

teaching divided histories

MODULE

4.



THE EASTER RISING



An Educational Resource for
Key Stage 3 and Transition Year



ACKNOWLEDGEMENTS

Teaching Divided Histories is a 3 year project which introduced new approaches to the study of conflict into the school curriculum in both Northern Ireland and the Republic, and also internationally. The Nerve Centre, lead partner on the project, worked in conjunction with the British Council, the Curriculum Development Unit of the City of Dublin ETB, CCEA and a range of other partners to transfer knowledge and expertise between Northern Ireland and other conflict affected societies on how the delivery of education and learning can be developed to promote a shared society. The Teaching Divided Histories project is supported by the European Union's PEACE III Programme, managed by the Special EU Programmes Body.

This module has been developed by Matthew Mc Aleer, Emma McDermott, Niall Kerr and John Peto from the Nerve Centre's Teaching Divided Histories team based on historical content provided by Fearghal McGarry and Jennie Carlsten from Queen's University of Belfast. We wish to acknowledge the support of the Arts and Humanities Research Council for funding this work by Fearghal and Jennie.

Sincere thanks to the teachers from the following schools who contributed to the development of the resource:

St. Malachy's College, Belfast; Lagan College, Belfast; Cross and Passion College, Ballycastle; Ballycastle High School; St. Patrick's High School, Keady; St. Mary's College, Derry/Londonderry; Lisneal College, Derry/Londonderry; St. Columb's College, Derry/Londonderry; Foyle College, Derry/Londonderry; Oakgrove College, Derry/Londonderry; Lumen Christi College, Derry/Londonderry; St. Cecilia's College, Derry/Londonderry; Immaculate Conception College, Derry/Londonderry; Moville Community College, Co. Donegal; Carndonagh Community School, Co. Donegal; St. Eunan's College, Letterkenny; Rosses Community School, Dungloe; Gairmscoil Mhic Diarmada, Aranmore; Newry High School, Newry; Sacred Heart Grammar School, Newry; Dromore High School, Dromore; Shimna Integrated College, Newcastle; Bangor Academy and Sixth Form College, Bangor; Castleblayney College, Co. Monaghan.

Special thanks to Mary Gannon and Aidan Clifford from the Curriculum Development Unit of the City of Dublin Education and Training Board, Mary Rice from St. Malachy's College Belfast, Amanda Blakely from Newry High School, and Eamonn Devlin and Paul Taggart from Sacred Heart Grammar School Newry for their in-depth feedback and suggestions throughout the development of the materials.

Thanks also to the Advisory Board of the Teaching Divided Histories project: Murna Crozier, Martin Melarkey, Aidan Clifford – CDU/CDET, David Alderdice – British Council Northern Ireland, Richard Hanna – CCEA, Dr. Alan McCully – University of Ulster, Prof. Tony Gallagher – Queen's University of Belfast, Richard Kearney – Boston College, Dr. Eamon Phoenix – Stranmillis College, Belfast.

The authors and publishers gratefully acknowledge the permission granted to reproduce the copyright material in this resource. Every effort has been made to trace copyright holders and to obtain their permission for the use of copyright material. The publishers apologise for any errors or omissions and would be grateful if notified of any corrections that should be incorporated in future reprints or editions of this resource.

Published By: The Nerve Centre, Derry/Londonderry • www.nervecentre.org

Designed By: Una Martin, PaperMouse, Belfast • www.papermouse.net

This resource can be downloaded from www.nervecentre.org/teachingdividedhistories

THE EASTER RISING	
MODULE OVERVIEW	4
HISTORY STATUTORY REQUIREMENTS	5
THINKING SKILLS / USING ICT	6
CROSS CURRICULAR TASKS	7
LESSON 1: BEFORE THE REVOLUTION	
LESSON 1 : LESSON PLAN	9
LESSON 1 : KEY INFORMATION	11
LESSON 1 : M4L1 TASKSHEET	17
LESSON 1 : DIGITAL TASKS	18
LESSON 2: AIMS AND IDEALS OF THE REBELS	
LESSON 2 : LESSON PLAN	21
LESSON 2 : KEY INFORMATION	23
LESSON 2 : DIGITAL TASKS	30
LESSON 3: EASTER WEEK	
LESSON 3 : LESSON PLAN	33
LESSON 3 : KEY INFORMATION	35
LESSON 3 : DIGITAL TASKS	42

LESSON 4: THE SUPPRESSION AND IMPACT OF THE RISING	
LESSON 4 : LESSON PLAN	45
LESSON 4 : KEY INFORMATION	47
LESSON 4 : M3L4 TASKSHEET	53
LESSON 4 : DIGITAL TASKS	54
LESSON 5: WOMEN AND THE RISING	
LESSON 5 : LESSON PLAN	57
LESSON 5 : KEY INFORMATION	59
LESSON 5 : DIGITAL TASKS	65
LESSON 6: COMMEMORATION	
LESSON 6 : LESSON PLAN	69
LESSON 6 : KEY INFORMATION	71
LESSON 6 : DIGITAL TASKS	77
QUESTIONS & ANSWERS	81

MODULE
4.

OVERVIEW

This module will explore the different ideals that were present amongst the Irish population before the Rising and how the militant ideals led them to launch an ambitious rebellion on Easter week, 1916.

The module identifies and analyses the different ideals that eventually led a small band of rebels to rise up and fight against British Rule in Ireland. Key personalities – male and female - will be highlighted and their significance to the Rising will be discussed. The module will document the events of Easter Week and the significance of the suppression of the rebellion had on the population. For the final lesson in the module, students will learn how the Rising has been commemorated throughout the years and consider how these events can be respectfully remembered.

Each lesson provides students with opportunities to learn through questioning and investigation based active learning methodologies and links to a series of archive images, audio and video. The digital tasks provided will enable students to form creative expressions of the learning that they have developed around the conflict in Northern Ireland.



MODULE 4. PATHWAYS TO PEACE HISTORY STATUTORY REQUIREMENTS

Developing pupils' Knowledge, Understanding and Skills	OBJECTIVE 1 Developing pupils as Individuals	OBJECTIVE 2 Developing pupils as Contributors to Society	OBJECTIVE 3 Developing pupils as Contributors to the Economy and the Environment
<p>Pupils should have opportunities to:</p> <p>Investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"> • Different perspectives and interpretations • Cause and effect • Continuity and change • Progression and regression <p>and by developing:</p> <ul style="list-style-type: none"> • The enquiry skills to undertake historical investigations • Critical thinking skills to evaluate a range of evidence and appreciate different interpretations • Creative thinking skills in their approach to solving problems and making decisions • Chronological awareness and the ability to make connections between historical periods, events and turning points • An ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses <p>through a broad and balanced range of:</p> <ul style="list-style-type: none"> • Historical periods • Irish, British, European and global contexts • Significant political, social, economic, cultural and religious development 	<p>Pupils should have opportunities to:</p> <p>Explore how history has affected their personal identity, culture and lifestyle</p> <p>(Personal Understanding)</p> <p>1 2 3 4 5 6</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions</p> <p>(Mutual Understanding)</p> <p>Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy</p> <p>(Moral Character)</p> <p>1 2</p> <p>Explore issues related to Personal Health</p> <p>(Personal Health)</p> <p>Explore issues related to Spiritual Awareness</p> <p>(Spiritual Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points</p> <p>(Citizenship)</p> <p>5 6</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world</p> <p>(Cultural Understanding)</p> <p>1 2 3 4 5</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual</p> <p>(Media Awareness)</p> <p>5</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically</p> <p>(Ethical Awareness)</p> <p>2 3 4</p>	<p>Pupils should have opportunities to:</p> <p>Investigate how the skills developed through history will be useful in a range of careers</p> <p>(Employability)</p> <p>Explore issues related to Economic Awareness</p> <p>(Economic Awareness)</p> <p>Investigate the need to preserve history in the local and global environment</p> <p>(Education for Sustainable Development)</p>

MODULE 4. THE EASTER RISING HISTORY STATUTORY REQUIREMENTS

LEARNING OUTCOMES

The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.

PUPILS SHOULD BE ABLE TO:

- research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate;
- show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

1 Lesson 1 : Before the Revolution

2 Lesson 2 : Aims and Ideals of the Rebels

3 Lesson 3 : Easter Week

4 Lesson 4 : The Suppression and Impact of the Rising

5 Lesson 5 : Women and the Rising

6 Lesson 6 : Commemoration

THINKING SKILLS AND PERSONAL CAPABILITIES

Through a selection of independent, group and digital tasks students are provided the opportunity to apply meaning, ideas and analysis to the information they have been provided and analyse patterns and relationships. Through using ICT students also have the opportunity to create, design and share knowledge and new ideas as well as evaluate and monitor their progress. Through learning and fostering ideas, students are encouraged to understand and manage not only the information available to them but also their emotions. Providing students with the means to research new information and ideas allows them to take the initiative and direct their own learning.

USING ICT

All 6 lessons of the module provide students the opportunity to develop skills in using ICT. The suggested additional resources available in each lesson encourage students to explore, critically think and reflect on the topic using a range of video, imagery and audio. The digital tasks available throughout the module give students the opportunity to learn both independently and collaboratively, as well as help develop their learning across the 5 Es (Explore, Express, Exchange, Evaluate, Exhibit) on a number of software packages.

Through using ICT, students are encouraged to be creative, think independently, collaborate with others and share what they have learned on a digital platform.

CROSS CURRICULAR TASKS



Lesson 1. Before the Revolution

Learning for Life and Work

In pairs, students will create a timeline of events which led up to the Easter Rising. Starting with the Act of Union, students will carry out research into the period 1800-1916. In their timeline students will highlight the Act of Union, Catholic Emancipation, The Great Famine, the Land War and the Home Rule Movement. Students should highlight at least two other events in the timeline that they have researched themselves.

Using Comic Creation Software (e.g. Comic Life), students will use images, speech bubbles/caption boxes to describe each event and how it impacted on Ireland socially, politically or economically.

Area of Learning: Local and Global Citizenship – Equality and Social Justice

Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity.



Lesson 2. Aims of the Rebels

English with Media Education

In pairs, students will research the words and poetry of Patrick Pearse and James Connolly. Pearse, Connolly and other rebels were well known for their beliefs through their writings and speeches. How would these public figures have communicated their beliefs today? Students will choose 3 pieces of writing/quotes from Pearse or Connolly and turn them into a series of social media posts. Each post will be a maximum of 140 characters, have a hashtag and an image attached.

Students will use Image Editing Software (e.g. GIMP) to create a digital image to highlight the social media posts. Students will use the text tool to place the posts on top of an image of Pearse or Connolly. Students may choose to use various font types and add additional effects and filters to their image. Students should then consider which form of communication is more effective.

(Objective 2) Developing students as Contributors to Society

Consider how meanings are changed when texts are adapted to different media

Key Element: Media Awareness



Lesson 3. Easter Week

Music

In pairs, students will carry out research into the three songs: 'A Row in the Town', 'James Connolly' and 'The Foggy Dew'. Through their research, students will listen to each song and document information about each song.

Students will create a slideshow in which they link to each song and answer the following questions: Who wrote the song? Provide a brief bio of this person.

What is the song about?

How do you think the song is trying to make the listener feel?

Highlight your favourite lyric and explain why.

After answering the questions, students will sum up the impact music can have when celebrating/commemorating an event/person.

(Objective 2) Developing students as Contributors to Society

Explore the power of music to evoke mood and atmosphere and to influence behaviour.

Listen to and discuss the expressive impact of music which celebrates human achievement.

Key Element: Citizenship

Lesson 4. The Suppression and Impact of the Rising



Learning for Life and Work

In pairs, students will carry out research into the killing of Francis Sheehy-Skeffington during Easter Week and discuss what effect the killing of innocent civilians may have had on the public after the Rising.

Using Video Editing Software (e.g. Movie Maker), students will profile Francis Sheehy-Skeffington and the events which surrounded his death at the hands of the British Army during Easter Week. As part of the movie, students will also discuss the effect this – and other killings – may have had on the general public in the aftermath of the Rising. Students will use still images (and where available video and audio) and captions to complete task.

Area of Learning: Local and Global Citizenship – Human Rights and Social Responsibility

Investigate local and global scenarios where human rights have been seriously infringed.

Lesson 5. Women and the Rising



English with Media Education

In pairs, students will research imagery such as posters, postcards and cartoons which promote women's suffrage and women's participation in the nationalist/republican movement (e.g. Inghinidhe na hÉireann, Na Fianna Éireann and Cumann na mBan).

Students will use Video Editing Software (e.g. Movie Maker) to highlight these promotional materials, describe their intention and discuss their effectiveness. Students will use still images and captions to complete task.

(Objective 2) Developing students as Contributors to Society

Explore the power of a range of communication techniques to inform, entertain, influence and persuade.

Key Element: Media Awareness

Lesson 6. Commemoration



Art and Design

Students will research murals which commemorate the Easter Rising. Students will create a digital display comprising of the images they have found through their research. Students will then evaluate these murals and discuss what each mural is trying to communicate. Could any of these murals be described as contentious? Is it possible to commemorate such an event without being contentious?

Students will use Image Editing Software (e.g. GIMP) to create a photographic display that highlights a number of murals which commemorate the Easter Rising. Students will import multiple images as layers and use the Eraser and Move Tools to create a montage.

(Objective 2) Developing students as Contributors to Society

Make an informed and critical response to a social/environmental issue.

Key Element: Citizenship

LESSON
1.



LESSON DESCRIPTION

The first lesson in the module will explore the historical background to the Easter Rising by introducing students to the social, political and cultural factors that shaped Ireland before 1916. The lesson outlines the political tensions surrounding the introduction of Home Rule in 1912. We see how the Home Rule crisis was a pivotal event leading to the Easter Rising.

LESSON INTENTIONS

1. Discuss the range of views and experiences that shaped people's political views and activities.
2. Explain the origins of the Home Rule in 1912 and summarise the reactions to it.
3. Demonstrate an understanding of the political changes of the time through the use of digital media.

LESSON OUTCOMES

- Be able to discuss how the Home Rule crisis changed the nature of both the nationalist and unionist political movements, and led to the events of 1916.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 1 Key Information
- M4L1Tasksheet
- Comic Creation Storyboard
- Digital Imaging Design Sheet

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Image Editing Software e.g. GIMP

HARDWARE

- Whiteboard
- PCs/laptops

MODULE 4. THE EASTER RISING
1: BEFORE THE REVOLUTION



ACTIVITY	LEARNING OUTCOMES
<p>Starter - Play Suggested Additional Resource 4 from the Key Information. The animation will provide students with an explanation of the Ulster Covenant.</p>	<p>Watching the animation will give students an understanding of unionist opposition to Home Rule and act as an introduction to some of the information discussed in the lesson.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in groups to research and discuss unionist opposition to Home Rule and profile three of the main political figures at the time.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – discuss with students the reasons why unionists were opposed to Home Rule and whether or not their stance was justified.</p>	<p>The plenary discussion will focus on the opposition of unionists to Home Rule and challenge students to evaluate the reasons for this opposition.</p>

KEY INFORMATION
1.

BEFORE THE REVOLUTION

THE DIVERSITY OF VIEWPOINTS

At the beginning of the twentieth century, a number of different political movements were active in Ireland, each with its own goals and its own ideas about the best future for the country.

In the decades that followed the **Act of Union**, political ideas developed along lines we can still recognise today. Many Protestants came to see the Union as the best means of preserving the link with Britain and defending their social, economic and religious privileges within Ireland. As Catholic influence began to develop within Ireland, Protestants came to fear that they would be at a disadvantage in a Catholic-dominated Irish Parliament. During the same period, Catholics gradually came to oppose the Union with Britain, but disagreed about the way forward.

WHAT WAS THE ACT OF UNION?

The Act of Union was passed in 1800 as a result of the United Irishmen's rebellion of 1798. It abolished the Irish Parliament and created the new "United Kingdom of Great Britain and Ireland".

1.))) DISCUSSION

Compare the ideas and objectives of all these groups – Unionists, Nationalists, Trade Unionists, Women, Socialists – to those of the present day. Are there any similarities? Differences? How much has changed? Remained the same?

CONSTITUTIONAL NATIONALISTS

wanted to reform the Union. They sought self-government for Ireland, within the Union, through peaceful means.

REVOLUTIONARY NATIONALISTS

believed in an independent republic – achieved, if necessary, by force.

Both Unionism and Nationalism developed after the Act of Union in response to the increasing assertiveness of Catholics and their growing demands for self-government.

Meanwhile, some political movements were formed around other concerns:

- trade-unionists demanded more rights and improved pay and conditions for workers;
- women campaigned for the vote and greater equality with men;
- socialists sought to improve living conditions for ordinary people through both democratic and revolutionary means.



Top: John Redmond, leader of the IPP // Bottom: Sir Edward Carson, leader of the Ulster Unionist Party (1910-21)

THE HOME RULE CRISIS

The 1916 Easter Rising would have been unthinkable was it not for two sudden and unpredictable events: the Home Rule Crisis and the Great War.

THREE GROUPS ABOUT TO CLASH: THE IPP, THE ULSTER UNIONISTS, AND THE BRITISH PARLIAMENT

WHO?	HOME RULE?
The Irish Parliamentary Party (IPP) was formed in 1882 Its Members of Parliament (MPs) sat at the House of Commons at Westminster and it was led by John Redmond from 1900.	The IPP had one major goal: Home Rule. This would grant Ireland a limited form of self-government within the United Kingdom state (similar to the powers exercised by the present-day Northern Irish executive). The party was made up of Irish nationalist MPs.
The Ulster Unionist Council was formed in 1905 as a kind of Ulster Parliament for Unionism.	Unionism was opposed to Home Rule as it meant a Dublin parliament which was a threat to their cultural identity and to the Union.
Under the Act of Union 1800 the United Kingdom of Great Britain and Ireland was formed. The British Parliament was based in Westminster, London and made all governing decisions for Great Britain and Ireland.	The Liberal Party (the largest party in Westminster) was sympathetic to the Irish Party's campaign for Home Rule. It had already introduced two Home Rule Bills - in 1886 and 1893 – but both were rejected at various points in the parliamentary process.

In 1905, the formation of the Ulster Unionist Council showed how unionism was becoming more democratic, more popular amongst ordinary people and more rooted in Ulster. Unionism also became more militant and sectarian as popular organisations like the Orange Order became a more important part of the movement. There were instances of discrimination against Catholics in Ulster; for example, Catholic workers were expelled from the Belfast shipyards during periods of political crisis. Outbreaks of violence were a feature of both the city and rural Ulster due to sectarian tensions and competition for jobs and resources.

In 1911 the Liberal Party needed the support of the IPP to form a new government in Westminster. Home Rule was seen as the best way to win that support. As a result, the third Home Rule Bill was introduced in 1912.

MODULE 4. THE EASTER RISING

1: BEFORE THE REVOLUTION

2.))) DISCUSSION

Why did the idea of Home Rule cause so much concern among Unionists in Ulster?



Top: Sir Edward Carson signing the Ulster Covenant // Bottom: The UVF on Ulster Day

THE HOME RULE CRISIS: UNIONIST OPPOSITION

It now looked as though the Irish Party would finally achieve its goal of Home Rule. In response, the Ulster Unionist Council (UUC) began a strong campaign to oppose what they described as “Rome Rule”. Although Home Rule was a modest political reform, unionists feared losing their economic and social privileges, their sense of identity as part of the British Empire and their religious liberty.

The UUC was led by Edward Carson and James Craig. Although born in Dublin, Carson, a barrister, became the great figurehead of Ulster Unionist resistance to Home Rule. Craig, a Belfast stockbroker and veteran of the Boer War, played an important organisational role. The two leaders formed a tough political partnership and together they developed a strong unionist movement which involved many people from all walks of life. Their goal was to force the British government to drop the Home Rule bill altogether or, if that failed, to force it to exclude Ulster from the bill. They also worked with the Conservatives (who formed the opposition to the Liberals) in Britain to force the Liberal government from power. If these strategies failed, the Ulster Unionists were determined to prevent the implementation of Home Rule by violent means.

UNIONIST RESISTANCE

The high-point of the UUC campaign against Home Rule was Ulster Day on 28 September 1912. The UUC organised a mass demonstration in Belfast, where Carson became the first to sign the ‘Ulster Covenant’ (the Solemn League and Covenant). The Covenant was also signed by members of the public: across Ulster, 237,368 men signed the Covenant, while 234,046 women signed the parallel Declaration. This was a striking propaganda spectacle, as well as a determined statement of intent: by signing the Covenant, Ulstermen promised to resist Home Rule and declared themselves “justified in taking or supporting any action” to oppose it.

The UUC mobilised against Home Rule in other ways, too. They set up a provisional government which made preparations to take over in Ulster once Home Rule was passed. They also created a military council to raise an armed resistance force. In January, 1913, the Ulster Volunteer Force (UVF) was created as a citizen militia. Around 100,000 men, a third of the adult male Protestant population in Ulster, joined the UVF. The UVF also received support from the British army and other sections of the British establishment who sympathised with their cause. A prime example of this was the **Curragh Mutiny** of March 1914 in which members of the British army refused to take part in any military action against the UVF.

THE NATIONALIST RESPONSE

Although many Irish nationalists felt that Ulster Unionist resistance was little more than a bluff, the formation of the Ulster Volunteer Force gave nationalists, particularly militant republicans, the opportunity to form their own civilian militia, the Irish Volunteers (Óglaigh na hÉireann). The Irish Volunteers recruited its members from existing organisations like the Gaelic League, the Ancient Order of Hibernians, Sinn Féin and the Irish Republican Brotherhood (IRB) who secretly exerted much influence within the force. Following the successful landing of arms by the UVF at Larne, Donaghadee and Bangor, the Volunteers also engaged in gun-running to arm its members, landing German rifles at Howth and Kilcoole in the summer of 1914. The operation, a propaganda coup, resulted in the killing of three civilians by British army soldiers in Dublin.

The Irish Volunteers included many moderate supporters of the Irish Party, as well as a more radical minority that would, in a few years’ time, take part in the Easter Rising alongside members of the Irish Citizen Army, Cumann na mBan and Fianna Éireann. Eoin MacNeill, the leader of the Irish Volunteers, would play an important role in the events leading to Easter Week

PERSPECTIVES

1. "I am not for a mere game of bluff, and, unless Ulster men are prepared to make great sacrifices which they clearly understand, the talk of resistance is no use."

Sir Edward Carson in a private letter to Sir James Craig, 29th July 1911

2. "If I may say so reverently, I personally thank God that I have lived to see this day. I believe (this Bill) will result in the greater unity and strength of the Empire."

John Redmond addressing the House of Commons on the introduction of the Third Home Rule Bill on 11th April 1912

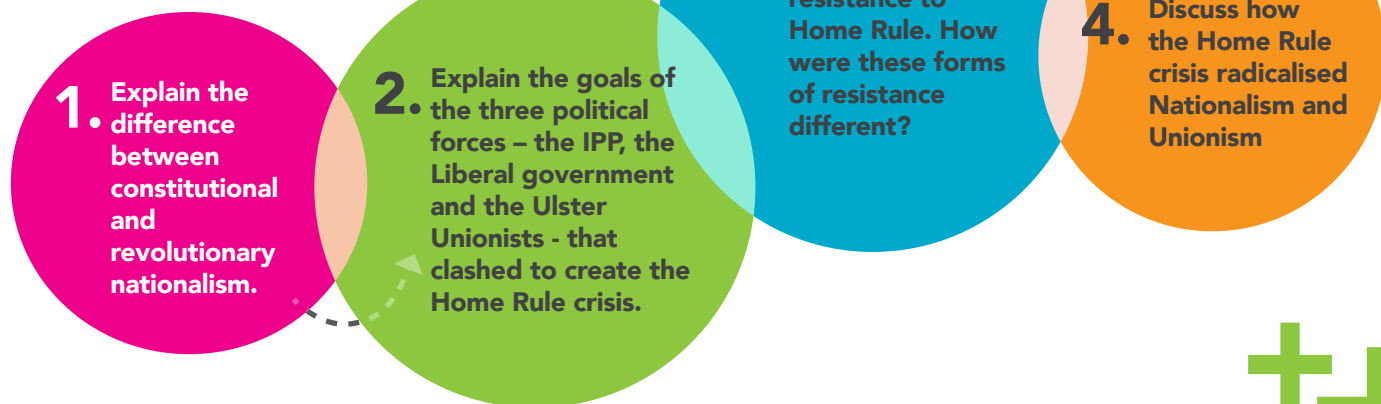
3. "Being convinced in our consciences that Home Rule would be disastrous to the material well-being of Ulster as well as the whole of Ireland, subversive of our civil and religious freedom, destructive of our citizenship and perilous to the unity of the Empire, we, whose names are underwritten ... do hereby pledge ourselves in solemn Covenant throughout this time of threatened calamity to stand by one another in defending for ourselves and our children our cherished position of equal citizenship in the United Kingdom and in using all means which may be found necessary to defeat the present conspiracy to set up a Home Rule Parliament in Ireland ."

The Ulster Covenant, 28th September 1912

MODULE 4. THE EASTER RISING

1: BEFORE THE REVOLUTION

QUESTIONS



EXTENSION ACTIVITY 1:

When partition did eventually occur, why do you think the 6 counties in Ulster became Northern Ireland?

EXTENSION ACTIVITY 2:

Imagine you are a Catholic shipyard worker living in Belfast in 1912. How do you feel about the prospect of Home Rule? What do you think about the response of the unionists living in your city? (1 paragraph)

TASK 1

Between the Act of Union in 1800 and the Easter Rising in 1916 Ireland was plagued by social and economic problems – two examples being the Great Famine (1845-1851) and the 'Land War' (1879-1882). These problems, combined with several other factors, led to large portions of Ireland's population becoming 'politicised'. 'Politicisation' refers to the process by which people become aware of the issues that affect their society. As they become politicised, individuals form opinions, discuss issues and take part in political activities.

In pairs, discuss and note down what factors would lead to you becoming more aware of the society you live in.

What would make you become more interested in politics?

What would make you become more aware of social issues such as crime, the economy and identity.

TASK 2

As a result of the introduction of Home Rule in 1912, both nationalists and unionists formed citizen militias (the UVF and the Irish Volunteers). These militias were formed with the intention of defending their position within the UK/Ireland by armed means, if necessary.

In pairs, discuss and note down the reasons why you think people were prepared to turn to violence in 1912 in defence of their beliefs.

Research the gun running activities of the UVF and the Irish Volunteers.

ALTERNATE TASK

- In groups, students will research unionist opposition to Home Rule.
- Students will answer the questions on the M4L1Tasksheet which address unionist opposition to Home Rule (as an extension activity, students may profile the three political figures also).
- Once research has been completed and the questions on the tasksheet answered, one student from each group will communicate the reasons why unionists opposed Home Rule and make a case as to why their fears were justified.
- As a source of wider discussion, ask students how they think unionist opposition laid the groundwork for partition.

SUGGESTED ADDITIONAL RESOURCES

- 1)  <http://www.bureauofmilitaryhistory.ie/> - Accounts , documents, images and audio from 1913-21
- 2)  http://www.proni.gov.uk/index/search_the_archives/ulster_covenant.htm - Public Records Office of Northern Ireland – information regarding the background, signing and aftermath of the Ulster Covenant
- 3)  <http://www.bbc.co.uk/news/uk-northern-ireland-17342745> - Home Rule and the Ulster Covenant
- 4)  <http://www.bbc.co.uk/news/uk-northern-ireland-19677742> - Understanding the Ulster Covenant

MODULE 4. THE EASTER RISING

1: BEFORE THE REVOLUTION

LIST THE REASONS FOR UNIONIST OPPOSITION TO HOME RULE IN 1912

Large empty green box for writing answers to the question above.

HOW JUSTIFIED DO YOU THINK UNIONIST FEARS OF HOME RULE WERE IN 1912?

Large empty green box for writing answers to the question above.

BRIEFLY PROFILE THE FOLLOWING THREE POLITICAL FIGURES AND WHAT ROLE THEY PLAYED IN THE 'HOME RULE CRISIS'.

John Redmond	Edward Carson	James Craig





DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic book version of the Ulster Covenant or the Declaration. Students will create a 2 page comic with at least 8 images/panels and caption boxes/speech bubbles. Captions and speech bubbles should include the text of the Covenant itself. Research images and information from the internet which will be used in your comic. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard.

DO

Students will use images and speech bubbles/caption boxes to detail information from the Ulster Covenant/Declaration. Students will use at least 3 images that they have sourced. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other student's feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will create an A4 flyer appealing to Ulster Unionists to attend 'Ulster Day' on Saturday, 28 September, 1912. Students will research and source images from the internet and should include a minimum of 2 archival images and should also include at least two quotations from the archival documents and/or Carson's speeches.

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other student's feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.



DIGITAL TASKS

TIKI TOKI TASK



TASK DESCRIPTION

Students will use Tiki-Toki web-based digital timeline software to design a timeline showing the pivotal events leading to the Home Rule crisis. The timeline should include at least 8 entries and a background image. Each entry will consist of a date and a short summary of the event.

PLAN

Students will sign up for a Tiki-Toki account from the Tiki-Toki website: <http://www.tiki-toki.com/>. Students will then source information from the internet to be used in their timeline.

- Students will be supplied with search terms by the teacher and source appropriate information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select text to use and save it appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will log into their Tiki-Toki accounts and begin to create their timeline. Students will use the information they have sourced and insert at least 8 entries into their timeline.

Remind students to save their timelines as the progress.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.

MODULE 4. THE EASTER RISING
2: AIMS AND IDEALS OF THE REBELS

LESSON
2.



LESSON DESCRIPTION			
<p>The second lesson in the module will outline the aims and ideals of the rebels who took part in the Easter Rising. The lesson explores the views and ideology of revolutionary Nationalists on the eve of the Rising. We will see how the various participants did not all share the same motivations for, or expectations of, revolution.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Understand the differing expectations and reservations of the three groups involved in the Rising. 2. Describe the key beliefs expressed by leaders Patrick Pearse and James Connolly. 3. Demonstrate an understanding of the aims and ideals of the rebels through the use of digital media. 		<ul style="list-style-type: none"> • Be able to discuss the variety of viewpoints and ideologies held by the organisers of the Rising. • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 2 Key Information • Comic Creation Storyboard • Video Editing Storyboard • Digital Image Design Sheet 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software e.g. Comic Life • Video Editing Software e.g. Movie Maker • Image Editing Software e.g. GIMP 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops

MODULE 4. THE EASTER RISING
2: AIMS AND IDEALS OF THE REBELS



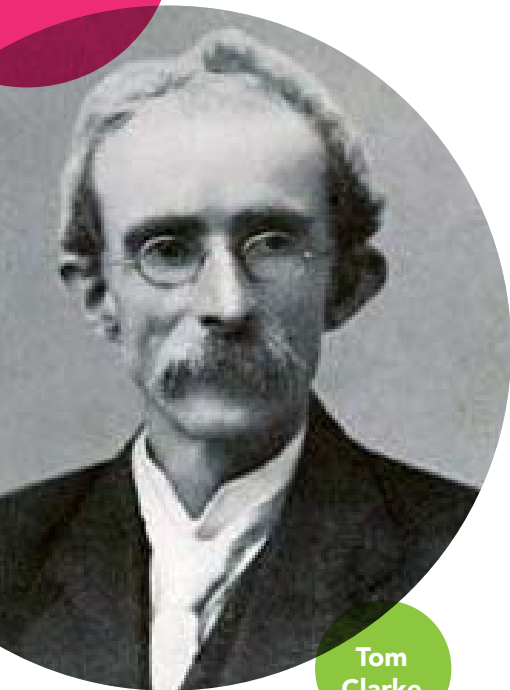
ACTIVITY	LEARNING OUTCOMES
<p>Starter – Start the lesson by engaging in a discussion with the students centered around the different attitudes in Ireland at this time. Ask pupils to define cultural nationalism and socialism. Most of the students may not know or be able to define these terms, so the end of the discussion should include a definition of each.</p>	<p>The discussion will act as an introduction to the themes in the lesson. Students will have an idea of what cultural nationalism and socialism are at the end of the discussion, with the Key Information content ready to put these definitions into context.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in pairs to research and discuss the different ideologies at play during the Rising. Students will then collate the information they have found in the form of a digital mind map.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning intentions.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the Key Information are designed to meet the learning objectives through the students understanding of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion</p>
<p>Plenary – as a class, draw a diagram of the key organisations and the leaders</p>	<p>The plenary discussion will focus on the major players in the preparations for the Rising. The discussion will encourage students to think about the internal politics of the revolutionary nationalist movement.</p>

KEY
INFORMATION

2.

AIMS AND IDEALS OF THE REBELS

By 1916, the stage was set for armed insurrection in Ireland. Not all revolutionary nationalists wanted or expected the same things. Some thought the Rising could be a military success; others expected the Rising to be crushed but believed a 'blood sacrifice' would create martyrs for the Irish nationalist cause, or felt committed to make a stand to assert their nationalist beliefs. Not all the rebels wanted the same kind of Irish **republic**, either. The individuals who participated in the Rising did so for many different reasons, both personal and **ideological**.



Tom
Clarke

What is a Republic?

A Republic is a form of government which is led not by a monarch but an elected head of state; leaders are chosen by the people and the people are seen as the 'owners' of the nation.



What is a Political Ideology?

A Political ideology is a set of beliefs about how society should work, and what methods should be used to achieve that society. *For example, James Connolly wanted a socialist society and believed that an armed insurrection could achieve it.*



ORGANISING THE RISING

Three different groups participated in the 1916 Rising: the Irish Republican Brotherhood (IRB), the Irish Volunteers, and the Citizen Army.

Sean Mac-Dermott



Linen Hall Library

THE IRISH REPUBLICAN BROTHERHOOD

The most influential figure within the IRB (also called the Fenians) was Tom Clarke. Although the IRB had a long tradition of resistance to British rule in Ireland, the organisation was divided about the idea of armed rebellion. Clarke, along with the IRB Secretary Sean MacDermott, saw the Rising as the opportunity to make a dramatic gesture that would encourage the republican cause in Ireland. They also wanted to destroy popular support for Home Rule which would have meant that Ireland remained within the UK. More moderate IRB members were opposed to a Rising unless it was supported by a majority of the Irish people and had a realistic chance of success. As this was not the case in 1916, many within the IRB were reluctant to rise.

Clarke and MacDermott came up with a plan to bypass their opponents within the IRB. They appointed a Military Council to secretly plan and organise the Easter Rising.

THE IRISH VOLUNTEERS

The Irish Volunteers had split in 1914 over John Redmond's support for the British war effort. Those who remained with the Irish Volunteers (rather than joining Redmond's National Volunteers) formed a radical minority. Even though the Irish Volunteers remained fiercely opposed to British rule, they were also divided on the merits of the Rising. Eoin MacNeill and Bulmer Hobson, two important Irish Volunteer leaders, believed that because the Rising had little chance of success it would be both immoral and impractical. They wanted to wait until there was more public support for violence; for example, if the British authorities imposed conscription.

THE CITIZEN ARMY

The Citizen Army was originally formed by James Larkin and Jack White in order to defend striking trade-union members from the police. In 1914, James Connolly took over the leadership of the Citizen Army, and reorganized it to be a revolutionary military organization. The Citizen Army, under Connolly, was a socialist republican organization that supported the idea of armed insurrection and disagreed with those who wanted to delay the Rising.

An Irish Citizen Army group, Liberty Hall, Dublin, 1914



MODULE 4. THE EASTER RISING

2: AIMS AND IDEALS OF THE REBELS

1.)) DISCUSSION

What did the rebels have in common? What did they disagree about?

STRATEGY AND SACRIFICE

The ideology behind the Rising can be explored through the writings and speeches of two of the most influential participants, **Patrick Pearse** and **James Connolly**.

PATRICK PEARSE

Patrick Pearse, an educator and Irish language activist, was deeply influenced by both Catholicism and Irish mythology. He admired the compassion of Christ and the strength of Cúchulainn. Pearse, like some of the other rebels including Thomas MacDonagh and Joseph Mary Plunkett, believed in the idea of 'blood sacrifice' and martyrdom. By dying for Ireland, he hoped to gain historical and spiritual immortality. Pearse has been often referred to as a cultural nationalist.

Pearse's growing militancy was also a response to the events of the time, particularly the Ulster Unionists' threat to use violence to prevent Home Rule and secure partition. He also had a romantic view of the military and the idealised soldier. Pearse imagined a relatively progressive Irish Republic, with a greater emphasis on individual freedoms. He supported educational reform, universal suffrage [the right of every citizen to vote], and more rights for workers and trade union members. He saw Ireland as Gaelic and Catholic, a vision that did not appeal to unionists.

One of the significant events leading to the Rising was the funeral of O'Donovan Rossa in 1915. Rossa was a founding member of the IRB. He died in New York, and IRB leader Tom Clarke arranged to have his body sent home to Ireland for public burial. The funeral was intended to stir up public support for radical nationalism. Patrick Pearse gave a speech at the funeral, declaring passionately the need for armed rebellion to achieve an Irish Republic.

JAMES CONNOLLY

By 1914, when he reorganised the Citizen Army, James Connolly was the leading figure in the Irish trade-union movement and within socialist and labour politics (labour politics refer to workers' rights and employment conditions).

As a socialist, Connolly imagined a different sort of Irish Republic in which the nation belonged to the working-class people of Ireland and in which the religious divide was overcome by class unity – regardless of religion, this new Irish Republic would belong to all citizens.

Through his writings and speeches, Connolly tried to combine socialist thought with Irish republicanism - he believed that not only British rule, but capitalism itself, must be overthrown to achieve real independence.

Connolly did not at first embrace the idea of a 'blood sacrifice'. After the start of the Great War, he became more radical and formed an alliance with the more militant members of the IRB like Clarke and MacDermott - in 1916, he joined the IRB's Military Council. Although Connolly's primary goal was the overthrow of capitalism in Ireland, he saw how an alliance with republicans – who wanted to overthrow British rule – could help to achieve his aims.



2.))) DISCUSSION

Does the idea of 'blood sacrifice' persist in nationalist images we can see today?



The flags that were flown above the GPO on Easter Monday



3.))) DISCUSSION

What is meant by self-determination?

ON THE EVE OF THE RISING

In the days leading up to Easter, 1916, there was still disagreement about whether armed rebellion was the right move. The IRB Military Council, Citizen Army and some members of the Irish Volunteers were committed to armed action. In the end, the rebels were united by the idea that action was better than inaction, and by the hope that even defeat would bring about some positive outcomes. But even among those who were poised to take up guns for an Irish Republic, there were different views about what that Republic would look like.

What would a new Republic look like?



When the rebels took over the General Post Office on Easter Monday, Patrick Pearse read out the Easter Proclamation. This document, which is often seen as the blueprint of the modern Irish nation, briefly spells out the goals of the rebels.

The Proclamation contains four key principles. These are:

- Self-determination
- Equality
- A better standard of living
- Cultural nationalism

PERSPECTIVES

1. "They think that they have pacified Ireland. They think that they have purchased half of us and intimidated the other half. They think that they have foreseen everything, think that they have provided against everything; but, the fools, the fools, the fools! — They have left us our Fenian dead, and while Ireland holds these graves, Ireland unfree shall never be at peace."

Pádraig Pearse at the funeral of O'Donovan Rossa, 1st August 1915



2. "If you remove the English army tomorrow and hoist the green flag over Dublin Castle, unless you set about the organization of the Socialist Republic your efforts would be in vain. England would still rule you. She would rule you through her capitalists, through her landlords, through her financiers, through the whole array of commercial and individualist institutions she has planted in this country and watered with the tears of our mothers and the blood of our martyrs."

James Connolly writing in Shan Van Vocht (radical nationalist newspaper) in January 1897



QUESTIONS



EXTENSION ACTIVITY 1:

Give a brief explanation as to why the Irish Republican Brotherhood and Irish Citizens Army supported the Rising. Why were the Irish Volunteers divided on the Rising?

EXTENSION ACTIVITY 2:

Discuss the key differences in the ideas of Pearse and Connolly.

TASK 1

Pearse and Connolly had very different views on what they wished to achieve through the staging of a revolution. Below are two quotes: one from Pearse and one from Connolly.

"They have thought of nationality as a thing to be negotiated about as men negotiate about a tariff or about a trade route, rather than as an immediate jewel to be preserved at all peril, a thing so sacred that it may not be brought into the market places at all or spoken of where men traffic."

"'Those who live by the sword shall perish by the sword' say the Scriptures, and it may well be that in the progress of events the working class of Ireland may be called upon to face the stern necessity of taking the sword (or rifle) against the capitalist class..."

Who do you think said each quote? Justify the reason for your choice by explaining how the quote matches the ideal of Pearse or Connolly.

TASK 2

Consider the following... What if the Easter Rising was successful?

Compare the different ideals of Pearse and Connolly (cultural nationalism vs. socialism). What do you think would have been the outcome of a successful Rising?

Also consider the effect of a new Irish Republic on the unionist population in Ireland. How do you think this unionist population would have responded to no longer being part of the Union?

ALTERNATE TASK

- In pairs, students will create two digital mind maps. Each mind map will explore what it means to be a cultural nationalist and what it means to be a socialist.
- Students will carry out research into each ideal and their mind map will be made up of keywords, quotes, images, videos, audio, hyperlinks, etc...
- This task can be presented in the form of a word document, interactive PDF or interactive slide show.
- When completed, students will share/display their mind map with the rest of the class.

SUGGESTED ADDITIONAL RESOURCES

-  1) <http://historyhub.ie/why-was-there-an-easter-rising> - Why was there an Easter Rising?
-  2) http://www.1916rising.com/pic_timeline.html - Timeline of Events Leading up to The Easter Rising
-  3) <https://www.marxists.org/archive/connolly/1911/xx/visitkng.htm> - James Connolly on the visit of King George V, 1910
-  4) <http://www.nationalarchives.ie/digital-resources/online-exhibitions/jacobs-biscuit-factory-1916-2006/witness-statements-and-commentaries/> - The National Archives of Ireland – Witness Statements and Commentaries
-  5) <http://www.bbc.co.uk/history/british/easterrising/prelude/pr02.shtml> - Cultural Nationalism



DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic book version of the Easter Proclamation.

Students will create a 2 page comic with at least 8 images/panels and caption boxes/speech bubbles. Captions and speech bubbles should include the text of the Proclamation itself. Research images and information from the internet which will be used in your comic. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard.

DO

Students will use images and speech bubbles/caption boxes to create the Proclamation. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other student's feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will create an anti-imperial or separatist postcard. Students will source images from the internet (or alternatively, the postcard may be created using the text tool and effects and filters). Search for archival examples on the internet. The postcard should be created in a style similar to archival examples. Student's postcards should have a clear theme i.e. does it represent the thoughts of a militant/cultural nationalist or a socialist?

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

Students will create a visual representation of Pearse's funeral oration for O'Donovan Rossa. The movie will be at least 30 seconds and use titles to convey excerpts from the speech. Students will research images (and if possible video) and information from the internet which will be used in their movies.

PLAN

Information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, audio and information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using various editing tools (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their piece of work by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by viewing selected pieces of work or students may circulate the room.

Taking other students feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.

LESSON
3.



LESSON DESCRIPTION			
<p>The third lesson in the module will detail the events of Easter Week. The lesson traces the chronology of the events in Dublin. It outlines the major confrontations of the insurrection, and looks at the British military response. The lesson also looks at the casualties incurred and the experience of civilians.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Review the chronology of the events leading up to, and throughout, Easter Week. 2. Describe the response to the rebellion by the British authorities and by the Irish public. 3. Demonstrate an understanding of the events of Easter Week through the use of digital media. 		<ul style="list-style-type: none"> • Be able to discuss how the events of Easter Week unfolded for the rebels and for Dublin civilians. • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 3 Key Information • Lesson 3 Geography of the Rising • Comic Creation Storyboard • Audio Editing Storyboard • Digital Imaging Design Sheet 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software e.g. Comic Life • Audio Editing Software e.g. Audacity • Image Editing Software e.g. GIMP 	<ul style="list-style-type: none"> • Whiteboard • PCs/laptops



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Open Suggested Additional Resources 7 and look at the reactions of the Belfast and Dublin media to the Rising. Did they agree/disagree? Did their opinions change over time?</p>	<p>Looking at the selected newspaper reactions, students will have an opportunity to see some of the media reactions to the Rising at the time and in the years after.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in pairs to research and document events during Easter Week and to collaborate to create a timeline.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the Key Information are designed to meet the learning objectives through the students understanding of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – review a digital (Tiki-Toki) timeline showing the events immediately preceding the Rising and during Easter Week (See Suggested Additional Resources 8 & 9).</p>	<p>The plenary discussion will focus on the timeline of the events of Easter Week. The discussion will encourage students to think about the response to these events by the British government and within Ireland.</p>

KEY
INFORMATION

3.

EASTER WEEK



WHO WAS ROGER CASEMENT?

Roger Casement was born in Dublin on 1st September 1864. Casement's father, a Protestant, was a Captain in the British Army. Through his work as a British consul, he became famous for his activities against human rights abuses in the Congo and Peru. Having witnessed these atrocities at the hands of imperialist forces (Belgium and Britain), Casement became anti-imperialist in his views and turned to Irish Republicanism. In November 1913, he helped to form the Irish Volunteers with Eoin MacNeill. He was tried for treason due to his role in the rebellion and executed on 3rd August 1916.

1.))) DISCUSSION

Why did MacNeill change his orders?

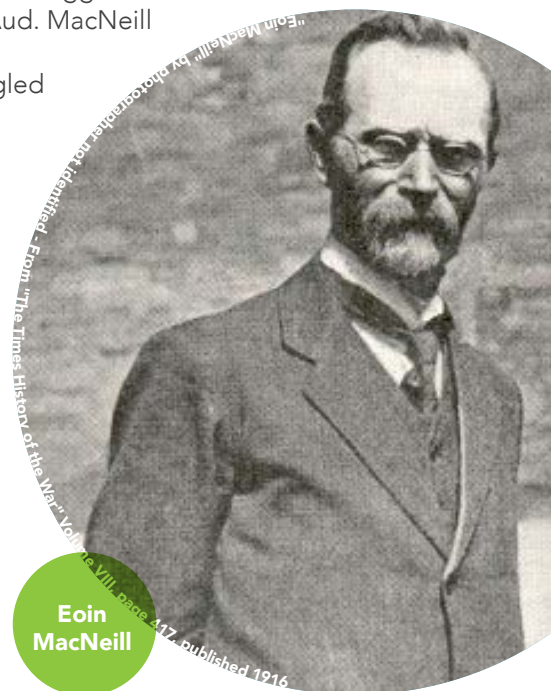
The Easter Rising changed the course of Irish history – but in the days before the Rising, no one could have predicted how it would turn out, or even if it was to go ahead. By Easter Sunday, it was clear that the Rising had virtually no chance of being a successful military operation. Most importantly, it lacked public support. Within the ranks of the revolutionary nationalists, there was intense disagreement about whether the Rising should take place at all.

PREPARING FOR THE RISING

The Military Council of the Irish Republican Brotherhood (IRB) was made up of seven members: Thomas Clarke, Sean MacDermott, Patrick Pearse, Eamonn Ceannt, Joseph Plunkett, James Connolly, and Thomas MacDonagh. They secretly planned the insurrection, scheduling it for Easter Sunday (April 23). Pearse had ordered the Volunteers to report for “field manoeuvres” that day, a clever way of mobilising his men without alerting the authorities about the planned rebellion. The leaders of the IRB, Bulmer Hobson and Denis McCullough, and the leader of the Irish Volunteers, Eoin MacNeill, were not told about the real plans. When MacNeill did learn what the Military Council was planning, he refused to go along with their plans.

MacNeill was persuaded to set aside his opposition to the Rising when he learned of Roger Casement's attempt to smuggle German arms into Ireland aboard the ship, the Aud. MacNeill had also been influenced by the ‘Castle Document’ – a letter supposedly smuggled out of Dublin Castle which indicated that the British were planning to arrest MacNeill and other nationalists.

Things changed again when the Aud was intercepted by the British navy, and Casement was arrested. MacNeill had also discovered that the ‘Castle Document’ had been forged by the rebel leaders to trick him into supporting the planned Rising. On Saturday 22 April, the day before Easter, MacNeill issued a countermanding order, declaring that “no parades, marches or other movements of the Irish Volunteers will take place”.



Eoin
MacNeill

THE RISING: DAY BY DAY



Easter Sunday, 23rd April: Confusion

MacNeill's orders, which directly contradicted the Military Council's plans for Easter Sunday, were published in the press, and delivered by messenger to units outside Dublin. The Volunteers who had been prepared to act were now confused and uncertain about what to do next. The Military Council, although disappointed by MacNeill's orders, was not prepared to abandon its plans for an insurrection. They decided to delay the Rising by just one day, and Pearse, Connolly and the rest of the Volunteer leadership spent Easter Sunday trying to get the word out to Volunteers in Dublin and across Ireland. They printed copies of the Easter Proclamation, and prepared for the next day.

Tuesday, 25th April: The British Response

British Army reinforcements arrived in Dublin from Belfast, the Curragh, Athlone and Templemore. The rebel positions came under fire, with the British shelling the buildings heavily. The British retook Stephen's Green, placing machine guns on the upper floors of the tall buildings around the park. Five Volunteers were killed. City Hall was retaken.

Meanwhile, looting spread across Dublin. Lord Wimbourne, the Lord Lieutenant of Ireland, declared martial law. Most civilians in Dublin were not supportive of the Rising or the rebels, and there were conflicts on the streets between civilians and both armies.

The British were moving in on the rebels with force. By the end of the week, there would be over 16,000 British soldiers in Dublin.

2.))) DISCUSSION

How did the British military respond to the Rising throughout the week?

Easter Monday, 24th April: Occupying the City

Around 1200 Volunteers, Irish Citizen Army members and Cumann na mBan (a republican women's organization created to support the Irish Volunteers) women assembled in Dublin. The number was lower than had been hoped. The poor turnout was due partly to the confusion about the orders and the change of dates, and partly to the fact that the plans had been kept so secret that many did not even realise the Rising was planned in the first place. Some Volunteers, who did know there was to be a Rising, were not prepared to risk their lives for what they saw as a futile gesture.

The rebels planned to seize and occupy a number of key buildings in Dublin, and wait for the rest of the country to rise up in support. After assembling at Liberty Hall, where they had stored guns and ammunition, the rebels split up and set off to the locations they had selected. The rebels' headquarters was the General Post Office (GPO), where the leaders of the Rising were stationed.

Wednesday, 25th April: Destruction of Dublin

Wednesday was a day of heavy fighting between the rebels and the British Army, which received more reinforcements. General Maxwell arrived in Ireland to take over British operations. A cordon was set up to isolate the rebel garrisons and weaken their resistance.

A British gunboat, the Helga, had been sent up the Liffey to help retake the city. Wrongly believing that Liberty Hall was a rebel headquarters, the Helga destroyed the building which was actually empty.

In south Dublin, the 3rd Battalion was involved in a prolonged street battle with the British Army's Sherwood Foresters on Mount Street. Some 220 British soldiers and officers were killed or wounded before the Foresters succeeded in retaking the buildings.

MODULE 4. THE EASTER RISING

3: EASTER WEEK

Thursday, 26th April: British Control

By Thursday, the British had control of most of the city. The shelling of the rebel positions continued, and General Maxwell demanded the unconditional surrender of the rebels. Fighting intensified at the locations still held by the rebels. At the GPO, James Connolly had been badly wounded.

Saturday 28th April: Surrender

On Saturday, Pearse issued an unconditional surrender. Connolly also surrendered on behalf of the Irish Citizen Army. Cumann na mBan nurse Elizabeth O'Farrell carried the orders for surrender to the other rebel locations.

Friday, 27th April: The End in Sight

On Friday morning, Pearse ordered the women of Cumann na mBan to leave the GPO; a few refused to go. By Friday evening, it was clear that the GPO could no longer be held, and Pearse gave orders that it be abandoned. The rebels left the burning GPO and attempted to reach the Four Courts, which was still in rebel hands.

Much of the centre of Dublin had been destroyed by fires, and there were food shortages across the city. Many civilians had been killed, most of them coming from the poorest slums in the city centre. Although most Dubliners remained hostile to the rebellion, opinion was beginning to shift because the rebels were believed to have fought a fair and courageous fight.

Sunday 29th April: Suppression and Arrests

News of the surrender spread to areas outside Dublin. Meanwhile, General Maxwell moved to firmly suppress the Rising and to punish those who had taken part. In fact, many more were arrested than had participated in the Rising: over 3,500 nationalists. The hardline response to the Rising would have a great effect on public opinion.

By the time the fighting ended, large parts of Dublin's centre had been destroyed. 450 people had been killed; over 2,600 were wounded, mostly civilians. Among the dead were 250 civilians; 116 soldiers and 16 police; and 64 rebels. 16 more were later executed. The reaction of most Irish people to the Rising was negative. Public opinion, however, was about to be transformed by the British government's actions towards the insurgents.



MODULE 4. THE EASTER RISING

3: EASTER WEEK



GEOGRAPHY OF THE RISING

- 1) The General Post Office**, on Sackville Street, was the central headquarters for the rebels: five members of the Provisional Government (Connolly, Pearse, Clarke, Plunkett and MacDiarmada) occupied the GPO, along with 350 other rebel men and women. On Monday afternoon, Pearse read out the Proclamation and raised the tricolour flag over the **GPO**, officially establishing the new Irish Republic. Connolly, the military leader of the Rising, issued commands to the Volunteers and Citizen Army – now merged as the Army of the Irish Republic – from the **GPO**.
- 2) Meanwhile, Sean Connolly and his smaller detachment of Citizen Army members took over **City Hall** and several buildings nearby, including a newspaper office. Dublin Castle, just next to **City Hall**, was not taken by the rebels: the first casualty of the Rising occurred here, when an unarmed police sentry was shot and killed. Connolly himself was killed later that day.
- 3) Michael Mallin, along with his second-in-command Countess Constance Markievicz, led members of the Citizen Army to occupy **St. Stephen's Green**.
- 4) Strategically, perhaps the most important site occupied by the rebels was **the Four Courts** area. Edward Daly led the 1st Battalion to occupy this site, which witnessed some of the fiercest fighting of Easter Week.
- 5) Thomas MacDonagh and his 2nd Battalion took over **Jacob's Biscuit Factory**.
- 6) Eamon de Valera was the leader of the 3rd Battalion, which occupied **Boland's Mill**.
- 7) Eamonn Ceannt led the 4th Battalion to the **South Dublin Union**, a complex of buildings that included an infirmary and hospital.

The Volunteers were divided into four Battalions. Although many Volunteers did not show up on Easter Monday, more would report and join the fighting throughout the week, as news of the Rising spread.

The British were unprepared for the Rising, and their initial response was disorganized. By evening, however, the British were attempting to retake the locations seized by the rebels, and the military was ready to react decisively to the Rising.

THE RISING THROUGHOUT IRELAND

Although the most intense fighting took place in Dublin, Volunteers also mobilised outside the capital. In Ashbourne, County Meath, Enniscorthy, County Wexford, and Galway, rebels attacked police barracks and seized weapons. The mobilisation in Ulster, as in many other parts of the country collapsed, while in Cork, and many other places, Volunteers mobilised but did not have any clear instructions to implement.

3.))) DISCUSSION

What sort of locations did the rebels occupy on Easter Monday, and why might they have chosen these places?

PERSPECTIVES

1. "Self-government is our right, a thing born in us at birth; a thing no more to be doled out to us or withheld from us by another people than the right to life itself."

Roger Casement, speaking from the dock after his conviction on 29th June, 1916.

2 "I wish to emphasize that the responsibility for the loss of life, however it occurred, the destruction of property and other losses, rests entirely with those who engineered this revolt, and who, at a time when the empire is engaged in a gigantic struggle, invited the assistance and cooperation of the Germans."

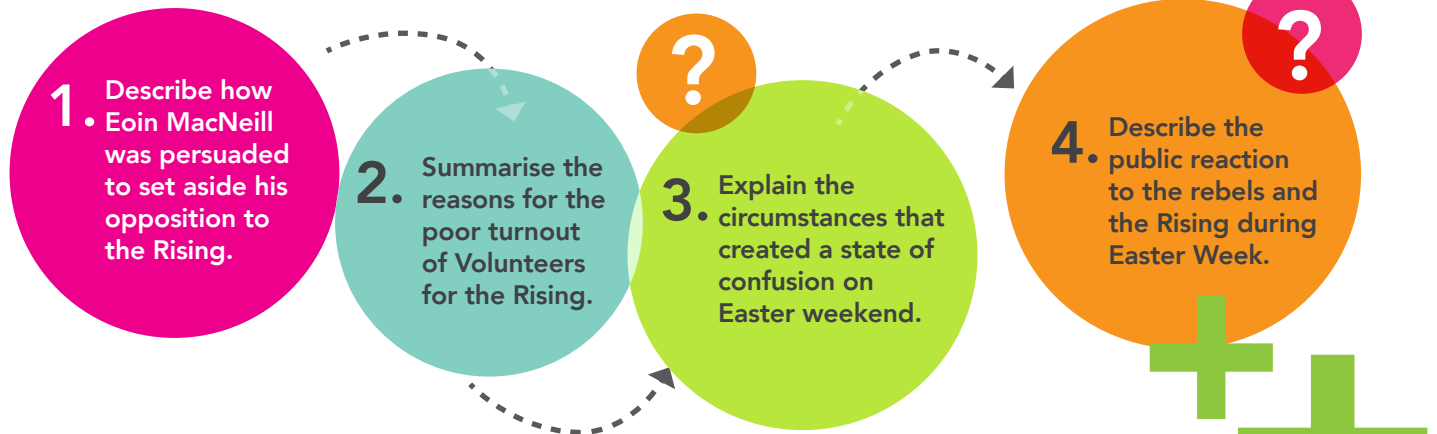
Official Report by General Sir John Maxwell on the Easter Rising, April 1916

3 "When we are all wiped out, people will blame us. ...In a few years they will see the meaning of what we tried to do."

Patrick Pearse, Easter Monday, 1916.



QUESTIONS



EXTENSION ACTIVITY 1 :

Explain why you think most Irish people had a negative response to the Rising.

EXTENSION ACTIVITY 2:

Imagine that you are a civilian in Dublin on Easter Monday. Describe an incident you have witnessed. (1 paragraph)

TASK 1

On Tuesday 25th April, the British military Captain J.C. Bowen-Colthurst arrested three Irish civilians: Thomas Dickson, Patrick McIntyre, and Francis Sheehy-Skeffington, a well-known pacifist. Despite the fact that they had not taken part in the Rising, all three were executed the next morning.

It was well documented that the Rising did not have popular support before it commenced in April 1916 but the tide began to turn both during the fighting and after it was crushed.

1) Using the above incident as an example, write a firsthand account from the point of view of a moderate nationalist in Dublin during the Rising. Before hearing of the above incident, you did not agree with the Rising but you did have support for Home Rule. How has this incident affected you?

2) In 1916, there was no radio news broadcasts, television or social media. How differently do you think the Rising would have turned out if it had occurred today, rather than 1916?

Your answer should reference the planning of any potential Rising and the response to the Rising (i.e. think about your answer to part 1 of this task – how many more people would have heard of this incident?).

TASK 2

From day one, the rebels' chose to occupy buildings with symbolic rather than strategic importance, and engaged in what they saw as conventional fighting (head on), rather than guerrilla warfare (ambushes, sabotage, raids, hit and run attacks, etc...).

This reinforces the idea that the rebels believed the Rising would be more successful as a symbolic gesture than as a ruthless military action.

Do you agree with this statement? Explain the reasons why you agree or disagree.











Before answering the question, carry out some research on the Rising e.g. numbers of soldiers on each side, number of casualties, locations of fighting – why were these locations strategic/symbolic?

Create a word document/slide show to answer your question and include any figures or images that you have found.

ALTERNATE TASK

- As a class, students will work together to create an interactive timeline of events. Students will carry out research and compile information relating to each day's events e.g. major battles, important incidences, loss of life, etc...
- The class will be separated into pairs, with each pair designated a day of the Rising.
- Starting on Easter Sunday and ending Saturday 28th April, students will create an interactive timeline using presentation software (or tiki-toki.com if registered) which comprises of profiles, locations, quotes, figures, images, audio and video.
- Upon completion, students work should be shared and if possible (presentation software only), combined. What do the students believe were the major incidents or turning points in the Rising?

SUGGESTED ADDITIONAL RESOURCES

-   1) http://www.nli.ie/1916/1916_main.html - Online exhibition - National Library of Ireland – The 1916 Rising: Personalities & Perspectives
-  2) <http://www.bbc.co.uk/history/british/easterrising/gallery/index.shtml> - Easter Rising Gallery
-  3) <http://www.easter1916.ie/index.php/gallery/photos/> - Images of 1916
-  4) <http://www.bbc.co.uk/history/british/easterrising/witnesses/index.shtml> - **Witnesses to History** – First hand accounts of the events of the Rising
-  5) <http://www.nli.ie/1916/map.html> - A map showing locations in Dublin where action took place on Easter Week, 1916
-  6) <http://www.easter1916.ie/index.php/people/a-z/francis-sheehy-skeffington> - Profile of Francis Sheehy-Skeffington
-  7) <http://www.bbc.co.uk/history/british/easterrising/newspapers/> - Newspaper reactions from Belfast and Dublin in 1916, 1941, 1966, 1991 and 1996.
-  8) http://www.tiki-toki.com/timeline/entry/78861/Easter-Rising-1916#vars!date=1916-04-25_07:13:28! – Timeline of the events of the Easter Rising
-  9) http://www.tiki-toki.com/timeline/entry/248367/Easter-Rising-1916/#vars!date=1916-04-26_07:02:49! – Timeline of the events of the Easter Rising



DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic book depicting the events that occurred on Easter Monday, focusing on the start of the Rising at midday and throughout that day. Students will create a 2 page comic with at least 8 images/panels and caption boxes/speech bubbles. Research images and information from the internet which will be used in your comic. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard.

DO

Students will use images and speech bubbles/caption boxes to depict the events of Easter Monday. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will create a mock 'front page' of a newspaper, reporting on the Rising in Dublin. Students will research front pages from that time, source 1 image from the internet and use the text tool to populate the page with writing. The front page should be created in a style similar to the archival examples. Text may be taken from the sources provided or created by the student. [sources provided in the lesson Key Information] .

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit a radio broadcast, in which a participant in (or witness to) the Easter Rising discusses an event or events experienced during Easter Week. Research the topic by listening to the Bureau of Military History's archive of witness statements. Based on these, the students will write and record a first-person statement about Easter Week. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.

**LESSON
4.**



Linen Hall Library

LESSON DESCRIPTION			
<p>The fourth lesson in the module looks at the aftermath of Easter Week. The lesson examines the British suppression of the Rising and the arrests and executions that followed Easter Week. The lesson also outlines the immediate impact of the Rising on Irish nationalism by considering how the British response changed public opinion in Ireland.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Describe the response of the British to the Easter Rising. 2. Describe the shift in Irish public opinion that occurred during this period. 3. Demonstrate an understanding of the events following Easter Week through the use of digital media. 		<ul style="list-style-type: none"> • Be able to discuss the short-term and long-term effects of the Rising on the Irish nationalist movement. • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 4 Key Information • M4L4Tasksheet • Comic Creation Storyboard • Audio Editing Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software e.g. Comic Life • Audio Editing Software e.g. Audacity 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops • Headphones / Microphones

MODULE 4. THE EASTER RISING
4: THE SUPPRESSION AND IMPACT OF THE RISING



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play Suggested Additional Resources 2 for the class. Discuss the soldiers' mixed feelings towards the rebels of the Easter Rising.</p>	<p>The selected video clip will give students an insight into the feelings of a serving WW1 Irish soldier at the time of the Rising. Students will be encouraged to think about the conflicting thoughts that the soldier had.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in groups to study a selection of views to the Rising (it should be noted that these views have been fabricated for the purpose of the task). Students will discuss what person may have had those thoughts and then work together to explain what each person may have been thinking.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the Key Information are designed to meet the learning objectives through the students understanding of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Ask students to consider how the rebels were viewed during the Rising by civilians and to also consider the thoughts of Redmond and Asquith. Play Suggested Additional Resources 3 for the class. After watching the video, discuss whether Redmond's and Asquith's fears were justified.</p>	<p>The plenary discussion will focus on the impact of the British response to the Rising. After considering the attitudes of civilians during the Rising and the thoughts of Redmond and Asquith in the aftermath, the video will give the students an opportunity to think about and discuss the impact of the British response to the Rising.</p>

KEY
INFORMATION
4.

THE SUPPRESSION AND IMPACT OF THE RISING



Linen Hall Library

The Rising ended on 28th April 1916 with the unconditional surrender of the rebels. Dublin was badly damaged in the fighting which partially destroyed the centre of the city. Over 450 people had been killed and over 2,600 were wounded, mostly civilians.

General Maxwell, in command of the British military in Ireland, was determined to punish those who had taken part, quickly and severely. Martial law was declared throughout Ireland. More than 3,500 people were arrested – not only those who participated in the Rising, but many others merely suspected of being republican supporters. Maxwell claimed that a hard-line response was needed, both to punish the rebels for the loss of life and property, and to discourage future disorder. Maxwell was concerned about the republicans' connection to Germany: some of the weapons used in the Rising had been smuggled from Germany, and the rebels had referred in their Proclamation to their 'gallant allies in Europe' (see **Perspectives 1**). Despite concerns from British Prime Minister Herbert Asquith and Irish Parliamentary Party leader John Redmond, Maxwell believed that a firm and uncompromising response was required: this would prove to be an error of judgement.

Maxwell ordered the execution of the leading rebels, despite growing political concern from London.

- On 2nd May, Patrick Pearse, Thomas Clarke, and Thomas MacDonagh were court-martialled and sentenced to death. They were shot in the yard at Kilmainham Gaol the next morning.
- Twelve more men were executed by firing squad over the next ten days. This included the other four men who had signed the Easter Proclamation - Seán MacDiarmada, Eamonn Ceannt, James Connolly and Joseph Mary Plunkett – as well as other prominent republicans. The bodies of the executed men were put into a mass grave without coffins at Arbor Hill cemetery.

Not all rebels involved in the Rising were executed.

- 97 others were sentenced to death, but had their sentences changed to imprisonment. Among these was Countess Markievicz (one of 70 women arrested after the Rising). Despite her active role in the Rising, the court-martial granted her leniency on the grounds that she was a woman.
- About 2000 of those arrested were deported and held in Great Britain, many of them at the Frongoch internment camp in Wales.

In a letter to Asquith following the Rising, Redmond wrote:

"...if any more executions take place, Ireland will become impossible for any Constitutional Party or leader." In turn, Asquith communicated to Maxwell that "anything like a large number of executions would sow the seeds of lasting trouble in Ireland."



Linen Hall Library

WHO WAS FRANCIS SHEEHY-SKEFFINGTON?

Sheehy-Skeffington was a well known pacifist in Dublin who supported Home Rule, but not armed revolution. During the Rising, he was arrested for no reason and executed without trial the next day.



The courtyard of Kilmainham Gaol where the leaders of the Rising were executed

Irish public opinion, which was already shifting, was strongly affected by the executions. In particular, the executions of the badly-injured Connolly – who was shot while tied to a chair as he could not stand for the firing squad – and John MacBride – who was a Boer War veteran – were seen as cruel. The publication of speeches from the docks and personal letters by the condemned rebels had a powerful propaganda impact, as did public revelations of British army involvement in the killing of Francis Sheehy-Skeffington and other innocent civilians during Easter week.

THE IRISH RESPONSE: FROM ANGER TO ADORATION

- Over the following months, the rebel leaders became folk heroes. The same men and women, who were jeered in the streets as they were arrested, were greeted with cheers on their release from imprisonment. Not only did the public see the Rising more favourably, public support for their republican cause began to grow.
- The Catholic Church had condemned the Rising and its leaders, but in the wake of the executions they showed more sympathy for the rebels.
- Many Irish newspapers which had taken a strong stance against the rebels now became more critical of the British response.
- The biggest loser of the Rising was the Irish Parliamentary Party. Moved by the events of Easter Week, many of their supporters – who had favoured Home Rule over armed rebellion – changed their view of the rebels.
- Those who had participated in the Rising were seen, increasingly, as brave and principled men and women who had been excessively punished for taking part in a fair fight. The British response persuaded many that violence was more effective than constitutional politics in bringing about political change.

Within months, nationalist opinion in Ireland was transformed, largely in response to what was seen as British cruelty in executing the rebel leaders, arresting over three thousand prisoners, and imposing martial law. In the end, those imprisoned served short sentences (the last prisoners were released in June 1917). Upon their release and return to Ireland, many would become prominent within the republican movement.

1.)) DISCUSSION

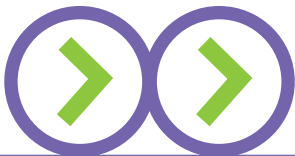
Why did Maxwell take such strong action against the nationalists and what were the fears of Redmond and Asquith?"

2.)) DISCUSSION

How were moderate nationalists influenced by the events of Easter Week?

3.))) DISCUSSION

How did the rise of Ulster Unionism change the direction of Irish nationalism?



>>> RESEARCH

How did the earlier deeds of the United Irishmen, Young Ireland and the Fenians compare to the Easter Rising rebels?



Éamon de Valera, Sinn Féin leader and future President of the Irish Republic

THE IMPACT ON IRISH NATIONALISM

As a military action, the Rising was a failure – but as a symbolic gesture, it was a success. The Rising came to be seen as the rebels' brave 'blood sacrifice', a propaganda triumph.

The Rising changed Irish nationalism. It provided a continuity with the past, linking the rebels with the earlier deeds of the United Irishmen, Young Ireland and the Fenians, the memory of which formed an important part of nationalist political culture. It revived the tradition of violence for political purposes. Most of all, the Rising established republicanism – the aim of an Irish Republic with no political links to the UK or British Empire – as the primary goal of mainstream nationalism. By replacing the more moderate aim of Home Rule supported by constitutional nationalists, the Rising brought the revolutionary tradition from the margins to the centre of Irish politics.

OTHER FACTORS

The Rising was the central event which changed the nature of Irish nationalism – but there were other crucial factors as well.

- The rise of Ulster Unionism: an increasingly radical and militarised form of unionism that had successfully confronted British authority during the Home Rule crisis.
- John Redmond's failure to achieve Home Rule in 1914, and his decision that the Irish Volunteers should support the British war effort, which disillusioned some moderate nationalists.
- The impact of the First World War which destabilised European society, justified Britain's harsh repression of the Rising, and led to widespread political turmoil in the aftermath of the war.

The Irish Parliamentary Party continued its efforts to attain Home Rule, but the party was in decline. In the general election of 1918, Sinn Féin - headed by Éamon de Valera and closely aligned with the Volunteers – were the overwhelming victors. They declared an independent Irish Republic, and set up a provisional government in Dublin. This would lead to the Anglo-Irish War (1919-1921).

PERSPECTIVES

2. "I and my fellow signatories believe we have struck the first successful blow for Irish freedom. The next blow, which we have no doubt Ireland will strike, will win through. In this belief, we die happy."

Thomas J. Clarke, the second of the rebel leaders to be executed, instructed his wife to deliver these words to the next wave of revolutionaries, 3rd May 1916

1. "I wish to emphasize that the responsibility for the loss of life, however it occurred, the destruction of property and other losses, rests entirely with those who engineered this revolt, and who, at a time when the empire is engaged in a gigantic struggle, invited the assistance and cooperation of the Germans."

Official Report by General Sir John Maxwell on the Easter Rising, April 1916

3. "I have looked down the muzzles of too many guns in the South African war to fear death and now please carry out your sentence."

John MacBride speaking to his executioners after refusing to be blindfolded, 5th May 1916

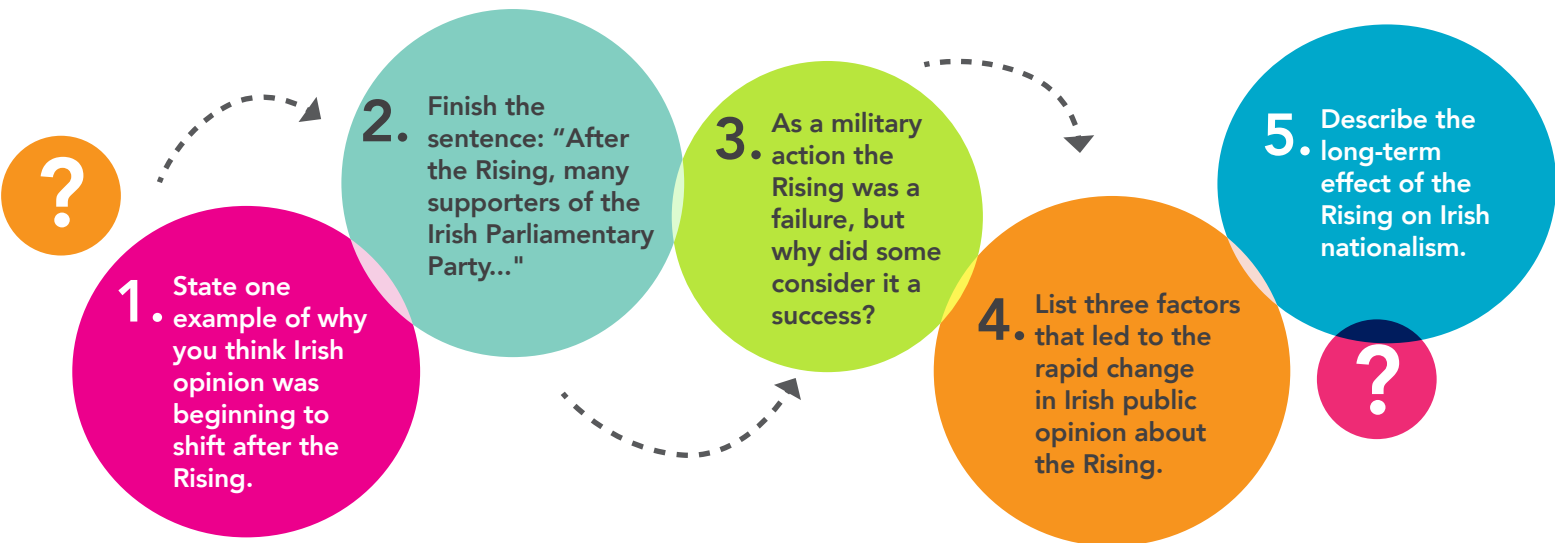
4. "...the cause is lost if some of us are not shot."

Seán MacDiarmada speaking to a fellow Volunteers on 28th April, 1916 after surrendering

5. "I feel happiness the like of which I have never experienced. I die that the Irish nation might live!"

Seán MacDiarmada, writing before his execution on 12th May 1916

QUESTIONS



EXTENSION ACTIVITY 1:

Summarise the reasons why people who were opposed to the Rising beforehand, may have started to become more radical in their thinking afterwards.

EXTENSION ACTIVITY 2

Imagine you are an Irish soldier in the Great War, reading about the Rising at home. What are your concerns or feelings? (1-2 paragraphs).

TASK 1

Frongoch Internment Camp, situated in Frongoch, north Wales housed German prisoners of war during World War One. In the wake of the 1916 Easter Rising, these German prisoners were moved to make way for approximately 1800 Irish prisoners. Frongoch prison camp has sometimes been referred to as the "University of Revolution" and "Sinn Féin University".

Carry out online research into "Frongoch Internment Camp". Detail the following...

What were the conditions like?

What activities did the inmates take part in?

Name some of the famous inhabitants and what roles they went on to play after their release.

Why do you think the camp has been referred to as the "University of Revolution"?

TASK 2

Read **Perspectives 4 and 5**.

Explain what you think Seán MacDiarmada meant by these quotes.

Can you find any other quotes from Rising rebels that portrayed the same sentiments as MacDiarmada?

Consider the difference of opinion towards the rebels during and after the Rising. Discuss how successful the rebels' idea of a "Blood Sacrifice" was.

Think about the idea of a "Blood Sacrifice". What is your opinion of those who would die for an ideal? Why are these people hailed as 'heroes'?

ALTERNATE TASK

- The class will be split up into groups and each group will be given statements that have been cut out from M4L4Tasksheet.
- In their groups, students will discuss who they think said each statement and match the statement to the person.
- Students will then summarise and explain how each person may have felt at this time and share their answers with the rest of the class.

SUGGESTED ADDITIONAL RESOURCES



- 1) <http://www.rte.ie/archives/exhibitions/1011-ireland-and-the-great-war/1016-easter-rising/315364-and-in-the-morning/> - Veterans of the First World War discuss how they felt when they heard there was an armed rising in Ireland in 1916



- 2) <http://www.rte.ie/archives/exhibitions/1011-ireland-and-the-great-war/1016-easter-rising/315378-emmet-dalton-remembers/?page=1> - Reaction of Irish Soldier to the outbreak of rebellion in 1916



- 3) <https://www.youtube.com/watch?v=j1Y0TXYG19E> - Easter Rising Prisoners Released (1917)



- 4) <http://www.bbc.co.uk/history/british/easterrising/aftermath/af01.shtml> - Aftermath of the Rising – The Executions



- 5) <http://www.bbc.co.uk/history/british/easterrising/aftermath/af02.shtml> - Aftermath of the Rising – The Forgotten Soldiers



- 6) <http://www.historytoday.com/anthony-fletcher/young-nationalist-easter-rising> - A Young Nationalist in the Easter Rising



- 7) <http://www.easter1916.ie/index.php/rising/aftermath/> - Aftermath of the Rising

MODULE 4. THE EASTER RISING
4: THE SUPPRESSION AND IMPACT OF THE RISING

'Why are these rebels destroying our city? I'm a supporter of Home Rule but this is too far! Civilians are being killed and buildings are being damaged!'

'I was a Home Rule supporter before the Rising and I didn't agree with the way the rebels tried to seize control of the city but they fought bravely, fairly and gallantly against an Army that outnumbered them and who was much better equipped. The British response to the Rising is a disgrace. They have arrested innocent people and brutally executed those who were involved in the Rising. Maybe gaining Home Rule by peaceful means isn't an option?'

'I want to see an Ireland free of British tyranny, oppression and rule. Like Pearse said 'Ireland unfree shall never be at peace.' Our uprising may not be successful, but I am prepared to die to inspire others to join the revolution against the British.'

'When I left for the war, people were congratulating me and wishing me the best; now I'm being called a traitor? I fought for countries that couldn't defend themselves, I fought to protect Ireland! While I was away endangering my life, these rebels tried to take control of the country – and I'm the traitor?'

'Some people thought that we were wasting our time and that the Rising would be a failure...yes, our leaders have been executed but that is the sacrifice they made to inspire others. And inspired others they have. Our cause has never had so much sympathy or support.'

'Who are these rebels? What do they think they are trying to achieve? We have a bigger army and more weapons. They have no chance of succeeding. And why are they fighting us? Weren't they granted Home Rule?'

**REBEL AFTER
THE RISING**

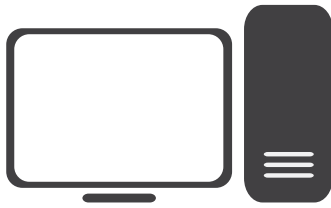
**CIVILIAN AFTER
THE EASTER
RISING**

**BRITISH SOLDIER
DURING THE
RISING**

**IRISH SOLDIER
RETURNING
FROM WW1**

**REBEL BEFORE
THE RISING**

**CIVILIAN
DURING THE
EASTER RISING**



DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic book depicting the experience and sentiments of an arrested rebel leader. Students will create a 2 page comic with at least 8 images/panels and caption boxes/speech bubbles. Research images and information from the internet which will be used in your comic. Captions should include text drawn from the actual statements, speeches, or letters of the arrested rebel leaders. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard.

DO

Students will use images and speech bubbles/caption boxes describe each protest and why it happened. Students will use at least 3 images that they have sourced. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit an audio message to Prime Minister Asquith, arguing for or against the arrest and execution of those who participated in the Rising. Research the topic by listening to the Bureau of Military History's archive of witness statements. Each pupil will take an opposing side and will record a brief (30 seconds - 2 minutes) statement outlining their position. Arguments should draw on the text of statements and newspaper editorials. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.



DIGITAL TASKS

TIKI TOKI TASK



TASK DESCRIPTION

Students will use Tiki-Toki web-based digital timeline software to design a timeline to show the evolving public and political response to the Rising. The timeline should include at least 8 entries (with at least 3 of those entries being media content) and a background image. Each entry will consist of a date and a short summary of the event.

PLAN

Students will sign up for a Tiki-Toki account from the Tiki-Toki website: <http://www.tiki-toki.com/>. Students will then source information from the internet to be used in their timeline.

- Students will be supplied with search terms by the teacher and source appropriate information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select text to use and save it appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will log into their Tiki-Toki accounts and begin to create their timeline. Students will use the information they have sourced and insert at least 8 entries into their timeline.

Remind students to save their timelines as the progress.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.

LESSON
5.



LESSON DESCRIPTION

The fifth lesson in the module will explore the experiences of women immediately before and during the Easter Rising. The lesson outlines women’s involvement in both separatist and suffrage issues in the period prior to the Rising. The lesson then examines the role of women within the nationalist organisations and looks at their participation in the fighting of Easter Week. Finally, the lesson looks at the role of civilian women during Easter Week.

LESSON INTENTIONS

1. Understand the concerns and intentions of women involved in the nationalist movement of the early twentieth century.
2. Describe the involvement of women in the events of 1916.
3. Demonstrate an understanding of the roles of women in the Easter Rising through the use of digital media.

LESSON OUTCOMES

- Be able to discuss the roles women played in the development of revolutionary nationalism in Ireland.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 5 Key Information
- Audio Editing Storyboard
- Video Editing Storyboard
- Digital Imaging Design Sheet

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Audio Editing Software e.g. Audacity
- Video Editing Software e.g. Movie Maker
- Image Editing Software e.g. GIMP

HARDWARE

- Whiteboard
- PCs / Laptops

MODULE 4. THE EASTER RISING
5: WOMEN AND THE RISING



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play Suggested Additional Resources 6 for the students. The video is an overview of Women in the 1916 Rising.</p>	<p>The selected video clip will act as an introduction to the lesson by describing to students the role played by women in the Rising and identifying some key female personalities involved.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task challenges students to come to an agreement on a topic on which they have differing opinions.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning intentions.</p> <p>The discussion questions on the Key Information are designed to meet the learning intentions through interaction and Q&A.</p> <p>The questions on the Key Information are designed to meet the learning intentions through the students understanding of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Display the picture from Suggested Additional Resources 5. The sequence of pictures shows how Elizabeth O’Farrell has been removed from the image over the years. Despite the role played by women in the Rising and their success in gaining universal suffrage in the years after, why do students think women were ‘forgotten’ when it comes to remembering the Rising?</p>	<p>The plenary discussion will focus on how the role of women in the Rising sometimes gets overlooked. The images and subsequent discussion will encourage students to think about the social factors that may have caused the role of women to be overlooked or deliberately downplayed in the decades after the rebellion.</p>

KEY
INFORMATION
5.

WOMEN AND THE RISING

Women were involved in the Easter Rising at every stage of its planning and operation. However, they often had to struggle to win the right to play a role within the revolutionary movement. Within nationalism, as within Irish society more generally, there were differing views about the role women should play in politics. Although republicans and socialists often expressed egalitarian (equality for all people) ideals, many Irish nationalists had more traditional views about the role of women.

SUFFRAGE AND SEPARATISM

At the beginning of the twentieth century, women in Britain and the British Empire did not have the right to vote or to participate equally in politics. Suffrage was a major issue of the day. Women's suffrage is the right for women to vote on equal terms with men.

Irish republicans and Irish suffragists shared an interest in radical politics, but they had different goals.

The **republican movement** advocated an Ireland of equals. However, the republicans saw the establishment of an independent Irish Republic as more urgent than suffrage

Many suffragists felt that the republican leadership was ignoring the struggle for women's rights in Ireland. Some leading suffragists were Protestant unionists for whom separatism held little appeal



A Women's
Suffrage lapel pin
from the early
20th Century

1.)) DISCUSSION

What ideals might have united the separatists and the suffragists?

- Radical Irish women - a small minority of society - disagreed among themselves as to which was more important: feminism or nationalism.
- Many, but not all, of the women who were involved in the republican movement were also involved in or supported the suffrage movement.
- Nationalist women believed that Irish women's suffrage under British rule was pointless, as it would give them a vote for a parliament that they did not recognise. Republican women appealed to these supporters of women's suffrage to join the fight against British rule.

2.))) DISCUSSION

What sorts of activities were performed by the republican women's organisations?



Na Fianna Éireann scouts taking part in field medical training



Maud Gonne led Inghinidhe Na hÉireann from 1900-1914

WOMEN AND THE REPUBLICAN MOVEMENT

- **Inghinidhe na hÉireann (Daughters of Ireland)** was a women's organisation originally formed to protest against the 1900 royal visit to Ireland. The organisation aimed to educate and radicalise parts of Irish society that were less involved in politics, particularly women, children, and the working classes. Inghinidhe na hÉireann was primarily a cultural organisation that wanted to promote Irish culture and language, and was more concerned with Irish separatism than with feminism or suffragism. In 1914, Inghinidhe na hÉireann merged with **Cumann na mBan**.
- Constance Markievicz, a leading member of Inghinidhe na hÉireann, went on to form **Na Fianna Éireann** (Soldiers of Ireland) in 1909, along with Irish Republican Brotherhood member Bulmer Hobson. This was a scouting organisation consisting mainly of boys, although girls were sometimes permitted to join. Its members were given military training, uniforms, and equipment. The organisation promoted Irish separatism and cultural nationalism. Members of Na Fianna Éireann took part in gun-running operations, and played a part in the Rising: some boys acted as messengers during Easter Week or even fought in the rebel garrisons.
- **Cumann na mBan** was formed in 1914 as a woman's organisation that aimed to support the male Irish Volunteers. Exactly what kind of support they would offer was never fully decided – some in Cumann na mBan thought they should be an independent organisation with their own leadership actively involved in military and strategic activities. Others felt the organisation should merely provide support for the Irish Volunteers by organising protests, offering nursing services, or working "behind the scenes" to fix uniforms or sew banners. Although few Cumann na mBan members believed women should fight as soldiers, the organisation played an active role in the preparations for the Rising as well as the activities of Easter week. A handful of female rebels, including Countess Markievicz, took up arms themselves but most helped by cooking or running messages.

WOMEN IN THE EASTER RISING

The women who had been involved in the preparations for rebellion insisted on their right to take part in the Rising itself. About 200 women participated in the fighting of Easter Week, most of them members of Cumann na mBan or the Irish Citizen Army. Although excluded at first, women were reluctantly allowed to join the fighting on Easter Monday (except at Boland's Mill, where Éamon de Valera rejected any female assistance in the fighting). Once they joined the other rebels, the women were largely given non-combat roles: cooking, nursing, and washing up. Most Irish rebels – like their British army opponents – believed that women should be confined to roles thought suitable to their gender. **The Irish Citizen Army** gave its female members a greater military role: most ICA women were armed, although few took part in combat. The most prominent role of the female rebels was that of messenger: women carried orders, weapons and ammunition through the Dublin streets during the fighting – a dangerous task.

Around 80 women were arrested at the end of Easter Week. It had been widely assumed (by the public and by the rebels themselves) that they would not be arrested. Many of the women had to insist – to both Volunteers and British soldiers – that they be treated as combatants, demanding the same treatment as their male compatriots. Although they were initially held in unhygienic and crowded facilities, most were released after just one or two weeks.

3.))) DISCUSSION

How big a role did women play throughout the Rising?

Despite the advance of women's rights, the conservative and Catholic nature of the Irish state that emerged from the revolution ensured that women did not win an equal role in society.



Constance Markievicz

AFTER THE RISING

Immediately after the Rising, women played an important part in the transformation of Irish public opinion and in reviving organised resistance to British rule. Some of these activities included:

- Raised funds for the republican cause
- Organised protests against conscription
- Organised prisoner relief agencies
- Lead commemorations to the memory of the 1916 leaders

The Easter Proclamation advocated the equality of men and women, guaranteeing "equal rights and equal opportunities to all its citizens", and promising a "National Government, representative of the whole people of Ireland and elected by the suffrages of all her men and women". The commitment to universal suffrage, enshrined in the Proclamation, was honoured: in 1918, property-owning women over the age of 30 were given the right to vote throughout the UK; in 1922, all women over 21 were given the right to vote in the new Irish Free State.

SOME OF THE LEADING WOMEN OF IRISH REPUBLICANISM

- Born into a wealthy English family, **Maud Gonne** was an actress, cultural nationalist and political activist. She was the founder of **Inghinidhe na hÉireann**.
- **Helena Molony** was a feminist and socialist, an actress in the Abbey Theatre, and the editor of **Bean na hÉireann**. She fought in the Rising, taking part in the attack on Dublin Castle.
- **Kathleen Lynn** and her partner **Madeleine Ffrench-Mullen** were doctors, suffragettes, and revolutionaries. They took part in the Rising and were briefly imprisoned in Kilmainham Gaol.
- **Constance Markievicz**, perhaps the most well-known woman to fight in the Easter Rising, was a revolutionary nationalist from an upper-class, landed background. She was also a suffragette. Markievicz was a leader in nationalist organisations such as **Inghinidhe na hÉireann** and **Na Fianna Éireann**. She was made an officer in the **Irish Citizen Army**, and on Easter Monday she served as second-in-command to Michael Mallin at Stephen's Green. After the surrender, Markievicz was arrested and sentenced to death. The death sentence was reduced to imprisonment because of her gender (she was imprisoned until the general amnesty of prisoners in 1917). Markievicz was the first woman to be elected to the British House of Commons during the 1918 general election (being elected as a Sinn Féin MP, she refused to take her seat, under their abstentionist policy). She would also go on to become a minister in the republican Dáil government.

PERSPECTIVES

1. "Commandant Mallin [...] finally agreed, though not at all willingly, for he did not want to let a woman run this sort of risk. My answer to this argument was that we had the same right to risk our lives as the men; that in the constitution of the Irish Republic, women were on an equality with men. For the first time in history, indeed, a constitution had been written that incorporated the principle of equal suffrage."

Margaret Skinnider, on undertaking military action, from her autobiography 'Doing My Bit For Ireland' (1917)

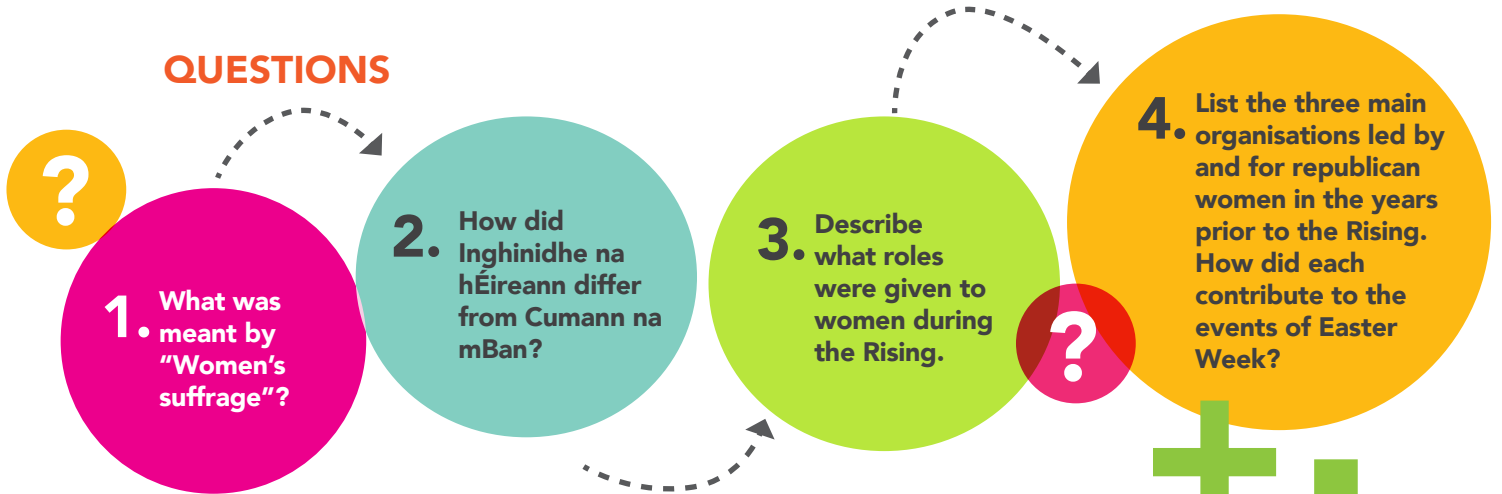
2. "The men gave each of us their small arms to do as we liked with, thinking we were going to go home, but we were not going to leave the men we were with all the week to their fate; we decided to go along with them and be with them to the end, whatever our fate might be."

Rose McNamara, speaking a few days after the events of the rebels' surrender on 28th April 1916

3. "...without the participation of her women, Mother Ireland was going into battle with one arm tied behind her back."

Maud Gonne, quoted in the 1976 biography 'Maud Gonne' by Samuel Levenson

QUESTIONS



EXTENSION
ACTIVITY 1:

What was different about how the Irish Citizens Army treated women?

EXTENSION
ACTIVITY 2:

Imagine you are a member of Cumann na mBan, reporting for duty on Easter Monday. Describe your experience when you arrive (1 paragraph).

TASK 1

Carry out some research and write a short profile of the following women and their role in the Easter Rising:

- Constance Markievicz
- Winifred Carney
- Elizabeth O'Farrell
- Margaret Skinnider
- Helena Molony

TASK 2:

Despite the role women played in the Rising and the granting of suffrage, claims suggest that the role of women has been airbrushed from history. Carry out some research and answer the following question:

In your opinion, how big a role did women play in the Rising? Use evidence to support your answer (evidence could come in the form of audio, video, imagery, quotes, eye witness testimony, etc...).

ALTERNATE TASK QUESTIONS

How was women's suffrage reflected in the republican movement at the time?

Explain why you think some women who were campaigning for universal suffrage were persuaded to get involved with the rebels?

What evidence is there to suggest that the leaders of the Rising respected women and their rights to universal suffrage?

Constance Markievicz is often referred to as the most prominent female figurehead in the Rising. Why do you think this was so?

How did Inghinidhe na hÉireann differ from Cumann na mBan?

What evidence is there to suggest that women were not treated as equals during and after the fighting?

Women fighting in the Rising seen a free Ireland as the key to universal suffrage." How much do you agree with this? Is there any evidence to support this statement?

Why do you think women wanted to be involved in the frontline fighting?

ALTERNATE TASK

- The class will be split up into groups. Depending on the number of groups, choose an equal number of questions (e.g. 6 groups = 6 questions)
- After the questions have been chosen, each group will be given a sheet of paper with a question written on top – each group will start with a different question
- Each group has a set amount of time to answer their question. When the time is up, the question sheet will be passed onto the next group to answer the question. This process will repeat until all groups have had a chance to answer each question
- When complete, discuss the answers to each question. Have all the answers sufficiently answered the questions?

SUGGESTED ADDITIONAL RESOURCES



1) <http://www.rte.ie/news/2014/0328/605079-cumann-na-mban-centenary/> - Cumann na mBan – Forgotten Women of Revolution



2) http://www.rte.ie/tv/whodoyouthinkyouare/social_ryan2.html - Information on Cumann na mBan



3) http://1916rebellionmuseum.com/1916-easter-rising/elizabeth-ofarrell?doing_wp_cron=1408552005.9371600151062011718750 – Elizabeth O'Farrell's story of the surrender



4) <http://www.easter1916.ie/index.php/people/women/> - Women of the Rising



5) <http://www.easter1916.ie/index.php/rising/saturday/> - Saturday – Day of Surrender



6) <https://www.youtube.com/watch?v=FiZJ2C8EwSA> – Women in the 1916 Rising



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit a mock news report on a woman who participated in the Rising. Research the topic by listening to 2-3 excerpts from the Bureau of Military History's archive of witness statements, selecting statements which discuss either an individual or the role played by women more generally. Students will record a brief piece speaking about the role of the individual selected. The recording will be at least 1 minute long. .

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with sound effects but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

Students will create a short, silent, documentary film about the women who participated in the Easter Rising. The movie will be at least 30 seconds and use titles to convey information. Students will research images (and if possible video) and information from the internet which will be used in their movies .

PLAN

Information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, audio and information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using various editing tools (Splitting, Trimming, Transitions, Effects and Captions/ Titles). Students will complete their piece of work by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by viewing selected pieces of work or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their movie file. This may be completed in the form of a saved document.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will create an A4 poster aimed at encouraging universal suffrage. Students will research existing universal suffrage posters from the time. Source at least 1 image from the internet and use the text tool to create a slogan. The poster should be created in a style similar to the archival examples.

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.

LESSON
6.



LESSON DESCRIPTION

The sixth and final lesson in the module will explore the ways that the Easter Rising has been commemorated. The lesson outlines the challenges of commemoration, with particular attention to the problems of public remembrance in a divided community. The lesson discusses the factors complicating commemoration of the events of 1916. Finally, the lesson looks at how the Easter Rising might be commemorated now, on the eve of the centenary.

LESSON INTENTIONS

1. Understand the concept of 'commemoration'.
2. Describe how the Easter Rising has been remembered in public spaces and events.
3. Demonstrate an understanding of the issues around the commemoration of the Easter Rising through the use of digital media.

LESSON OUTCOMES

- Be able to discuss the issues and challenges of commemorating the Easter Rising.
- 2. Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 6 Key Information
- Video Editing Storyboard
- Digital Imaging Design Sheet

DIGITAL

- Suggested Additional Resources
- Online interactive mapping: <http://www.zeemaps.com/>

SOFTWARE

- Video Editing Software e.g. Movie Maker
- Image Editing Software e.g. GIMP

HARDWARE

- Whiteboard
- PCs / Laptops

MODULE 4. THE EASTER RISING
6: COMMEMORATION



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play Suggested Additional Resources 1 which shows a clip of how the 50th anniversary of the Easter Rising was celebrated in Dublin.</p>	<p>The selected video clip provides an example of an official state commemoration of the Rising. Students will be encouraged to think about the symbols, the people in attendance, and the tone of the event. Teachers will use the clip to discuss the nature of such official public remembrance.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task encourages students to work in pairs to think about differing points of view when remembering an event. Students will search for examples of commemoration and opposition to commemoration and then collect their thoughts in the form of a mind map which they will then swap with another pair of students with the purpose of engaging in a discussion about the topic.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the Key Information are designed to meet the learning objectives through the students understanding of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Finish the lesson with a discussion revolving around the importance of commemoration. Encourage students to identify the positive and negative aspects of remembering the past and methods of remembering the past.</p>	<p>The plenary discussion will focus on how and why we choose to commemorate and the possible side effects of doing so.</p>

KEY
INFORMATION
6.

1.))) DISCUSSION

What is the difference between private memory and public commemoration?

COMMEMORATION

Commemoration is the public recollection of the past. The term commemoration can be used to describe objects, performances or rituals. Commemorative objects include statues, memorials, paintings and other works of visual art. Commemorative performances and rituals include parades, plays, songs, speeches or re-enactment of historical events. Although commemoration is often about mourning or honouring the dead, it is different to history because it is concerned with the meaning the past has for people in the present rather than attempting to understand the past in its own terms.

People have different experiences of events and understand those events differently; it is not surprising that individuals and groups want to remember different things, or to remember them in different ways. This means that there are both practical and ethical issues around commemoration. It is also the case that the same events are remembered differently at different times, reflecting the changing values of present-day society.

Commemoration is not just about remembering the past in a public and collective way. It is also a way of changing the present and the future, by changing people's attitudes to the past. In the process of publicly remembering events, we can make new stories and suggest new identities.



A mural in
Belfast
dedicated to the
Easter Rising

CHANGING THE WAY WE THINK ABOUT THE RISING

The Easter Rising, as a real historical event, was far more complex than the myth of the Easter Rising which has taken root over the last century. In fact, it would have been difficult, beforehand, to predict how the Rising turned out.

MANY NATIONALISTS WHO TOOK PART IN THE RISING WERE FIGHTING FOR IRISH FREEDOM - NOT FOR AN IRISH REPUBLIC

THERE WAS A LACK OF PUBLIC SUPPORT FOR REPUBLICANISM BEFORE THE RISING

IN THE AFTERMATH OF EASTER WEEK, PUBLIC OPINION TOWARDS THE REBELS CHANGES TO ONE OF SYMPATHY AND SUPPORT

IN THE YEARS PRIOR TO THE RISING, MOST PEOPLE IN IRELAND DID NOT IDENTIFY THEMSELVES AS REPUBLICANS

THE BIGGEST INFLUENCES ON MANY REBELS WERE CULTURAL NATIONALISM, CATHOLICISM AND MILITARISM - NOT REPUBLICANISM

THE BIGGEST CHANGE THE RISING PRODUCED IN IRELAND WAS THE RISE OF ARMED REPUBLICANISM

Another thing to consider, when commemorating the Rising, is that neither the Irish people nor the rebels themselves shared a single vision of the future.

The egalitarian (equality) and progressive words of the rebels, as seen in the Easter Proclamation, conflicted with the social conservatism (a traditional view of society) of many Catholic nationalists who supported armed struggle.

The Irish Republic that emerged from the events of 1916 was male-dominated, heavily influenced by the Catholic church and economically and socially conservative. These contradictions can be seen in commemoration. For example, although James Connolly was commemorated as a hero by the Irish state after 1916, his radical ideas were not implemented.

Finally, the Easter Rising needs to be remembered within the context of other events, both in Ireland and internationally. Most particularly, the Great War significantly affected what happened in Ireland. The Great War also affected events in Ulster, where the sacrifice of those killed in battles like the Somme reinforced a sense of British identity and added to the militancy of Ulster Unionism.

The Rising also influenced how the Great War was remembered. Many Irish nationalists who fought in the Great War returned to a transformed republican Ireland where their participation in the war was not honoured, and their dead comrades were not commemorated.



>>> RESEARCH

How did the Great War create the conditions for the Rising in Ireland?

Memorial plate in Kilmainham Gaol commemorating the Rising leaders who were executed



2.))) DISCUSSION
 How did the 'Troubles' affect the way the Rising was officially remembered in Ireland?

HOW THE RISING WAS REMEMBERED

Commemoration can be both official – the memorials and events organised by the state – and unofficial – those organised by other groups. In Ireland, the official commemoration of the Rising has changed over the last century. This reflects the changing view, in the present, of past events.

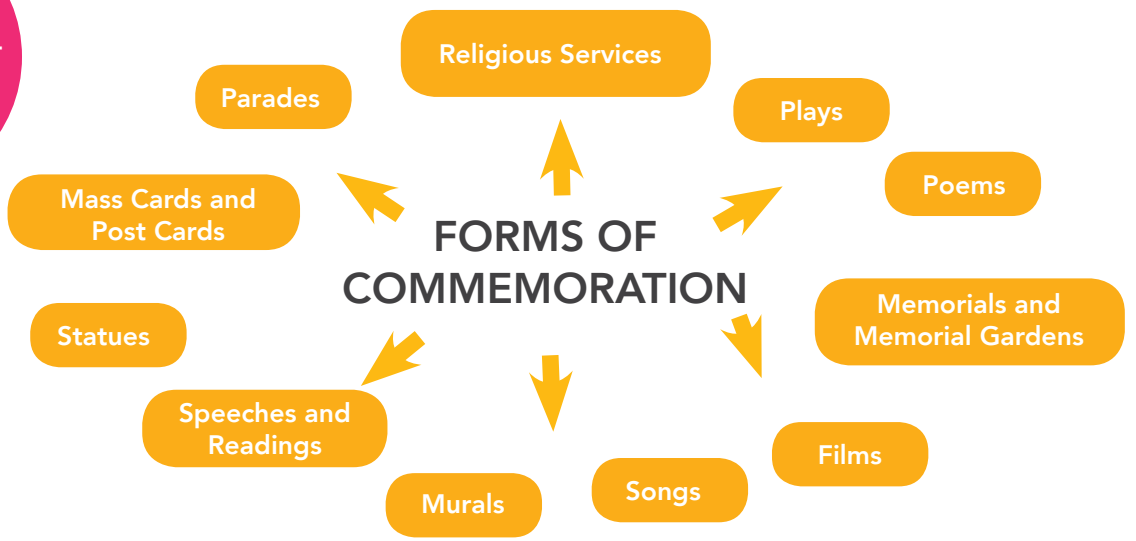
By the first anniversary of the Rising, public opinion had shifted to favour militant republicanism. Sinn Fein benefitted from the shift away from the Irish Parliamentary Party, and was able to win 70% of the available Irish seats at Westminster in the 1918 General Election. Sinn Féin's elected MPs refused to take their seats, instead establishing an Irish Assembly – Dáil Éireann – and proclaiming the establishment of an Irish Republic. From 1919 to 1923, Ireland was at war: first, the War of Independence (1919-1921) and then the Civil War (1922-1923).

The high point of Easter Rising commemorations came in 1966 on the 50th anniversary, but after this, the nature of Easter Rising commemorations changed drastically. In the late 1960s, the Troubles began in Northern Ireland, making the celebration of armed republicanism increasingly controversial. As well as this, historians were beginning to reconsider the myths of 1916 and they pointed out that legacy of the Easter Rising was more complicated than most nationalists believed. For example, how could the State celebrate the actions of the Easter Rebels who had used violence to free Ireland, while condemning the Provisional IRA for doing the same thing?

During the period from 1966-2005, the meaning and symbols of the Rising were very much contested, as people in the Republic and the North questioned the 'right way' to remember events that seemed more controversial in the current climate.



The Garden of Remembrance was opened in Dublin in 1966 to remember "all those who gave their lives in the cause of Irish Freedom"



MODULE 4. THE EASTER RISING

6: COMMEMORATION

1ST OFFICIAL COMMEMORATION

This took place in 1924 and was a small scale ceremony at the Garrison Church in Arbour Hill in Dublin. Because of the tensions remaining after the recent Civil War, some of those involved in the Rising were omitted from the invited guest list, while others refused to attend.

19TH ANNIVERSARY

This anniversary was marked in Dublin with a large military parade, a public Mass, and the unveiling of a bronze statue of Cúchulainn in the GPO. Eamon de Valera was Taoiseach (prime minister), and his party, Fianna Fáil, were in government. De Valera (who took part in the Rising) used the anniversary as an opportunity to link Fianna Fáil, in people's minds, with the romantic myth of the Rising.

20TH ANNIVERSARY

Officially celebrated with military parades not just in Dublin, but in towns across Ireland including Cork, Galway, Limerick, Letterkenny, Athlone, Carlow and Dundalk.

25TH ANNIVERSARY, 'SILVER JUBILEE'

In the North, increased tensions complicated the memory of 1916. The official commemoration in Ireland was smaller than originally planned because of the outbreak of the Second World War and the Irish policy of neutrality. However, a number of events did take place, including religious services, a graveside memorial service for the executed leaders, the presentation of medals in an awards ceremony, a state-sponsored ceilidh dance, an exhibition at the National Museum, and the release of a commemorative postage stamp.

50TH ANNIVERSARY, 'GOLDEN JUBILEE'

1966 saw the largest and most dramatic commemoration of the Rising. The state intended the Golden Jubilee to serve as a symbolic bridge between the Irish past and the increasingly modern Irish Republic, and they framed the Rising as a triumphant and patriotic victory for the Irish people. The emphasis in the official commemoration was on modernisation and on the younger generation. Events included a huge parade in Dublin, watched by almost 200,000 people, followed by a wreath-laying ceremony at Kilmainham Gaol (the gaol itself being restored as a memorial to the rebels). The Garden of Remembrance was opened in Dublin. Television programmes (such as RTE's drama *Insurrection*) and plays re-enacted the events of 1916. Items of commemorative memorabilia (such as stamps, coins and badges) were created and sold. There was an exhibition at the National Museum, and a heritage pageant at Croke Park, *Aiséirí Glóir Reim na Casca* (Resurrection, the Easter Pageant), retold the events in spectacular fashion.

75TH ANNIVERSARY

Due to the impact of the Troubles commemoration of the Rising consisted of a simple ceremony outside the GPO, including the reading of the Easter Proclamation and the raising of the Tricolour. Only about 600 people were in attendance. While the official commemorative activity was low-key, the Rising was more visibly remembered in unofficial ways by artists and writers, and in the North, was marked by Sinn Féin and the Provisional IRA in a number of ceremonies and parades.

90TH ANNIVERSARY

By 2006, public sentiment in both the Republic and the North was much more positive. The economy was booming, and there was an atmosphere of optimism after the IRA decommissioning in 2005. Taoiseach Bertie Ahern saw the anniversary of the Rising as a chance to once again reframe the events of the past in a positive and progressive way, emphasising pluralism, inclusivity, and hope for the future. His critics complained that he used the event to increase support for Fianna Fáil. It is certainly true that many present-day political parties exploit commemoration for their own political purposes.

QUESTIONS

1. What is meant by the word "Commemoration"? Can you think of any examples of a commemoration that has happened recently?

2. State 3 forms of commemoration. Give an example of how you have seen each of these being used.

3. Why was the official commemoration smaller than originally planned on the 25th Anniversary of the Rising?

4. Discuss the way the Easter Rising has been commemorated in the past century, and how this commemorative activity has changed.

EXTENSION ACTIVITY 1:

Can you think of any reasons why commemorating such events as the Easter Rising may be contentious?

EXTENSION ACTIVITY 2

Think of an event or person that is commemorated in your own home (this could be a public event or historical figure, or it could be a family event or relative). How is this event or person remembered? Are there any ceremonies, images or objects used to help your family remember? (1 paragraph)

TASK 1

2016 marks the 100th anniversary of the Easter Rising. Looking at the 50th, 75th and 90th anniversary celebrations, and taking into consideration the current political climate, how do you think the Rising will be celebrated North and South of the border? Name any communities, political parties, politicians, people that you think will celebrate, or object to any celebrations.

Carry out research into the 100th anniversary of the signing of the Ulster Covenant to help you come to your conclusion.

TASK 2

Study the diagram which states forms of commemoration. Carry out some research and find an example relating to the Easter Rising for each form of commemoration. Complete the task in the form of a presentation or word document using images, videos, audio, maps, etc...












With each example, state what it is, where it is located, what it means or any other information that you think is relevant.

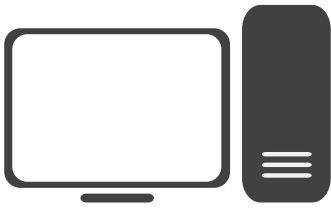
From the research you have performed, what do you think is the most common form of commemoration? Which do you think is the most effective when remembering a person or event?

ALTERNATE TASK

- In pairs, students will create two mind maps which reflect the feelings of both sides of the community to commemorations concerning the Easter Rising. How and why do republicans commemorate the Easter Rising? How do you think unionists feel about these commemorations?
- Students should carry out research to find examples of commemorations that people have supported in great numbers or taken offence to
- Completed mind maps will be swapped with another pair and discussed. Students should be encouraged to highlight anything that they agree/disagree with

SUGGESTED ADDITIONAL RESOURCES

-  1) <http://www.rte.ie/archives/exhibitions/681-history-of-rte/704-rte-1960s/288127-cuimhneachain-1916-opening-ceremony/> - 50th Anniversary of the Easter Rising
-  2) http://www.theirishstory.com/2010/11/18/a-tv-pageant-%E2%80%93-the-golden-jubilee-commemorations-of-the-1916-rising/#.U_dES_IdXh4 – A TV Pageant – The Golden Jubilee Commemorations of the 1916 Rising
-  3) <http://www.bbc.co.uk/history/british/easterrising/newspapers/> - Newspaper Archives
-  4) <http://www.belfasttelegraph.co.uk/debateni/blogs/declan-kearney/remembering-the-1916-easter-rising-means-discussing-the-future-30196109.html> - A republican's view on remembering the Rising
-  5) <http://www.irishtimes.com/news/social-affairs/children-killed-in-1916-rising-remembered-1.1757855> - Children killed in 1916 Rising remembered
-   6) <http://www.historyireland.com/20th-century-contemporary-history/1966-and-all-that-the-50th-anniversary-commemorations/> - 1966 and all that: the 50th anniversary commemorations
-   7) <http://www.dailymail.co.uk/news/article-2586742/Irish-Government-invite-member-Royal-Family-centenary-celebrations-1916-Easter-Rising-against-British-Rule.html> - Planning for the centenary commemorations
-  8) <http://www.thejournal.ie/in-pictures-crowds-gather-to-remember-the-1916-easter-rising-410948-Apr2012/#slide-show1> – Crowds gather to remember the 1916 Easter Rising (2014)
-  9) <http://www.theeasterrising.eu/100Postc/Postca.htm> - 1916 Postcards



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

Students will create a short audio-visual segment about an object, performance or event that was created to commemorate the Easter Rising. Students will research images (and if possible video) and information from the internet which will be used in their movies. Students will choose and photograph (or alternately, draw) an existing commemorative article, from their own town where possible. They will produce their own audio track explaining what the article is, what symbols it uses, who and what it remembers, and who or what it leaves out.

PLAN

Information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, audio and information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using various editing tools (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their piece of work by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by viewing selected pieces of work or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their video file. This may be completed in the form of a saved document.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will create a poster for an imaginary film about the Easter Rising. Students will research existing movie posters. Images will be sourced from the internet or created by the student. The poster should be created in the style of an actual film poster. It should include a tagline and text. The poster should be created in a style similar to the researched examples.

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

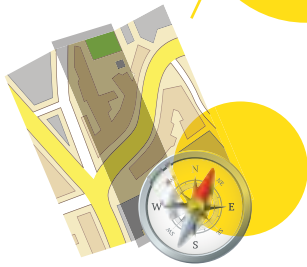
Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.



DIGITAL TASKS

ZEE MAPS TASK



TASK DESCRIPTION

Students will use ZeeMaps interactive mapping software to create a map of memorials. At least five locations should be mapped. A video or still image should be attached to each map point, depicting symbols or imagery used by the movement.

PLAN

Students will register a ZeeMaps account from: <http://www.zeemaps.com/> (this is not essential as ZeeMaps allows you to create and save a free map). Students will then source information from the internet to be used in their map.

- Students will be supplied with search terms by the teacher and source appropriate information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select text to use and save it appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will log into their ZeeMaps account and begin to create their map. Students will use the information they have sourced and insert at least four entries into their map.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their ZeeMap. This may be completed in the form of a saved document.

QUESTIONS & ANSWERS

LESSON 1 // BEFORE THE REVOLUTION

1. Explain the difference between constitutional and revolutionary nationalism.

Constitutional nationalists wanted to reform the union using peaceful means and wanted self-government for Ireland within the Union. Revolutionary nationalists wanted an independent republic and were willing to use force if necessary to achieve it.

2. Explain the goals of the three political forces – the IPP, the Liberal government and the Ulster Unionists - that clashed to create the Home Rule crisis.

The IPP's one major goal was Home Rule; the UUC was opposed to Home Rule which it believed was a threat to unionists' cultural identity; and the Liberal government was sympathetic to the IPP's campaign for Home Rule as the Liberals needed the support of the IPP to remain in power.

3. Describe the two forms of unionist resistance to Home Rule. How were these forms of resistance different?

The UUC carried out an opposition campaign against Home Rule with its high point being Ulster Day on 28th September 1912 – almost 500,000 people turned out to sign the Ulster Covenant and Declaration. In January 1913, the Ulster Volunteer Force was created as a citizen militia. The purpose of the UVF was to act as an armed resistance force to Home Rule. These forms of resistance were different as the signing of the Covenant and Declaration was a peaceful opposition whereas the creation of the UVF carried with it the threat of violence.

4. Discuss how the Home Rule crisis radicalised Nationalism and Unionism.

Students' answers will highlight the creation of the UVF in response to Home Rule and then the creation of the republican militia group the Irish Volunteers (Óglaigh na Éireann).

EXTENSION ACTIVITY 1

When partition did eventually occur, why do you think that 6 of the 9 counties in Ulster became Northern Ireland?

Students should be able to glean from the text that Ulster had a majority unionist population and that if unionists could not block Home Rule, then they would request to have much of Ulster removed from it.

EXTENSION ACTIVITY 2

Imagine you are a Catholic shipyard worker living in Belfast in 1912. How do you feel about the prospect of Home Rule? What do you think about the response of the unionists living in your town? (1 paragraph)

Putting themselves in the shoes of a Catholic shipyard worker in 1912, students will reflect on how a Catholic who lives and works amongst a majority of unionists feels about Home Rule being introduced. Some students may consider the economic arguments against Home Rule.

LESSON 2 // THE AIMS AND IDEALS OF THE REBELS

1. Who secretly formed a Military Council within the IRB to plan the Easter Rising?

Tom Clarke and Sean MacDermott secretly formed a Military Council within the IRB to plan the Easter Rising.

2. Why may Pearse's beliefs have not appealed to unionists?

Pearse's vision for Ireland was Gaelic and Catholic – ideals that would not appeal to most unionists.

3. List the key organisations and individuals that supported and were involved in planning the Easter Rising.

Going through the Key Information, students will identify and list the following:

Organisations

The Irish Republican Brotherhood
The Irish Volunteers (split on rebellion)
The Citizen Army

Individuals

Tom Clarke
Sean MacDermott
James Connolly
Patrick Pearse
Thomas MacDonagh
Joseph Mary Plunkett

4. Explain why some revolutionary nationalists opposed the idea of the Rising.

Students will identify groups and individuals who opposed the Rising and explain why some IRB members were opposed to a Rising unless it was supported by a majority of the Irish people and had a realistic chance of success. Even though the Irish Volunteers remained fiercely opposed to British rule, they were also divided on the merits of the Rising. Eoin MacNeill and Bulmer Hobson, two important Irish Volunteer leaders, believed that because the Rising had little chance of success it would be both immoral and impractical.

EXTENSION ACTIVITY 1

Give a brief explanation as to why the Irish Republican Brotherhood and Irish Citizen Army supported the Rising. Why were the Irish Volunteers divided on the Rising?

Students will read the information regarding the groups involved in the Rising and explain why they supported the Rising or in the Volunteers case, divided about the Rising. Students should explain how...

...the IRB were split in their support – moderate members were opposed to a Rising unless it was supported by a majority of the Irish people and had a realistic chance of success. More radical members of the IRB – Clarke and MacDermott - saw the Rising as the opportunity to make a dramatic gesture that would encourage the nationalist cause in Ireland. They also wanted to destroy popular support for Home Rule which would have meant that Ireland remained within the UK.

..the Citizen Army supported the idea of armed insurrection as they were a socialist republican organization. They disagreed with those who wanted to delay the Rising.

(The Citizen Army's reasons for supporting the Rising will be more difficult for some students to explain. Due to their adoption of the socialist beliefs of



Connolly, they were fighting not just for independence but against capitalism and social inequality.)

...the Irish Volunteers were divided on the merits of the Rising. Eoin MacNeill and Bulmer Hobson, two important Irish Volunteer leaders, believed that because the Rising had little chance of success it would be both immoral and impractical from a political point of view. They wanted to wait until there was more public support for violence; for example, if the British authorities imposed conscription.

EXTENSION ACTIVITY 2

Discuss the key differences in the ideas of Pearse and Connolly.

Students will read the profiles of Pearse and Connolly and consider how their ideas and views differed. Students may also reference the quotes in the Perspectives section of the Key Information. Students should identify as the key difference how each viewed a future Irish Republic – Pearse wanted a progressive, Gaelic and Catholic Ireland whilst Connolly sought a socialist state with a focus on class unity and not religious division.

TASK 1

Who do you think said each quote? Justify the reason for your choice by explaining how the quote matches the ideal of Pearse or Connolly.

“They have thought of nationality as a thing to be negotiated about as men negotiate about a tariff or about a trade route, rather than as an immediate jewel to be preserved at all peril, a thing so sacred that it may not be brought into the market places at all or spoken of where men traffic.”

Pearse

“‘Those who live by the sword shall perish by the sword’ say the Scriptures, and it may well be that in the progress of events the working class of Ireland may be called upon to face the stern necessity of taking the sword (or rifle) against the capitalist class...”

Connolly

Student’s answers should be based on the content of each quote and what ideology it represents. The first quote reflects nationalist thinking, an ideology adopted by Patrick Pearse. The second quote reflects socialist beliefs, an ideology adopted by James Connolly.

LESSON 3 // EASTER WEEK

1. Describe how Eoin MacNeill was persuaded to set aside his opposition to the Rising.

MacNeill was persuaded to set aside his opposition to the Rising when he learned of Roger Casement’s attempt to smuggle German arms into Ireland aboard the ship, the Aud. MacNeill had also been influenced by the ‘Castle Document’ – a letter supposedly smuggled out of Dublin Castle which indicated that the British were planning to arrest MacNeill and other Irish Volunteers.

2. Summarise the reasons for the poor turnout of Volunteers for the Rising.

The poor turnout was due partly to the confusion about the orders and the change of dates, and partly to the fact that the plans had been kept so secret that many did not even realise the Rising was planned in the first place. Some Volunteers, who did know there was to be a Rising, were not prepared to risk their lives for what they saw as a futile gesture.

3. Explain the circumstances that created a state of confusion on Easter weekend.



When MacNeill was opposed to the Rising, he was tricked into going along with the Rising. When MacNeill discovered he was tricked, the day before the Rising MacNeill issued an order to the Irish Volunteers that no parades, marches or movements would take place. These orders contradicted the Military Council's plans. The Volunteers who had been prepared to act were now confused and uncertain about what to do next.

4. Describe the public reaction to the rebels and the Rising during Easter Week.

Most civilians in Dublin were not supportive of the Rising or the rebels. As a result of looting and disorder there were conflicts on the streets between civilians and both armies. Most of the wounded were civilian and 250 civilians were killed in the fighting and large parts of Dublin city centre were destroyed – most people reacted negatively due to the impact of the Rising which caused great disruption and hardship for the people of Dublin. Others saw the Rising as a betrayal of the Irish fighting on the Western Front.

EXTENSION ACTIVITY 1

Explain why you think most Irish people had a negative response to the Rising.

Students will explain why exactly they think that most of the public had a negative response to the Rising. Students will highlight the destruction to Dublin city centre, food shortages and the death of civilians during the fighting.

EXTENSION ACTIVITY 2

Imagine that you are a civilian in Dublin on Easter Monday. Describe an incident you have witnessed. (1 paragraph)

Students will write a firsthand account of an incident they have witnessed from the point of view of a civilian during the Easter Rising. The feelings expressed in students' answers should reflect that of most civilians during the Rising.

LESSON 4 // SUPPRESSION AND IMPACT OF THE RISING

1. State one example of why you think Irish opinion was beginning to shift after the Rising.

Students will state one of the reasons listed in "The Irish Response: From anger to adoration" section of the Key Information.

2. Finish the sentence: "After the Rising, many supporters of the Irish Parliamentary Party..."

Students will finish the sentence, explaining how the IPP lost much of its support to Sinn Féin. Students will highlight how after the Rising, the IPP's former supporter started to become more radical and republican.

3. As a military action the Rising was a failure, but why did some consider it a success?

Students will explain that some considered the Rising as a success symbolically, in that it was a propaganda success and attracted more supporters to the republican cause.

4. List three factors that led to the rapid change in Irish public opinion about the Rising.

Students will list three factors that led to a change in opinion about the Rising

from “The Irish Response: From anger to adoration” section of the Key Information.

5. Describe the long-term effect of the Rising on Irish nationalism.

Reading “The Impact on Irish Nationalism” and “Other Factors” sections of the Key Information, students will describe how the Rising turned many moderate, constitutional nationalists into revolutionary republicans.

EXTENSION ACTIVITY 1

Summarise the reasons why people who were opposed to the Rising beforehand, may have started to become more radical in their thinking afterwards.

Students will summarise the reasons detailed in “The Irish Response: From anger to adoration” section of the Key Information.

EXTENSION ACTIVITY 2

Imagine you are an Irish soldier in the Great War, reading about the Rising at home. What are your concerns or feelings? (1-2 paragraphs).

Students will write a first-hand account from the point of view of an Irish soldier fighting in World War 1. Students will consider how an Irish soldier at that time may have felt about what was going on in Ireland - e.g. what are these rebels trying to achieve? Why aren't they fighting in the Great War?

LESSON 5 // WOMEN AND THE RISING

1. What was meant by “Women’s suffrage”?

Women’s suffrage is the right for women to vote on equal terms with men.

2. How did Inghinidhe na hÉireann differ from Cumann na mBan?

Inghinidhe na hÉireann was primarily a cultural organisation that wanted to promote Irish culture and language, and was more concerned with Irish separatism than with feminism or suffragism. Cumann na mBan was a female paramilitary organisation that aimed to support the male Irish Volunteers.

3. Describe what roles were given to women during the Rising.

From the Key Information, students will describe the various roles of women in the Rising. Students should identify roles such as fighting, messenger, cooking, nursing and washing up.

4. List the three important organisations set up by republican women in the years prior to the Rising. How did each contribute to the events of Easter Week?

The three main organisations were Inghinidhe na hÉireann, Na Fianna Éireann and Cumann na mBan. Inghinidhe na hÉireann radicalised parts of Irish society, promoted Irish culture and language and then merged with Cumann na mBan in 1914. Na Fianna Éireann gave its members (mostly boys) military training, uniforms, and equipment. Na Fianna Éireann took part in gun-running operations, and played a part in the Rising: some boys acted as messengers during Easter Week or even fought in the rebel garrisons. Cumann na mBan was formed in 1914 as a woman’s organisation that aimed to support the male Irish Volunteers. A handful of female rebels, including Countess Markievicz, took up arms but most helped by cooking or running messages.

EXTENSION ACTIVITY 1

What was different about how the Irish Citizen Army treated women?

Most Irish rebels believed that women should be confined to roles considered suitable to their gender. The Irish Citizen Army gave its female members a greater



military role: most ICA women were armed, although few took part in combat. The most prominent role of the female rebels was that of messenger: women carried orders, weapons and ammunition through the Dublin streets during the fighting – a dangerous task.

EXTENSION ACTIVITY 2

Imagine you are a member of Cumann na mBan, reporting for duty on Easter Monday. Describe your experience when you arrive (1 paragraph).

Students will write a firsthand account from the point of view of a Cumann na mBan member on Easter Monday. In their account, students should describe things such as: what they have seen, who they have seen, how they feel about what is happening, what role they have been given and how they feel about this role.

LESSON 6 // COMMEMORATION

1. What is meant by the word “Commemoration”? Can you think of any examples of a commemoration that has happened recently?

Commemoration is the public recollection of the past. The term commemoration can be used to describe objects, performances or rituals. After defining Commemoration, students will try to provide an example of a commemoration they have seen recently.

2. State 3 forms of commemoration. Give an example of how you have seen each of these being used.

From the diagram in the Key Information, students will state three forms of commemorations and provide an example as to how they have seen this form of communication being used.

3. Why was the official commemoration smaller than originally planned on the 25th Anniversary of the Rising?

The commemoration was smaller than originally planned because of Southern Irish neutrality and increased tensions in Northern Ireland.

4. Discuss the way the Easter Rising has been commemorated in the past century, and how this commemorative activity has changed.

Studying the list of commemorations, students will summarise and discuss how the Rising has been celebrated and describe how these commemorations have evolved throughout the years.

EXTENSION ACTIVITY 1

Can you think of any reasons why commemorating such events as the Easter Rising may be contentious?

From reading through the Key Information and list of commemorations, students will highlight any reasons as to why commemorations may be contentious. Students should relate their answer to the muted Rising commemorations as a result of the Troubles.

EXTENSION ACTIVITY 2

Think of an event or person that is commemorated in your own home (this could be a public event or historical figure, or it could be a family event or relative). How is this event or person remembered? Are there any ceremonies, images or objects used to help your family remember? (1 paragraph)

After studying what commemoration is, and forms of commemoration from the Key Information, students will describe a person or event that is commemorated at home.



1916: A YEAR THAT SHAPED IRELAND iBook

The 1916 period is further explored in the Nerve Centre's free iBook **1916: A Year That Shaped Ireland**. The innovative resource builds upon the award-winning content from the Nerve Centre's Symbols CD-ROM, developing an interactive experience that explores Ireland and its people as it approached 1916 and how the events of that year shaped the future of the island. The new resource has been developed in conjunction with Creative Centenaries, a new initiative led by the Nerve Centre which explores creative and cultural approaches to events in Ireland 100 years ago.



The iBook includes easy to understand text, interactive pictures, galleries and maps, audio content from a range of historians and commentators and exclusive video content from the time. It also includes interactive learning aids to test the reader's knowledge throughout as well as suggested creative tasks to aid extended learning.

The iBook explores key events of 1916 and their legacy through chapters including:

- >> An Island Divided
- >> The Easter Rising
- >> The Battle of the Somme
- >> Ireland Post-1916



For more information and resources, and to download your free iBook, visit www.creativecentenaries.org

teaching divided histories

www.nervecentre.org/teachingdividedhistories