

## *The Historian*

**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.



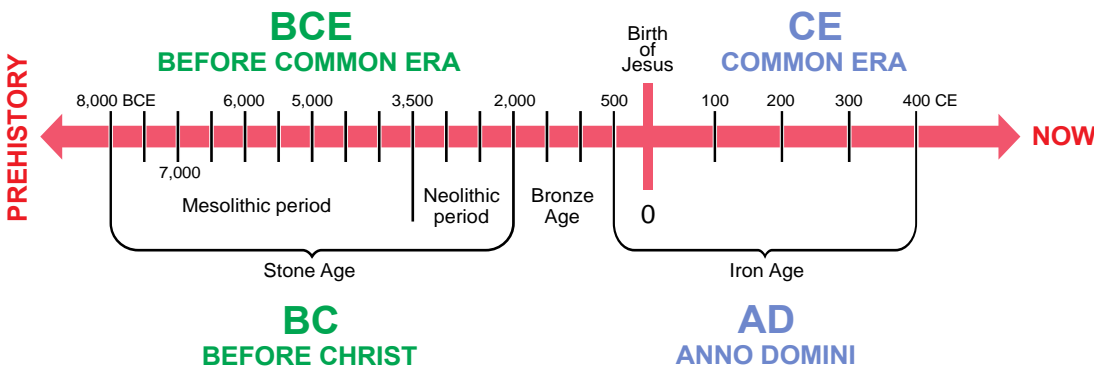
- 1.1 Cornell Notes
- 1.2 Keywords
- 1.3 Knowledge Organiser
- 1.4 Questions

This chapter will introduce you to the study of history and the various methods and approaches used by historians to understand and interpret the past.

# The Historian

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

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Headings	Notes
TIME AND TIMELINES	<ul style="list-style-type: none"> <li>• <b>Chronology</b> is used to put events into the order/sequence in which they happened.</li> <li>• Historians use <b>timelines</b> to put these events into order.</li> </ul>  <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 years 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 years 100, 200, 300, and 400. Brackets group the periods: 'Stone Age' (from 8,000 BCE to 3,500 BCE), 'Mesolithic period' (from 7,000 BCE to 5,000 BCE), 'Neolithic period' (from 5,000 BCE to 3,500 BCE), 'Bronze Age' (from 3,500 BCE to 2,000 BCE), and 'Iron Age' (from 2,000 BCE to 400 CE). Above the timeline, 'BCE' and 'BEFORE COMMON ERA' are written in green, and 'CE' and 'COMMON ERA' are written in blue. Below the timeline, 'BC' and 'BEFORE CHRIST' are written in green, and 'AD' and 'ANNO DOMINI' are written in blue.</p> <ul style="list-style-type: none"> <li>• A <b>decade</b> is 10 years; A <b>century</b> is 100 years; A <b>millennium</b> is 1,000 years.</li> </ul>
REINTERPRETING HISTORY	<ul style="list-style-type: none"> <li>• New evidence may lead to history being <b>reinterpreted</b>.</li> <li>• <b>Reinterpretation</b> means to see something in a new or different light, usually after some time has passed or new evidence has been discovered.</li> </ul>
HISTORICAL REPOSITORIES	<ul style="list-style-type: none"> <li>• A <b>historical repository</b> is a place where evidence of the past can be stored and maintained.</li> <li>• People often visit these places to study the evidence stored here such as artefacts, government documents, manuscripts or photographs.</li> <li>• Examples of historical repositories include: <ul style="list-style-type: none"> <li>• The National Museum of Ireland</li> <li>• The National Archives of Ireland</li> <li>• The National Library of Ireland</li> <li>• The Glasnevin Cemetery Museum</li> <li>• The GPO Museum</li> <li>• EPIC: The Irish Emigration Museum</li> <li>• Titanic Belfast</li> <li>• The GAA Museum, Croke Park</li> </ul> </li> <li>• Historical repositories add to our knowledge about people's lives and the past.</li> </ul>
Keywords	Summary
Chronology	Historians use <b>timelines</b> to put events into <b>chronological</b> order. These events are grouped into periods of: <b>decades</b> , <b>centuries</b> and <b>millennium</b> . Years after an even has taken place, new evidence may lead to <b>historical reinterpretation</b> . Museums and archives are part of <b>historical repositories</b> 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"> <li>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.</li> </ul>
How to Research Online	<ul style="list-style-type: none"> <li>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"> <li><b>Organise your search:</b> 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.</li> <li><b>Search further:</b> Look beyond the first few results on Google. Flick through a few pages if you need to, to find a relevant source.</li> <li><b>Is it a reliable source?</b> 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.</li> <li><b>Is it accurate?</b> 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.</li> <li><b>What is the purpose of the website?</b> 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.</li> <li><b>What is the background of the source?</b> 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.</li> <li><b>Write notes:</b> 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.</li> <li><b>Avoid plagiarism:</b> 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.</li> <li><b>How do I cite?</b> 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.</li> </ul> </li> </ul>
How to Research Using a Book	<ul style="list-style-type: none"> <li>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.</li> </ul>

# The Historian

Headings	Notes
	<ul style="list-style-type: none"><li>• 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.</li><li>• <b>Make a list of keywords:</b> 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.</li><li>• <b>Read the introduction:</b> 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.</li><li>• <b>Check the contents:</b> 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.</li><li>• <b>Scan the index:</b> 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.</li><li>• <b>Check any list of illustrations:</b> 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.</li><li>• <b>Check the bibliography:</b> 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.</li><li>• <b>Remember:</b> 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.</li></ul>

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Headings	Notes
How to Conduct Interviews	<ul style="list-style-type: none"><li>• 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.</li><li>• <b>Permission:</b> 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.</li><li>• <b>Questions:</b> 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.</li><li>• <b>Follow up:</b> 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.</li></ul>

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

# The Historian

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

# The Historian

## Chapter 1

**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.

### The Role of the Historian

Historians are experts or students of history. Their main task is to study the past to gain insight into human experiences that have shaped our society and world. They gather evidence from various sources and cross-check them to ensure accuracy. Historians make judgements based on this evidence, and their conclusions may evolve as new evidence emerges, requiring them to revisit and reinterpret their findings.

Why do we study History?	Reinterpreting History	Historical Repositories
We study history to help us understand human experiences and to learn from past mistakes. We also learn historical consciousness: the ability to link the past, present, and future, placing ourselves in past human experiences.	As new evidence emerges, historians may need to revise their historical judgements. This process of reinterpretation can offer fresh perspectives or correct previous inaccuracies.	Places like museums, archives, and libraries store evidence of the past. Examples include The National Museum of Ireland and The National Archives of Ireland. These are crucial for historians as they offer access to primary and secondary sources.
Written (written document from the time)	Visual (what we can see)	Oral (what we can discuss)
Written sources include diaries, letters, emails, autobiographies, biographies and government records. <b>Pros:</b> We can see the language used and now, can tell us the beliefs of people and society, tell us the story of a life, information about events (local, national or global), information gathered about a period of time. <b>Cons:</b> Can contain bias, be exaggerated, provide only some of the information, or is written in another language.	Visual sources include photographs, posters, art, cartoon drawings, maps and documentary films. <b>Pro:</b> Photographs can capture a moment in time, give us faces for the names we learn about, an idea of what life looked like during a certain period of time. <b>Cons:</b> Could have been edited or changed for reasons of propaganda, may have been created for the sole reason of propaganda, director/artist may be biased.	Oral sources include interviews carried out by the researcher. <b>Pros:</b> Interviews tell us how someone feels or thinks about an event, tells us their experience, provides us with stories of the past, a person's tone/body language can tell us how someone truly feels when speaking. <b>Cons:</b> Can contain bias, be exaggerated, some details may have been forgotten if interviewed a long time after the event.

Term	Definition
Archaeologist	Someone who investigates places and objects left by people in the past, including the time before written records were kept.
Archaeology	The study of the past, based on material remains.
Archive	A place where historical documents are stored and studied.
Artefact	An object of historical interest made by a human being.
Autobiography	An account of a person's life written by the person themselves.
Bias	A viewpoint that favours one side over another.
Biography	An account of a person's life written by someone else.
Census	An official count of the population.
Century	A time span of one hundred years.
Chronology	Series of dates and events in the order they occurred.
Cross-Checking	When more than one source is used to make sure the information is correct.
Decade	A time span of ten years.
Empathy	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	When something is represented as better or worse than it actually was.
Fact	Something known to have happened; something that is known to be true
Handling Box	Contains replicas (copies) of artefacts so that anyone can examine them without damaging an original.
Heritage Centre	A type of museum that stores, preserves and displays important objects relating to the history and culture of its local area
Historian	Someone who is an expert, or a student of, history.
Historical Consciousness	Being able to place ourselves in past human experience, linking the past, the present and the future.
Historical Era	A period of history with common features
Historical Repository	A place where evidence of the past can be stored and maintained.
History	The study of the past, based on evidence.
Library	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	A building in which artefacts are stored and put on display.
Objective	Historical judgement or view not influenced by a person's feelings or opinions in considering what happened
Opinion	A view or judgement formed about what happened; can be objective or subjective
Plagiarism	Passing off someone's work or ideas as your own, without citing their real source

### Aural (what we can hear)

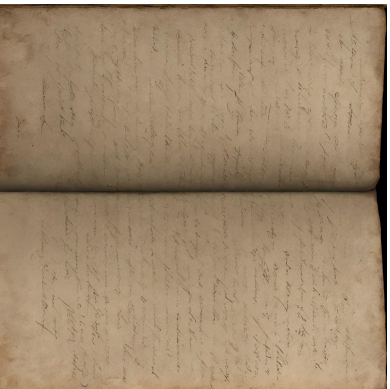
Aural sources include recorded interviews, podcasts and speeches.

**Pros:** Recordings can tell us about what someone was thinking. Speeches and interviews can tell us about the issues of a time period, a person's tone can tell us how someone truly feels when speaking.  
**Cons:** Can contain bias, be exaggerated, some details may have been forgotten if interviewed a long time after the event.

### Tactile (a source that can be touched)

Tactile sources include artefacts, excavation sites and handling boxes.

**Pros:** objects give us information about how life was lived during a time period, can show us how objects have changed or have been replaced, can show us what materials were used, provide us with examples from the past.  
**Cons:** They may have been damaged when found - or missing pieces - so they may not give a complete picture, while recreated pieces may not be made with the same material as the original piece.



# Ch. 1 - The Historian

**Doodle Revision Page or Sketch Notes**  
Include heading(s), short notes, keywords, timelines,  
images (maps, drawings, diagrams) as needed

## WHAT IS HISTORY?

- **History:** The study of the past based on evidence from sources. It began with writing (e.g., *Annals of the Four Masters*).
- Focuses on major events and the everyday lives of ordinary people.
- Investigates *why* things happened and their consequences.
- **Source:** Anything that provides information about the past (e.g., artefact, document, photograph).
- **Prehistory:** Time before writing, relying on archaeology for evidence.

## WHY STUDY HISTORY?

- Understand how past events shaped today's world.
- Learn from the successes and mistakes of the past.
- Develop **historical consciousness**: link the past, present, and future.
- 3 Key Reasons:
  - a. Learn how people lived.
  - b. Understand causes and effects of events.
  - c. Recognise patterns of change over time.

## THE WORK OF A HISTORIAN

- Historians gather evidence from diverse sources to form historical judgments.
- **Repositories:**
  - **Libraries** (e.g., Trinity College Library).
  - **Archives** (e.g., National Archives of Ireland).
  - **Museums** (e.g., National Museum of Ireland).
- **Key Skill:** Cross-checking sources to ensure accuracy.
- Evaluate sources for:
  - **Bias:** An unfairly favoured view.
  - **Exaggeration:** Overstating for effect.
  - **Propaganda:** Information designed to influence opinions.

## SOURCES OF EVIDENCE

- **Primary Sources:** First-hand evidence (e.g., artefacts, letters, diaries, photographs).
- **Secondary Sources:** Later interpretations (e.g., textbooks, documentaries).

## TIME AND TIMELINES

- **Chronology:** Organising events in the order they occurred.
- **Tools:** Timelines to display events clearly.
- **Dating Systems:**
  - **BCE/BC:** Before the birth of Christ.
  - **CE/AD:** Since the birth of Christ.
- Examples:
  - 776 BC: First Olympic Games.
  - 2023: Part of the 21st century.

## REINTERPRETING HISTORY

- New evidence may change our understanding of past events.
  - *Example:* The Titanic (fire weakened its hull).
  - *Example:* Women's roles in the War of Independence (crucial contributions).

# Ch. 1 – History and the Historian

## What is History?

- History is the study of the past.
- A source provides information about people, places, or things from the past.
- Prehistory refers to the time before writing was used.
- Archaeology is the study of physical remains left by people.

## The Study of History

- Studying history helps us understand how human experiences shape society and the world, helping us learn from past mistakes and be inspired.
- **Historical consciousness** means placing ourselves in past experiences, connecting the past, present, and future.
- A historian is an expert or student of history.
- An archaeologist investigates ancient sites and objects, including those from before written records.

## The Job of the Historian

- Historians gather evidence from multiple sources.
- An archive stores written and other types of sources.
- A museum collects and displays objects.
- Cross-checking involves using multiple sources to verify information.
- A **primary source** is from the time of the event (roman coin or a Vikings helmet), while a **secondary source** is created later (documentary on an event, your history textbook)

## Working with Sources

- **Accuracy** is assessing the correctness of information.
- **Bias** is when an account unfairly favours one side.
- **Exaggeration** is when something is overstated.
- **Propaganda** aims to influence public attitudes.

Sources can be...

- ❖ written (diaries, letters)
- ❖ visual (photos, posters),
- ❖ aural (recorded interviews),
- ❖ oral (interviews by researchers)
- ❖ tactile (artifacts).

## *Time and Timelines*

- **Chronology** orders events as they happened.
- **Historians use timelines** to organize events.
- A **decade is 10 years**, a **century is 100 years**, and a **millennium is 1,000 years**.
- New evidence can lead to reinterpretation, viewing events in a new light.

## *Historical Repositories*

- Historical repositories store and maintain evidence of the past, such as artifacts and documents.
- Examples include the **National Museum of Ireland, the National Archives of Ireland, and Titanic Belfast**.

## *Key Terms Defined*

- **History** - the study of past events, particularly in human affairs. It's like a big storybook that tells us what happened in different times and places, who the important people were, and how events shaped the world we live in today.
- A **source** - any material that provides information or evidence about the past. There are two main types:
  - ◆ **Primary sources**: These are original materials from the time being studied, like letters, photographs, or artefacts.
  - ◆ **Secondary sources**: These are works that analyse or interpret primary sources, like textbooks or articles written by historians.
- **Archaeology** - the study of human history through the excavation of sites and the analysis of artefacts and other physical remains. Think of archaeologists as detectives who dig into the ground to uncover objects like pottery, tools, and bones that people left behind, helping us learn about how they lived.
- **Chronology** - the arrangement of events in the order they happened. It's like a timeline that helps us understand which events came first, which came next, and how they are related. For example, knowing that the ancient Egyptians built the pyramids before the Roman Empire existed is understanding history in chronological order.
- **Propaganda** - information, especially biased or misleading, used to promote a particular political cause or point of view. It's like advertising but often used by governments or groups to influence people's opinions and actions. For example, during wars, propaganda posters might be used to encourage people to support the war effort or view the enemy in a negative light

# Ch. 1 - The Historian

These photographs are of the Italian dictator Benito Mussolini and are examples of propaganda. Photograph B has been edited. Examine them and answer the questions that follow.



- (a) What is propaganda?
- (b) Is photograph B a primary or a secondary source? Explain your answer.
- (c) Explain what a primary source is and why they are useful to historians.
- (d) Give two examples of primary sources that you could use to find out more about your local area.
- (e) Why do you think Mussolini had the horse handler removed from the original photograph?
- (f) Historians have to consider whether a source is an example of propaganda or not. Give two other problems a source might have.

## Question 6

This question deals with archives and census material.

**Source 1:** Extract from a government announcement about the 1926 census.

The 1926 census will be published online in April 2026. The digitisation project will be undertaken by the National Archives of Ireland at a cost of €5 million. At present, the 1926 census is stored in 1,344 boxes, containing over 700,000 return sheets.

The 1926 census collected 21 data sets about each individual in Ireland including name, age, sex, marital status, religion, housing conditions and ability to speak Irish. On the night of 18 April 1926, the population of Ireland was 2,971,992. At the previous census in 1911, the population was 3,139,688.

- (a) According to **Source 1**, how many different data sets were collected about each individual in 1926? Give examples of **two** of these types of data.

Number of data sets:
First example:
Second example:

- (b) Did the population of Ireland increase or decrease between the census of 1911 and the census of 1926? Support your answer with evidence from **Source 1**.


- (c) Are the following statements true or false? Tick (✓) the right answer.

Statement	True	False
The National Archives provides access to original records such as government records, court records and census records.		
The records in the National Archives are primary sources for the study of Irish history.		
You can borrow records from the National Archives and take them home, like borrowing a book from a library.		

Scattery Island is in the River Shannon near Kilrush, Co. Clare. Look at the sources below and answer the questions which follow.

**Source 2:** Photograph of Scattery Island.



**Source 3:** An extract from the 1911 census giving details of one household on Scattery Island.

**Residents of a house 5 in Scattery Island (Kilrush Rural, Clare)**

Surname	Forename	Age	Sex	Relation to head
Griffin	Michael	44	Male	Head of Family
Griffin	Mary	41	Female	Wife
Griffin	Hannah	65	Female	Mother
Griffin	Sinon	14	Male	Son
Griffin	Bridget	13	Female	Daughter
Griffin	Nora	12	Female	Daughter
Griffin	Anna Maria	10	Female	Daughter
Griffin	Patrick	7	Male	Son
Griffin	Susan	6	Female	Daughter
Griffin	John	4	Male	Son
Blake	Thomas	84	Male	Servant

- (d) What evidence from **Source 2** shows that people lived on Scattery Island over a thousand years ago?


- (e) According to **Source 3**, how many generations of the Griffin family are included in the 1911 census? Under which heading in the source can this evidence be found?

Number of generations:
Heading:

- (f) According to **Source 3**, how many sons and daughters had Michael and Mary Griffin?

Sons:	Daughters:
-------	------------

- (g) Name one member of the household who was not a member of the family. Give **two** pieces of evidence from **Source 3** to show that this person was not a member of the family.

Name:
1.
2.

- (h) The table below gives five facts about Scattery Island.  
Number the facts 1-to-5 in chronological order, beginning with the earliest.

There were 84 people living on Scattery Island in 1936.	
Visitors can now take boat trips to Scattery from Kilrush Marina.	
In 1948, the island school closed down.	
Scattery has been uninhabited since the last two residents left in 1978.	
During World War II (1939-1945), 12 island men lost their lives at sea.	

## Question 8

Look at this advertisement and answer the questions which follow.

# CAVAN COUNTY MUSEUM

Ballyjamesduff, Co. Cavan, Ireland

Three unique centenary exhibition experiences in one beautiful museum

WW1 Trench Experience

1916 Rising Exhibition Experience

Battle of the Somme Installation

Tel: 049 854 4070 • [www.cavanmuseum.ie](http://www.cavanmuseum.ie) • [Facebook.com/cavanmuseum](https://www.facebook.com/cavanmuseum) • [Twitter.com/cavanmuseum](https://twitter.com/cavanmuseum)

## Enjoy a great family day out!

- (a) Where in Ireland is this museum located?

- (b) What is the museum's website address?

- (c) What are **two** types of information you would expect to find on a museum website to help you plan a visit to the museum?


- (d) What are **two** topics that you could learn about at this museum?


## Question 1

Study this screenshot from the Irish Archives Resource (www.iar.ie) and answer the questions which follow.



(a) What are archives, according to this website?


- (b) What is the web address of the Irish Archives Resource?

--

- (c) If you were to use this website to find sources on the history of education in Ireland, which two headings under 'Start Exploring' would be the most relevant to your work?

1:
2:

- (d) What is the difference between an archive and a museum?


- (e) Give the name and location of one archive, museum, library, exhibition or heritage centre which you investigated as part of your Junior Cycle history course.

Name:
Location:

- (f) Name an item from this archive, museum, library, exhibition or heritage centre, and explain how evidence from this item added to your knowledge of history.

Item:
How it added to your knowledge of history:

## Question 8

Read the advertisement below and answer the questions which follow.



OPW Conservation Crafts Demonstration at Ormond Castle

15<sup>th</sup> August, 2pm – 3pm

Ormond Castle

Castle Park, Off Castle Street, Carrick-on-Suir, E32 CX59, Co. Tipperary

The mission of the OPW (Office of Public Works) Heritage Service is to conserve and protect the built heritage in the care of the State. The bulk of the conservation and restoration work undertaken at National Monuments Service in State care is carried out by the OPW's highly skilled team of craft, trade and general operatives.

While always open to new techniques, best conservation practice is that, for authenticity, the skills used to preserve a structure should reflect those used at the particular period in history when the structure was first erected.

The OPW also recognises the importance of handing on traditional skills and experience. This Heritage Week, visit Ormond Castle and meet some of the OPW's carpenters and stonemasons/cutters and learn about the unique set of skills they have developed to ensure that the expertise necessary to maintain our National Monuments into the future is retained and developed.

OPW Conservation Crafts Demonstration at Ormond Castle | National Heritage Week 12 – 20 August 2023



**(a)** Where and when is this event taking place?

Where:

--

When:

--

**(b)** What is the mission of the OPW?


**(c)** What tradespeople are employed by the OPW?


**(d)** Explain the term 'conservation'.


**(e)** Choose an event, issue, place, or person from your local area that you have studied which is connected to the bigger history of Ireland and/or the history of Europe and the wider world.




(f) Describe how the topic you chose in (e) above had an impact on the history of your local area.


(g) Explain how what you chose in (e) above is connected to the bigger history of Ireland and/or the history of Europe and the wider world.


## Question 1

Archivists must undergo extensive training to learn how to catalogue, describe and maintain documents and records. Look at the photograph below and answer the questions which follow.



- (a) Briefly explain why the archivist in the photograph above is wearing white cotton gloves.


- (b) Outline **one** difficulty that the archivist might encounter when studying the document pictured above.


(c) Match each of the terms below with the correct description.

Term	Description
A. Excavation	1. The study of the layers of soil or the depth of a buried artefact to date an object or age of a site.
B. Artefact	2. The period of time before the invention of writing.
C. Radiocarbon dating	3. An object made or changed by humans, usually of historical, cultural or archaeological significance.
D. Dendrochronology	4. The process of removing layers of soil at an archaeological site to uncover and study artefacts and archaeological features.
E. Stratigraphy	5. A dating method that uses the growth rings of trees to establish the chronological order of events or dates of wooden artefacts.
F. Prehistory	6. A dating method that measures the amount of carbon remaining in an object in order to estimate its age.

A.		B.		C.		D.		E.		F.	
----	--	----	--	----	--	----	--	----	--	----	--

(d) Explain **two** differences between the work of an archaeologist and the work of a historian.

1.
2.

(e) Outline **two** challenges that historians face when studying the past.

1.
2.

Study the sources and answer the questions which follow.

**Source 1:** An edited extract from an article published in the *Irish Times* in 2018. It discusses Taoiseach Leo Varadkar's suggestion that the anniversary of the declaration of the Irish Republic in 1949 should be publicly commemorated in 2024.

Taoiseach Leo Varadkar has suggested the Decade of Centenaries\* should end in 2024 with events to mark the 75th anniversary of the Republic of Ireland. The State was declared a republic on April 18, 1949.

The Republic of Ireland Act abolished the last traces of British rule in Ireland and established the State as a republic.

Speaking at an event, Mr. Varadkar proposed that both the 70th anniversary next year and the 75th anniversary in 2024 should be marked as State occasions.

Mr. Varadkar suggested that the Decade of Centenaries which is due to end in 2023 would end with a "downbeat note" if it ended with commemorations to mark the Civil War. Instead, he proposed that marking the 75th anniversary of the Republic in 2024 would end it on an "upbeat and optimistic note".

\**Decade of Centenaries* – a ten-year government programme commemorating the events that led to Irish independence

**Source 2:** The front page of the *Irish Times* from 18 April 1949.



(f) In what century was the Irish state declared a republic?

(g) According to Source 2, how was the declaration celebrated on 18 April 1949?

(h) Briefly explain why it is important to commemorate significant events and/or influential people in history.


(i) Outline **one** way in which historians can play a role in commemorating historical events.


## Question 1

The following sources are edited extracts from the website of the Bureau of Military History and the cover page of one of the witness statements included in the Bureau's collection. Examine the sources and answer the questions which follow.


### Source 1: Edited extract from the website of the Bureau of Military History

The Bureau of Military History Collection, 1913-1921 (BMH) is a collection of 1,773 witness statements; 334 sets of contemporary documents; 42 sets of photographs and 13 voice recordings that were collected by the State between 1947 and 1957, in order to gather primary source material for the revolutionary period in Ireland from 1913 to 1921.

The Bureau's official brief was 'to assemble and co-ordinate material to form the basis for the compilation of the history of the movement for Independence from the formation of the Irish Volunteers on 25<sup>th</sup> November 1913 to the 11<sup>th</sup> July 1921'.

Along with the other major collection at the Military Archives covering the revolutionary period from 1913, the Military Service Pensions Collection, the Bureau is among the most important primary sources of information on this period available anywhere in the world.

### Source 2: The cover page of a witness statement

ROINN		COSANTA.
BUREAU OF MILITARY HISTORY, 1913-21.		
STATEMENT BY WITNESS.		
DOCUMENT NO. W.S. 1,280		
Witness		
Colonel Eamon Broy,		
I.R.A. Intelligence Agent, Dublin Castle;		
Escort and Private Secretary to General Michael Collins, 1921;		
Commissioner Garda Síochána, 1933-1938.		
Subject.		
(a)	National activities, 1911-1922;	
(b)	I.R.A. Intelligence work, Dublin Castle;	
(c)	Michael Collins and the Anglo-Irish Treaty negotiations, 1921.	
Conditions, if any, Stipulated by Witness.		



- (a) How many witness statements are in the Bureau of Military History Collection?

- (b) How many voice recordings are in the Bureau of Military History Collection?

- (c) What is the time period covered in the Bureau of Military History Collection?

- (d) Whose witness statement is shown in Source 2?

- (e) Name **two** jobs held by the person named in Source 2.


- (f) State and explain **two** advantages of primary sources for historians.




## Question 1

The following is a news update issued by the National archives on 8<sup>th</sup> November, 1921. Read it and answer the questions that follow.



Members of Michael Collins' family have today (8<sup>th</sup> November 2021) presented the Taoiseach, Micheál Martin TD, with the pocket diaries of Michael Collins covering the years 1918-1922.

These diaries are of major historical importance. They provide important additional information relating to a key period in Michael Collins' life and that of the nation, spanning the War of Independence, the Treaty Negotiations and the Civil War, up to his death in August 1922. They contain historical information, details of meetings, events, appointments and other arrangements, often secret in nature, which have never been seen before.

The diaries will be on long-term loan to the National Archives, where they will undergo conservation and preservation treatment, archival processing and digitisation to enable public access to the diaries. The National Archives will work with Cork County Council to provide local access to digitised copies of the diaries at the Michael Collins House, Clonakilty, as well as an agreed return of the original diaries from August 2022 to mark the centenary of Michael Collins' death.

(a) What period of time do the diaries cover?




(b) What type of historical details do the diaries contain?


(c) What will happen to the diaries now that they are in the National Archives?


(d) Is a diary a primary or secondary source? Explain your answer.


(e) Identify **two** other sources a historian could use to cross-check the information contained in the diaries.




(f) Why is it important that historians cross-check information and not just rely on a single source?




## Question 1

British archaeologist Howard Carter discovered the tomb of the pharaoh Tutankhamun in 1922. The following sources relate to that discovery from ancient Egypt. Examine the sources and answer the questions that follow.

**Source 1:** photograph of Carter's initial examination of the pharaoh's inner coffin



**Source 2:** extract from Carter's personal journal

With the light of an electric torch as well as a candle we looked through the hole in the door. Our sensations and astonishment are difficult to describe as the light revealed to us the marvellous collection of treasures: two ebony-black sculptures of a King; couches decorated with gold; small ornamental boxes; black shrines with a snake appearing from within; ordinary looking white chests; a golden inlaid throne; white oval boxes; stools of all shapes and designs.

A sealed doorway between two statues proved there was more beyond, and with the inscriptions bearing the name of Tutankhamen on most of the objects before us, there was little doubt that there behind was the grave of that Pharaoh.

- (a) Name **four** things that Howard Carter and his team saw when they shone a light through the hole in the door.


- (b) What precaution are both people in the photograph taking in order to protect the coffin of Tutankhamun?


- (c) Name and explain **one** method an archaeologist could use to date the body of Tutankhamun.

Method of dating:
Explanation:

- (d) Place the following years in chronological order, starting with the earliest, in the column on the right.

Year	Chronological Order
850 AD	
1200 BC	
800 BC	
253 AD	

## Question 1

Using both sources below, answer the questions which follow.

### Source 1



### Source 2

We've all visited a museum at some point in our lives, whether it was during a school trip or with family on holiday. Approximately 850 million people visit American museums each year, but have you ever stopped to wonder how many people that museum impacted or why it came to be?

In 1683, the first museum (the Ashmolean Museum in Oxford) opened its doors and the rest is history. For centuries, museums have played an integral role in preserving the history of our society. Exhibits tell us stories about how our nation, our communities and our cultures came to be and without them, those stories could be forgotten.

Museums possess what the classroom may not: the materials and information that enrich and create an experience that is memorable. Yes, the information found in museums can also be found within a textbook in a school's library, a classroom or on the web through search engines such as Google, but what those materials don't always effectively show is the impact that those stories had on the places our students live.

"The collections within a museum are a significant resource to the community. They allow people to experience things from all over the world without ever leaving town," said Jill Krieg-Accrocco, Curator of Anthropology and Exhibitions with the Boonshoft Museum of Discovery.

"My favorite thing about working in a museum is when I have the chance to show children visiting from a school a fossil or an object on display, and explain to them what it is and why it is important. When they look up at me and smile, I can see the impact that we are making," said Krieg-Accrocco.

- (a) What is it called when a museum displays artefacts based on specific themes as seen in the image in Source 1 above?


- (b) Why is conservation a very important role of museums?


- (c) Why is visiting museums and archives important for historians? Give an example to prove your point.


- (d) How many people, approximately, visit American museums each year according to the document above?


- (e) What is the integral role that museums play in society according to the document above?


**(f)** What advantage does a museum have over a classroom or digital technology as detailed above?


**(g)** Describe any museum/archive/historical site that you have visited and explain how your visit added to your understanding of history.


## Question 1

Study this screenshot from Irishgenealogy.ie and answer the questions which follow.

The screenshot shows the Irish Genealogy website. The header includes the logo and navigation links for Home, Church Records, Civil Records, Research, Useful Links, News, Feedback, and 2016. The main content area is titled 'Civil Records' and describes the General Register Office (GRO). A sidebar on the right lists 'Research In Ireland' categories.

**Civil Records**

THE GENERAL REGISTER OFFICE (GRO)

The General Register Office (Oifig An Ard-Chláraitheora) is the central civil repository for records relating to births, stillbirths, deaths, marriages, civil partnerships and adoptions in Ireland.

The General Register Office (GRO) operates under the aegis of the Department of Social Protection and has responsibility for the administration of the Civil Registration Service in Ireland. The General Register Office is located at Government Offices, Convent Road, Roscommon.

The Registrar General is responsible for managing and controlling the system of registration in Ireland, however, the Health Service Executive (HSE) is responsible for the day to day delivery of the Civil Registration Service through a network of local civil registration service offices across the State. ([www.civilregistrationservice.ie](http://www.civilregistrationservice.ie))

WHAT GENERAL REGISTER OFFICE RECORDS ARE ONLINE?

The General Register Office (GRO) holds all official records of Irish births, deaths and marriages from 1864 and of non-Catholic marriages from 1845, the historic indexes of which can be viewed [here](#).

The official site of the Northern Ireland General Register Office [www.geni.nidirect.gov.uk](http://www.geni.nidirect.gov.uk) allows access to full a database of the transcripts of their records from 1922 onwards (from 1845/1864 for areas now in Northern Ireland) on a pay per view basis.

**Research In Ireland**

**Irish Records: What Is Available?**

- Civil Records
- Church Records
- Census Records
- Property Records
- Migration Records
- Graveyards
- Military And Police Records
- The Irish Abroad

(a) What is the General Register Office according to this website?


(b) Under whose authority does the General Register Office operate?


(c) What is involved in the study of 'genealogy'?


- (d) According to the screenshot above, name two sources that can be consulted for genealogical research.

1.
2.

- (e) Historians must be careful when accessing, sourcing and researching any historical resource. Give an example of a source and how you might analyse it for reliability.


- (f) Name an item from an archive, museum, library, exhibition or heritage centre, and explain how evidence from this item added to your knowledge of history.

Item named:
How evidence added to your knowledge:

## Question 1

Study this word cloud and answer the questions which follow.



- (a) Choose any five words from the word cloud above and explain what each of your chosen words means.

Word chosen	Explanation

- (b) Place the following years in order from the earliest to the latest:

1948 AD	547 AD	485 BC	1594 AD	1230 BC

- (c) What were the first and last years of the fifth century BC?

First year:
Last year:

- (d) Explain one way that an archaeologist chooses a site for an excavation.


- (e) Give one reason why you would use more than one source to research a topic in history.



- (f) Explain the difference between archaeology and history.


## Question 1

Study this screenshot from the Offaly County Council website ([www.offaly.ie](http://www.offaly.ie)) and answer the questions which follow.

[Home](#) > [Services](#) > [Libraries](#) > [Local Studies](#)

## Local Studies & Archives



### Local Studies

Offaly Libraries Local Studies Service promotes and preserves Offaly's rich history, heritage, and culture. Its collection covers the social, economic, geographic and political breadth of the county, and supports researchers in their interests. Local Studies is located in Tullamore Library, although every branch has a local studies collection. Due to ongoing remedial building works, access to specific materials in Tullamore Library may be limited at present. Please contact the library in advance of visiting at [tullamorelibrary@offalycoco.ie](mailto:tullamorelibrary@offalycoco.ie).

### Offaly Archives

Offaly Archives is the jointly managed archives service of Offaly County Library and Offaly Historical and Archaeological Society (Offaly History). Collections in the care of both repositories are housed in this facility, providing a comprehensive service for users of archives. Our documentary heritage is the archival memory of the community and Offaly Archives endeavours to identify, preserve and make these materials available for research purposes.

**Offaly Archives is located in the Offaly Archives Unit 1F, Axis Business Park Clara Road Tullamore Co Offaly. Access to the reading room is by confirmed appointment only.**

Email: [info@offalyhistory.com](mailto:info@offalyhistory.com) [www.offalyarchives.com](http://www.offalyarchives.com)

(a) According to the website page, what is the goal of Offaly Libraries Local Studies Service?


(b) What is the web address of Offaly Archives?

--

(c) Which two groups jointly manage Offaly Archives?

1.
2.

(d) What is the purpose of an archive?


(e) Give one reason why an archivist may wear cotton gloves when handling documents.


(f) Explain why historians use more than one source in their historical research.


## Question 2

Archaeological discoveries add to our knowledge of history. Use the account and photographs below to answer the questions which follow.



The Health Service Executive (HSE) had just begun excavation works at the building site of the new community hospital project in Ballyshannon, Co. Donegal when the discoveries were made by archaeologist Tamlyn O'Driscoll McHugh. The discoveries consisted initially of an ancient burial capstone and, later, a Bronze Age burial urn.

Tamlyn was carrying out normal site analysis and supervision, as the construction site was over a hectare in size and less than 1 km from the nearest urbanised area. "On the edge of the site was a boulder just under the pavement of the allotment. I flagged it as I thought that might be something of archaeological interest."

Tamlyn undertook the normal archaeological analysis that might help identify areas of potential interest. She was aware of discoveries at Ballyhanna and artefacts that had been found along the river before, but was delighted when she and her team found more than they could have hoped for. In situations like this, which is called 'rescue archaeology', it then becomes a race against time to get as much excavation work done as possible.

(a) What two significant discoveries were made at the site in Ballyshannon?

1.
2.

(b) What work was the archaeologist called on to the site to do?


- (c) What work is being carried out by the archaeologists in the two photographs?

Photograph 1:
Photograph 2:

- (d) 'She was aware of discoveries at Ballyhanna and artefacts that had been found along the river before.' Why was this information important to the archaeologists?


- (e) Explain the term 'rescue archaeology'.


- (f) Apart from rescue archaeology, name two other ways in which archaeological sites are identified for possible excavation.

1.
2.