



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



College of
Arts, Celtic Studies
and Social Sciences

Unit 5:

Mapping the 1916 Rising

JUNIOR CYCLE LESSON PLANS



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Junior Cycle Lesson Plans

UNIT 5: MAPPING THE 1916 RISING

GENERAL OVERVIEW:

In this series of activity-based lessons students will gain a deeper understanding of the concepts of nationalism and separatism as well as learning about the main events before, during and after the 1916 Rising. Students will apply their understanding of these concepts and events to analysing a selection of maps, documents and photographs. Students will be able to identify some of the key personalities and groups involved in the 1916 Rising and be asked to consider how the rebel leaders used the geography of Ireland generally, and of Dublin specifically, to execute their plans. Students will further be asked to demonstrate their understanding in a series of assessment for learning (AFL) tasks.

The levels of detail presented in the maps and the richness of the historical sources offer considerable scope for students to develop their critical thinking skills. Students are encouraged to form and evaluate their own opinions on the issues raised by an examination of the 1916 Rising, and demonstrate enquiry, critical thinking, and creative skills.

Subject:	Junior Cert History	Subject:	Junior Cycle History
Unit:	Political Developments in Twentieth Century Ireland	Strand:	1 (The Nature of History) 2 (The History of Ireland)
Topic:	The 1916 Rising	Topic:	The 1916 Rising
		Statements of Learning Links	SOL: 1, 3, 5, 8, 9, 16, 18, 24

Required Time: 6 -7, 40-minute class periods

Curricular Links: Geography, English, Art, Mathematics

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

- o The different groups involved in the 1916 Rising
- o The main personalities associated with the 1916 Rising
- o The cause, course and consequences of the 1916 Rising

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

- o Source
- o Evidence
- o Chronology
- o Opinion/Fact
- o Bias/Objectivity
- o Propaganda
- o Cause and Consequence of Revolution

Skills: *Students should develop the following research and writing skills*

- o Locate a variety of historical sources such as primary and secondary written sources, maps and photographs
- o Select relevant information from these sources to answer historical questions
- o Record information by note taking, categorising and summarising
- o Examine the information critically, distinguishing between fact and opinion and detecting inconsistencies and bias
- o Synthesise information from a selection of sources to create timelines, logical sequences, lines of argument or explanations
- o Present and communicate findings in a variety of ways, e.g. written, graphic, oral

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

- o Debate the usefulness and limitations of different types of sources of historical evidence, such as written, cartographic, photographic, oral and tactile evidence. (S1 E2 LO.6)
- o Effectively interrogate a map to extract historical information
- o Describe the events and personalities associated with the 1916 Rising
- o Be reflexive, critical and discriminating in response to a range of printed, visual and cartographic texts. (S1 E2 LO.10)
- o Examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1917 (S2 E1 LO.4)
- o Understand the connections between cultural nationalism and the 1916 Rising (S2 E2 LO.10)
- o Understand the immediate consequences of the 1916 Rising
- o Describe the impact of the 1916 Rising on the lives of ordinary people (S2 E2 LO.8)
- o Make connections between local and national history of the 1916 Rising. (S2 E3 LO.14)
- o Explain the connections between people, places or ideas relating to the 1916 Rising (S1 E3 LO.10)
- o Use their imagination to consider the experiences of different people in 1916. (S1 E1 LO.1)
- o Develop historical judgements based on evidence about personalities and events relating to the 1916, showing awareness of historical significance (S1 E2 LO.7)
- o Work effectively with others in a range of roles
- o Locate and access additional material relating to the topic (S1 E1 LO.4)

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

ASSESSMENT FOR LEARNING: *will be based on*

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

ASSESSMENT OF LEARNING: *will be based on*

- o Informal teacher observation of student responses
- o Teacher observation of student ability to access and use the relevant resources during the lessons
- o Teacher observation of the accuracy of the information depicted in individual and group tasks
- o Differentiated questioning
- o 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
- o Homework assignments suggested in the lesson plans

Lesson 1: Ireland before the Rebellion (1 -2 class periods)

Key Questions:

SUMMARY: During this lesson, students will encounter the main groups and primary personalities associated with the 1916 Rising. The lesson aims to reinforce prior learning by guiding students in sequencing events and identifying key moments. Students will also be asked to think critically about the different points of view on staging a rebellion in 1916. The lesson might stand alone as a revision class or serve to provide context for, and a bridge to lessons 2-6.

- *What were the influential groups/ organisations in Ireland in 1916 and what were their aims?*

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 reinforced/revised previous learning about the Home Rule Crisis 1912-1914 o knowledge of the main events in the years before the Rising o the ability to recognise the main personalities and groups associated with the 1916 Rising o developed an ability to apply the procedural concept of chronology and the substantive concept of cause o practiced recording information and summarising o presented information in graphic format o employed numeracy skills o worked effectively as part of a group 	<p>The teacher begins by explaining that the targets for this lesson are to be able to chart the chronological progression of events that led to eventual outbreak of the rebellion in 1916, and to recognise the main players.</p> <p>The teacher will explain that during the lesson, the students will construct a timeline. The best student timeline will be displayed in the classroom as visual contextualisation for the series of lessons to follow and later, as a revision aid.</p> <p>Depending on how much revision is required, the teacher might spend some time on questioning or instruction as a lead-in to the student task of creating the timeline.</p> <p>(S)he might find it useful to present a Powerpoint slide on which the images of Eoin MacNeill, Sean MacDermott, John Redmond and the Irish Citizen Army are displayed. (S)he will explain that each image represents a group involved in the 1916 Rising. And each group had a different idea about what Irish freedom meant and how it might be attained.</p> <p>The class will offer suggestions as to who each personality is and why they were/ were not willing to fight in 1916.</p>	<p><i>Step 1:</i> Direct the students to the first two pages of the Student Worksheet for Lesson 1. Students will be given 5-7 minutes to fill in the gaps in the sentences. Some teachers find it useful to have a digital countdown clock (available as an app for the iPad or online for the projector) clearly displayed at the top of the classroom. It can be set to issue an alarm when the time is up. This technique is also effective for bringing group work to a conclusion.</p> <p><i>Step 2:</i> At the end of the allotted time the students are asked to compare their answers with a partner. The teacher might choose to ask for verbal responses at this point or to survey student progress by moving between the groups.</p> <p><i>Step 3:</i> Once each pair completes the cloze test, the teacher will ask them to work together to complete the visual timeline using the information in the comprehension. In each of the boxes provided they should summarise the relevant event. The teacher might choose to print the timeline on an A3 sheet to involve more students in each group. Depending on time, the teacher might also ask students to illustrate the timeline with a symbol to represent each stage.</p> <p><i>Step 4:</i> The teacher should choose the most effective and accurate timelines for display in the classroom, providing formative feedback about why these were chosen.</p>	<p>The following task might be used as a means of finishing the lesson, or, if time allows, the teacher might decide to structure an additional class around the activity.</p> <p>The teacher will ask students to engage in hot seating. This is a widely used and very effective drama strategy where questions are asked to a student sitting in the 'hot seat' who answers in character. The teacher will set this up by telling the class that it is 1915 and they will have an opportunity to meet and question James Connolly, Patrick Pearse, Sean MacDermott, John Redmond and Eoin MacNeill.</p> <p>The teacher will appoint five characters to assume the roles and direct them to a short fact sheet on each of the characters in the student worksheet. They should familiarise themselves with their respective characters. To each pair of remaining students, the teacher will assign one of the characters to research. Using the same worksheet, they will be given five minutes to work in pairs to become expert on the character and draft three questions. Note: if time does not permit, students might access the short video biographies of Connolly, MacDermott Pearse at: theirshrevolution.ie</p> <p>Once the five minutes have elapsed, the teacher (or a student) will assume the role of chairperson and field the questions. Each of the characters on the panel must remain in character for the duration of the session.</p> <p>Students will engage in peer assessment by answering the question: 'Were they credible?' at the end of each session. They must provide reasons for their constructive criticism and offer a suggestion based on factual knowledge as to how the character might have been more credible where relevant.</p>
REQUIRED MATERIAL FOR LESSON 1 : Atlas of the Irish Revolution Student Document Pack and Student Worksheets, Unit 5. Lesson 1. ; Timeline Template and a Projector			
LINKS WITH OTHER SUBJECTS: English			

Lesson 2: The Voyage of the *Aud* and the Countermanding Order

SUMMARY: Building on the introduction to the primary personalities in the previous class, this lesson introduces students to significant events in the days leading up to Easter Monday 1916. Students are introduced to, and engage with the history of the Rising through narrative and cartographic depiction of the events. The lesson contains numerous curricular links with English and opportunities for team-teaching.

The lesson aims to teach students the reasons why the Rising was largely con-

finned to Dublin, the significance of Eoin MacNeill's countermanding order the repercussions of the loss of the *Aud* on Good Friday. They will be guided in the analysis of secondary sources created by the Atlas of the Irish Revolution team as a starting point for their own imaginative recreation of events.

This lesson, with differentiated tasks, should appeal to students of all levels of ability. Teachers might choose to use all of the activities outlined below, or one task that they consider most appropriate or relevant to the class.

KEY QUESTION:

What series of events meant that the Rising, originally planned as a nationwide rebellion, was largely confined to Dublin?

<p>LEARNING OUTCOMES By the end of this lesson students should have ...</p> <ul style="list-style-type: none"> ○ an understanding of the main events in the lead-up to the Rising ○ a deeper knowledge of the main personalities and groups associated with the 1916 Rising ○ extracted evidence from sources to answer questions ○ presented information in artistic format ○ employed literacy and sequencing skills ○ used their imagination to consider the experiences of different people in 1916 	<p>PART 1: OVERVIEW/STARTER</p> <p>Begin by presenting the close-up of a photograph of a bullet salvaged from the <i>Aud</i> in Cork harbour. http://tinyurl.com/audbullet</p> <p>This will lead to session of “20 questions”. The students will try to elicit answers from the teacher, who will eventually reveal what the object is.</p> <p>Once established, the teacher will use it as the basis for a short presentation on how the leaders’ plans were severely hampered by the loss of the <i>Aud</i>.</p> <p>The teacher will also display the image of Eoin MacNeill’s countermanding order and explain that upon discovering the loss of the <i>Aud</i>, and the fact the Castle Document had been a forgery, he issued a countermanding order that would have far-reaching consequences.</p> <p>The teacher explains that the members of the Military Council called an emergency meeting and then asks the students:</p> <ol style="list-style-type: none"> a) What they think the atmosphere in Liberty Hall might have been like, and why. b) What the leaders of the Rising might have discussed. 	<p>PART 2: STUDENT LED LEARNING</p> <p>Step 1: The students’ suggestions will mark the bridge to the first task in the Student Worksheet. The teacher instructs the students to read the fictionalised account of the meeting in Liberty Hall on Sunday 23 April 1916 and then answer the questions that follow.</p> <p>Step 2: The time allocated for this task is five minutes. Once completed, the student should compare their answers with a partner.</p> <p>Step 3: The students are then asked to study the map of the route of the <i>Aud</i> and that of Roger Casement’s U boat and read the summary of events that follows. In pairs, they should answer the short comprehension questions, which will serve as the scaffold for the subsequent writing and graphic tasks.</p> <p>Step 4: Students have a choice of three assignments outlined in their student worksheet.</p> <p>Option 1: Write a short narrative featuring Captain Karl Spindler in conversation with one other character.</p> <p>Option 2: Write the short diary entry that Captain Spindler might have written on Friday 21st April 1916.</p> <p>Option 3: Storyboard the main events of Good Friday, Easter Saturday, Easter Sunday, Easter Monday 1916. In pairs they should brainstorm the main events of the four days using the brainstorm template in their workbook. The teacher might choose to guide students in deeper research about the events of those days. Once the brainstorm session is complete, students must discuss which particular key moments they will capture as a graphic in their comic strip.</p>	<p>PART 3: REVIEW/PLENARY:</p> <p>The assignments might be completed in class or as homework. Once completed, the teacher will ask the students to gather in groups of six. Ideally, there should be a good mix of art and writing in each group.</p> <p>(S)he will appoint a chairperson in each group. That student will have responsibility for making sure that each student has an opportunity to present the results of their work – whether that is artistic or literary. Collectively the group will decide which piece of work is</p> <ol style="list-style-type: none"> (a) The most historically accurate (b) The most comprehensive (c) Has involved the most effort <p>That student will be asked to present their work to the whole class.</p>
<p>REQUIRED MATERIAL FOR LESSON 2: Atlas of the Irish Revolution Student Worksheets, Unit 5; ‘How to Read a Map’ instructional Video</p>			
<p>LINKS WITH OTHER SUBJECTS : English and Art</p>			

Lessons 3 & 4: The Course of the 1916 Rising

SUMMARY: In these lessons, students are introduced to both the history and the geography of the 1916 Rising in Dublin. They will learn to identify the different Volunteer garrisons in 1916 and the leaders of each garrison. They will study maps depicting the main events at one garrison area and write factual newspaper articles based on the evidence extracted. Once again, there are strong cross-curricular links with English.

This lesson aims to engage students primarily through the cartographic depiction of some of the main events of Easter Week. Through collaborative group work, students will engage in research and confidently communicate the results of their research in oral, visual and

KEY QUESTION:
What were the main events in Dublin during the 1916 Rising?

LEARNING OUTCOMES By the end of this lesson students should have ...	PART 1: OVERVIEW/STARTER	PART 3: STUDENT LED LEARNING	
<ul style="list-style-type: none"> ○ identified the main rebel garrisons in Dublin during the 1916 Rising ○ learned the names of the main rebel leaders ○ explained why the rebels chose to occupy strategic buildings in Dublin ○ effectively interrogated a map to extract historical information ○ evaluated sources relating to the Easter Rising and drawn conclusions ○ worked effectively as part of a group ○ clearly and confidentially communicated their understanding of the concepts and events using a variety of different media 	<p>Teachers begin by displaying the full garrison map from the Document Pack on a PowerPoint slide. This visually depicts the locations of the rebel garrisons and their proximity to the different British Army barracks and to Dublin Castle. The teacher might ask students if the map suggests that the Military Council had a clear plan in place for the Rising.</p> <p>Once the students offer some suggestions in answer to the teacher's opening question, (s) he will continue by using the map as an aid to explain the mobilisation of the different battalions on Easter Monday.</p> <p>Using the map, the teacher explains the organisation of the different garrisons and the commanders. The summary of the Easter Rising on the first page of the Teachers Document Pack provides fuller details of the leaders, their locations and the complexion of the different groups.</p>	<p>Step 1: The teacher will divide the class into groups of four students. Each group represents the staff of a different newspaper. Students are informed that their newspaper is operating in Dublin during Easter Week and reporting on the scenes around Volunteer Headquarters in the General Post Office. <i>Remind students that they are expected to be objective in their reporting and should present as much factual information as possible based on the evidence from their research, the maps and from their wider reading.</i></p> <p>Step 2: The groups are given five minutes to decide on the name of their newspaper. They should also read the list of responsibilities associated with the role of Editor, Journalist and Design Editor in the Student Worksheet and complete the Newspaper Staffing Sheet on the same page, before returning it to the teacher.</p> <p>Step 3: Once the roles have been assigned and the newspaper named, the teacher should distribute the materials listed below to each group. Ideally, the maps should be made available to students as pdf files so that they can consult them individually as necessary and magnify any areas that they would like to study in more detail. If this is not possible, the teacher can locate the relevant maps in the Document Pack and photocopy as necessary.</p> <p>All groups should receive:</p> <ul style="list-style-type: none"> • The Overall Garrison Map: for an overview of the garrisons and an understanding of where their area of interest is in relation to the other garrisons • The Inverted Triangle: this graphic gives the basic structure of a newspaper article • The Map of the GPO and Sackville Street Area • List of links to additional research material • Newspaper Front Page Template (hard copy or digital format) Google Docs provides a selection of online templates for student newspapers <p>Options and Alternatives</p> <p>The teacher may decide to complete the newspaper task in class using a printed newspaper template, or online using a Google Doc template. The level of detail expected of students will depend on the time allotted to the task and the resources available for further research.</p> <p>You might decide to allocate different garrisons to each newspaper team, e.g. One newspaper team located near a) The Four Courts Area b) The South Dublin Union c) Mount Street Bridge d) O'Connell Street.</p> <p>In this case, students might make use of Google Maps virtual tour of the 1916 Rising to conduct their individual research https://dublin-rising.withgoogle.com/welcome/</p> <p>They might also consult the RTE site, which features interactive maps, images and interviews with veteran survivors of the 1916 Rising. http://1916.rte.ie/</p> <p>In order to examine the human perspective and to find relevant quotations for inclusion in their articles, the teacher might direct the students to relevant witness statements available online from the Bureau of Military History and/or news articles from 1916 for use as examples at https://www.irishnewsarchive.com or the Revolution Papers at https://www.revolutionpapers.com/</p> <p>NOTE: Journalists should consult the inverted triangle in the student workbook before planning the structure of their articles.</p>	<p>PART 4: REVIEW/PLENARY:</p> <p>Once the newspaper front pages are complete the teams will present their work to the rest of the class. The presentation may be a Powerpoint, in hardcopy or in digital format.</p> <p>Each member of the team should explain his or her input into the creation of the newspaper, the main points in the articles and anything that surprised them during their research.</p>
<p>REQUIRED MATERIAL FOR LESSON 3: Atlas of the Irish Revolution Student Worksheets, projector, Internet access, computer lab</p>			
<p>LINKS WITH OTHER SUBJECTS: English</p>			

Lesson 5: Different perspectives on the 1916 Rising

SUMMARY: In lessons 5 & 6, students will encounter a primary source relating to the immediate aftermath of the 1916 Rising. They will be asked to analyse the reliability of eyewitness accounts and photographs as historical sources. Having encountered a series of different perspectives on the Rising, they will be asked to re-examine the source from a particular point of view. This process should reinforce the concepts of bias, perspective and consequence. There is a distinct cross-curricular link with English in part two of the student task.

In the second lesson they will be asked to examine a map and two documents relating to the aftermath of the Rising. Again, they will be asked to use these sources to examine the reasons for the different reactions to the Rising and assess the reasons why reactions to the Rising changed.

KEY QUESTION:

What were different reactions to the 1916 Rising and why did they change?

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"> ○ a better understanding of the concepts of bias, perspective and consequences ○ understood the initial reactions to the 1916 Rising ○ explained why attitudes to the leaders of the Rising changed ○ interrogated a map to extract historical information ○ evaluated sources related to the Easter Rising and drawn conclusions through comparison ○ clearly and confidentially communicated their understanding of the concepts and events 	<p>The teacher begins by displaying the photograph of the ruins of Abbey Street, Sackville (O'Connell) Street and the GPO in the aftermath of the Rising. (Document Pack)</p> <p>The students are given three minutes to complete the first two pages in the Student Worksheet, which seek a simple analysis of the photograph and an assessment of its reliability as a source.</p> <p>The teacher should field the answers to these questions, using the time to point out the reasons why many people were initially disgusted and outraged at the destruction and death caused by the 1916 Rising.</p> <p>For the last question on the reliability of the photograph, the teacher should introduce the concept of different perspectives on the same scene. To reinforce the point, the teacher could play the interview with Cristótor MacCarthaigh about the eyewitness accounts of 1916</p> <p>Once the students have been guided in identifying the different perspectives in the eyewitness accounts, they should complete the complementary activity in page 2 of the worksheet.</p>	<p><i>Step 1:</i> Each student is assigned a number between 1 and 6.</p> <p><i>Step 2:</i> Ask the students to imagine that the image was printed in a newspaper on Sunday 30 April 1916. Based on their assigned number they should examine the image again from the point of view of a particular person in Dublin in 1916.</p> <ol style="list-style-type: none"> 1. <i>A resident of the Sackville Street area in 1916</i> 2. <i>The neighbour of a young child killed during the 1916 Rising</i> 3. <i>A member of the GPO garrison under Patrick Pearse during Easter Week</i> 4. <i>A soldier in the British Army who was on duty in Sackville Street on Friday 28 April 1916</i> 5. <i>The wife of an Irishman serving with the British army in France in 1916</i> 6. <i>An unemployed labourer from a tenement building in the Sackville street area who engaged in looting during Easter Week</i> <p><i>Step 3:</i> In the space provided they should take three minutes write the five words that best describe how the photograph might make that person feel.</p> <p><i>Step 4:</i> Once the students have written five words, they should find three other students with the same number/perspective. Using the placement template in the student worksheet each group of four should compare their words and compile the group's final list of seven words.</p> <p><i>Step 5:</i> Each group will appoint a spokesperson to feedback their seven words to the class. The teacher should use the forum to reinforce the concepts of bias and perspective/ point of view.</p> <p><i>Step 6:</i> If class time permits (or as homework), teachers might ask the students to choose from one of the following tasks to reinforce learning.</p> <p>Option 1: Based on the words chosen by your group and from listening to the feedback from the other groups, write a short dramatic scene in which your chosen character is discussing his/her reactions to the Rising with another character of your choice. Students could decide to write the dramatic scene as a group and perform it for the class or film it as a short film scene. Alternatively, students might write it individually as homework.</p> <p>Option 2: Based on the words chosen by your group and from listening to the feedback from the other groups write the short diary entry your character might have written on Sunday 30th April 1916 in the immediate aftermath of the 1916 Rising.</p>	<p>Once the presentation/reading is complete the other class members should use what they have heard and their own knowledge of events to ask relevant questions of the actors/diarists.</p>

REQUIRED MATERIAL FOR LESSON 2: Atlas of the Irish Revolution Student Worksheets, Unit 5 ; Interview with Cristótor MacCarthaigh, Acting Director of the National Folklore Collection at UCD posted on the Century Ireland website. It includes original eyewitness accounts of the aftermath of the rising. <http://www.rte.ie/centuryireland/>; Computer Lab; Digitised version of *the Sinn Féin Rebellion Handbook, Easter 1916* <https://archive.org/details/sinnfeinrebellio00dubl/page/n8>.

LINKS WITH OTHER SUBJECTS : English and Art

Lesson 6: Changing Opinions

SUMMARY: In lessons 5 and 6, students will encounter a primary source relating to the immediate aftermath of the 1916 Rising. They will be asked to analyse the reliability of eyewitness accounts and photographs as historical sources. Having encountered a series of different perspectives on the Rising, they will be asked to re-examine the source from a particular point of view. This process should reinforce the concepts of bias, perspective and consequence. There is a distinct cross-curricular link with English in part two of the student task.

In the second lesson they will be asked to examine a map and two documents relating to the aftermath of the Rising. Again, they will be asked to use these sources to examine the reasons for the different reactions to the Rising and assess the reasons why reactions to the Rising changed.

KEY QUESTION:

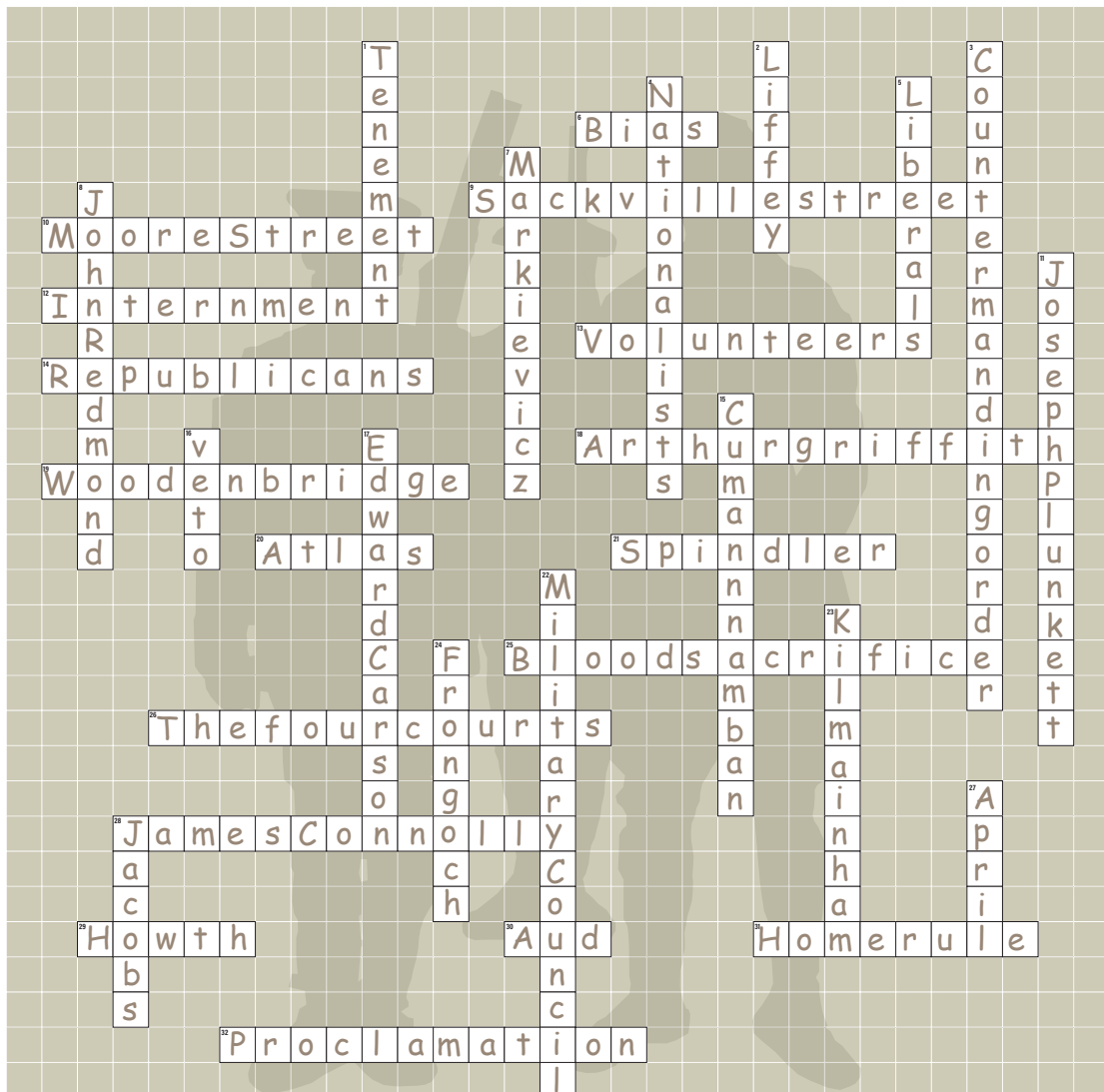
What were different reactions to the 1916 Rising and why did they change?

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"> ○ a better understanding of the concepts of bias, perspective and consequences ○ understood the initial reactions to the 1916 Rising ○ explained why attitudes to the leaders of the Rising changed ○ interrogated a map to extract historical information ○ evaluated sources related to the Easter Rising and drawn conclusions through comparison ○ clearly and confidentially communicated their understanding of the concepts and events 	<p>The teacher plays the short six minute documentary: The Story of Ireland – episode 5 ‘Age of Nations’ (BBC): The video presents an overview of the immediate aftermath of the Rising and the change in public opinion after the execution of the rebel leaders.</p> <p>Pose the question: <i>According to the narrator, Fergal Keane, the British made a ‘grave miscalculation’. What do you think he might have meant by this?</i></p> <p>The teacher adds more detail to the reasons why the tide of public opinion. (S)he might tell the story of Joseph Plunkett’s marriage to Grace Gifford on the night before his execution, or how Michael Mallin left behind four children and a wife who was pregnant with their fifth. Mention how Margaret Pearse had to contend with the loss of two sons, one of whom, Willie Pearse, had little more than a supporting role in the Rebellion. (S)he might point to Ned Daly and Con Colbert’s youth, or to how the wounded James Connolly was executed while tied to a chair, or to Tom Clarke whose wife Kathleen suffered a miscarriage soon after her last visit to her husband in Kilmainham jail. The stories of the executed leaders – publicised by Sinn Féin – garnered a sympathetic response from the public. This, combined with the perceived brutality of the British government’s response to the Rising, the continuation of martial law and the arrests and deportation of thousands of prisoners served to <i>shift public opinion in favour of the Volunteers.</i></p>	<p>Direct students to the first exercise in the Student Worksheet. The document for analysis is a letter written by Eamonn Ceannt to his wife Aine shortly before his execution on 8 May 1916.</p> <p>Students individually complete questions 1-8 on the primary source analysis sheet, and then compare their answers with a second student. After five minutes, the teacher will ask students to feed back the comprehension answers 1-8 to the class. Question 9: ‘Point for Discussion’ could be opened to the class, discussed in groups of four, or completed for homework</p> <p>Direct students to the second exercise on the Student Worksheet. The document for analysis is a map showing the addresses of the 2,486 persons listed as detained and deported during May and June 1916. Students individually complete questions 1-4 on the primary source analysis sheet, and then compare their answers with a second student before feeding back to the class.</p> <p>Task 3</p> <p>The teacher may choose to devote as much or as little time as required to the last group task where students are asked to take on the roles of researchers and historians. The objective of the exercise is to engage the students in the process of researching a primary source. They are also guided in the process of using evidence to represent historical data as a map. Lastly, the process serves to humanise the statistics of history and bring history to life for the class.</p> <p>Divide the class into groups of three students. Each group is assigned one county from the following list: Wexford, Kildare, Galway, Tyrone, Mayo, Cork, Kerry, Belfast, Dublin, Tipperary.</p> <p>The groups are provided with the link to a digitised version of the Sinn Féin Rebellion Handbook, Easter 1916 - the primary source on which the map (Document 2) was based. The Student Worksheet directs the students to p. 69 of the Rebellion Handbook and the list of prisoners deported after the Rising. In many cases the profession of the prisoner is listed as well as their name and address. Before the students begin researching, the teacher should take the opportunity to provide context for the source, and outline some of the challenges faced when using a primary source such as this one.</p> <p>Each group should search for the names of <i>eight</i> prisoners from their assigned county who were deported between 8th and 20th May 1916. In the template provided in the worksheet, students are asked to note their names, home address, date of deportation, destination prison and occupation where listed. Once the template is complete, students plot the destinations on the map of Britain on the next page and in the box provided, draw an outline map of their assigned county and plot the names and addresses of their chosen people. The occupations, where listed, should be represented by a symbol.</p> <p>The teacher may ask the students to present their findings to the class or amalgamate them into a class display.</p>	<p>As a conclusion to the lesson the teacher should reinforce the main reasons for the change in public opinion about the Rising by informal questioning.</p> <p>The essay template or cross-word exercise in the Student Worksheet may be used in class or as homework to reinforce learning about the 1916 Rising.</p> <p>The crossword was created at http://www.armoredpenguin.com/crossword/</p>

REQUIRED MATERIAL FOR LESSON 2: Atlas of the Irish Revolution Student Worksheets, Computer Lab; *the Sinn Féin Rebellion Handbook, Easter 1916* <https://archive.org/details/sinnfeinrebellio00dubl/page/n8> .

LINKS WITH OTHER SUBJECTS : English and Art

1916 RISING CROSSWORD SOLUTION



Across:

- 6 This word means to see something from only one point of view
- 9 O'Connell Street was known by this name in 1916
- 10 The GPO garrison evacuated to this street after their headquarters was shelled on Friday of Easter Week
- 12 This word mean to be imprisoned without trial
- 13 The group formed by Eoin MacNeill in November 1913 to protect the implementation of Home Rule in Ireland
- 14 The people in Ireland who wanted total independence from Britain
- 18 The people in Ireland who wanted total independence from Britain
- 19 This man founded Sinn Fein
- 20 John Redmond's speech at this place in County Wicklow in September 1914, split the organisation
- 21 A book of maps or charts
- 25 The surname of the captain of the German ship carrying weapons for the Rising
- 26 The idea that Irish people would be inspired to fight for Ireland by the blood spilled during the 1916 Rising
- 28 This man was the leader of the Irish Citizen Army
- 29 The Irish Volunteers smuggled arms and ammunition into this harbour in 1914
- 30 This German ship was scuttled in Cork Harbour in 1916
- 31 The idea that Ireland would have her own parliament in Dublin but still remain part of the British Empire
- 32 Patrick Pearse read out this important document outside the GPO on Easter Monday, 1916

Down:

- 1 Many people in Dublin lived in this type of overcrowded building in the early 20th century
- 2 The British gunboat, the Helga, sailed up this river on Wednesday 26 April 1916
- 3 Eoin MacNeill tried to stop the Rising by issuing this document
- 4 The people who wanted Ireland to be an independent nation with her own parliament
- 5 One of the two main political parties in Britain in the early 20th century
- 7 This countess served as second-in-command to Michael Mallin in St Stephen's Green
- 8 The Leader of the Irish Parliamentary party at Westminster
- 11 This leader of the Rising was married just hours before his execution
- 15 The women's auxiliary organisation formed in April 1914
- 16 The House of Lords lost this power when the Parliament Act was passed in 1911
- 17 This unionist politician organised the signing of the Solemn League and Covenant in 1912
- 22 This small group of seven men was created by the Supreme Council of the IRB to plan the 1916 Rising
- 23 The executions of the leaders of the Rising took place in his prison
- 24 The prison camp in North Wales to which many Irish prisoners were deported after the Rising
- 27 The Third Home Rule Bill was passed in the House of Commons in this month in 1912
- 28 Thomas MacDonagh commanded the 2nd Battalion at this factory during the Rising