



Unit 1:

The Rise of the Land Movement, 1879-1882

TEACHERS HANDBOOK



Senior Cycle Lesson Plans

UNIT 1: THE RISE OF THE LAND MOVEMENT

Field of Study:	Later Modern Field of Study
Syllabus Topic:	Movements for Political and Social Reform, 1870-1914 (LMI: Topic 2)
Perspective:	Society and Economy
Unit:	Land Agitation and Land Reform
Key Personalities:	Charles Stewart Parnell and Michael Davitt
Key Concepts:	Political Agitation, Anglo Irish
Required Time:	The teacher may choose from the suggested lessons and worksheets according to the requirements of the class
Resources:	How to Read a Map (irishrevolution.ie) Atlas of the Irish Revolution Document Pack and Student Activity Sheets Projector Internet connection Computer Lab

AIMS AND OBJECTIVES

In this series of lessons, senior history students will engage with primary source material and maps based on historical data relating to the Rise of the Land Movement in the *Atlas of the Irish Revolution*. In line with the broad aims and objectives of the Leaving Certificate History Syllabus, engagement with these literary and non-literary texts should enhance students' 'knowledge and understanding' of land agitation and reform in Ireland in the 1870s and 1880s. These lessons should also reinforce the procedural concepts of 'source and evidence' and 'fact and opinion', and the interpretative concepts of 'comparison and contrast' and 'change and continuity'.

The lesson plans and activity sheets are designed to promote the development of skills in working with evidence, and encountering of maps as source material bolsters the students' appreciation of the nature and variety of historical evidence. As preparation for 'life and citizenship', students are prompted to think critically and make judgments based on the evaluation of evidence and to consider a topic from more than one point of view.

At the conclusion of these lessons students will have

- A deeper understanding of the key concept of Political Agitation
- Gained deeper knowledge of the causes and consequences of land agitation of the 1870s
- Identified some of the key personalities and groups associated with the Land Movement
- A deeper appreciation for the usefulness, strengths and weaknesses of different types of historical sources.
- Practised the research and evaluation skills required to engage in the documents-based questions and to complete their own research study.
- Honed their writing and presentation skills

ASSESSMENT

Assessment For Learning:

During these lessons students are encouraged to engage in self-assessment and peer assessment. Collaboratively compiling research checklists, pair and group work and personal and peer assessment are effective strategies for Assessment For Learning, as is constructive teacher feedback – oral and written.

Assessment of Learning

Students are assessed by the teacher in class, on their homework (essay) assignments and on the results of the group presentations. Students are given feedback verbally from their teacher, through comments on their work and also through grading.

DIFFERENTIATION:

Differentiation strategies are incorporated into the lesson plans and activity guidelines. These include:

- Giving students the option to choose a task
- Group work
- Use of Pre-assessment
- Tiered Assignments etc.

LESSON 1: DEBATING HISTORICAL SIGNIFICANCE

Summary:

This lesson may be used as an introduction to the Land Movement or as a means of revising the context in which the Land League was born. The Walking Debate as a flexible active learning strategy, is a valuable means of reinforcing for students the importance of having respect for other people's positions in an argument and of listening to other points of view. Depending on the variables of time and necessity, the teacher may decide to use the walking debate as a starter activity or as the primary focus of the class.

Key Question: What were the circumstances in which the Land League was formed in 1879?

Learning Outcomes : At the conclusion of these lessons students should

- Be able to identify some of the key players in the formation of the Land League
- Have examined some of the reasons for grievances among tenant farmers in the west of Ireland in 1879
- Have defended a position in a walking debate
- Be more aware that there are typically various different viewpoints on even a simple issue.
- Have communicated effectively as part of a group

LESSON 1:

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s). The teacher might spend some time on instruction/revision (Video/Textbook) in preparation for the student task of interrogating the sources. The focus should be on the political and social context of the 1870s in Ireland.

Teacher Led Learning (input):

To introduce the task, present a power point slide on with the quotation by J.J. Lee about James Daly is printed. This should provoke curiosity among the students and prompt initial suggestions of alternative men or women who they feel have been forgotten or underestimated by history.

Task 1: The Walking Debate

Step 1: Allocate time for students to read the short biographical note about James Daly, owner and editor of the *Connaught Telegraph* in the late 1870s.

Step 2: In groups of three ask students to discuss Daly's input into the movement for tenants' rights and whether they think his contribution has indeed been underestimated by history. The group discussions culminate in the drafting of three strong statements either in agreement or disagreement with a comment by historian J.J. Lee that James Daly is the 'most undeservedly forgotten man in Irish history'.

(The teacher might choose to ask students to compare the contributions of Daly and Michael Davitt who was dubbed 'the father of the Land League'.)

Step 3: Post notices with the words I AGREE and I DISAGREE at either end of the class room and invite students to stand anywhere in the room and read out at random one of the group statements. Depending on the students' point of view, they may take up a position as close to, or as far away from the 'I agree' end of the room as reflects their position on the statement. This activity provides an opportunity to highlight the varied viewpoints found in any group on almost any issue. Asking one or two students to explain why they adopted their particular position. Ask the group whether, in the light of what they have heard, they might like to modify their position. If this occurs, invite one or two to explain their thinking in moving. The process may be repeated as many times as required.

Part 4: Plenary /Review

To consolidate learning, the students should write a short argumentative piece based on the subject of the walking debate. They should include at least three opposing viewpoints expressed during the debate. This is an effective way to practice writing about opposing viewpoints in an essay.

LESSONS 2-3: WORKING WITH THE EVIDENCE:

Summary:

In these lessons, students will engage with two primary sources and one secondary source relating to the rise of the Land League. They will interrogate, compare and criticise primary and secondary source material in preparation for putting those documents into the context of their time. This task reinforces the structure and content of the documents-based question.

Students will also examine the significance of Charles Stewart Parnell's involvement with the Land Movement through the consideration of a primary source, and imaginative speech writing.

Key Questions: What was the significance of the Irishtown meeting in April 1879?
In what counties in Ireland was the Land League most popular and why?
What was the significance of Charles Stewart Parnell's involvement with the Land League?

Learning Outcomes : At the conclusion of these lessons students should

- Be able to explain the reasons for grievances among the tenant farmers and the main events leading to the formation of the Land League
- Easily identify the epicentre of the Land Movement 1879-1880 and the rate at which the popular movement spread.
- Have engaged in critical analysis of primary and secondary source material
- Have practiced the document based question
- Become more familiar with Key Personality, Charles Stewart Parnell
- Have honed their argumentative writing and speech writing skills

LESSON 2: WORKING WITH THE EVIDENCE:

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s).

Teacher Led Learning (input):

Having introduced the class to James Daly in the previous lesson, the details presented in the *Con-nacht Telegraph* article will be clearer. The edited extract from this primary source also provides an opportunity to remind students about how newspapers can have a particular perspective or biased reporting.

Student Task: The Documents Based Question

The documents A and B in the *Student Worksheet* may be used as individual sources to introduce during the course of an instructional lesson on the formation and distribution of the land league. Alternatively, teachers may used the documents as a means of modeling a documents based question. The marks for each question should be allocated based on the subject level of the students.

LESSON 3: ILLUMINATED ADDRESS

Overview/Starter:

The Illuminated address presented to Parnell by the leadership of the Land League to commemorate the occasion of his address to the United States' House of Representatives in February 1880 is reproduced in the *Student Worksheets*. The teacher projects the image or directs students to a high-resolution version online. Starter questions ask students to consider the design, symbolism and the content of the document.

Teacher Led Learning (input):

The starter questions should lead to a teacher presentation on Parnell and his involvement in the New Departure, as well as the significance of his fundraising tour to America in 1879-80.

Student Task: Illuminating the past

Step 1: The teacher will clearly outline the speech writing task:

The Land League presented their president with this illuminated address on his return to Ireland. Write the text of Parnell's acceptance speech demonstrating an awareness of his audience and mirroring the tone and symbolism of the parchment. The content of the speech should include - but is not limited to - the following points

- His appreciation for the gesture of recognition
- A short account of his experience in America and its benefits for the League
- His appraisal of the successes of the Land Movement to date
- His hopes and aspirations for the future of the movement

Step 2: The teacher may choose to make the task as detailed or as simple as is appropriate to time and student ability. The teacher might ...

- Assign the task as homework
- Brainstorm the task on the board
- Ask students to discuss the content, tone and structure of the speech in groups of two or three before writing it individually in class
- The task may extend to a project requiring research into the personality of Parnell and other famous speeches that he made during the period in order to capture his speech-making style

Part 4: Plenary Review

To consolidate learning, ask for feedback from the class on the final section of the speech: Parnell's aspirations for the future of the movement. This provides an opportunity for a brief discussion on the importance of not interpreting the aspirations or motives of historical figures based on a present-minded understanding of the past.

LESSON 4: THE LAND MOVEMENT IN SEQUENCE

Summary:

This lesson is designed to help students to consolidate their understanding of the Land Movement and to place the events of 1879-1882 into the social and political context of the time. The lesson would be most effectively used as a means of revising the key events and personalities of the unit. Students are asked to work in groups of four to engage in a two-part card sorting and sequencing task with multiple learning benefits. Students will practice organisational and sequencing skills and establish a clear understanding of the key social and political events that occurred in the years between the famine and the establishment of the National League. Matching quotes and statistics by contemporary historical figures and historians allows students to consider different perspectives/judgments on the key events.

Key Question: What was the sequence of events that lead to the formation of the National League?

Learning Outcomes : At the conclusion of these lessons students should

- be able to describe some of the most significant social and political events, between 1848-1882
- be more familiar with the groups associated with social and political reform 1848-1852
- have put into practice organisational and sequencing skills

LESSON 4: THE LAND MOVEMENT IN SEQUENCE

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s).

Teacher Led Learning (input):

Direct the students to Task 4 in the *Student Worksheets*.

Student Task: Detailed Timeline

Step 1: Divide the class in groups of four and instruct each group to tape the four pages of the blank time-line template together so that the dates line up in chronological sequence. Students should also cut out the individual quotation and description cards, being careful not to mix up the two types of card.

Together the members of each group should match the description cards to the corresponding event on the time-line. The first group to finish should raise their hands.

Step 2: Beginning at the top of the timeline, a spokesperson from that group calls out the sequence of their descriptions. At any time, a student from another group may raise their hand to dispute the placement, but must be prepared to explain why they disagree.

Step 3: Once the class is satisfied that the descriptions have been placed correctly, the groups will move on to part 2 of the task. This requires the groups to examine the quotation cards and match these to their corresponding date, event and description. The first group to finish placing their description cards should raise their hands. Once again, the group's findings will be debated in a class forum.

	Event	Description	Quotation/Statistic
1845	Failure of the potato crop and the beginning of the Great Famine	The Irish population declined from over 8 million in 1841 to 6.6 million in 1851. Approximately 1.5 million people died from starvation or fever and a further 1 million emigrated. The poor in the west of Ireland were most severely affected and the cottier class with less than 5 acres was practically wiped out.	The far-reaching consequences of the Famine included a dramatic decline in population, significant changes in language, social patterns and farming, and the emergence of powerful movements for social and political reform.
1848	Abortive Young Ireland Rebellion	The Young Irelanders, a band of literary romantic nationalists, staged a failed uprising which reinforced anti-Irish sentiment in Britain. Some of its leaders escaped to America and Paris where they would sow the seeds of the Fenian movement.	‘The soil of Ireland for the people of Ireland, to have and to hold from God alone who gave it’. <i>Young Irelander, James Fintan Lalor 1848</i>
1850	Michael Davitt’s family evicted from their home in Straide, Co Mayo	Tenant farmer, Martin Davitt, was one of thousands evicted at the height of the famine. The family emigrated to Lancashire where Michael Davitt grew up listening to stories of the horrors of the famine and the injustice of the landlord system.	‘I was then but four and a half years old, yet I have a distinct remembrance of that morning’s scene: the remnant of our household furniture flung about the road; the roof of the house falling in and the thatch taking fire...’ <i>Diary of Michael Davitt</i>
1858	The Irish Republican Brotherhood (the Fenians) founded in Dublin.	Young Ireland exile, James Stephens established the secret, oath-bound IRB. Its aim was to make Ireland an Independent democratic republic by force of arms. Despite the disapproval of the Catholic Church, the movement grew rapidly and its U.S. counterpart, the Fenian Brotherhood, received support and funding from the large post-famine emigrant population.	‘The scattering of the post-Famine Irish across the world was to provide a critical foundation and forum for the Fenian movement.’ <i>Historical Geographer, W.J. Smyth</i>
1867	Failed Fenian uprising	The Fenian uprising of March 1867 failed due to internal conflict among the IRB leadership, clerical opposition and informers. An attack on a prison van in Manchester in an attempt to liberate Fenian leader, Colonel Kelly, led to the arrest and execution of William Allen, Michael Larkin and Michael O’Brien. They became known as the ‘Manchester Martyrs’.	‘Despite the failure of the Fenians, they had won a propaganda victory. While British public opinion was opposed to their violent tactics, it was acknowledged increasingly that Ireland’s political problems would not be solved by ignoring them.’ <i>Historian Christine Kinealy</i>
1868	General Election: Liberals come to power	New Prime Minister William Ewart Gladstone took a keen interest in Ireland, believing that violence stemmed from grievances that were not addressed through political channels.	‘My mission is to pacify Ireland.’ <i>William Gladstone</i>
1869	Gladstone’s Disestablishment Act	The Church of Ireland was to become a voluntary body and its property was confiscated and given over to the Church Temporalities Commissioners to pay its clergy and teachers. Tenants on church land were given the option to buy out their holdings. 3/4 of the purchase price at 4% interest.	The census of 1861 showed that out of a population of 5,750,000 in Ireland, four and a half million were Catholic and only 700,000 belonged to the established Church. 6,000 tenants of 8,400 on church land had bought their holdings by 1880.
1870	Gladstone’s First Land Act:	The Ulster Custom (3Fs) was legalised where it already existed. Where it did not, out-going tenants were given compensation for improvements made and for ‘disturbances’ (evictions for any other reason than non-payment of rent). The Bright Clause: 2/3 of the purchase price to be paid back with interest of 5% over 35 years.	The Ulster Custom was difficult to define and its existence difficult to prove. The manner of claiming compensation was too complicated. There was little incentive for landlords to sell and few tenants could raise 1/3 of the purchase price. Only 877 tenants bought their holdings.

May 1870	Michael Davitt arrested in London for arms trafficking	Davitt joined the IRB in 1865 and quickly rose through the ranks. On 14 May 1870, 24-year-old Davitt was arrested at Paddington Railway Station, convicted of gun running to Ireland and sentenced to 15 years penal servitude.	‘I found myself in prison for sending a few rifles to Ireland without the consolation of knowing that one of them was ever shouldered to smite an enemy of my country ...The years I had laboured in the national cause were therefore barren of practical results... I resolved that no other period of my life should be so if ever I regained my liberty.’ <i>Davitt 1878</i>
1874	General Election: Gladstone’s administration replaced by the Conservatives under Disraeli.	The first general election since the Secret Ballot Act of 1872 saw an increase in Irish middle class representation. Isaac Butt’s Home Rule League (which replaced the Home Government Association in 1873) put forward candidates and 59 MPs were elected on a Home Rule Platform - only 30 of these were firmly committed to Home Rule.	‘To apply the description <i>Home Rule Party</i> to the fifty-nine candidates who were elected after some form of Home Rule declaration, is, then to use a misleadingly suggestive term’. <i>Historian, David Thornly</i>
1875	MP for Meath, Charles Stewart Parnell delivered his maiden speech in parliament.	A Protestant Irish landlord (heir to the Avondale estate in Co. Wicklow), Parnell’s defence of the Manchester Martyrs in Parliament attracted Fenian attention and his obstructionist tactics increased his popularity among more extreme elements of Irish politics.	‘Why should Ireland be treated as a geographical fragment of England ... Ireland is not a geographical fragment but a nation’. <i>Parnell’s first speech to Parliament</i>
1878	Michael Davitt and John Devoy plan the ‘New Departure’	After his release in December 1877, Davitt was elected to the Supreme Council of the IRB. In January, he traveled to Ireland and was appalled by conditions among tenant farmers in his native Co. Mayo. He began to advocate Fenian participation in land agitation. During a speaking tour of America, Davitt met with John Devoy, leader of Irish-American republican organisation Clan na Gael. Together they formulated a ‘New Departure’ in Fenian policy.	“The change [in Fenian policy] ... will take the shape of a combination between the advocates of physical force and those who believe in constitutional agitation, such as will leave the former free to prepare for active work while, in the meantime, giving a reasonable support to a dignified and manly demand for self-government on the part of the constitutionalists.” <i>John Devoy to the New York Herald 1878</i>
Jan 1879	The Supreme Council of the IRB in Paris reject the New Departure	Even though there was no prospect of a Fenian rebellion in the near future, the President of the Supreme Council of the IRB Charles J. Kickham would not consider cooperation between the Fenians and members of parliament. He refused to commit the IRB to any agrarian agitation.	‘Sulking in their Parisian tent, the Supreme Council remained officers without an army’. <i>Historian J.J. Lee</i>
April 1879	Launch of land agitation at Irishtown, Co. Mayo.	The mass protest meeting at Irishtown, and the subsequent mass meetings in the West of Ireland, began to convince a cautious Parnell of the potential of combining constitutional, agrarian and revolutionary traditions in one poplar movement.	Placards announcing a land meeting to be held at Irishtown on 20 April 1879 declared ‘The West’s Awake’, ... ‘Down with the invaders! ... Down with the tyrants’. The Land War had begun with the propaganda department to the fore. <i>Historian Frank Rynne</i>

Summer 1879	Parnell delivers famous speech at Westport and Davitt forms the Mayo Land League	In the worsening agricultural conditions of 1879, Davitt persuaded Charles Stewart Parnell to address a second key meeting in Westport, Co. Mayo, on 8 June 1879 and to become involved in land agitation. In August, Davitt formed the Mayo Land League to organise and direct the agitation. His aim was not just the 3Fs but ultimately to replace landlordism with a system of peasant proprietorship: ‘the land for the people’.	“A fair rent is a rent the tenant can reasonably afford to pay according to the times ... You must show [the landlords] that you intend to hold a firm grip of your homesteads and lands ... You must not allow yourselves to be dispossessed as your fathers were dispossessed in 1847”.
Oct 1879	The Irish National Land League founded in Dublin with Parnell as its president.	Davitt persuaded Parnell to turn the Mayo Land League into a national organisation with a programme that could be advocated in parliament. The INLL required that public meetings (organised by IRB men) would be accompanied by the formation of local Land League branches. Membership subscriptions would fund non-violent resistance to unjust actions by landlords and assistance for evicted members.	‘The Land League harnessed the respectability of Irish representatives at Westminster, the sheer mass of numbers of the rural poor, and the organisational skills of the physical-force tradition at home and in the US.’
Dec 1879	Parnell travels to America on a two-month fund raising mission.	Parnell spoke publicly in 60 American cities emphasising the need for famine relief and to abolish landlordism in Ireland. In Feb 1880, he was granted the privilege of addressing the United States Congress about on the land situation and the distress in Ireland.	During his two-month fundraising tour of the USA, Parnell travelled 16,000 miles and raised about £60,000 for famine relief and £12,000 for the League. The trip was widely publicised in Ireland and America.
Spring 1880	General Election: Liberals returned to power	The Liberals were returned to power with Gladstone as Prime Minister for the second time. The election in Ireland was fought on the land question. 63 Home Rulers were elected and Parnell was elected chairman of the Irish parliamentary party.	To moderates Parnell was a good constitutionalist and to extremists he was a dynamic force. Throughout the 1880s he was renowned as Ireland’s ‘uncrowned king.’
Sept 1880	Introduction of Boycotting	In his celebrated boycott speech in Ennis, County Clare, Parnell advocated social and economic ostracism for those who violated rural codes of conduct: ‘land-grabbers and others who would help landlords’. Lord Erne’s agent, Captain Charles Boycott would be the first victim. Boycotting,	“When a man takes a farm from which another who has been evicted you must shun him ... [put] him into a sort of moral Coventry, by isolating him from the rest of his kind, as if he were a leper of old.”
1880-1881	The Land War Intensifies	There were three levels of activity in the land war – through the parliamentary party at Westminster, open land league agitation and through the agrarian secret societies and Fenianism. As the agricultural depression continued and evictions increased, the number of land-related crimes rose. 4,439 ‘agrarian crimes’ recorded in 1881 - (58% of all crime)	‘... It appears already that in many places tenants have refused to pay more than government valuation. Landlords will not agree to this, they will evict, and then a great increase of outrages may be expected. It will then be too late to give us extra powers.’
			<i>C.S. Parnell</i>
			<i>Historian Conor McNamara</i>
			<i>Daniel Mulhall</i>
			<i>Parnell speaking at Ennis, 1880</i>
			<i>Earl Cowper, Lord Lieutenant of Ireland (1881)</i>

Jan 1881	The Protection of Persons and Property Bill. (Coercion Act)	Gladstone's Coercion Act allowed the imprisonment without trial anyone suspected of being involved in illegal activity. Obstructionists attempted to hold up the bill and Parnell was physically removed from the House of Commons. When the Bill was passed, Davitt was among those arrested.	59.2% of those arrested under Coercion Act for intimidation and violent crime were farmers, farmers sons and agricultural workers. 24% were townsmen - some with a Fenian background, and 2% were newspapermen men arrested for 'writing for the Land League'. <i>W.J. Smyth</i>
April 1881	Gladstone's Second Land Act	This Land Act established the principle of co-partnership between landlord and tenant. It conceded the 3Fs and special land courts would establish what a tenant should pay. Land purchase clause: 3/4 of the purchase price repayable over 35 years. Excluded tenants in arrears. To avoid alienating his moderate supporters, Parnell decided wait and 'test' the act.	'This Land Act allowed the fixing of judicial rents for fifteen years by Land Courts and was a radical solution to the land question since it effectively removed the landlords' right to fix the rent payable for land they owned.' <i>Historian Myrtle Hill</i>
Oct 1881	Parnell imprisoned in Kilmainham	Parnell satisfied radical supporters by condemning the Land Act and describing Gladstone as a 'masquerading knight errant'. He was arrested for inciting violence and imprisoned in Kilmainham Jail. Parnell said that 'captain moonlight' (bands of agrarian secret societies) would take his place'. The leaders of the Land League issued a "No Rent Manifesto" from Kilmainham and the Land League was immediately suppressed.	'... pay no rents until the government relinquishes the existing system of terrorism and restores the constitutional rights of the people. ... Do not be wheedled into compromise of any sort by the threat of eviction. ...they can no more evict a whole nation than they can imprison them.' <i>No Rent Manifesto 1881</i>
April 1882	The Kilmainham Treaty	Afraid of being absent from the political scene for too long and aware that Katherine O'Shea had given birth to their first child, Parnell negotiated a settlement with Gladstone. The Kilmainham Treaty included tenants in arrears and leaseholders in the 1881 Land Act. Parnell would be released and use his influence to pacify the country.	The Kilmainham Treaty marked a turning point in Parnell's career. 'He had ridden the storm of agrarian radicalism, but now that this had apparently spent its force, he was anxious to move on' ... with the aim of achieving Home Rule. <i>Historian Alvin Jackson</i>
May 1882	The Phoenix Park Murders	Newly-appointed Chief Secretary to Ireland, Lord Frederick Cavendish and Under-Secretary, T.H. Burke were attacked and brutally stabbed by members of an illegal organisation, <i>The Invincibles</i> . Horrified, Parnell offered to resign from parliament. Gladstone refused his resignation, but a new Coercion Bill was inevitable.	The Phoenix Park murders - one of the most shocking crimes of the late Victorian era - inspired a backlash that Parnell was able to put to good use in reconstructing the national movement along new, more conservative lines.' <i>Historian Alvin Jackson</i>
Sept 1882	Establishment of the National League	Davitt met Parnell in Avondale in September 1882 and he co-operated with him in setting up the Irish National League which put Home Rule in first place and land-law reform in second.	The founding of the National League was 'the complete eclipse, by a purely parliamentary substitute, of what had been a semi-revolutionary organisation ... the overthrow of a movement and the enthronement of a man'. <i>Davitt 1903</i>

LESSON 5-6: ADVISING A PRIME MINISTER

Summary:

Lessons 5 and 6 are designed to help students to draw conclusions based on an analysis of primary and secondary sources. The group research tasks will prompt students to consider the situation in Ireland in 1880-82 from the point of view of the Liberal Prime Minister and his advisors. Students will work in groups to examine and interpret six sources, including two maps created using statically data drawn from contemporary parliamentary papers relating to agrarian crime and evictions. The exercises require that students think both critically and imaginatively, while honing concision in their writing.

Depending on the requirements of the class, the teacher may choose one or both of the student tasks below.

Key Questions: What were the motives and methods of the Land League?

What were the main reasons for the rise in agrarian crime/protest 1877-1881?

To what extent did the land agitation of the period, 1870-1882, lead to land reform?

Learning Outcomes : *At the conclusion of these lessons students should have*

- developed a deeper understanding of motives and methods of the Land League
- enhanced understanding of the provisions of the 1881 Land Act and the circumstances surrounding the Kilmainham Treaty
- collated evidence from a variety of sources on the same topic
- evaluated the evidence and formed conclusions based on the evidence
- presented their findings in a well-structured and logical format
- engaged in group work and developed communications skills

LESSON 5: THE MOTIVES AND METHODS OF THE LAND LEAGUE

Overview/Starter:

The teacher explains the concept that the class will be divided in groups of four each of which represent lesser-known secret sub-committees of the Bessborough Commission. Their job is to investigate:

- (a) The motives and methods of the Land League
- (b) The main reasons for the rising levels of agrarian protest/crime in Ireland.

Once they have consulted a variety of evidence, the sub-committees will be required to present their findings to Gladstone and recommend whether to impose coercion or offer conciliation (or both).

Teacher Led Learning (input):

The teacher might take this opportunity for revision or to provide context for the lesson and source material.

Student Task:

Step 1: The teacher divides the class into groups of four and instructs each group to nominate a scribe, a statistician, a presenter and an advisor.

Step 2: Direct the class to Documents D-G in the Student Worksheets - the source material for their research. [Depending on time and student ability, the teacher may choose to select alternative or additional sources.] Time is allocated for research and discussion based on the research questions.

Step 3: **The Scribe** will have responsibility for completing the first parts of the report:

- *Subcommittee Members*
- *Reasons for Research*
- *Sources Consulted*
- *Prominent Land League Members*
- *Aims of the Land League*
- *Summary of Findings*

The Statistician will interpret and transform data from one form to another by creating a line graph, pie chart or bar graph (loosely) based on the data provided in the two maps (Docs E and F). This chart may represent any element of the evidence gleaned from the maps but must relate to the research questions. It may be drawn or computer generated but must appear on the final report in the relevant section.

The Advisor will be responsible for the final elements of the report

- *Conclusions based on the findings of the group research*
- *Recommendations based on the evidence about whether Gladstone should impose coercion, offer conciliation in the form of a new Land Act and any other relevant recommendations.*

The Presenter will be responsible for presenting the final report to William Gladstone. Based on the class requirements and/or time restraints, the teacher may ask each group to present their findings to the class as a verbal presentation, a power point or video presentation.

Part 4: Plenary Review

To consolidate learning, the teacher will assign an essay question based on the exercise or a research task asking students to consider if the 1881 Coercion Bill was a well-advised course of action.

LESSON 6: THE KILMAINHAM TREATY

Summary

This lesson follows the same pattern as lesson 5. Once again students are divided into four-member 'sub-committees' to consider the question of whether or not the government should negotiate with the imprisoned Parnell. To realise the full benefit of peer learning, the group members and roles should be different to those in the first student task.

Two further sources (**H and I**) and a second reporting template are provided in the Student Worksheet.

Depending on time and levels of student interest, it might be worth exploring the personalities of Kitty O'Shea and Captain William O'Shea before the beginning of this lesson. The personal element to a history task will always serve to engage the less invested students.