Learning Outcome 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

Historical Discovery: Stop and Jot Task

Discovering information about historical personalities, issues and events using a repository of historical evidence

- This task can be used to discover new information on a historical topic or uncover evidence that might support a judgement. The discovery task may also be used as an opportunity for students to revise learning outcomes that they have previously engaged with.
- The teacher and/or student can choose the topic that will be investigated.
- Firstly, decide on an enquiry question that will lead your investigation. (The teacher may provide the enquiry question and, perhaps, some scaffolding questions, as students hone their research skills).
- The Research Directory of museums, libraries, heritage centres and digital archives on our website may be helpful in getting started and is available on www.jct.ie/history/resources
- Students are asked to research their chosen historical personality, issue or event(s) online. The teacher may suggest a site(s) to use as students hone their research skills. A range of research supports are available on www.jct.ie/history/resources
- As students discover information on their chosen topic, they are asked to stop and jot some of the key information and record the name and address of the online repository that they used.

Strategy: Stop & Jot*

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

Stop & Jot at Home

Discovery learning with repositories of historical evidence while engaging with learning from home

- The teacher and/or student choose the enquiry question (as above).
- As students conduct their research and discover answers to their research questions, they can use applications such as Popplet or PicCollage to create a bank of colourful, well-designed and organised Stop & Jot notes which can also function as future revision aids.
- Stop & Jot notes can be emailed to the teacher as part of a formative assessment approach to research.
- Students may decide to dictate text for the Stop & Jot note into a simple voice memo on their device and email the audio clip to teachers during a remote learning scenario. Stop & Jot notes enable students to become 'active' rather than 'passive' online learners, thus promoting engagement and lowering the potential for online fatigue.

*Strategies denoted with an asterisk indicate a Strategy Card available on the Whole School section of 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.

Sample Discovery Task

Discovering information about Bloody Sunday using a repository of historical evidence and/or sources provided by the teacher while using a Stop & Jot template to scaffold the enquiry

Enquiry Question:

What is the significance of November 21st 1920 in Irish History?

Learning intentions:

We are learning:

- how to use online sources of evidence to research a personality, event or issue.
- key information online about the personalities, events or issues surrounding Bloody Sunday.

Description:

This task can be used to discover historical evidence about Bloody Sunday, November 21st 1920. This task can be used to discover new information on a historical topic or uncover evidence that might support a judgement. The discovery task may also be used as an opportunity for students to revise learning outcomes that they have previously engaged with.

Task:

- In this task, the enquiry question has been provided.
- Students are asked to visit these online sites:
  Summary: https://crokepark.ie/bloodysunday/bloody-sunday-1920
  Press Report from Bloody Sunday 1920: https://crokepark.ie/bloodysunday/hedge-school
- The students then fill in the Stop & Jot graphic organiser. (Depending on internet access, sources from the site could be provided for the students.)
- The Stop & Jot notes can be collected by the teacher digitally, if appropriate.

Extension questions using this source:

https://crokepark.ie/bloodysunday/remembering-the-victims

1. How many people died on Bloody Sunday according to this source?
2. Who was the youngest person to die and who was the oldest?
3. The article from earlier reports that about 10 people died. Was this correct? Why does it report 10? Give evidence to support your answer using both sources.
4. Why do you think this event was reported in a newspaper or remembered on the Croke Park website?
5. From your study of history, why is this event so significant in Irish history?

Graphic organiser to guide the discovery

Enquiry Question: _____

Stop and Jot in the relevant boxes provided as you conduct your research
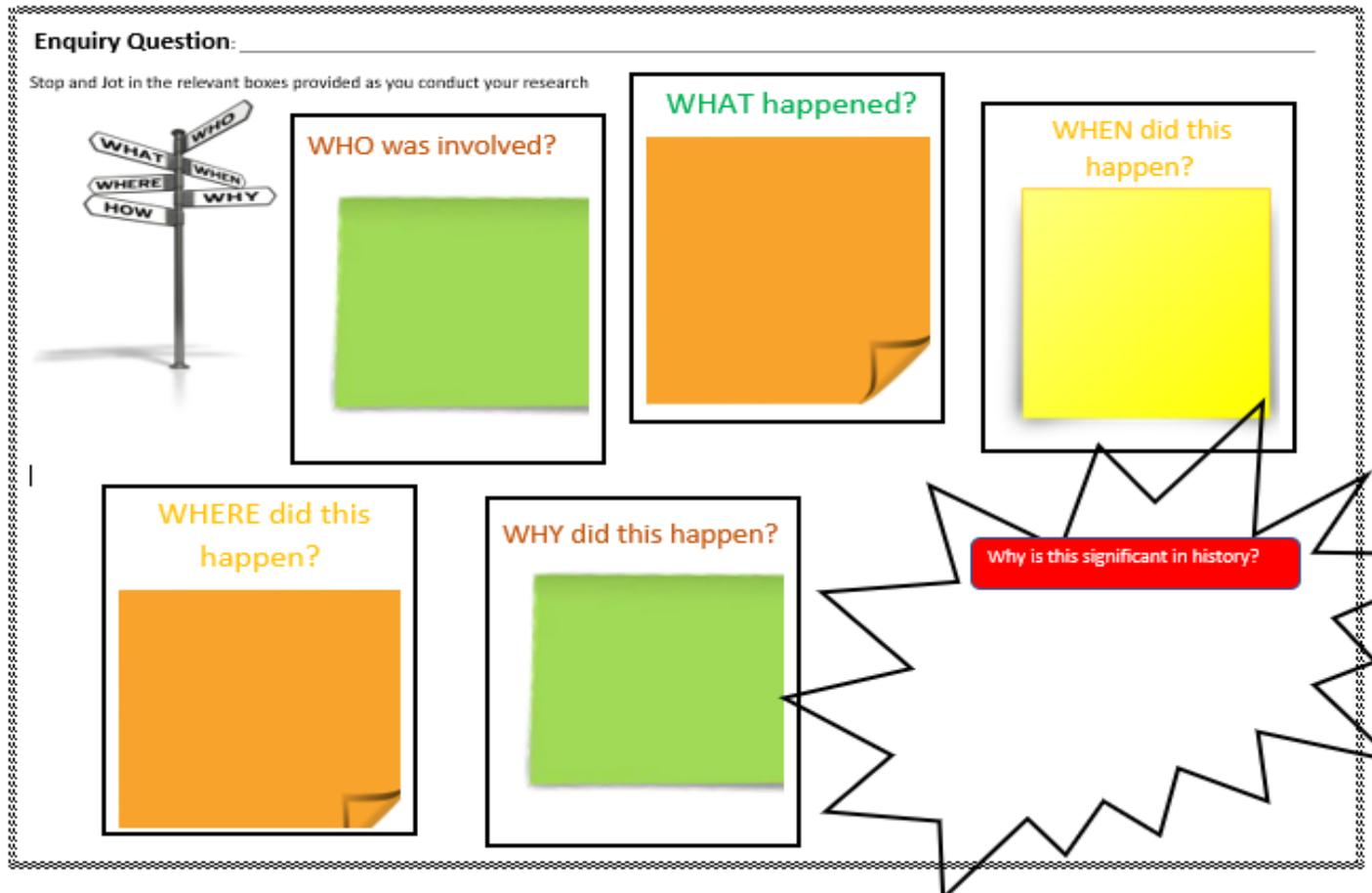
WHO was involved?

WHAT happened?

WHEN did this happen?

WHERE did this happen?

WHY did this happen?

Why is this significant in history?