE: History**

### **Note: The use of photographs/pictures**

It is advisable to use photographs in which the details are few and very clear. Small details become much more obvious if the photograph/picture is in colour, though this is not always possible due to the high cost of colour photocopying.

### **Good visual sources are available in:**

- Children's books (especially *Usborne* publications).
- Stranmillis College History Department and Learning Resources Unit.
- Irish and British museum shops.
- *Bodley Head*, children's books ('*I was There*' series).
- Children's Encyclopaedia.
- *World of Knowledge* magazines.
- Kingfisher Books Ltd.