



ATLAS OF THE **IRISH**
REVOLUTION
Resources for Schools



UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

College of
Arts, Celtic Studies
and Social Sciences

Unit 3:

*Working and Living Conditions in Dublin,
1900-1913*

Junior Cycle Lesson Plans



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UNIT 3: WORKING AND LIVING CONDITIONS IN DUBLIN, 1900-1913

GENERAL OVERVIEW:

During this series of lessons students will examine an *Atlas of the Irish Revolution* map to compare and contrast levels of post-famine urbanisation in different parts of Ireland. The map is an effective starting point for exploring the consequences of post-Famine migration. Students will engage with primary and secondary source material relating to living and working conditions in Dublin in the first decade of the twentieth century. This will enhance understanding of the nature and use of historical sources as well as prompting student-led learning into life in a tenement in 1911.

Working in groups, students are guided in using the digitised 1911 census as the basis for a creative and a written task. The levels of detail presented in the map and the richness of the historical sources offer considerable scope for students to develop their critical thinking skills. They are encouraged to form judgements based on evidence and practice enquiry, critical thinking, evaluation and creative skills.

Subject: Junior Cert History

Units: Studies of Change (*Social Change*)
Topic: From Farm to Factory
Special Study: Dublin, 1900-1913

Units: Understanding the Modern World
Social Change in the Twentieth Century

Topic: Changing life-styles in Ireland from c.1900

Subject: Junior Cycle History

Strand: 1 (The Nature of History)
2 (The History of Ireland)

Topic: Working and Living Conditions in Dublin, 1900-1913

Statements of Learning Links SOL: 3, 8, 9, 16, 18, 24

Required Time: 3-4, 40-minute class periods

Curricular Links: Geography, English, Art, Mathematics

AIMS: *Knowledge: Students should develop an understanding of*

- o Life in a Dublin tenement in 1900-1911
- o The contrast between Belfast as an industrial centre and Dublin an administrative centre in 1900

Concepts: Students should develop an understanding and the ability to apply the following procedural and substantive concepts

- o Source
- o Evidence
- o Chronology
- o Change and continuity
- o Cause and Consequence

Skills: Students should develop the following research and writing skills

- o Locate historical information from a variety of sources such as primary and secondary written sources, maps and images.
- o Select relevant information from these sources to answer historical questions.
- o Record information by note taking, categorizing and summarizing.
- o Examine the information critically
- o Synthesize information from a selection of sources to create narratives, lines of argument or explanations.
- o Present and communicate findings in a variety of ways, e.g. written, graphic and oral.

LEARNING OUTCOMES: *by the end of these lessons students will be able to*

- o Describe the impact of famine and migration on lives of ordinary people (**S2. E2 LO.9**)
- o Identify the class divisions in Dublin at the turn of the century
Clearly explain the connections between people and places (**S1. E3. LO.17**)
Demonstrate an awareness of their cultural inheritance through an appreciation of historically significant places and buildings. (**S1. E1 LO.5**)
- o Debate the usefulness and limitations of different types of sources of historical evidence, such as written, cartographic, oral and tactile evidence. (**S1. E2. LO.10**)
- o Effectively interrogate a map to extract historical information
- o Be reflexive, critical and discriminating in response to a range of printed, visual and cartographic texts. (**S1. E2. LO.10**)
- o Clearly and confidently communicate their understanding of the concepts and events using a variety of different media.
Make connections between local and national history of post-Famine Ireland. (**S2. E3 LO.14**)
- o Use their imagination to consider the experiences of different people in Dublin in 1911. (**S1. E1 LO.1**)
- o Work effectively with others in a range of roles
- o Locate and access additional material relating to the topic

Junior Cycle Draft History Specification: S = Strand , E = Element, LO = Learning Outcome

ASSESSMENT FOR LEARNING: *will be based on*

- Sharing learning goals with the students
- In-class peer assessment
- Student self assessment sheets

ASSESSMENT OF LEARNING: *will be based on*

- Informal teacher observation of student responses
- Teacher observation of student ability to access and use the relevant resources during the lessons
- Teacher observation of the accuracy of the information depicted in individual and group tasks
- Differentiated questioning
- The application of the assessment criteria provided in the individual lesson plans for the group work tasks. Elements such as effective group work, delivery, accuracy and relevance of content are included in the assessment criteria
- Homework assignments suggested in the lesson plans

Lesson 1: Migration and Urbanisation in Post-Famine Ireland (1 -2 class periods)

KEY QUESTIONS:

SUMMARY: During this lesson(s), students will learn about the effects of large-scale emigration and migration during and after the Famine on the towns and cities of Ireland. Students are guided in focused reading, source analysis and interpretation in order to develop an understanding of the social context on which the subsequent lessons are based.

- Did the Industrial Revolution reach Ireland?
- What were the differences between Ireland's two largest cities in 1900?

LEARNING OUTCOMES By the end of this lesson students should have ...	PART 1: OVERVIEW/STARTER	PART 2: STUDENT LED LEARNING	PART 3: REVIEW/ PLENARY:
<ul style="list-style-type: none"> ○ Explained the main differences between Dublin and Belfast in 1900 ○ Interrogated a map and extracted evidence about the effects of the Famine on the towns and cities of Ireland ○ Identified and defined key words ○ Examined numerical, visual and written data to extract evidence and answer historical questions ○ Judged the relative reliability of different types of historical sources ○ Recorded information by summarising 	<p>Explain that the targets for this lesson are to be able to identify the effects of the Famine on Ireland's towns and cities, compare and contrast Ireland's two largest cities in 1900</p> <p>Depending on time and class ability, the teacher may choose to begin the lesson with the comprehension text at the beginning of the student worksheet. If the language is too advanced, it would be more effective to present the background information in a different way. The infographic at the beginning of the Student Worksheet, for example, may prove useful as a means of engaging student interest in the topic.</p> <p>The dictionary exercise which follows the comprehension may be adapted to the needs of the teacher and class.</p>	<p>Step 1: Working together in pairs, students begin by examining Document A in the Student Worksheet showing the population of Irish towns in 1911 as a percentage of their 1841 populations</p> <p>Step 2: Each pair of students answer comprehension questions 1-5 that follow before comparing their answers with another pair of students.</p> <p>Step 3: Each group of four appoints a spokesperson who feeds back the group's answers in a plenary session. The class discussion should allow for reinforcement of the idea that Dublin was an administrative rather than an industrial centre and the influx of unskilled workers during and after the famine would have led to social problems not experienced in Belfast.</p> <p>Step 4: Students return to their original pairs to examine documents B-C and answer the comprehension questions that follow.</p> <p>Step 5: Once again, each pair will compare their answers with another before feeding back to the class in a plenary session. This provides an opportunity to reinforce the characteristics of Belfast as an industrialised city with strong links to Britain as well as the procedure involved in historical photograph analysis.</p> <p>Step 6: The last source analysis task involves taking a closer look at the rise in Dublin city's population during and after the famine, and the effects of overcrowded living conditions for the urban poor.</p> <p>Step 7: As before, the students work in pairs to examine the primary sources D-E and answer the questions that follow.</p>	<p>Ask two students to act as scribes and stand at the white board, ready to write</p> <p>Ask for feedback from an appointed spokesperson from each group for q. 11 about the reliability of sources D and E</p> <p>The result will be a list of strengths and weaknesses of numerical sources drawn from official documents as historical sources</p>

REQUIRED MATERIAL FOR LESSON 1:Atlas of the Irish Revolution Student Worksheets, Unit 3.Lesson 1. and a Dictionary

LINKS WITH OTHER SUBJECTS : English, Mathematics and Geography

Lesson 2: Dublin: A Tenement City (1-2 class period)

SUMMARY: During this lesson, students look more closely at the living and working conditions of unskilled labourers in Dublin in 1900-1911. The difficulties of tenement life are presented through a series of primary source documents including an edited article from the *Freeman's Journal*, edited extracts from an official inquiry into the Housing Conditions of the Working Classes in the City of Dublin in 1913 and a extract from a Bureau of Military History witness statement. Students demonstrate understanding by answering comprehensions questions that follow, categorise the information in the documents by complete a fish bone diagram about life in a tenement in 1911 and develop a sense of historical empathy by completing a creative task for peer assessment.

KEY QUESTIONS:

- o What were the living conditions of Dublin's Working poor in 1900?

LEARNING OUTCOMES By the end of this lesson students should have ...	PART 1: OVERVIEW/STARTER	PART 2: STUDENT LED LEARNING	PART 3: REVIEW / PLENARY:
<ul style="list-style-type: none"> o Explained the concepts of tenement, over-crowded, unsanitary, slum and unskilled worker o Empathised with the difficulties suffered by Dublin's tenement dwellers in 1900-1913 o Interpreted numerical data o Evaluated the reliability of a primary source document o Detected bias and subjectivity in a primary source o Presented information in visual, written and diagrammatic format o Worked effectively as part of a group 	<p>Teachers begin by explaining that the targets for this lesson are to examine the living conditions of the working poor in Dublin in 1900-1913</p> <p>As these lessons conclude with students representing what they have learned visually, it might prove useful to begin the lesson with photographs of the interior and exterior of tenement buildings. These are easily accessible on Google images.</p> <p>Ask students to choose three adjectives to describe what they see. This should lead into teacher-led learning to provide context and background for the documents.</p>	<p>Task 1: <i>Step 1:</i> Direct the students to the relevant pages of the Student Worksheet for Lesson 2 and give them time to read documents F-1 before organising the class into pairs <i>Step 2:</i> Students work together to answer the comprehension questions that follow. <i>Step 3:</i> At the conclusion of the allotted time, each pair compares their answers with another as the teacher moves between groups assessing understanding.</p> <p>Task 2: <i>Step 1:</i> Remaining in the same groups of four, students use the evidence from Document B-1 in the Student worksheet to complete the Fishbone Diagram on the next page. <i>Step 2:</i> Each group will appoint a spokesperson to feed back to the class, the details they listed under each heading.</p> <p>Task 3: <i>Step 1:</i> Explain the concept of the creative task to the class: <i>Imagine that you are James Larkin [doc 1] and you want to publicise the terrible conditions of the unskilled labourers and tenement dwellers in Dublin in 1911. You take your phone and walk through Dublin's tenement districts taking photographs of different people, places and things.</i> <i>Step 2:</i> Using the documents in this worksheet for inspiration, students create a picture that sums up the conditions of the working poor in Dublin in 1913. It might be a drawing, a photograph, collage or a computer-generated image. <i>Step 3:</i> Paste the imagine into the Instagram template in his worksheet. Add a caption and two hashtags <i>Step 4:</i> Share your Instagram post with at least three other students who will provide a comment/ feedback on your post.</p>	<p>Once the students have completed the Instagram Task collect and redistribute the templates to students.</p> <p>Ask students to write comments that respond directly to what they see in the image.</p> <p>'Wow! That really made me think about/realise/ understand ...'</p> <p>They might also provide a comment on how that aspect of life in Irish cities is different today</p>

Lesson 3: Exploring the 1911 Census (2-3 class periods)

KEY QUESTIONS:

SUMMARY: This lesson is designed to guide students in using census information as part of their research and presents an opportunity to teach skills in the collection, representation and interpretation of data. The topic studied in the previous lessons is brought to life for students as they discover real people and families living in tenements in 1911. Working together in groups students use the collated data to complete an imaginative and creative task based on tenement life.

LEARNING OUTCOMES By the end of this lesson students should have ...	PART 1: OVERVIEW/STARTER	PART 3: STUDENT LED LEARNING	PART 4: REVIEW/ PLENARY:
<ul style="list-style-type: none"> ○ More clearly understood the realities of tenement life through the exploration of a particular case study ○ Have put into practice the skills of the historian ○ Developed a clearer understanding of the procedural concepts of source and evidence ○ Recorded and collated information ○ Made judgements based on historical evidence ○ Presented information in written and visual formats ○ Worked effectively as part of a group ○ Enhanced digital literacy 	<p>Begin by presenting information about the 2013 Dublin Tenement Experience. http://www.irishheritagetrust.ie/about/what-we-do/dublin-tenement-experience/</p> <p>Ask students for their opinion about 'living history' exhibits and whether they are an effective way of learning about history.</p>	<p>Step 1: Explain the concept of the task to the class: <i>This year, a new production company plans to build on and expand the original 'Tenement Experience' project. Your class has been asked to assist with the research by extracting information from the 1911 census. The transcriptions, original returns per household and statistical forms can be found in the digitised census online.</i></p> <p>Step 2: Organise the class into groups of four. Assign to each group <i>four</i> of the seventeen households/families in No 14, Henrietta Street in 1911.</p> <p>Step 3: The groups should access the census returns for No 14 Henrietta Street in 1911 and locate their four assigned households.</p> <p>Step 4: Each group member takes responsibility for <i>one</i> of the households and takes note of the number of rooms occupied, the number of people, their names, ages, gender, places of birth, religion and occupations.</p> <p>Step 5: The group reconvenes to determine (a) The household with the highest number of rooms (b) The household with the highest number of people living in the fewest rooms (c) The total number of children (under age fifteen) in the four households (d) The total number of people over sixty in the four households (e) The two most common occupations (f) The most common religion (g) The total number of people born outside of Dublin city (h) Any other interesting or surprising facts</p> <p>The discussion should lead to reliability of information and where the actors may have found accurate data.</p> <p>This will lead to an exploration of the 1901 and 1911 census online.</p> <p>If necessary, spend time on instructing students on how to access and interpret the relevant census forms.</p>	<p>During the review session, the teacher will introduce the last task for homework.</p> <p>Students are asked to design a poster advertising the new interactive historical production at 14, Henrietta Street.</p> <p>Document K in the Student Worksheet should be used as the centerpiece for the poster which should also include</p> <ul style="list-style-type: none"> (a) The dates and times of the performances (b) The entry fee (c) The names of the historical families/households depicted in the production (d) At least three facts about life in a Dublin tenement in 1911 (e) Any other text/graphics that will persuade/encourage an audience to attend <p>Step 6: Reorganise the class into new expert groups of 5/6 students. Each member of the expert group should originate from a different base group, bringing the calculations (a) - (h) with them.</p> <p>Step 7: Comparing the data of all group members, make the same calculations as before for all of the households in 14, Henrietta Street. Expert groups should also record at least one interesting or surprising fact about the tenement building and its inhabitants discovered during their research.</p> <p>Step 8: A spokesperson for each group will feed back their findings to the class. As a result of the discussion, the class chooses three families to represent in the new theatre production in No 14 Henrietta Street</p>

REQUIRED MATERIAL FOR LESSON 3 :Atlas of the Irish Revolution Student Worksheets, projector, Internet access, computer lab

LINKS WITH OTHER SUBJECTS : English