

## Identifying Key Historical Information: Facts/Falsehoods Task

### 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

### Strategy: FACTS / FALSEHOODS

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

This task provides all students with the opportunity to evaluate a source and a series of statements which the teacher and/or other students devise and decide whether they are true or false.

- After a section of content has been taught, the teacher can devise a series of statements to which the answer is 'True' or 'False'.
- The statements can be displayed on the whiteboard or on a shared online platform; or the students could also be asked to devise 3 statements on the content, either in their copies or on an online document that they can work together on in real time.
- The teacher could refine the statements to compile a list to share with the class.
- The statements are then written with two columns at the end - one marked 'True' and one marked 'False'.
- As students go down through the statements, they place a tick in the true or false column. They could do this on an individual or group basis.
- At the end of the activity, the students peer-assess their work, giving time to allow for individual students to receive clarification on answers.
- Being mindful of physical distancing, all the above steps for students could either be completed in copies or on an online shared platform that can be worked on together in real time (e.g. Padlet/PowerPoint/One Note).

## Facts/Falsehoods 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.
- During the call, the teacher can share their screen to present a sample statement on a topic or content.
- Then students can be sent into monitored breakout rooms in smaller groups to create their statements using the chat function or the interactive whiteboard.
- Returning to the main call, each breakout group can present their statement for the teacher/class group to refine; again, using the chat or whiteboard.
- The refined questions could be discussed as a class group or in smaller groups; or this could be set as a homework task that students could complete individually on or offline, or in an online platform (e.g. Padlet/PowerPoint/One Note) with the other students who were in their breakout room.

\*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.

## Facts/Falsehoods Task:

Discovering information about Bloody Sunday using a repository of historical evidence and/or sources provided by the teacher while using a Facts/Falsehoods worksheet to scaffold the enquiry

### 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 Facts / Falsehoods task can be used to discover historical evidence about Bloody Sunday, November 21<sup>st</sup> 1920. This task provides all students with the opportunity to evaluate a source and a series of statements about the source, which the teacher and/or other students devise and decide whether they are true or false.

### Task:

- Students are asked to visit this online site <https://crokepark.ie/bloodysunday/bloody-sunday-1920>
- As the students discover information on the site, they are asked to create statements with answers in the Facts/Falsehoods Answer Sheet. (Depending on internet access, sources could be provided for the students).
- The Facts/Falsehoods statements are then collected and collated by the teacher.
- Students are asked to answer the collated statements either in an assigned group or individually.
- At the end of the activity, the students peer-assess their work, giving time to allow for individual students to receive clarification on their answers.

### Facts / Falsehoods Template

## True or False Answer Sheet

Using the sources, write 3 statements that are either true or false.  
 Also tick if the statement is true or false, but do not share your answers with your classmates.  
 The first one is done for you.

Statement	 True	 False
1. Bloody Sunday occurred on November 21 <sup>st</sup> , 2020 in Croke Park.	<input type="checkbox"/>	x
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>