



## Resource guide and checklist

The **Explore Historical Sources** series is suitable for Junior Cycle, Transition Year and Senior Cycle history classes. It is designed to help students engage with the text of the debates on the Anglo-Irish Treaty that took place in Dáil Éireann between 14 December 1921 and 7 January 1922.

It comprises four resources, each focusing on one TD (Teachta Dála) who spoke in the debates:

**Michael Collins**



**Eamon de Valera**



**Arthur Griffith**



**Mary MacSwiney**



### Each resource includes:

- ▶ Extracts from the TD's speeches during the Treaty Debates
- ▶ Activities for Junior Cycle, Transition Year and Senior Cycle students
  - Junior Cycle      A worksheet with questions based on the extracts
  - Transition Year    A brief for a short project on the TD
  - Senior Cycle      Essay questions on the TD

# Curriculum based learning outcomes

## Junior Cycle

### Strand 1: The Nature of History

- 1.1** develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context
- 1.8** investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition
- 1.11** make connections and comparisons between people, issues and events in different places and historical eras

### Strand 2: The History of Ireland

- 2.2** investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics

Source: National Council for Curriculum Assessment (NCCA), *Expectations for students*, [www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/Expectations-for-Students](http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History/Expectations-for-Students)

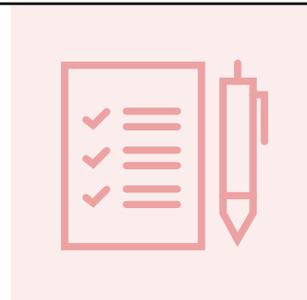


## Transition Year

### Exploring primary sources for Irish history in Transition Year

- ▶ develop various skills e.g. research skills, evaluation skills, assessing point-of-view, bias and/or reliability of sources
- ▶ develop literacy and numeracy skills such as collating data and presenting it in different formats

Source: Professional Development Service for Teachers (PDST), *Approaches to Teaching History in Transition Year*, <https://pdst.ie/TY/curriculum>



## Curriculum based learning outcomes (continued)

### Senior Cycle

#### Knowledge and understanding

1. To promote understanding of the present through the development of a historical perspective on issues of contemporary importance



#### Skills of history

1. To develop an awareness of different interpretations of particular historical issues

#### Preparation for life and citizenship

4. To develop in students an informed and critical awareness of their historical inheritance

Source: National Council for Curriculum Assessment (NCCA), *Leaving Certificate History Syllabus*, [www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/History](http://www.curriculumonline.ie/Senior-cycle/Senior-Cycle-Subjects/History)

Resource	Class	Date	Notes
Michael Collins			
Eamon de Valera			
Arthur Griffith			
Mary MacSwiney			