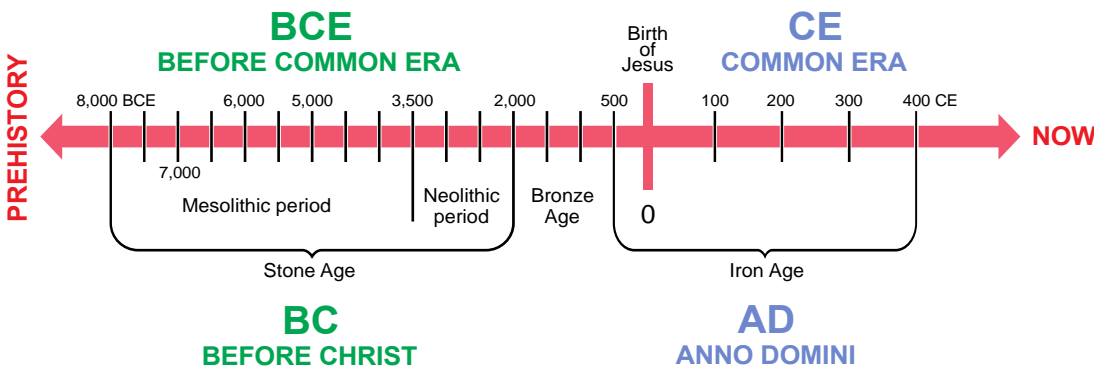


The Historian

Headings	Notes
WHAT IS HISTORY?	<ul style="list-style-type: none"> • History is the study of the past. • A source is something that gives us information about a person, place or thing in the past. • Prehistory is the period of the time before writing was used. • Archaeology is the study of the remains left by people in the past.
THE STUDY OF HISTORY	<ul style="list-style-type: none"> • Studying history helps us to understand how human experience has shaped us, our society and the world so we can learn from past mistakes or to be inspired. • Historical consciousness means to be able to place ourselves in past human experience, linking the past, present and future. • A historian is someone who is an expert in, or student of, history. • An archaeologist investigates places and objects left by people in the past, including the time before written records were kept.
THE JOB OF THE HISTORIAN	<ul style="list-style-type: none"> • Historians must gather as much evidence as possible from different sources. • An archive is a place that catalogues and stores collection or written, and other, sources. • A museum is a place that collects and displays objects. • Cross-checking is when more than one source is used to make sure the information is correct. • A primary source is a source from the time of the event; a first-hand account of what happened • A secondary source is a source from a later date, after the time of the event.
WORKING WITH SOURCES	<ul style="list-style-type: none"> • Accuracy involves judging how correct the information is from a source. • When an account is not balanced and unfairly favours one side, it shows bias or is biased. • Exaggeration is when something is represented as better or worse than it actually was. • Propaganda is information that has been designed to influence the attitudes of the general public. • There are many different types of sources: written (diaries, letters, government records), visual (photographs, posters, drawings), aural (recorded interviews, podcasts, speeches), oral (interviews carried out by the researcher) and tactile (artefacts and handling boxes)
Keywords	Summary
History Archive Source Museum Prehistory Accuracy Archaeology Bias Historian Propaganda Archaeologist Exaggeration Cross-checking Evidence	We study history to learn from past human experiences so we can understand the growth of the world, our society and ourselves. We use both primary and secondary sources to investigate the past. Historians and archaeologists work together to complete a picture of what life was like in the past. We must gather as much evidence from museums and archives to cross-check the information we find. This makes sure our evidence is accurate and not biased . We must be careful to avoid as much exaggeration , especially when researching propaganda .

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Headings	Notes
TIME AND TIMELINES	<ul style="list-style-type: none"> • Chronology is used to put events into the order/sequence in which they happened. • Historians use timelines to put these events into order.  <p>The diagram is a horizontal timeline. On the left, a red arrow points left towards 'PREHISTORY'. On the right, a red arrow points right towards 'NOW'. A central vertical line marks the 'Birth of Jesus' at year 0. To the left of 0 is the BCE scale (Before Common Era) with markers at 8,000, 7,000, 6,000, 5,000, 3,500, and 2,000. To the right of 0 is the CE scale (Common Era) with markers at 100, 200, 300, and 400. Brackets below the timeline group the periods: 'Stone Age' covers from 8,000 BCE to the end of the Neolithic period; 'Iron Age' covers from the start of the Neolithic period to 400 CE. Specific periods labeled are Mesolithic period (approx. 7,000-5,000 BCE), Neolithic period (approx. 5,000-2,000 BCE), Bronze Age (approx. 2,000-500 BCE), and Iron Age (approx. 500 BCE to 400 CE).</p> <ul style="list-style-type: none"> • A decade is 10 years; A century is 100 years; A millennium is 1,000 years.
REINTERPRETING HISTORY	<ul style="list-style-type: none"> • New evidence may lead to history being reinterpreted. • Reinterpretation means to see something in a new or different light, usually after some time has passed or new evidence has been discovered.
HISTORICAL REPOSITORIES	<ul style="list-style-type: none"> • A historical repository is a place where evidence of the past can be stored and maintained. • People often visit these places to study the evidence stored here such as artefacts, government documents, manuscripts or photographs. • Examples of historical repositories include: <ul style="list-style-type: none"> • The National Museum of Ireland • The National Archives of Ireland • The National Library of Ireland • The Glasnevin Cemetery Museum • The GPO Museum • EPIC: The Irish Emigration Museum • Titanic Belfast • The GAA Museum, Croke Park • Historical repositories add to our knowledge about people's lives and the past.
Keywords	Summary
Chronology	Historians use timelines to put events into chronological order. These events are grouped into periods of: decades , centuries and millennium . Years after an even has taken place, new evidence may lead to historical reinterpretation . Museums and archives are part of historical repositories where historians may find and study evidence from the past.
Timeline	
Decade	
Century	
Millennium	
Reinterpretation	
Historical Repository	

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Headings	Notes
Researching as a Historian	<ul style="list-style-type: none"> You can gather research from many different sources. These sources can be primary or secondary. Below are some tips to improve your research, whether you are searching online, looking through a book or conducting an interview for all of your Junior Cycle History projects.
How to Research Online	<ul style="list-style-type: none"> Online research can be completed in your school's computer room, using school devices, or at home. The following steps will help you to research information online by yourself: <ul style="list-style-type: none"> Organise your search: Decide on the question(s) you want to answer and write them down. This will help you to identify the general keywords that are relevant to your topic. Use these as search terms on Google. If the results are not what you want, change the search terms to make your search more specific. Search further: Look beyond the first few results on Google. Flick through a few pages if you need to, to find a relevant source. Is it a reliable source? Look at the actual URL to see where you're going before you click on a search engine result. Use your instinct to decide whether it seems reliable. Is it from a well-known site? Is it from an educational or government institution? These would be more reliable. Is it a forum or opinion site? These would be less reliable. Is it accurate? You cannot believe everything you read. Make your own judgement by checking more than one source if you're not sure whether it is true. What is the purpose of the website? Be wary of websites that are cluttered with ads or are trying to sell you something. Their purpose is not to give you accurate information, but to make money. What is the background of the source? When reading articles, look for the author's name and when the article was written. Is it recent or outdated? Is there an author's name? If there is not, then it is probably not a good source. Write notes: Write down notes from the information you have read into your class copy. Make sure to stick to one source at a time and write a heading with the source's name in it. That way you will know later that your information came from that source specifically. Avoid plagiarism: Plagiarism means passing someone else's work or ideas off as your own, without citing the real source. Plagiarism is not acceptable. You cannot just copy and paste information and say it is your own; you must give the original author credit for their work. How do I cite? To cite means to refer to evidence you have gathered or read. Use quotation marks and cite your sources when you are writing up your information. If you are taking information word for word from an online source, you must always give the URL and the date those too.
How to Research Using a Book	<ul style="list-style-type: none"> You learned how to cite from a website just above. Citing from a book is not that different! You must identify: the author, book title, year, publisher and page number. Pick a favourite line to quote from a book you like, write a citation for it and ask your teacher to check that you got it right.

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Headings	Notes
	<ul style="list-style-type: none">• Books are an excellent source of evidence for research. Books can be either primary or secondary sources. However, it can be difficult to read every book you might like to use for your research from cover to cover. Therefore, here are some steps to take when researching using a book.• Make a list of keywords: Making a list of relevant keywords for your CBA before you even open the book is a good starting point. These words will then be easier to find when scanning a page in your book, creating a filter for relevant information. It remains important to keep an eye out for other relevant information. However, this method will help you get started.• Read the introduction: The introduction to a book is worth reading. Think of it as the book's 'abstract', or description of what the book is about. This will help inform you of the relevance of the book for your research.• Check the contents: It is unlikely that an entire book is going to be relevant to your research, so you can save a lot of time by reading the most relevant sections. Your keyword list can also be helpful when identifying the most useful chapters.• Scan the index: Browsing an index is an excellent way to identify exactly where in the book relevant information may be located. The index is usually located at the back of the book. It is an alphabetical list of the specific subjects in the book, along with the corresponding page numbers. Indexes may provide names, dates, events, geographic locations and other detailed terms. If the book has an index, look through it and check for your keywords. You might even spot words you did not think of, but that are relevant to your research. You can go directly to the pages listed with those words.• Check any list of illustrations: A book may have a list of illustrations, usually at the front. This is a list of photographs, drawings, tables or other types of illustrations used to support the contents of the book, often with the corresponding page numbers. You might find some interesting information here and get some ideas from it.• Check the bibliography: The bibliography is a list of materials related to a specific topic. This may be sources that were used to create the book, or it may be a list of additional sources on the topic. Bibliographies are often located at the end of the book. You could use this to get ideas for other sources relevant to your research. Stay organised: For your CBA, it is important to be organised and keep track of your information. It is good practice to write down a few words for each important point, plus the page number and book you got it from, as you go. It is also a good idea to write the citation details of the books you choose to use as you go along. This saves you having to go back through your research later to find the books and page numbers that you want to cite.• Remember: The book's title page gives publication information such as the complete title, the names of all authors or editors, the edition of the book, the name of the publisher, the city of publication and the date of publication. You will need these for your citations and your bibliography.

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Headings	Notes
How to Conduct Interviews	<ul style="list-style-type: none">• Interviewing a family member about your family's history can be a very valuable primary source of information, as they will know things that might not be found anywhere else. However, we need to be careful when interviewing someone, and to make sure that we get the best out of the experience. Below are a few important rules to follow when interviewing someone.• Permission: It is very important that you get the interviewee's (the person you are interviewing) permission for the interview, and also their permission to use anything they tell you as part of your CBA. On the next page you will find a consent form for them to sign before you start the interview. Recording: Make sure to record the interview. If you have a smartphone, or access to one, you can use its recording function. This means that you won't forget anything you are told or miss anything if you are taking notes during the conversation, and you can confirm any details mentioned.• Questions: Write out a list of questions about the person you are researching before the interview begins. This will help you to keep the interview focused and to get as much information as possible from the interviewee. In order to come up with the questions, think about what you already know about the subject and the events the person was involved in. Write down anything that you would like further information about. It is a good idea to give the interviewee the list of questions before the interview. This will help to jog their memory and give them an opportunity to think about what you want to know before you start talking to them. During the interview itself, ask any other questions that may occur to you regarding what the interviewee is telling you. You should also ask them to clarify anything that you don't understand or anything that is unclear.• Follow up: Remember that you should not assume that what you have been told by an interviewee is correct. They might be mistaken, or might simply have forgotten something. A family story that has been passed down might be incorrect. When the interview is completed, you must try to fact- check the information you have to make sure it is correct. Do this by comparing the information to what you have already seen or read in a different source. If there is a difference between what your interviewee has said and the other sources, you may decide to include both versions in your CBA. Alternatively, if you know for sure which information is correct, you should include that version.

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Keywords	Definition
Accuracy	<ul style="list-style-type: none"> judging how accurate/correct the information you are using is
Archaeologist	<ul style="list-style-type: none"> Someone who investigates places and objects left by people in the past, including the time before written records were kept.
Archaeology	<ul style="list-style-type: none"> The study of the past, based on material remains.
Archive	<ul style="list-style-type: none"> A place where historical documents are stored and studied.
Artefact	<ul style="list-style-type: none"> An object of historical interest made by a human being.
Autobiography	<ul style="list-style-type: none"> An account of a person's life written by the person themselves.
Bias	<ul style="list-style-type: none"> A viewpoint that favours one side over another.
Biography	<ul style="list-style-type: none"> An account of a person's life written by someone else.
Census	<ul style="list-style-type: none"> An official count of the population.
Century	<ul style="list-style-type: none"> A time span of one hundred years.
Chronology	<ul style="list-style-type: none"> Series of dates and events in the order they occurred.
Cite	<ul style="list-style-type: none"> to refer to evidence you have gathered or read
Cross-Checking	<ul style="list-style-type: none"> When more than one source is used to make sure the information is correct.
Decade	<ul style="list-style-type: none"> A time span of ten years.
Empathy	<ul style="list-style-type: none"> The ability to understand and share the feelings of another person; for example, looking at history from the perspective of the people who lived at the time.
Exaggeration	<ul style="list-style-type: none"> When something is represented as better or worse than it actually was.
Exaggeration	<ul style="list-style-type: none"> when something is represented as better or worse than it actually was
Fact	<ul style="list-style-type: none"> Something known to have happened; something that is known to be true
Handling Box	<ul style="list-style-type: none"> Contains replicas (copies) of artefacts so that anyone can examine them without damaging an original.
Heritage Centre	<ul style="list-style-type: none"> A type of museum that stores, preserves and displays important objects relating to the history and culture of its local area
Historian	<ul style="list-style-type: none"> Someone who is an expert, or a student of, history.
Historical Consciousness	<ul style="list-style-type: none"> Being able to place ourselves in past human experience, linking the past, the present and the future.
Historical Era	<ul style="list-style-type: none"> A period of history with common features
Historical Repository	<ul style="list-style-type: none"> A place where evidence of the past can be stored and maintained.
History	<ul style="list-style-type: none"> The study of the past, based on evidence.
Library	<ul style="list-style-type: none"> A building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution
Museum	<ul style="list-style-type: none"> A building in which artefacts are stored and put on display.
Objective	<ul style="list-style-type: none"> Historical judgment or view not influenced by a person's feelings or opinions in considering what happened
Opinion	<ul style="list-style-type: none"> A view or judgement formed about what happened; can be objective or subjective
Plagiarism	<ul style="list-style-type: none"> passing off someone's work or ideas as your own, without citing their real source
Prehistory	<ul style="list-style-type: none"> the period before writing was in use
Primary Source	<ul style="list-style-type: none"> a source from the time of the event; a first-hand account of what happened
Propaganda	<ul style="list-style-type: none"> information that has been designed to influence the attitudes of the general public. It is generally biased, often appeals to the emotions (fear, anger, loyalty) and may even be made up
Reinterpretation	<ul style="list-style-type: none"> to see something in a new or different light

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<i>Keywords</i>	<i>Definition</i>
Secondary Source	<ul style="list-style-type: none">• a source from a later date; from after the time of the event
Source	<ul style="list-style-type: none">• anything that gives us information or evidence about a person, place or thing in the past
Tactile Source	<ul style="list-style-type: none">• a source that can be touched; a physical item or object such as an artefact