

## Using the 1641 Depositions to 'Read like a Historian' – Bridge21 Extension Activity

Learning Objectives	Context	Success Criteria
*Awareness of bias *The ability to differentiate between fact and opinion	*The Plantations *The 1641 Rebellion *17 <sup>th</sup> Century Economy and Society	*Used digital technology to access, manage and share information *Gathered, recorded, organised and evaluated information and data

This activity is specifically designed to make students aware of the difference between fact and opinion while developing digital media literacy. This activity is designed for a double class (or more) with access to ICT.

### Lesson Road Map

1. Whole class warm up activity. Using a short piece evidence from the depositions start a game of Chinese whispers that is to pass around the whole class. Use this activity to introduce the idea of hearsay and how stories can be changed and exaggerated as they are retold.
2. Students divide into their groups. Working with two online laptops or computers they must find a deposition on the 1641 site (<http://1641.tcd.ie/>) and create a story for 'The 6 O'Clock News'. They should include interviews with the victims and show an awareness of different perspectives. Students must video their work and create a movie they will share with the class.
3. Here are names to search for on the site, if you want to give students some guidance: Patrick O'Brian, John Perkins, Jane Grace, Phelim O'Neill, Margaret Parkin.
4. You can ask the students to try and create a factual account of the deposition or a one sided account. The latter can be used to open up a discussion on how evidence can be interpreted or represented in different ways.
5. Each group must show their video to the whole class group. After each there should be a discussion of whether the video was impartial or one sided.
6. Plenary/reflection - today would the people involved in the 1641 rebellion be considered freedom fighters or rebels?