

## Learning outcomes in focus:

1.8 Students should be able to investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

1.3 Students should be able to appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

## Strategy: Placemat\*

To support student engagement with learning in the physically distanced classroom and to engage with learning from home

## Investigating Historical Evidence: Placemat Task

Using a repository of historical evidence to answer an enquiry question

- This activity gives all students the opportunity to work individually, to share ideas and learn from each other.
- An enquiry question may be provided by the teacher or co-created with students.
- Each student in the group is asked to work on their own section of the placemat.
- A shared presentation document (PowerPoint, Google Slides, etc.) with a placemat could also be used.
- The class is divided into groups of 4. \*Assigning Group Roles
- Three students take on the roles of timekeeper, facilitator and recorder.
- The timekeeper sets a suitable length of time on a timer and alerts the group when the time for individual work is up. The facilitator leads a discussion on what was written by each individual and helps the group to come to a consensus. The recorder types the agreed group response in the centre of the placemat.
- Extension Activity? Depending on the enquiry question, the teacher may combine this activity with a ranking ladder activity where multiple answers to the enquiry question are recorded in the centre and then ranked in order of preference. The facilitator could determine priority with a simple show of hands.

## Placemat at Home

Managing information and thinking about sources at home

- The steps can be carried out as above in a live Zoom, Teams or Google Classroom call. An enquiry question may be provided by the teacher or co-created with students.
- Each student is given time to consider the question and a timer is started.
- The teacher then breaks the students into breakout groups of 4 and sets the breakout session to end after an appropriate amount of time.
- Three students take on the roles of timekeeper, facilitator and recorder (as above).
- When the breakout session times out, the recorder feeds back to the whole group. The teacher (or a student) shares his/her screen during feedback and records the responses in real time on a suitable document.
- Possible extension? When the whole group's responses have been recorded, the teacher could use the poll feature on Zoom, as an alternative to using a ranking ladder, to determine priority.

\*Strategies denoted with an asterisk indicate a Strategy Card available on the Whole School section of [www.jct.ie](http://www.jct.ie). Over 20 strategies have been updated to be suitable for the physically distanced classroom. Click [HERE](#) to visit the JCT Whole School 'Classroom Strategies' webpage.

## WebQuest Placemat Task

Looking at commemoration while using a repository of historical evidence and/or sources

### Learning intentions:

We are learning:

- how to use online sources of evidence to research historical events.
- key information online about different historical events called Bloody Sunday.
- why historical events are commemorated.

### Description:

Students investigate historical events known as 'Bloody Sunday' and record their findings on a placemat. They then use their findings to answer the enquiry question.

### Task:

- The teacher introduces and discusses the enquiry question with the group.
- Each student receives one piece of the placemat (hardcopy or digital, where appropriate).
- Each student will visit the website named on their piece of the placemat (teachers can supply the source if necessary) and answer the questions provided.
- When they have completed their part of the placemat, each student returns to their group (online or face-to-face, where appropriate).
- Three students take on the roles of timekeeper, facilitator and recorder. The timekeeper sets the time for discussion on a timer and alerts the group when the time is up. The facilitator leads a discussion on what was written by each individual and helps the group to come to a consensus. The recorder types the agreed group response in the centre of the placemat.
- Extension Activity? Students could be asked to research Bloody Sunday events outside of Ireland.

