

Unit 4:

The Home Rule Crisis, 1912-1914

SENIOR CYCLE TEACHER'S HANDBOOK



Senior Cycle Lesson Plans

UNIT 3: THE IRISH LABOUR MOVEMENT AND THE 1913 STRIKE & LOCKOUT

Field of Study: Later Modern Field of Study

Syllabus Topic: (LMI: Topics 2&3)

(LMI, 2) Movements for political and social reform, 1870-1914

(LMI, 3) The Pursuit of Sovereignty and the Impact of Partition, 1912-49

Perspective: Politics and administration

Unit: Development of Home Rule Leadership (LMI, 2)

The first Sinn Féin party (LMI, 2) The Irish Volunteers (LMI, 2)

Unionism and the Ulster Question (LMI, 2) The Home Rule Bill, 1912-1914 (LMI, 3)

Key Personalities: John Redmond; Edward Carson, (LMI, 2) Patrick Pearse (LMI, 3)

Key Concepts: Democracy; Home Rule; separatism; militarism (LMI, 2)

partition; Ulster Unionism, allegiance; physical force (LMI, 3)

Required Time: The teacher may choose from the suggested lessons and worksheets

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 Home Rule movement 1910-14 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 the militarisation of nationalism and unionism in Ireland in the second decade of the twentieth century. These lessons are also designed to reinforce the procedural concepts of 'source and evidence' and 'fact and opinion', and the interpretative concepts of 'cause and consequence' and 'comparison and contrast'.

The lesson plans and activity sheets are designed to promote the development of skills in working with evidence and encountering 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 be aware of bias and strive to be objective.

At the conclusion of these lessons students will have

- an understanding of the key concepts of democracy; Home Rule; separatism; militarism, partition; Ulster Unionism, allegiance; physical force and propaganda
- gained deeper knowledge of the events leading up to, during and after the 1912 Home Rule Bill
- identified some of the key personalities and groups associated with the Home Rule and Physical Force movements, 1910-1914
- a deeper appreciation for the usefulness, strengths and weaknesses of different types of historical sources
- worked effectively as part of a group
- 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:

Higher and ordinary level students are usually in the same class, which means that there should be an important emphasis on differentiation. Differentiation strategies are incorporated into the lesson plans and activity guidelines. These include:

- Giving students the option to choose a task that they are interested in.
- Group work
- Use of Pre-assessment
- Tiered Assignments etc.

LESSON 1: THE CHANGING FORTUNES OF THE HOME RULE PARTY, 1900-10

Summary: This lesson is designed to consolidate students' understanding of how, in 1910, the Irish Parliamentary Party held the balance of power in Westminster for the first time since 1885-6, and how Unionists reacted to the renewed threat of Home Rule.

During this introductory lesson students will examine four very different sources relating to the general elections of January and December 1910. The first source is a map drawn from the Atlas of the Irish Revolution. It shows the names and party affiliations of candidates elected as MPs in each Irish constituency after the January 1910 General Election. This cartographic source will engage students visually, and identifying the candidates elected in their own constituency will add relevance to the topic.

The Unionist Manifesto to the Electors of Great Britain and the anti-Home Rule postcard provide an opportunity for the identification of visual and written propaganda techniques as well as reinforcing the reasons for Unionist opposition to Home Rule in 1910. Lastly, the tables showing the results of the two 1910 general elections, invite students to examine the concept of 'Balance of Power' numerically and transform data from one for to another in the pie chart task which follows.

Key Question:

In what ways did the Home Rule party benefit from the 1910 general elections? What was the unionist response to the enhanced prospect of Home Rule in 1910?

Learning Outcomes: At the conclusion of this lesson students should

- be able to explain the changing fortunes of the IPP between 1900 and 1910
- better understand the Unionist opposition to Home Rule
- have extracted evidence from primary source material to answer questions
- identified bias and propaganda in primary source documents
- transformed data from one form to another
- have interpreted numerical data

Lesson 1:

Overview/Starter:

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

Teacher Led Learning (input):

It may be necessary to revise or provide background information about the development of Unionist opposition to Home Rule and the differences between the Liberals and Conservatives in Westminster.

- Step 1: Working individually or in pairs, the students read Docs A-D and answer comprehension questions 1-10 that follow. The teacher may choose to move between groups to assess answers or moderate a class discussion once the task is completed.
- Step 2: Working individually, students complete questions 11-13.

 As Q. 11 is a visual task and Q 13 a numerical task, the teacher may decide to offer students a choice between these two questions for homework.

LESSON 2: DEMONSTRATING ALLEGIANCES

Summary:

In this lesson, students will engage with two primary sources relating to unionist and nationalist responses to the introduction of the Third Home Rule Bill in April 1912. They will interrogate, compare and criticise two newspaper articles written from diverse perspectives.

Key Question:

What were the respective responses of Irish nationalists and unionists to the introduction of the 3rd Home Rule Bill in April 1912?

Learning Outcomes: At the conclusion of this lesson students should

- be able to explain the provisions of the third Home Rule Bill
- be able to describe the unionist and nationalist responses to the introduction of bill
- have examined the significance of symbolism in unionist and nationalist demonstrations
- have compared two primary sources documents relating to the same topic
- be more aware of the bias in newspaper reporting
- have responded creatively to a historical text

Lesson 2:

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 about the events between the general elections in 1910 and the introduction of the Government of Ireland Bill to parliament in April 1912. The Commons passed the Bill but the Lords vetoed. Their veto however, would expire after two years, meaning that in 1914 Home Rule would become law.

Teacher Led Learning (input):

Direct the students to Documents E and F in the student worksheet. The first is an extract from an article published in the *Evening Herald*, on 31 March 1912 about the mass meeting in O'Connell Street to celebrate the introduction of the Third Home Rule Bill. The second is an extract from British conservative weekly, *The Spectator* describing the unionist gathering of the 9 April 1912 at Balmoral show-grounds.

Student Task

- Step 1: Working individually or in pairs, the students read Docs E and F before answering comprehension questions 1-5 that follow. The teacher may choose to move between groups to assess answers or moderate a class discussion once the task is completed.
- Step 2: Questions 6 and 7 are individual tasks and should be completed for homework. The final question asks students to choose between two imaginative/creative tasks based on their reading of the primary sources:

7a. 'Home Rule Badges of many designs and various slogans'. Design a badge that might have been sold at either the Home Rule rally or the Unionist Meeting at Balmoral in 1912.

or

7b. Imagine that you were present at the Home Rule rally in O'Connell Street in March 1912. Based on the evidence in Doc E, write a short diary entry describing the events of the day, and your feelings about what you witnessed.

LESSON 3: THE SOLEMN LEAGUE AND COVENANT

Summary:

This lesson is designed to guide students through the stages of Ulster resistance to the Third Home Rule Bill. Through engagement with an analysis of three primary sources relating to Ulster Day and the Solemn League and Covenant students will better appreciate the significance of the symbolism and sentiment associated with the occasion. Student understanding of the strength of anti-Home Rule feeling in the northern province will be enhanced by engagement with an *Atlas of the Irish Revolution* map showing the percentage of non-Catholic adults (over sixteen) in each of the Ulster counties that signed the (a) Solemn League and Covenant, (b) the Women's Declaration on 28 September 1912.

Key Questions: What was the significance of the Solemn League and Covenant?

Learning Outcomes: At the conclusion of these lessons students should

- be more familiar with Key Personality of Edward Carson
- better understand the Key Concept of Ulster Unionism
- understand the reasons for Unionist opposition to Home Rule
- have engaged in primary and secondary source analysis

LESSON 3.

Overview/Starter:

The teacher may choose to begin by showing a short clip from the beginning of BBC documentary on the Solemn League and Covenant available on YouTube at:

https://www.youtube.com/watch?v=OLHFdX9x2Fw

The documentary opens in Belfast's Ulster Hall where the covenant was signed and provides visual context for the student examination of the text. The documentary also brings students into the Public Records Office of Northern Ireland where the original signed copies of the covenant are stored. This provides detail about repositories of historical documents as well as giving a sense of the number of signatories and the reasons for such strength of anti-Home rule feeling in September 1912.

Teacher Led Learning (input):

Having established the focus of the lesson and provided some background on Ulster Unionist opposition to Home rule, the teacher should direct students to documents G-J. These include a *Saturday Herald* article describing the events in Belfast on the day the covenant was signed, a Souvenir parchment of The Solemn League and Covenant signed by James Craig, an edited Extract from a sermon delivered by John Frederick MacNeice entitled, "On Refusing to Sign the Ulster Covenant' and, finally, the *Atlas of the Irish Revolution* map referenced above.

Student Task:

Working individually or in pairs, the students read Docs G - J before answering comprehension questions 1-10 that follow. The teacher may choose to move between groups while students consider the comprehension questions or moderate a class discussion once the task is completed.

LESSON 4: RECRUITING THE ULSTER VOLUNTEER FORCE

Summary:

This lesson is designed to help students to better understand how and what the Ulster Volunteer Force (UVF) was established in early 1913. Three primary sources are provided in the student worksheet to offer students an insight into the responses to the foundation of the UVF in Ulster and in Dublin. The tasks which accompany the documents ask students to consider the viewpoint and tone of a *Freeman's Journal* article describing a UVF gathering.

In the second part of the task, students are encouraged to put into practice what they have gleaned from earlier lessons about the significance of symbolism in Unionist and nationalist propaganda of 1912-14. In this case they will work individually or in pairs to design a propaganda poster encouraging the men of Ulster to join the Volunteers in May 1914. While relating specifically to the UVF in this instance, the exercise will enhance student understanding of propaganda techniques generally.

Key Questions: Why was the Ulster Volunteer Force (UVF) established in 1913?

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

- developed a deeper understanding of formation of the Ulster Volunteer Force
- enhanced their understanding of the different contemporary reactions to the Ulster Volunteers among nationalists and unionists
- examined a variety of primary source material relating to the establishment of the UVF
- a better understanding of the characteristics of a propaganda poster
- collated evidence from a variety of sources on the same topic
- presented their findings in a an imaginative and creative format

Lesson 4:

Part 1: Overview/Starter:

The teacher outlines the learning outcomes for these lessons. An effective means of initiating student engagement may be to present an image of Carson or Craig inspecting a unit of the Ulster Volunteer Force. Students are encouraged to comment on the military bearing of the men and the reasons why they photograph may have been taken. Answers such as "militant" or "threatening" to the first question, and "propaganda" to the second question will provide the basis for the teacher lead learning about the formation of the UVF

Part 2: Teacher Led Learning (input):

The teacher might take this opportunity for revision or to provide context for the lesson and source material. The teacher will then explain that the class will examine primary source material in order to find information for a recruitment poster. As an incentive, the teacher may explain that the poster that best fulfills the brief- as voted on by the class - will be displayed in the classroom.

- Step 1: Working individually, students examine Docs K and N before answering comprehension questions 1-4 that follow. The teacher will moderate a class discussion once the task is completed.
- Step 2: Working individually or in pairs, the students complete question 5 designing the recruitment poster using the template included in the *Student Worksheet*

LESSON 5: UVF GUNRUNNING: "A METICULOUSLY PLANNED OPERATION"

Summary:

This lesson is designed to help students to better understand the how the Home Rule Crisis escalated with the arming of the Ulster Volunteers during the gunrunning operation of the 24-25 April 1914 when 35,000 German rifles and five million rounds of ammunition were successfully landed at Larne, Donaghdee and Bangor without interference from Crown Forces. Examination of the *Atlas of the Irish Revolution* map (Doc O), showing the routes of the ships used to transport arms for the UVF from Germany to Larne in 1914, allows students to better visualise the complicated planning involved in the operation. Students will compare the map with an article about the gun-running published in the *Skibbereen Eagle* in May 1914 to identify differences between the written and visual sources and to draw conclusions about their relative reliability. Document Q is an extract from the Bureau of Military History Witness Statement submitted by northern nationalist and champion of Home Rule, Kevin O'Sheil. Students will interrogate the document for evidence about nationalist reactions to the arming of the Ulster Volunteer force. Lastly, students will complete a S.W.O.T analysis on the gunrunning operation.

Key Questions: How did the Ulster Volunteers acquire arms and ammunition in 1914? What was the effect of the arming of the Ulster Volunteer Force?

Learning Outcomes: At the conclusion of this lessons students should have

- developed a deeper understanding of the planning and execution of the UVF gunrunning operation in April 1914
- collated evidence from a variety of sources on the same topic
- have examined a historical event from more than on perspective
- presented their findings in a structured and logical manner
- made judgements based on an evaluation of evidence

Lesson 5:

Part 1: Overview/Starter:

A possible starter exercise might be pose *the question: 'Why did the Ulster Volunteer Force need to smuggle the guns into Ireland in secret"* in advance of showing a short video on the Century Ireland website featuring Dr Timothy Bowman, University of Kent, speaking about the gun-running. (0:00-1:48): Dr Bowman provides context about the December 1913 proclamation against the importation of arms into Ireland and the short clip also features contemporary photographs. https://www.youtube.com/watch?time_continue=116&v=6BC4_ZIW-TI

Part 2: Teacher Led Learning (input):

It may be necessary to define the term 'gunrunning' and provide background on Major Crawford, UVF director of ordnance before directing students to Documents O-Q in the Student Worksheet.

- Step 1: Working individually, students examine Docs O-Q before answering comprehension questions 1-6 that follow. The teacher will moderate a class discussion once the task is completed.
- Step 2: Working in pairs the students complete the following task: UVF Director of Ordnance, Major F. H. Crawford has employed you and one other researcher to examine the strengths and weaknesses of the planned strategy for the gunrunning mission in April 1914. Use the evidence in Documents O and P to complete the S.W.O.T Analysis template on the next page. A SWOT analysis is a structured planning method that evaluates the Strengths, Weaknesses, Opportunities and Threats of a project.

LESSON 6: 'THE NORTH BEGAN': THE FORMATION OF THE IRISH NATIONAL VOLUNTEERS

Summary:

During this lesson students will engage with a wealth of primary and secondary source material relating to the establishment and early development of the Irish National Volunteers. Examining witness statement submitted by familiar personalities and members of the rank and file of the Volunteers provides a personal perspective on the early days of the movement and asks students to consider the value of retrospective accounts. Extracts from the Manifesto of the Irish Volunteers articulate the aims and objectives of the movement and the comprehension questions guide students in identifying these for themselves. Two sources relating to the establishment and development of the Irish Volunteers in Cork City brings the topic to local level in anticipation of the local history research task at the conclusion of the lesson. The *Atlas of the Irish Revolution* Map of the home addresses of the Volunteers in Cork City May 1914 is an excellent resource with which to introduce the social complexion of the Volunteers and visually depicts the strength of its membership. Lastly, the edited articles from the *Irish Volunteer* offer an insight into the rhetoric of recruitment and the obstacles facing the movement in its first months.

Key Questions: Why were the Irish National Volunteers formed in 1913?

What were the obstacles facing the Irish Volunteer Movement during its first year?

Learning Outcomes: At the conclusion of this lessons students should have

- a clear understanding of why the Volunteers was formed in 1913
- examined a large selection of primary source material to extract evidence
- collated evidence from a variety of sources on the same topic
- interrogated a map based on archival data to extract evidence
- compared different sources about the same topic and identified their relative strengths and weaknesses
- presented their findings in a structured and logical written format

Lesson 6:

Part 1: Overview/Starter:

The teacher may choose to open the lesson with an account of the meeting in Wynn's Hotel on 11 November 1913 during which the decision was made to hold a public recruiting meeting for the Irish Volunteers. Students may suggest what prompted this decision and why MacNeill was approached to chair that meeting.

Part 2: Teacher Led Learning (input):

The teacher will draw the student's attention to Documents R to X in the Student Worksheet. As there are numerous documents for examination, the teacher may decide to assign an analysis of two or three documents at a time rather than all of the documents at once.

- Step 1: Working individually or in pairs, students examine Docs R-X before answering comprehension questions 1-19 that follow. The teacher will moderate a class discussion once the task is completed.
- Step 2: Depending on their interests and aptitudes, students may choose between two possible writing tasks:

OPTION 1: You are an officer in a Volunteer Company in your own county. You have been asked by Lawrence de Lacey, editor of the Irish Volunteer to submit an article for its next edition on Valentine's Day 1914.

Students should conduct some research into the Volunteer Movement in their own county before writing the article. The Bureau of Military History would be an excellent place to begin.

The article should include:

- 1. A positive and encouraging tone similar to the articles in Doc U
- 2. At least two facts about the development of the Volunteer Movement in their county and, if possible, about a particular company
- 3. Any information about particular members of the Volunteers in their county
- 4. An appropriate image or map

OPTION 2: The author of a new book on the history of the Irish Volunteers has asked you to write a foreword. This should begin by explaining why writing the history of the Volunteer movement is so important. The body of the foreword should provide an outline of why the Volunteers were formed in 1913 and the development of the movement before the outbreak of the first world war.

Part 4: Plenary Review

To conclude this lesson, the teacher should reinforce the reasons for the formation of the Irish Volunteers and the aims of the movement in 1913 before asking the students to brain storm similarities and differences between the UVF and the INV in May 1914

LESSON 7: THE HOWTH GUNRUNNING AND THE THREAT OF CIVIL WAR

Summary:

During this lesson students explore the events during and after the Irish National Volunteers Gunrunning operation at Howth in July 1914. Students will examine two different personal accounts of the gunrunning. The first is a selection of diary entries by Mary Spring Rice one of the crew of the *Asgard* in 1914 and the second is Sean T O'Kelly's Bureau of Military History witness statement about his role in the Kilkoole operation. Students will proceed to compare the written accounts with the cartographic representation of the journey of the Asgard in 1914 from the *Atlas of the Irish Revolution*.

Key Question:

How did the Volunteers smuggle arms and ammunition into Ireland in 1914? What were the similarities and differences between the Howth and Larne gunrunning operations in 1914?

Learning Outcomes: At the conclusion of these lessons students should

- have a deeper understanding of the significance of the Howth Gunrunning
- more clearly understand the key concept of Physical Force
- be able to explain the strengths and weaknesses of diaries as historical sources
- have practised document and map analysis skills
- have practised essay panning and essaying writing skills

LESSON 7:

Overview/Starter:

Depending on time and class requirements, the teacher might begin by asking students to engage with one or both of the starter activities below:

OPTION 1:

Play a short extract from an episode of RTE Radio 1 *The History Show* in which historian Conor Mulvagh is interview about the *Asgard* Diaries of Mary Spring Rice's, the Howth gunrunning and the 'Bachelors Quay Massacre' that followed.

The audio podcast can be accessed at:

 $\underline{http://www.rte.ie/radio1/the-history-show/programmes/2014/0615/620214-\underline{the-history-show-sunday-15-june-2014/}$

The same podcast with accompanying images can be accessed on the Century Ireland website at:

The teacher should ask students to scan the questions in on the 'Listening Skills' worksheet before playing the audio clips indicated below:

PART 1: (questions 1-6) = audio clip: 00:00 - 00:6:34 **PART 2:** (questions 7-10) = audio clip: 00:12:35 - 00:15:12

OPTION 2:

Alternatively, asking students to work in pairs to complete the blank timeline of the Home Rule Movement, 1912-14 would place the documents in the Student Task in context and provide material for the essay question at the conclusions of this lesson.

Teacher Led Learning (input):

Surveying the student answers to the listening skills' questions *and/or* the timeline task will serve as an introduction to the document analysis and essay writing tasks that follow.

- Step 1: Working individually or in pairs, the students read Docs Y-Z and answer the comprehension questions 1-7 that follow. The teacher may choose to move between groups to assess answers or moderate a class discussion once the task is completed.
- Step 2: Working in pairs, the students should use the essay planning template to prepare their answers to the short essay question:

 How did the threat of physical force affect Ireland during the period 1912-1914?
- Step 3: Having prepared the plan in pairs, the students should individually write the essay for homework.

LESSON 8: HOME RULE SNAKES AND LADDERS

Summary:

Using the timeline of the Home Rule Movement, 1900-1914 the students will consider the obstacles and opportunities encountered by John Redmond's Irish Parliamentary Party in the years before the first world war. Working in groups, students will compile a list of opportunities or 'favourable events' and obstacles in order to construct a game of Home Rule Snakes and Ladders. Using the playing board template provided in the student worksheet, the groups will place snakes in the boxes labeled as obstacles, and ladders in the boxes labeled as opportunities. The lengths of the snakes and ladders should be relatives to the severity of the obstacle or the value of the opportunity to the Home Rule movement

Key Question: Account for the shifting fortunes of the Home Rule Party between 1900 and 1914.

Learning Outcomes: At the conclusion of these lessons students should

- have a deeper understanding of the development of the Home Rule Party under John Redmond
- have a deeper understanding of Unionism and the Ulster Question
- have considered the significance of different events 19100-1912 to the fortunes of the Home Rule Party
- be more familiar with the key personalities, Edward Carson and John Redmond
- have worked effectively as part of a group

Lesson 7:

Overview/Starter:

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

Teacher Led Learning (input):

The teacher will direct students' attention to the Instructions in the Student Worksheet and explain the concept of the group work project.

- Step 1: Divide the class into groups of four students and direct each group to begin construction of the playing board referring to the instructions in the Student Worksheet.
 - The Irish Parliamentary Party encountered many favourable events and many obstacles on the road to achieving Home Rule for Ireland. Make a list of 4-6 events that you would consider favourable to the Irish Parliamentary Party.
 - Next, put this list into chronological order.
 - Write your events into random squares on the board, moving from the bottom to the top, placing the earliest event nearest to the bottom of the board.
 - As these are fortunate events, you should place the base of the ladders into these 'favourable' squares.
 - Next make a list of 4-6 events on the road to Home Rule that you would consider obstacles to John Redmond on the road to Home Rule and put the list into chronological order.
 - Write these obstacles into different random squares on the board, again moving from the bottom to the top placing the earliest event nearest to the bottom of the board.
 - As these are obstacles, you should place the head of the snake into the obstacle squares.
 - Remember, the more fortunate the event, the longer the ladder. Similarly, the bigger the obstacle, the bigger the snake!

- Step 2: The teacher should move between groups as they construct the board ensuring that discussion is taking place within the groups about the significance and placement of the events. The teacher should ask students to justify the placement and length of the associated ladder/snake.
- Step 3: When the groups have completed the construction of their boards the teacher will direct each group to swap their playing board with another group. Now they are ready to play the game. Depending on the length of time of the class this activity may extend into an additional class.
- Step 4: Make sure that each group carefully reads the rules of the game
 - The game of Home Rule Snakes and Ladders is for 2 or more players and is played on a board with 100 squares numbered 1 to 100.
 - Play begins on square number 1 which at the bottom left hand corner of the board. This
 square represents the year 1886 when Gladstone introduced the First Home Rule Bill for
 Ireland.
 - Play finishes on square 100 at the top left hand corner. This square represents 18 September 1914 when Home Rule was placed on the statute books.
 - Players take turns to roll a dice and move along the number of squares rolled.
 - If a player lands on a square at the base of a ladder, then they automatically advance their position by moving up to the top of the ladder.
 - If a player lands on a square at the head of a snake then the player must automatically follow down to the tail of the snake thereby losing position.
 - The winner is the player who is first to land on square number 100. You must roll the exact number needed to land on 100.

Part 4: Plenary Review

To conclude this lesson and consolidate learning, the teacher may ask a spokesperson from each group to provide feedback on the game, the placement of snakes and ladders and whether they agreed with these placements.

THE HOME RULE CRISIS 1900-1914

1900

John Redmond elected leader of reunited Irish Parliamentary Party which wanted Home Rule for Ireland.

1906

General Election: Conservatives replaced by the Liberal party with a large majority in the House of Commons. Campbell Bannerman becomes Prime Minister.

1910

Two General Elections (January and December). The Liberals lost their majority and needed the votes of the Irish nationalists and the Labour party to stay in power

1911

The Parliament Act is passed reducing the power of the House of Lords. They can no longer stop (veto) a bill. Now they could only delay it for two years.



1904: The Ulster Unionist Council is formed 1905: Arthur Griffith establishes the Sinn Fein movement.

1908: H. H. Asquith becomes Prime Minister. Liberals introduce Old Age Pensions 1909: The 'Liberal's People's Budget' increasing taxes on the wealthy is rejected by the House of Lords.

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leader Andrew
Bonar Law pledges
his party's support
at a massive
anti-Home Rule
demonstration at
Balmoral showgrounds.

9 April 1912

New Conservative

Jan 1913

Formation of an Ulster Volunteer
Force (UVF) to fight the British
government if Home Rule is
introduced

28 Sept 1912

Ulster Day: Thousands of men sign the 'Solemn League and Covenant" to state their objections to Home Rule. Women's Unionist Council organised a Women's Declaration

29 April 1912: In a speech at Blenheim Bonar Law agrees to support Ulster's use of force

11 April 1912

Introduction of Third Home Rule Bill. It is likely to become law in two years

September 1913:

The Provisional Government of Ulster is set up

November 1913:

Formation of the Irish Volunteer Force (IVF) to fight the government if Home Rule was not passed.

March 1914

Curragh Mutiny: British officers threaten to resign if asked by the government to fight against Ulster Unionists. The Government backs down.

Asquith's offer of temporary exclusion for parts of Ulster is rejected by Carson.

May 1914

Home Rule Bill passed in the Commons for the second time.

July 1914

Buckingham Palace
Conference of 21–24 July
breaks down when unionists
and nationalists cannot agree
over what territory to exclude
from Home Rule . Threat of
Civil war.

August 1914

War: Britain declares war against Germany. Redmond commits the Volunteers to the protection of Irish shores.

18 Sept 1914

Home Rule Bill received royal assent but suspended for the duration of the war.



April: UVF Gun-running. Arms smuggled into Ulster from Germany. Met with no resistance. Cumann na mBan (Irishwomen's Council) formed to support the IVF.

July: IVF Gun-running at Howth.
Bachelor's Walk Incident - Army
shoot into the crowds in Dublin.
Civilian deaths infuriate nationalist
Ireland.

9 Sept 1914: Supreme Council of the Irish Republican Brotherhood (IRB) decide to stage an uprising before the end of the war.

20 Sept: Redmond's speech at Woodenbridge calling on Irishmen to fight for Britain led to a split in the IVF. The minority followed Eoin MacNeill and most would fight in the 1916 Rising.