

CB *ba* **1**: *my* **PLACE** *in* **THE** *past*

Learning Outcomes

2.11 MAKE CONNECTIONS between local, personal or family history and wider national and/ or international personalities, issues and events.

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.

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.

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 timelines to locate personalities, issues and events in their appropriate historical eras.

1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras.

What is CBA 1?

- CBA 1 takes place in **Second Year**.
- CBA 1 is presented as a **display** – for example, a poster, a booklet, in digital format (such as Sway or Publisher) or as a website.
- For CBA 1, you must choose between:
 - Researching **your family's history**
 - Researching **the history of your locality**.



A Life In Time

- **If you are interested in researching your family's history, you could ask your older relatives if any of your ancestors was famous or if you are related to anyone who was involved in an important historical events such as World War I, the 1916 Rising or the Civil War.**
- If you choose to look at local history, investigate:
 - If there are any interesting buildings (such as a castle, a ruin or a workhouse) or monuments near you.
 - If your local area was the site of an important historical event (such as a battle)
 - What your local area was like at a certain time in the past (for example, in the 1920s)
 - Find out the meaning of local placenames
 - How historical events affected your local



Possible themes or subjects for research

Early Christian Ireland

A monastery in my locality
 Early Christian Art from my locality
 The life of a local monk or saint

The Irish Plantations

The experience of plantation in your locality
 How plantation in your locality influenced identity
 How plantation influenced the development of towns in your locality
 Symbols of identity in your locality

The 1798 Irish Rebellion

Any United Irishmen leaders from your locality
 Any battles or incidents in your locality
 Any leaders from 19th century rebellions from your locality
 Any family ancestor involved in 19th century rebellions

The Great Irish Famine

Emigration in your locality during the Great Famine
 Famine Population in your locality
 Government famine schemes in your locality
 A local workhouse
 Experiences of a notable local person who helped in the Great Famine
 The Earl Grey Scheme in your locality
 Landlords and the famine in your locality
 Emigration from your locality in later years
 How newspapers reported the Great Famine in your locality (for a short period)

Catholic Emancipation

An O'Connell Repeal meeting in your locality



Possible themes or subjects for research

Ireland 1884-1914

- A Home Rule MP from your locality
- A Home Rule election from your local newspapers
- The history of your local GAA club
- A famous footballer or hurler from your locality
- A famous ladies footballer or camogie player from your county
- A famous handballer from your county
- A famous event involving the GAA in your county
- Your family involvement in the GAA

Ireland 1916-1923

- The Irish Volunteers or Southern Unionists in your locality
- Irish/National Volunteers enlisting in WWI
- Aspects of the 1916 Rising in your locality
- Local aspects of the Conscription Crisis, 1918
- A local leader in the War of Independence
- Local events in the War of Independence
- British Army barracks in your locality
- Local events of the Irish Civil War

Impact of World War II on Ireland

- An Allied or German plane crash in your locality
- An army barracks in your locality
- How your local newspaper reported on life in Ireland during WWII
- A German bombing in your locality
- An Irish Victorian Cross recipient of World War II from your locality
- Turf cutting in your locality during World War II

Women in 20th Century Ireland

- Any women in your locality active in the suffrage campaign or the independence struggle in the early 20th Century
- The Irish Countrywomen's Association in your locality
- The Irish Housewives Association in your locality
- The Irish Women's Liberation Movement in your locality



Possible themes or subjects for research

The 1960s - Ireland

Development of industry in the 1960s in your locality

What your local newspapers said about developments in the 1960s in Ireland

Changes in your local Catholic Church

Interviews with local people concerning changes

President Kennedy's visit to your locality

Changes to local post-primary schools

The Troubles in Northern Ireland

Incidents/events relating to the Troubles in your locality

Reaction in your locality to Blood Sunday

European Integration

Your local MEP or past MEPs from your locality

An election campaign for the European Parliament in your locality

A large-scale project from your locality that got EU funding



Selecting your topic

Five Rs for thinking about historical significance

Remarkable – the event or development was remarked upon by people at the time and/or since

Remembered – the event or development was important at some stage in history within the collective memory of a group or groups.

Resonant – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time and space.

Resulting in change – it had consequences.

Revealing – of some other aspect of the past.



Selecting your topic

- There are a few things to consider, when deciding your CBA 1 topic:
 - **Are you interested in the topic?**
 - **Can you get more than one good source for this topic?**
 - **Can you gather a lot of information about your topic?**
 - **Does your topic connect to the history of Ireland and/or the wider world?**



Sources

- Once you have selected your topic, you then need to identify your **sources** for the CBA. The sources used must be cited in a **bibliography** at the end of the CBA. You should try to get at least **two different sources** (for example, a book (written) and a documentary (visual)).
- When finding sources, ask yourself **what question you are trying to answer** and consider **what source might be suitable**.
- For example:
 - If you are researching what life looked like during a certain time, photographs give great visual detail.
 - If you are looking into local placenames, old maps would be useful.
 - If you are looking into family history, interviewing a family member would be useful.
 - You must be careful to make sure your information is reliable and that you have cross-checked it with another source.

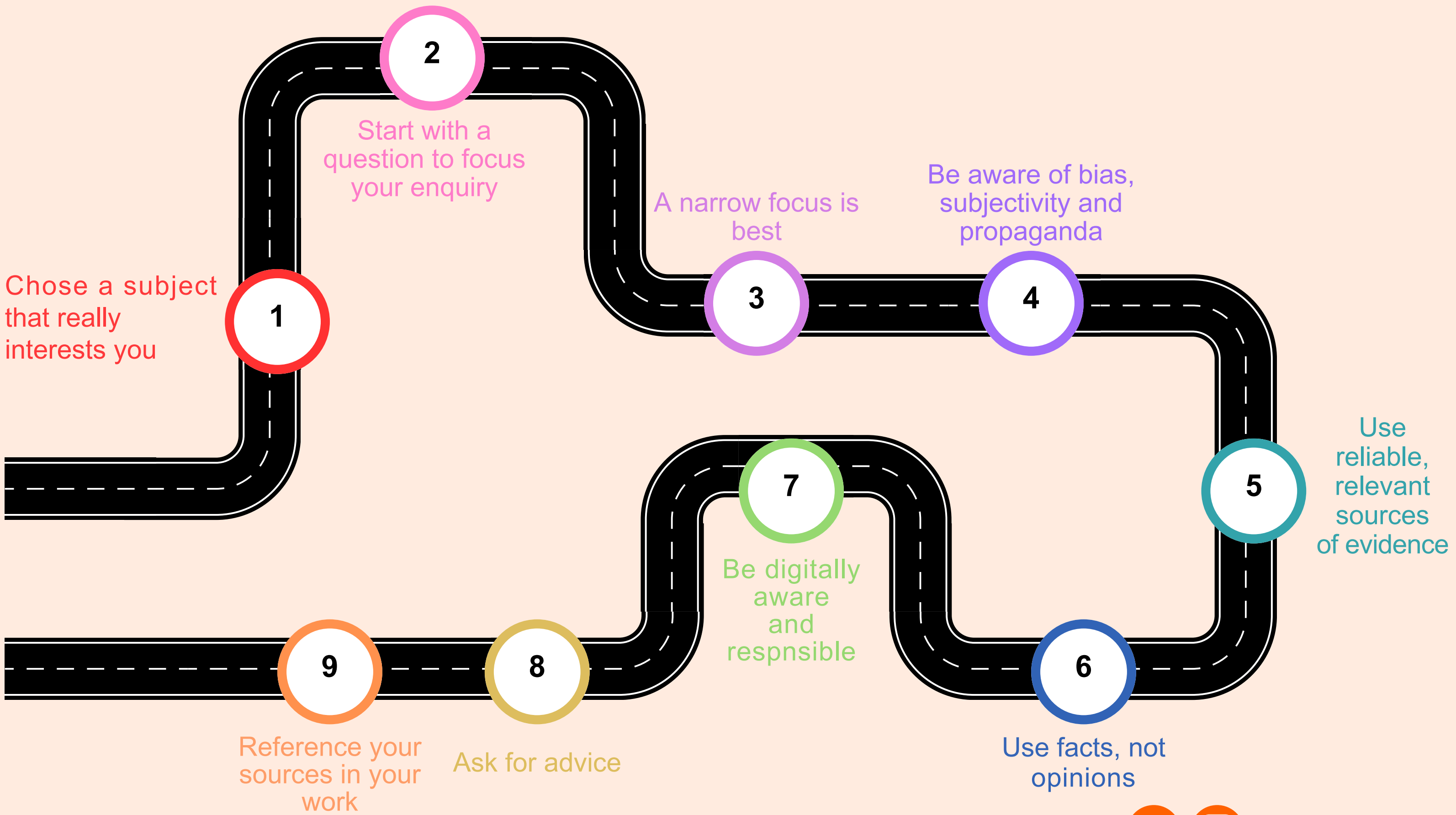
Bibliography

- A bibliography is a list of all the sources you used, whether you referenced them directly or not, when carrying out research. <https://educateplus.ie/go/harvard-guide>

Source Type	In-Text Citation	Bibliography
Book	(Ferriter, 2005, p. XX)	Ferriter, D. (2005) <i>The Transformation of Ireland 1900 – 2000</i> . London: Profile Books.
Newspaper Article	(O'Shannon, 1963)	O'Shannon, C. (1963). 'President visits a divided Berlin', <i>The Irish Times</i> , 27 June, p. 1.
Online article	(McCaffrey, 2004, p. XX)	McCaffrey, L. (2004) 'Ireland and Irish America: Connections and Disconnections', <i>U.S. Catholic Historian</i> vol. 22, no. 3 [online]. Available at https://www.jstor.org/stable/25254917 (accessed 07/11/2021)
Online film/ documentary	(Century Ireland, 2013)	<i>The Battle for Suffrage</i> (2013). Century Ireland [Documentary film] Available at: https://www.youtube.com/watch?v=kRGKdmbYgYI&t=1s (accessed: 07/11/2021)



TOP TIPS



Writing up your research

- When you have finished your research, you will then write up your findings and present them in the form of a display.
- Your display may feature many different kinds of presentation formats:
 - Text, excerpts from primary and/or secondary sources, a display folder or booklet, digital formats, drawings, maps, timelines, charts, graphs, audio or audio-visual recordings, models, artefacts, etc.



Success Criteria

- When you have finished your research, you will then write up your findings and present them in the form of a written record.
- Your written record may be presented as:
 - A news article, an essay, a blog, a script for a podcast, a letter to a journal or newspaper, an obituary, a speech, etc.

