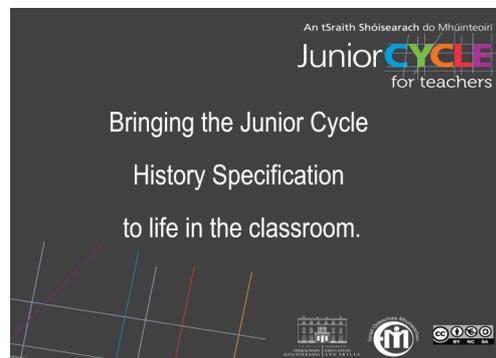


Supporting History teachers to support young Irish historians

## Thousands of history teachers attend workshops nationwide

The Junior Cycle History team would like to welcome you to the spring edition of our newsletter which aims to support Junior Cycle History teachers with the implementation of the new History specification. We had the opportunity to meet with over 1,500 Junior Cycle History teachers from November 2018 to March 2019. We will be holding over 50 workshops with another 1,500 teachers in September and October 2019 in Education Centers all over Ireland. More details will be available soon for teachers wishing to attend these autumn workshops.

All the materials from our workshop, *Bringing the Junior Cycle History Specification to Life in the Classroom*, are available on our website [www.jct.ie/history](http://www.jct.ie/history)



From Left to right: Áine McAlpine, Fintan O'Mahony, Frieda Crehan, Denise Nolan, Angela Hanratty and Donal Evoy

## Keep in touch!

3 ways to keep up to date with the JCT History Team are:

1. Visit our webpage—[www.jct.ie/history](http://www.jct.ie/history)
2. Follow us on twitter -@JctHistory
3. Join our mailing list—

Join the Mailing List

## Webinar 3rd April 2019

The 2019 webinar is scheduled to take place on Wednesday 3rd April between 19.30 and 20.30. The webinar aims to support teachers with the teaching, learning and assessment of the History specification from the comfort of their own home.

This year's webinar will focus on working with historical evidence in the classroom. Please click [here](#) to register.



## Symposium Saturday 11th May 2019

We are delighted to announce that our 2019 symposium will take place on **Saturday 11th May** in the **National Museum, Collins Barracks**. The symposium promises to be a hugely exciting event as historians and educationalists come together to explore the possibilities and opportunities presented by the Junior Cycle History specification. More details will be available soon on our website and twitter account. Register at [www.jctregistration.ie](http://www.jctregistration.ie)



## Meet our Associate Team

Junior Cycle History Part-Time Associate Team

**Brianán McGrane**



**Séamus O'Riain**



Teaching History in St. Andrew's College, Co. Dublin. With the new History specification, I am looking forward to having more time to teach *Learning Outcome 2.4. Students should be able to examine the rise and impact of nationalism and unionism in Ireland, including the key events between 1911 and 1923.* As we make our way through the decade of commemorations, I feel it is so important that our students understand the key factors and events that led to the partition of Ireland and the birth of the Irish Free State.

Teaching History and Music in Coláiste Chilliaín, Co. Dublin. It has been such a pleasure meeting teachers from other Gaelscoileanna at workshops that I have facilitated across the country. *Learning Outcome 2.7 Students should be able to Investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora.* Exploring the near fatal impact the famine had on our native language is something that interests me greatly. I am especially looking forward to giving the students an opportunity to listen and perhaps learn some of the great ballads as Gaeilge and as Béarla such as *Johnny Seoige* and *Revenge for Skibbereen*. This learning outcome is just one of many from the specification that gives us the opportunity to connect with the rich local history we are very lucky to have in Ireland.

**Stacy Stout**



**Dan Campion**



Teaching History in Temple Carrig School, Greystones, Co. Wicklow. *Learning Outcome 3.13 Students should be able to debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events.* I'm looking forward to being able to explore something completely new with students in the context of the 1960s: The Beatles, the Civil Rights Movement, the Space Race, the Vietnam War - there are endless possibilities!

Teaching History in Presentation Secondary School, Kilkenny. *Learning Outcome 3.11 Students should be able to explore the contribution of technological developments and innovation to historical change.* This is a potentially very exciting learning outcome which is applicable to almost every other learning outcome from Strands 2 and 3 when we consider developments such as navigational instruments, the printing press and the modern communications revolution. This learning outcome also encourages students to reconsider their own definitions of technology.

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE  
for teachers

## Meet the Associate Team

Junior Cycle History Part-Time Associate Team

Aidan O'Leary



Bairbre Kennedy



Teaching History in Carrigaline Community School, Co. Cork. *Learning Outcome 1.2. Students should be able to 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.* This learning outcome presents a fascinating opportunity to engage myself as a teacher and my students as learners in the world of the historian. My passion for history comes from family sources and stories, largely shaped by their experiences as working class Irish people in post Independence Ireland. The issues and personalities of this era provide a rich and often complex narrative to investigate. History isn't the accumulation of dates and trivia, it's the pursuit of truth, evaluating and examining the human experience. As a teacher, it affords me an opportunity to engage students in discussing and investigating events and issues through time from a variety of perspectives.

Teaching History, Business, Economics, and Politics and Society at Malahide Community School, Co. Dublin. *Learning Outcome 2.1 Students should be able to recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation.* This learning outcome presents an ideal opportunity for students to engage in learning that will inform them about current issues on the island, namely 'Brexit'. Students can explore the Ulster plantation and get to grips with the underlying issues that affect life in the north of Ireland today. The topic lends itself to learning outcomes on the Leaving Certificate Politics and Society course, in particular Topic 7, which explicitly explores Irish identity.

Gerry Hand



The Associate Team



Retired principal and History teacher at Castleblayney College, Co. Monaghan. Now working with the JCT History team as an Associate. I am delighted to be back working on matters historical. I am particularly interested in Strand One Learning Outcomes from the new specification where the Nature of History will be front and centre of the learning process. *Learning Outcome 1.3 where students will appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated* is especially important because it supports and promotes the important ideal that we should learn from the past so that the future will be better for all.

Our associate team and full time team collaborating in Kilkenny Education Centre in February 2019. The associate team's work provides valuable insights into engaging with the History specification in the classroom.

## Sources about the Great Famine and the Diaspora

Why not check out these excellent sources about the Great Famine and the Diaspora from our Day 2 workshop. Simply click on the image to visit the website or use the QR codes.

The Great Irish Famine Online  
[irishfamine.ie](http://irishfamine.ie)



One of the most tragic events in Irish history, the Great Famine of 1845-1850, killed 1 million people and drove another million to emigrate.

The Great Famine Online provides us with a comprehensive overview of the famine and its impact on Ireland and the world.



Ireland's Great Hunger  
Museum  
[irishmuseum.org](http://irishmuseum.org)



Thomas F. Meagher  
Foundation  
[tffoundation.ie](http://tffoundation.ie)



JFK Presidential Library  
and Museum  
[jfklibrary.org](http://jfklibrary.org)

JOHN F. KENNEDY  
PRESIDENTIAL LIBRARY AND MUSEUM



DCU Libraries:  
The Great Famine  
[dcu.libguides.com/Famine](http://dcu.libguides.com/Famine)



Podcasts on the  
Great Famine  
[irishhistorypodcast.ie](http://irishhistorypodcast.ie)



More sources are available on pages 19-21 of the 2018/19 History Resource Booklet. Click [here](#) to access.