



Belong To LGBTQ+
Youth Ireland

JUNIOR CYCLE HISTORY



Rationale

The study of history is about exploring human experience over time and how that experience has shaped the world we live in today. By asking questions of the available evidence, students of history can make rational, informed judgements about human actions in the past and examine why people were motivated to act as they did and the effects of these actions. Studying history develops our historical consciousness, enabling us to orient ourselves in time and to place our experiences in a broader framework of human experience. Being historically conscious transforms the way that we perceive the world and our place in it, and informs how we see the future development of the world.

Having a 'big picture' of the past helps to develop our historical consciousness. It allows us to see major patterns of change and gives us a framework to understand and put into context the knowledge that we gain about the actions of people who came before us. Investigating evidence to identify moments or patterns of change in the human experience, and to make judgements on the significance of such change, is the key practice of the historian. This study of change relates to the fullness of human experience over time, from the initial emergence of humans to the more recent past. The study of the past allows us to examine the impact of human actions in a wide variety of dimensions, including politics, government, law, society, economics, culture, beliefs and ideas.

When we learn about the past, it is important also that we understand the nature of history as a discipline that allows us to make sense of what has happened in our world over time. This involves understanding such concepts as continuity and change; time and space; how evidence allows us to make judgements about the past and how such judgements

may need to be changed if new evidence emerges; awareness of the usefulness and limitations of different forms of evidence and the importance of being objective and fair when investigating the actions of people in the past, and taking care not to let opinions or prejudices affect our judgements; how human actions in the past have different levels of significance; that we see people in the past and their actions in the context of the time in which they lived.

Understanding the actions of people in the past and understanding how we come to know about these actions helps us to develop positive values about history. These include a respect for truth and evidence, a commitment to being open to seeing the past from different perspectives and a regard for the integrity of the past. This way of seeing the world deepens our understanding of the relationship between past and current events and the forces that drive change; helps us to appreciate how diverse values, beliefs and traditions have contributed to the culture in which we live; and enables us to value our local, national and international heritage. The ability to construct and communicate coherent, logical arguments on matters of historical significance, and in so doing utilise skills such as thinking critically, working collaboratively and utilising digital media effectively, is also enhanced by the study of history.

Studying history helps us also to develop a historical sensibility that leads to an appreciation of the cultural achievements and accomplishments of previous generations, and to derive pleasure and enjoyment from learning about the richness and diversity of human experience in the past, and how this has impacted and shaped our own identity and experience of the world.

Aim

The study of history at junior cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from a historical perspective; and understand how the people and events of the past have shaped the contemporary world.

By exploring the past from a historical perspective, students also develop an interest and enthusiasm for history and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived. The study of history instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda. Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today, and can help students learn from the past when thinking about how to address the problems of today.

Structure

Junior cycle History is organized into three strands. Strand One, the unifying and foundational strand, has three elements. Strands Two and Three, contextual strands, share a different set of three elements.

There is potential for teachers to include LGBTQ+ content and perspectives into their teaching and assessment of learning outcomes in junior cycle History.

Sample learning outcomes with scope for inclusion of LGBTQ+ content and perspectives include:



Strand One: The nature of history

Element: Developing historical consciousness

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

1.2 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

1.3 Appreciate their cultural inheritance by recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

Element: Working with evidence

1.7 Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance

1.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

Element: Acquiring the 'big' picture

1.9 Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions

1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras

1.11 Make connections and comparisons between people, issues and events in different places and historical eras

Strand two: The history of Ireland

Element: Exploring people, culture and ideas

2.9 Explain how the experience of women in Irish society changed during the twentieth century

2.10 Examine how one sporting, cultural or social movement impacted Irish life

Element: Applying historical thinking

2.11 Make connections between local, personal or family history and wider national and/or international personalities, issues and events

2.12 Debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events

2.13 Analyse the evolution and development of Ireland's links with Europe

Strand three: The history of Europe and the wider world

Element: Exploring people, culture and ideas

3.10 Explore the significance of genocide, including the causes, course and consequences of the Holocaust

3.12 Evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international cooperation, justice and human rights

3.13 Debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events

3.14 Illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

Ideas for Teaching and Learning:

Facilitate your students to:

- Discuss cause and consequence and other key historical concepts through the lens of the experiences of LGBTQ+ people and the progression of LGBTQ+ equality throughout history in Ireland/Europe/wider world.
- Create a timeline showing key events and personalities in the progression of LGBTQ+ equality movement
- investigate the Irish Queer Archive at the National Library of Ireland

- Work together in pairs/small groups to research and create a Dictionary of Biography entry for one of the following, or another LGBTQ+ historical figure of your choosing:
 - Bayard Rustin (1912-1987) – controversial advisor to Martin Luther King, Jnr
(see:<https://kinginstitute.stanford.edu/encyclopedia/rustin-bayard>)
 - Roberta Cowell – British pilot, race car driver, first legally recognised transwomen in the UK (see: Forgotten Women: Roberta Cowell (44.02 mins):<https://www.youtube.com/watch?v=x6z555adbgA>)
- Alan L. Hart (1890-1962) – American physician and novelist
(see:<https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/hart-alan-l>)
- Discuss the reasons for the hidden or deliberately invisible LGBTQ+ elements in the commemoration of a significant historical event in Ireland, for example: the role of LGBTQ+ women in the 1916 rising. See: <https://gcn.ie/hidden-histories-queer-women-1916-rising/>
- Profile the lives of one or more LGBTQ+ women in the history of Europe and the wider world. See: LGBTQ+ History month lessons with primary source material for 5 LGBTQ+ women in history, available <https://www.stonewall.org.uk/resources/lgbt-history-month-packs-2021-reception-post-16>
- Research the treatment of LGBTQ+ people during the Holocaust or other genocides

- Compare and contrast different social justice movements, for example, the movements for civil rights, women's suffrage, LGBTQ+ equality etc.
- Investigate the role and history of the European Convention on Human Rights and the European Court of Human Rights on LGBTQ+ rights and equality



Belong To LGBTQ+
Youth Ireland

Belong To is a national organisation supporting LGBTQ+ youth.

Since 2003, we have worked with LGBTQ+ young people across Ireland offering safety and support through our services. Let your students and youth groups know about Belong To and what supports are available for them including LGBTQ+ youth groups, crisis counselling with Pieta and digital support services.

For educators, we offer online training, support and initiatives such as the LGBTQ+ Quality Mark. For youth workers, we support a National Network of LGBTQ+ youth groups and run the Rainbow Award – an action-focused accreditation programme that supports a whole-organisation approach to safe and supportive services for LGBTQ+ youth.

Learn more at www.belongto.org



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