



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



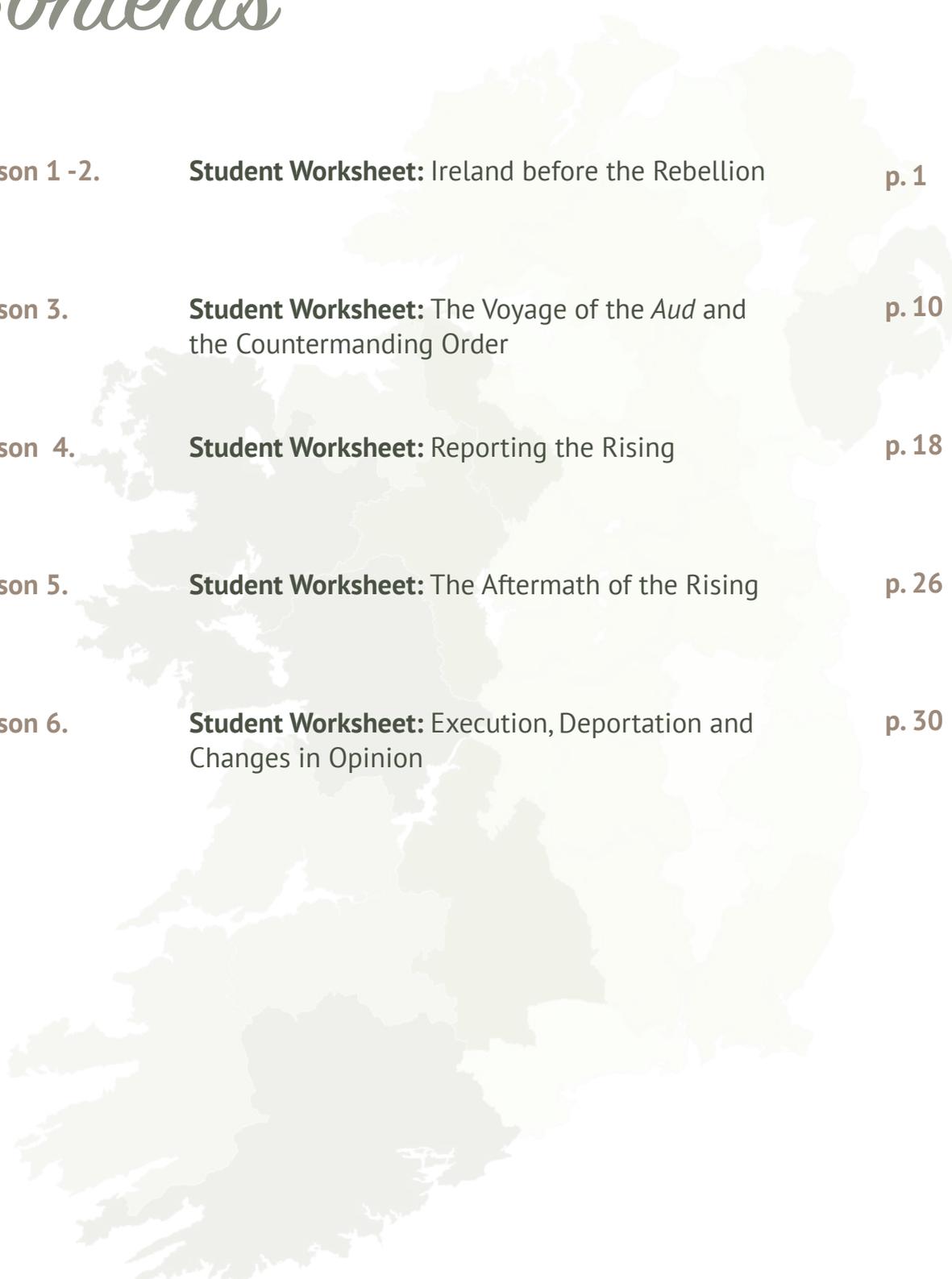
College of  
Arts, Celtic Studies  
and Social Sciences

## Unit 5:

### *Mapping the 1916 Rising*

JUNIOR CYCLE WORKSHEETS

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UNIT 5:

LESSON 1-2: THE EVE OF REBELLION: IRELAND 1915 -1916

Picture A



Name: \_\_\_\_\_

Role: \_\_\_\_\_

Picture B



Name: \_\_\_\_\_

Role: \_\_\_\_\_

YOUR TASK 1:

This task is designed to help with the revision of the previous section of your history course and prepare you for the next.

- Step 1:* You will have seven minutes to fill in the gaps in the sentences on the next page (use your dictionary to find the meaning of any words you don't understand)
- Step 2:* When your seven minutes are up, compare your answers with the person beside you
- Step 3:* Then, in pairs, use your answers to complete the timeline on the next page
- Step 4:* Write one sentence in each box to sum up what happened on that date
- Step 5:* You might also choose to include a symbol to represent what happened on each date

## Planning a Rising: 1911 -1916

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### August 1911-September 1912

The P\_\_\_\_\_ Act of 1911 replaced the v\_\_\_\_\_ of the House of Lords with the power only to delay a bill. On 11 April \_\_\_\_\_, the Liberal party government at Westminster, which depended on Irish MPs to stay in power, introduced the Third H\_\_\_\_\_ Rule Bill to the House of Commons. The Bill, that would allow Ireland to partly govern itself, was passed and due to become law in 1914. In September of that year, half a million Unionists expressed their opposition to Home Rule by signing the S\_\_\_\_\_ League and C\_\_\_\_\_.

### September – November 1913

The Ulster V\_\_\_\_\_ Force (UVF) was formed in January 1913 by Unionist leaders Edward C\_\_\_\_\_ and James Craig to resist Home Rule by force if necessary. In November of the same year the Irish Volunteers was formed in Dublin by *(name the man in photograph A)* \_\_\_\_\_ to protect the introduction of Home Rule. James Connolly formed the Irish C\_\_\_\_\_ Army (ICA) in the same month to protect striking workers against police during the 1913 S\_\_\_\_\_ & Lockout.

### April –August 1914

In the spring of 1914, the women's auxiliary division of the Irish Volunteers, C\_\_\_\_\_ na mBan was formed in Wynn's Hotel in Dublin. In April the UVF imported 35,000 German rifles for a revolt if Home Rule was passed. Soon afterwards, the Irish Volunteers organised the H\_\_\_\_\_ gunrunning in support of Home Rule. Approximately 900 German rifles were imported from Germany on board Erskine Childers' yacht, the *Asgard* on 26 July 1914.

In August 1914, the British Empire declared war on G\_\_\_\_\_ marking the beginning of the F\_\_\_\_\_ W\_\_\_\_\_ W\_\_\_\_\_. Home Rule was delayed for the duration of the conflict. John R\_\_\_\_\_, leader of the I\_\_\_\_\_ Parliamentary Party pledged his followers to support the British war effort hoping it would safeguard the introduction of Home Rule after the war. His call to nationalists to join the British Army in a speech at Woodenbridge, Co Wicklow in September led to a s\_\_\_\_\_ in the Volunteer movement. The majority of approximately 180,000 who followed Redmond became known as the National Volunteers, while the m\_\_\_\_\_ of 11,000, followed Eoin MacNeill and retained the name I\_\_\_\_\_ Volunteers. At the same time, the Irish Republican Brotherhood (IRB) – a group determined to achieve complete separation from E\_\_\_\_\_ by force of arms – considered that 'England's difficulty is I\_\_\_\_\_ 's opportunity'. The IRB began to secretly infiltrate the Irish Volunteers for a future Rising.

### January - May 1915

At the beginning of 1915 the Supreme Council of the IRB decided to stage a r\_\_\_\_\_ at E\_\_\_\_\_ of the following year. Five months later, they IRB formed a small, five-man Military Council led by Thomas Clarke and *(name the man in photograph B)* S\_\_\_\_\_ Mac\_\_\_\_\_ to plan a rebellion. They recruited writer and headmaster of St Enda's College, Rathfarnham P\_\_\_\_\_ P\_\_\_\_\_ as a figurehead. Joseph Plunkett also joined. Later, James C\_\_\_\_\_, Eamonn Ceannt and Thomas McDonagh brought the number of leaders to seven. They sought funding from Clan na Gael - an Irish r\_\_\_\_\_ organisation in America - and military assistance from Germany.

# TIMELINE: Ireland 1911-1915

1911

April 1912

Sept 1912

Jan 1913

Nov 1913

April 1914

July 1914

Aug 1914

Sept 1914

Jan 1915

May 1915

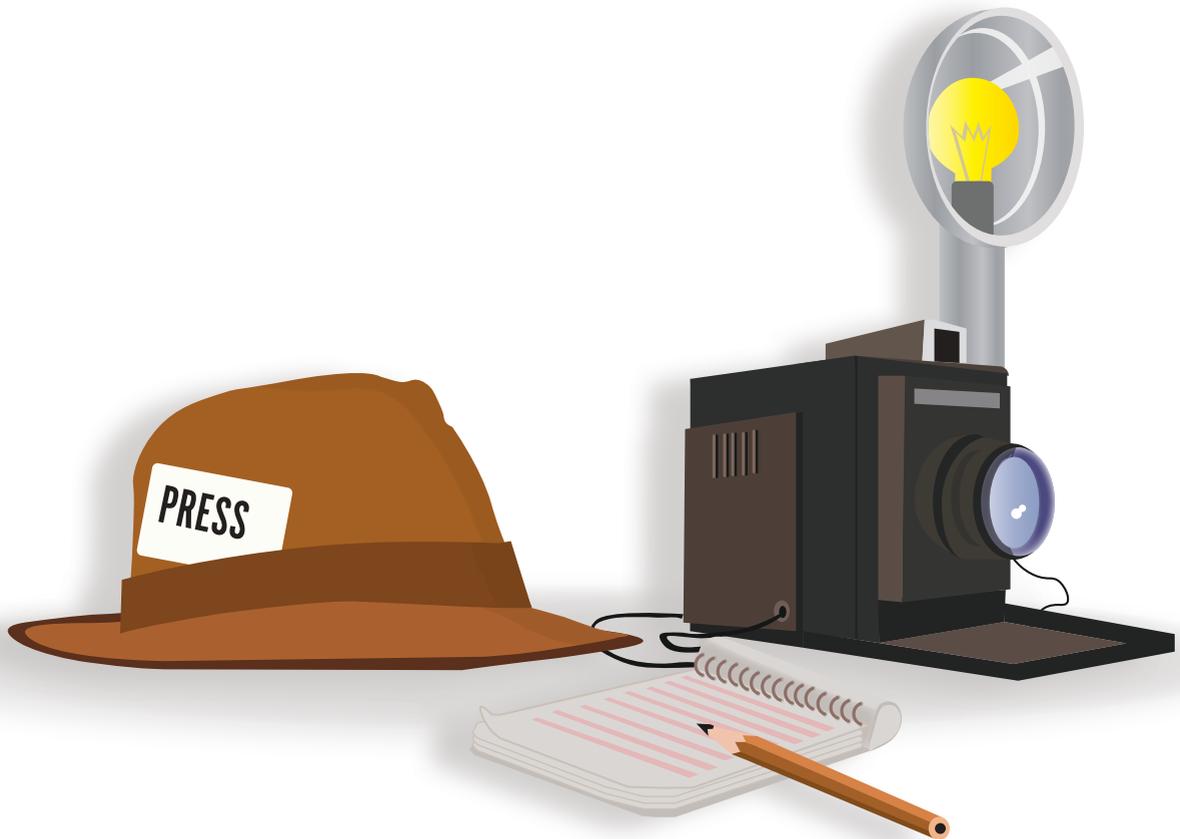
## YOUR TASK 2:

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### Hot Seat

The year is 1915 and you have been invited to a secret press conference with James Connolly, Seán Mac Diarmada, Patrick Pearse, John Redmond and Eoin MacNeill. They have very little time, however, and will only accept three questions each.

- Step 1:* Your teacher will divide the class into groups of four and tell the groups which character they will be allowed to question
- Step 2:* In preparation for the interview, each group member should read the relevant fact sheet.
- Step 3:* Together you should agree what you want to find out and prepare your questions.
- Step 4:* The students in the hot seat must remain in character for the duration of the question-and-answer session.
- Step 5:* Once they have answered their questions, you must decide whether or not they were convincing in that role. You should base your feedback on your knowledge of the character and your understanding of the events leading to 1915



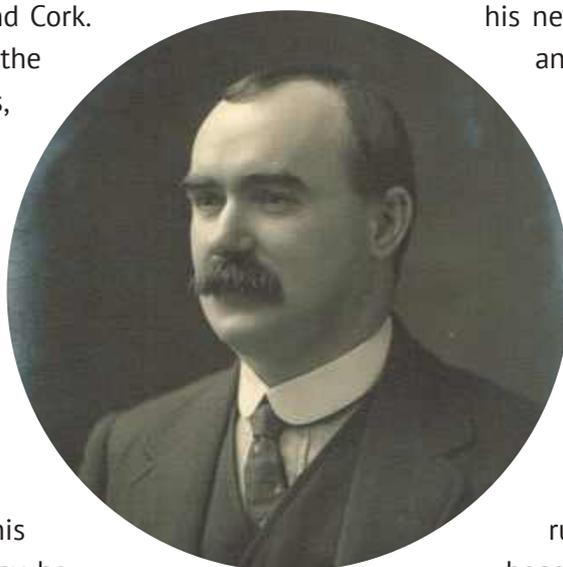
## Character Fact Sheet 1: James Connolly

James Connolly was born in June 1868 in one of the slum areas of Edinburgh in Scotland. His parents, originally from County Monaghan, raised their family in extreme poverty and their life in Edinburgh was very difficult. James attended school until he was ten years old, after which he secured work at a newspaper office, cleaning the printers of dried ink. At fourteen, he lied about his age to join the British Army and served in Ireland for seven years, mostly around Cork. At twenty-one, Connolly left the army, married Lillie Reynolds, and moved back to Scotland. While working as a labourer and a carter, he developed an interest in socialism and joined the Scottish Socialist Federation.

In 1896, after the failure of his cobbler's shop in Edinburgh, Connolly moved his young family to Dublin. In May, he founded the Irish Socialist Republican Party (ISRP) and established the organisation's newspaper, the *Worker's Republic*. Connolly opposed Home Rule because he thought that it was unlikely to improve the situation of the working class. By 1902 the ISRP had failed and Connolly took his family to live in America where he was very active in Irish nationalist and socialist circles.

The family returned to Dublin in 1910 and in the following year Connolly was appointed the Belfast organiser for James Larkin's Irish Transport

and General Workers Union (ITGWU). In 1912 he founded the Irish Labour Party with James Larkin and was his second-in-command during the 1913 Strike and Lockout. Dublin tram workers who were members of the ITGWU went on strike and the Dublin employers responded by locking out their workers. The strike, which led to terrible suffering among the strikers, remained deadlocked until 1914. During this period Connolly revived his newspaper, the *Worker's Republic* and helped to form the Irish Citizen Army (ICA) to protect the striking workers against the police.



Up to this point all of Connolly's work had been devoted to developing the rights of the working class and not to Irish independence from British rule. From 1913 onwards, he began to write about how Irish workers could only achieve their rights in an Ireland that was ruled by Irish people – a *Worker's Republic*. In February 1915 the authorities in Dublin Castle banned the *Worker's Republic* because Connolly's writing had become very militant. He also publicly opposed the recruitment of Irishmen to the British Army and paraded armed units of the ICA in Dublin. This alarmed the Irish Republican Brotherhood, who felt that the displays would attract too much attention from the authorities while they were planning a rebellion.

### Questions:

1. ....
2. ....
3. ....

## Character Fact Sheet 2: Seán MacDiarmada

Seán MacDiarmada (1883-1916) was a signatory of the Proclamation and arguably the key figure in orchestrating the 1916 Rising. From a farming family in Co. Leitrim, John Joseph MacDermott was intent from a young age on becoming a schoolteacher. However, his ambitions were frustrated by his limitations in Maths and his failure to obtain a King's Scholarship, which prevented him from training for a career in teaching. He left school at nineteen and spent a short time working as a gardener in Edinburgh before returning to Ireland in 1904. In early life MacDermott was a moderate nationalist but in 1905 his politics changed dramatically. He moved to Belfast where he found work as a tram operator, joined the Gaelic League and was sworn into the Irish Republican Brotherhood.



Handsome and charismatic, Seán MacDiarmada was a superb organiser with a huge appetite for work. He rose to national prominence as a paid organiser for the new Sinn Féin League in 1907. While building the up the party's structure, he also secretly served as the IRB's national organiser,

targeting the Gaelic League and the Gaelic Athletic Association as key recruiting grounds for the IRB.

In 1908 MacDiarmada moved to Dublin where he met IRB veteran Thomas Clarke, newly returned from the United States. Together with Clarke, Bulmer Hobson and Dennis McCullough, Sean MacDiarmada played a very important role in revitalising the IRB. MacDiarmada experienced a personal setback in 1911 when he was struck by polio, and for the rest of his life used a walking stick. In 1912 he was appointed the manager of the republican newspaper, *Irish Freedom*.

MacDiarmada was arrested in 1915 for making several speeches discouraging Irish men from enlisting in the British Army. He served four months in Mountjoy prison.

In May 1915 the Supreme Council of the IRB organised the formation of a secret military council to plan a rising while Britain was distracted by the war. On his release from prison MacDiarmada became a key planner within the Military Council and was largely responsible for recruiting the remaining members.

### Questions:

1. ....
2. ....
3. ....

## Character Fact Sheet 3: John Redmond

John Redmond's political career was shaped by his desire to deliver Home Rule for Ireland. He was born into a prominent Catholic family in 1856 and his father, William Archer Redmond, served as Home Rule MP for Co. Wexford. After his education at Trinity College, Redmond became his father's assistant at Westminster. While there, he met and was impressed by Charles Stewart Parnell - a young, charismatic Irish MP. When Parnell became the leader of the Irish Parliamentary Party in 1882, twenty-four-year-old Redmond, who had recently been elected as MP for New Ross, became his loyal follower.

The Irish Parliamentary Party was thrown into crisis in 1890 when Parnell was named in a divorce case. He had been having an affair with Katherine O'Shea, the wife of a fellow MP. The party was split into two - the Parnellites and anti-Parnellites. Redmond was in the minority who remained faithful to Parnell. When the Irish Parliamentary Party reunited in 1900, Redmond was elected leader.

1910 was a year of political upheaval. Two general elections resulted in a Liberal Party government that was dependent on the Irish Parliamentary Party votes to remain in power. This gave Redmond enormous bargaining power. He negotiated with Liberal Prime Minister Herbert Asquith, who agreed to introduce a new Home Rule Bill for Ireland in exchange for Redmond's support. Asquith introduced the Third Home Rule Bill to House of Commons in April 1912. Redmond addressed the

assembled MPs with obvious emotion. 'If I may say so reverently, I personally thank God that I have lived to see this day.'

For decades, one of the main barriers to Home Rule had been the House of Lords. In 1911, the Parliament Act reduced their power of veto (rejection) to that of delay. This meant that once Asquith's Bill was passed in the House of Commons in 1912, it would certainly become law after two years. The idea of Home Rule caused great alarm among the Unionist population who felt that a Dublin parliament would serve the interests of the rural Catholic south and threaten those of the industrial, Protestant north. Home Rule, they said, was 'Rome Rule'.

By 1914, two opposing military organisations existed in Ireland. The Ulster Volunteer force, committed to resisting Home Rule by force if necessary, and Eoin MacNeill's Irish Volunteers, established to safeguard the introduction of Home Rule. Many believe that civil war in Ireland was only avoided because of the outbreak of World War One in August 1914. Redmond hoped that by urging the Volunteers to enlist in the British Army, he would strengthen the cause of Home Rule. Redmond's appeal caused a split in the Volunteers.

Many have criticised Redmond for encouraging so many Irish to fight in the Great War. Others, such as Irish historian J.J. Lee, said that Redmond did not have a choice.



### Questions:

1. ....
2. ....
3. ....

## Character Fact Sheet 4: Patrick Pearse

Patrick Henry Pearse was born in 1879 at 27 Great Brunswick Street (now Pearse Street) in Dublin, where his father, an Englishman, had a stone-carving business. Brought up as a devout Catholic, Pearse was influenced in childhood by his aunt Margaret who told him many stories of mythological Irish heroes such as Cúchulainn. Shy and socially awkward, Pearse attended Christian Brother's secondary school in Westland Row where he developed an intense interest in the Irish language and Irish literature. At seventeen he joined the Gaelic League. Pearse attended University College Dublin, graduating with a degree in English, French and Irish.

Pearse later qualified as a barrister but never practised law. His focus was directed towards the Gaelic League. He regularly contributed articles to the organisation's newspaper, *An Claidheamh Soluis* (the Sword of Light). At this point, Pearse's concerns were more with culture than with politics. He took on the role of editor of *An Claidheamh Soluis* in 1903 and began writing poetry and stories. He spent his summer holidays at Rosmuc, Co Galway where he drew inspiration from Irish speakers and the rural way of life.

During the same period, Pearse taught Irish in various schools in Dublin and his deep interest in education led to his establishment in 1908 of a boy's school - St Enda's at Cullenswood House in Ranelagh. Two years later, he moved the school

to fifty acres of parkland at Rathfarnham where it operated as a boarding school. The teachers included Thomas MacDonagh, Willie Pearse (Patrick's brother) and Con Colbert – all of whom would play important roles in the 1916 Rising.

Pearse supported the Home Rule bill in 1912 but his politics would soon become more radical. In November 1913 he was one of the twelve-member committee that set up the Irish Volunteers; and he later held the important role of director of military operations in the Irish Volunteers.

In December 1914 he joined the Irish Republic Brotherhood (IRB), and while on a lecture tour of the United States he came under the influence of John Devoy of Clan na nGael – an America republican organisation.

In August 1915 Pearse delivered the graveside speech at the funeral of veteran Fenian Jeremiah O'Donovan Rossa. His words – 'Ireland unfree shall never be at peace' proved a rallying point for republicans in Ireland and abroad and secured his position as a leading figure in the Volunteers and the IRB. In September, Pearse was elected to the Supreme Council of the IRB. Seen as respectable and articulate, he was selected as a member of Military Council where he had a major role in organising the Rising. Pearse is remembered as the leader of the 1916 Rising and for his belief in the idea of 'blood sacrifice' – fighting with the knowledge that there was no chance of military success but believing that their deaths would inspire future generations to fight for Irish freedom.



### Questions:

1. ....
2. ....
3. ....

## Character Fact Sheet 5: Eoin MacNeill

Gaelic scholar and nationalist Eoin MacNeill was the sixth of eight children born to merchant, Archibald MacNeill in Glenarm, Co. Antrim on 15 May 1867. MacNeill was deeply influenced by his upbringing in the Glens of Antrim with its Irish language traditions. The MacNeill family also attached considerable importance to education and in 1885 he secured a scholarship to study Modern Languages. He began work as a civil servant in Dublin in 1887 and in the same year he began studying the Irish language in earnest. In 1893, together with Douglas Hyde, MacNeill founded the Gaelic League - an organisation devoted to the preservation of the Irish language. A brilliant linguist and historian, MacNeill was appointed Professor of Early Irish History at University College Dublin (UCD) in 1909. He became a renowned scholar, best known for his work on early Irish law and on St Patrick.



On 1 November 1913 MacNeill published an article, 'The North Began', in *An Claidheamh Soluis*. He urged nationalists to follow the example of the Ulster Volunteer Force (UVF), prompting the IRB to invite him to head up the Irish Volunteers, which was formed twelve days later. He also encouraged the creation of a complementary women's force, Cumann na mBan. As Chief-of-Staff of the Volunteers, MacNeill was involved in planning the importation of arms during the Howth gunrunning of July 1914.

Following the Volunteer split in September 1914, the minority of about 11,000 continued under MacNeill's leadership. This new, smaller force was largely controlled by the IRB and had little regard for Home Rule. MacNeill disagreed with the Irish Republican Brotherhood's plans for an armed rising involving the Volunteers. He believed that military action without a clear prospect of success was 'morally wrong'. For MacNeill, armed action could only be justified if the British tried to disarm the Volunteers or to forcibly impose conscription (compulsory service in the British army).

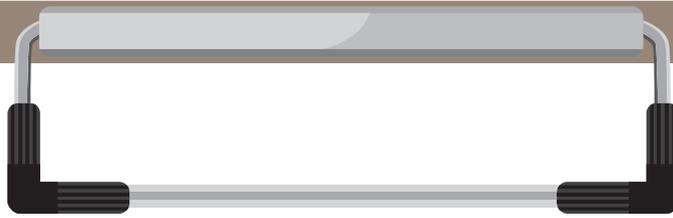
In the meantime, the IRB organised routine maneuvers for Easter Sunday 1916 as a cover for an uprising throughout the country.

On Wednesday 15 April 1916 the IRB conspirators in the Military Council presented MacNeill with a forged document (the 'Castle Document'), which suggested that the British intended to arrest the main Volunteer leaders. They also told him about the German arms bound for Ireland on board the *Aud*. Believing that there was an immediate threat to the Volunteers, and that a rising would have a good chance of success, MacNeill agreed to a general mobilisation on Easter Sunday.

When he discovered that he had been deceived, a furious MacNeill issued a countermanding order cancelling the mobilisation. As a result, the 1916 Rising was postponed until Easter Monday, and almost entirely confined to Dublin. Even there, numbers were only about a quarter of what they might otherwise have been.

### Questions:

1. ....
2. ....
3. ....



### Feedback Form: 1

I think that the character of  answered the questions  
Convincingly  Quite convincingly  Not convincingly

Because:

The advice I would give to the actor to make the character more convincing would be:

### Feedback Form: 2

I think that the character of  answered the questions  
Convincingly  Quite convincingly  Not convincingly

Because:

The advice I would give to the actor to make the character more convincing would be:

### Feedback Form: 3

I think that the character of  answered the questions  
Convincingly  Quite convincingly  Not convincingly

Because:

The advice I would give to the actor to make the character more convincing would be:

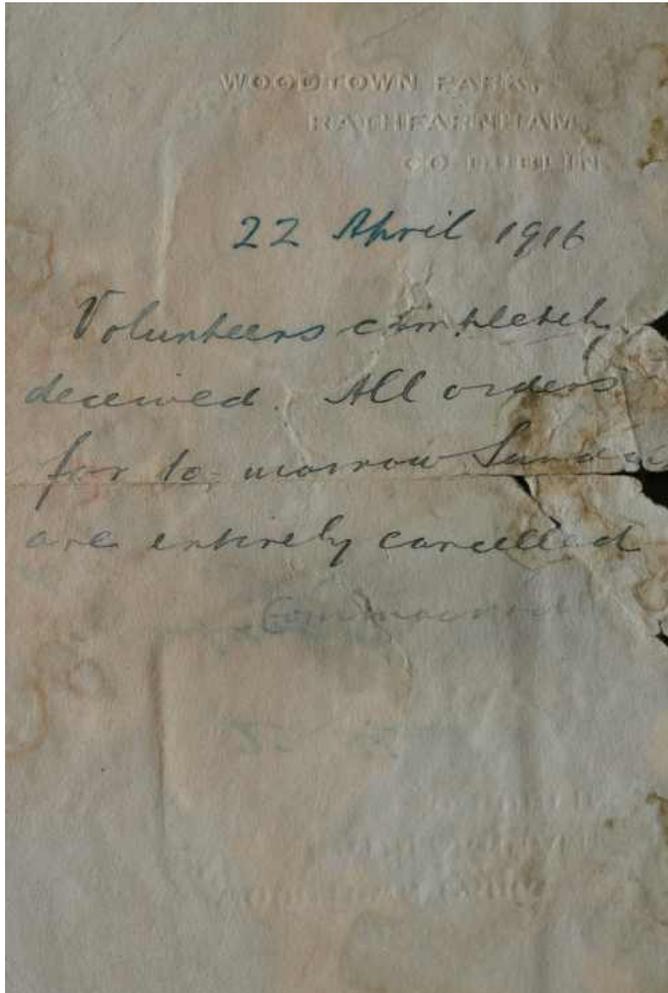
### Feedback Form: 4

I think that the character of  answered the questions  
Convincingly  Quite convincingly  Not convincingly

Because:

The advice I would give to the actor to make the character more convincing would be:

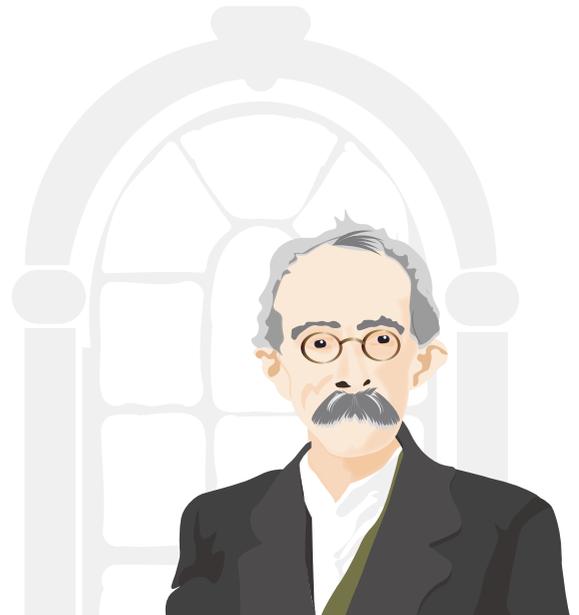
## LESSON 3: THE VOYAGE OF THE AUD AND THE COUNTERMANDING ORDER



**Picture A:** Eoin MacNeill's countermanding order cancelling manoeuvres planned for Easter Sunday, 1916  
[Source: *Irish Examiner*]



**Picture B:** The Irish Citizen Army (ICA) in formation outside ITGWU headquarters in Liberty Hall, Dublin in late 1914.  
[Source: *National Library of Ireland, KE 198*]



### TASK 1: COMPREHENSION

In the pages that follow, you will find a narrative account of the events during the Military Council crisis meeting at Liberty Hall on Easter Sunday 1916. Thomas Clarke, Eamonn Ceannt, Joseph Plunkett, Patrick Pearse, Thomas MacDonagh, Sean MacDiarmada and James Connolly have just seen Eoin MacNeill's countermanding order and must decide whether or not to go ahead with the planned rebellion.

Individually, read the narrative and answer the short comprehension questions that follow.

## Liberty Hall, Sunday 23 April

The mood was melancholy in Liberty Hall at 9:00am on Easter Sunday morning, 1916. Thomas Clarke, one of the primary architects of the carefully-laid plans for a nationwide rebellion, thumbed furiously through that morning's edition of the 'Sunday Independent'. Finally finding the relevant page, he held up the offending article to the other members of the IRB Military Council. It was Eoin MacNeill's countermanding order, cancelling the Volunteer 'manoeuvres' planned for that day.

'He's ruined us!' Éamonn Ceannt exclaimed, bringing his fist down hard on the pine table at the centre of James Connolly's office. The others nodded in reluctant agreement. The loss of the Aud and the arrest of Roger Casement on Friday had been a terrible blow, but this seemed to be the final nail in the coffin of the planned rebellion.

The Volunteers in Kerry had been expecting to meet the Aud on Sunday, but the German ship with its cargo of 20,000 rifles and 10 machine guns had arrived off the coast of Kerry much earlier than expected. In the meantime, the British navy had cracked the

German telegraph codes and moved southwards to intercept the Aud. Captain Spindler sailed into Tralee bay but was soon captured by the Navy and escorted to Cork Harbour. He proceeded to sink the ship rather than have the weapons fall into British hands.

'Our weapons are lost and our army scattered', Ceannt moaned.

Sean MacDiarmada struck the table with his brass-tipped walking stick, drawing the full attention of his co-conspirators.

'This rebellion has been a year and a half in the planning', MacDiarmada said. 'Our officers are ready, the plans are drawn up and the men are trained. We still have the element of surprise and, believe me, we won't get a chance like this again.'

'So what do you suggest?' Connolly demanded, his Scottish accent more pronounced in times of extreme frustration. 'MacNeill is the Volunteer chief-of-staff' and his men will follow his orders. The country has stood down and ...'

'No', Clark interrupted, moving into the morning light filtered through the shuttered windows of Liberty Hall. At fifty-eight, the veteran Fenian was the oldest of the assembled men, his face creased with the vestiges of fifteen years in an English prison.

'Postponement isn't an option! We must stick to our original plan. If we don't strike now, we never will.'

Ceannt sighed. 'We could postpone, but not for too long. The authorities are ready to suppress the Volunteers at any moment.'

'Just think for a moment,' Joe Plunkett cautioned. The young Volunteer leader was pale and thin, visibly suffering the effects of tuberculosis. He paused for a moment, his hand moving to the bandage encircling his throat.



'Postponing for one day would be the smart move', he said. 'We will still have the element of surprise, but also have time to send out messengers with a dispatch countermanding the countermand. We go out tomorrow, on Easter Monday.'

Patrick Pearse smiled at the suggestion, his excitement returning. While Clarke and MacDiarmada might still hold out hope of a military success, he knew that their great military enterprise was now reduced to more of a symbolic gesture. They would make a dramatic statement that the world could not ignore. True, it would likely end in their deaths, but every life lost would be an inspiration for others to continue the struggle for Irish independence. Theirs would be a blood sacrifice! How fitting, he thought again, that they would strike at Easter - a time of resurrection and rebirth.

Aware that he had been out-voted, Clarke reluctantly resumed his seat at the table and began shuffling through a tall stack of papers. 'Well, if that is the consensus', he said impatiently, 'we should turn to the next order of business - the Proclamation of an Irish Republic'.

'Indeed', said Thomas MacDonagh, the Tipperary-born poet and teacher who had been a late addition to the Military Council. 'The final draft is ready. It will be read out by the President of the Provisional Government outside Volunteer Headquarters tomorrow'.

'So, we just need to elect a president', Connolly smiled, aware that it may be a controversial decision.

'I nominate Clarke', said MacDiarmada promptly, 'out of respect for his years of service to the republican cause'.

His words were met with mumbled agreement but the subject of the nomination shifted uncomfortably in his seat. Clarke, who had

been a member of the underground Fenian movement for almost forty years, had spent a lifetime working in the shadows and shunning the limelight. He was uncomfortable with the idea of being a figurehead.

'No', said Clarke 'We need a man with charisma, someone with the presence and the oratorical ability to make the historic address ... someone like Pearse.'

All eyes turned to the young poet who raised his chin proudly and smiled. 'I will', he said, knowing he was ready to embody the cause for which he was willing to give his life.

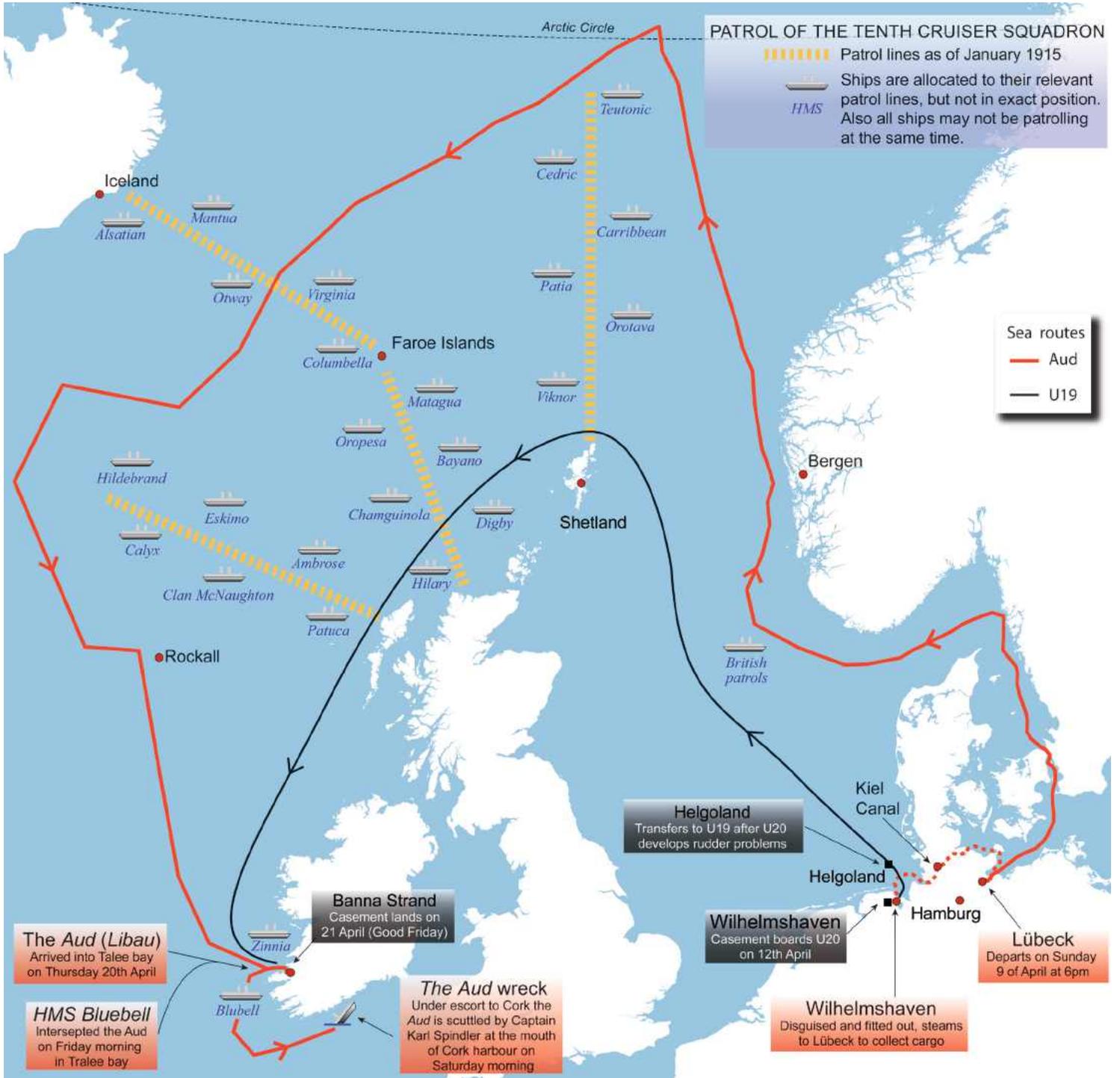
'Right', said Clarke, taking a fountain pen from his top pocket, 'that's settled. Patrick Pearse is elected the President of the Irish Republic and Commandant General of the Army of the Irish Republic - an amalgamation of the Irish Volunteers and the Irish Citizen Army.'

As leader of the ICA, Connolly would take the role of Commandant General of the army's Dublin Division. He was comfortable in the important military role, having served for much of his youth in the British Army. He knew he had an inherent authority and a tactical mind. Charged with a new sense of purpose, Connolly watched as Clarke signed his name beneath the carefully composed words of the Proclamation before passing the document to the other members of the Military Council.

1. In what newspaper was Eoin MacNeill's countermanding order printed?
2. In your own words explain why the loss of the Aud was such a blow to the IRB plans for a nationwide rebellion.
3. Give two reasons why Sean MacDiarmada felt that the Rising should go ahead
4. Why was Pearse willing to fight, knowing there was little chance of military success?
5. What was the final decision of the Military Council about the Rising?
6. What two roles were given to Patrick Pearse during the meeting on Easter Sunday?

- Document A -

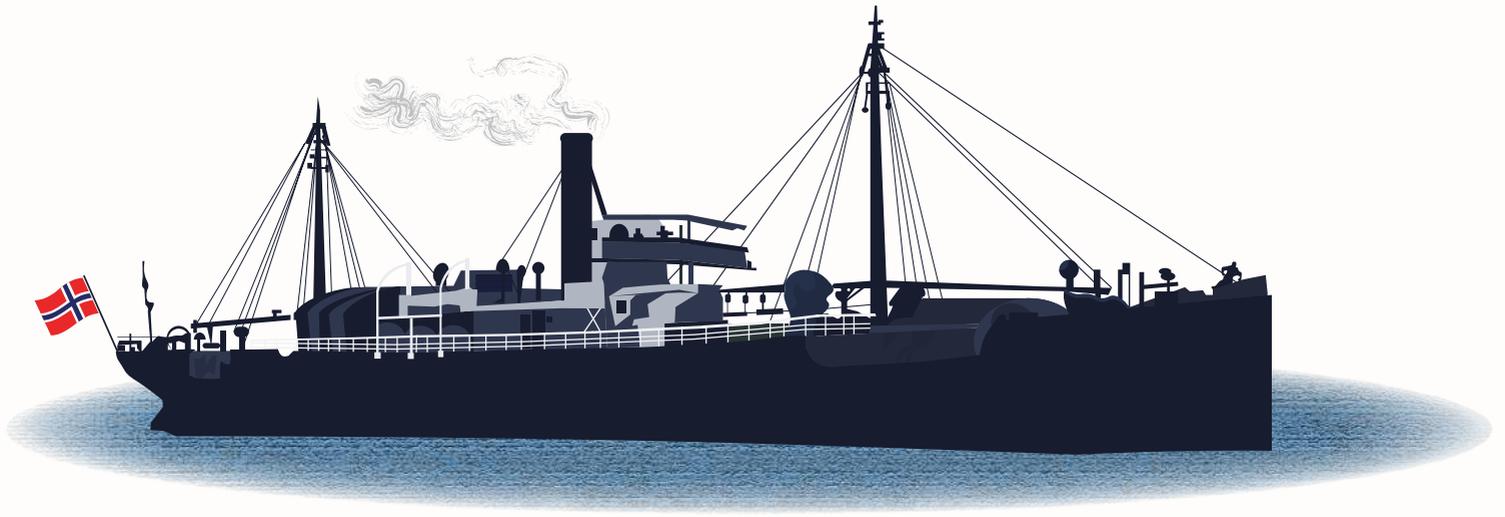
Map showing the routes of Roger Casement's submarine U19 and the *Aud* in 1916



TASK 2: READING A MAP

Examine the map closely, read the summary of events on the next page and then answer the questions that follow:

## THE VOYAGE OF THE AUD



**Summary:** At the outbreak of World War 1, the IRB Military Council and the German government agreed to land arms for an Irish uprising anytime between Thursday 20th and Sunday 23rd April 1916. As the time drew closer, the IRB became worried that an early landing would alert the authorities and spoil the uprising. They requested a delay until Easter Sunday. However, by the time the message arrived in Germany, the arms ship had already departed from the Baltic port of Lubeck.

The German cargo steamer, *SMS Libau* commanded by Lt. Karl Spindler had a crew of 22 men and a cargo of 20,000 rifles. To avoid detection by the British Navy, the crew had carefully disguised the German ship to look like the Norwegian freighter, the *Aud*. Spindler evaded the Royal Navy's blockade off the German coast by moving far to the north above Iceland before

darting south through assorted British picket ships. The *Aud* arrived off the southwest coast of Ireland on Thursday night. Unaware of the changed landing time, and possessing no radio, Spindler missed the intended rendezvous with the German U-boat carrying Sir Roger Casement.

Meanwhile, the British government had cracked Germany's telegraph codes and were aware of the gunrunning operation. The *Aud* managed to enter Tralee Bay undetected and fruitlessly searched for signals from the shore.

At 1pm the *Aud* was intercepted by Royal Navy ships and escorted to Cork Harbour. Spindler sank the vessel on Saturday morning ending all hopes for a national uprising.

## COMPREHENSION QUESTIONS

### Document A and Summary

1. Describe two strategies used by Spindler and his crew to avoid detection by the British Navy.

.....

.....

2. At the mid-point in their voyage, the *Aud* passed through the path of two British patrol ships off the Icelandic coast. What were the names of these ships?

.....

.....

3. What was the significance of the fact that Spindler did not have a radio on board the *Aud*?

.....

.....

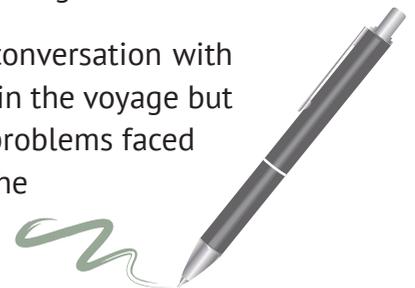
4. What was the name of the British naval vessel that captured the *Aud* on Good Friday 1916?

.....

### TASK 3:

Based on your reading of the map and summary, choose one of the following three tasks:

**Option 1:** Write a short narrative featuring Captain Karl Spindler in conversation with one other character. The scene may take place at any point in the voyage but should show an understanding of the route taken and the problems faced by Spindler and his crew. You should use Document A and the narrative at the beginning of this workbook as inspiration.



**Option 2:** Write the short diary entry that Captain Spindler might have written on Friday 21st April 1916. He has just been intercepted by the British navy and the ship is being escorted to Cork Harbour. Try to blend the factual details with the emotions he might have been feeling and his plans for the future.

**Option 3.** Using the template on the next page of this worksheet, storyboard the events of Good Friday, Easter Saturday, Easter Sunday and Easter Monday 1916.

- o Plan your story before you begin to draw. Brainstorm all of the key moments on the 21st-24th April 1916
- o Choose what you consider to be the most significant key moments and bring those moments to life using your artistic skills.
- o If you include speech bubbles, choose your text carefully to best sum up the event/ key moment.



*Friday 21st April 1916*

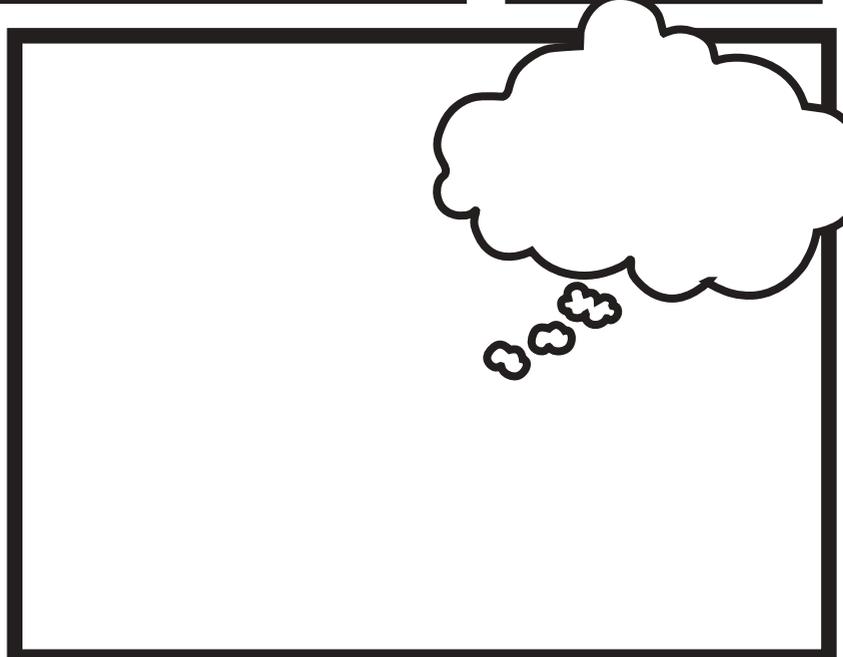
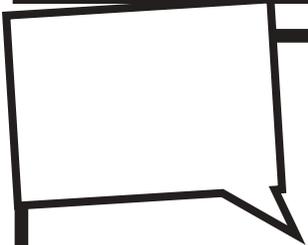
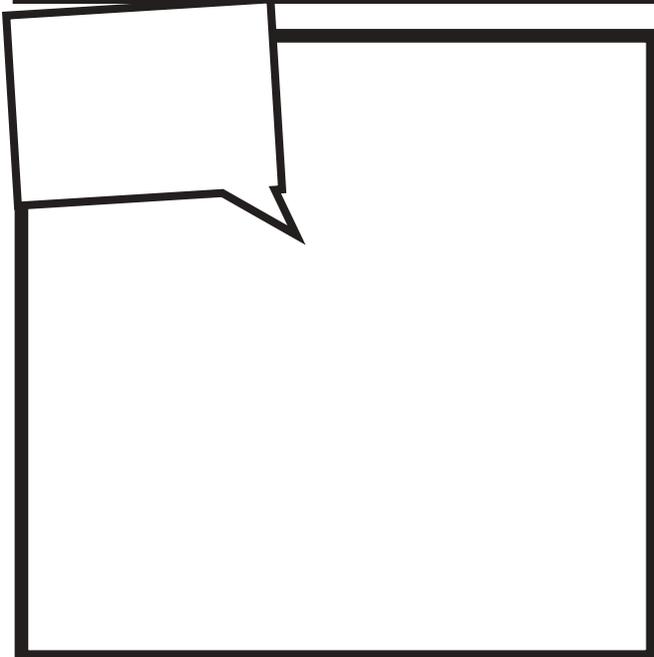
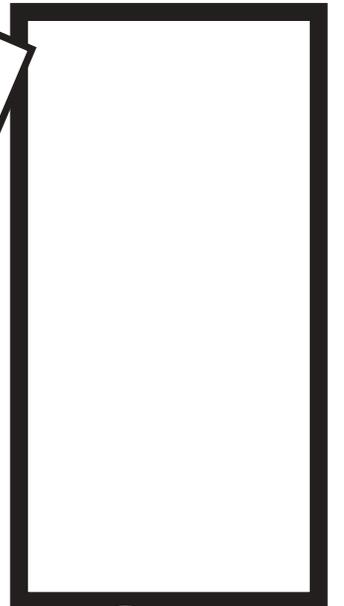
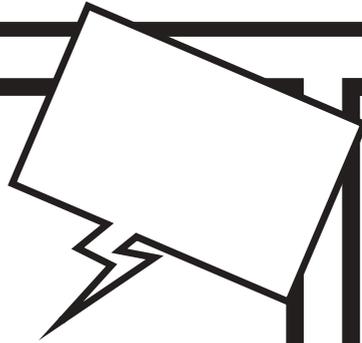
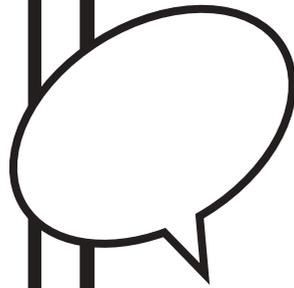
*Saturday 22nd April 1916*

*The Lead up to  
the 1916 Rising*

*Sunday 23rd April 1916*

*Monday 24th April 1916*

# The Eve of Rebellion



## LESSON 4: REPORTING THE RISING

The date is Saturday 29th April 1916. After heavy losses on both sides, the rebels in Dublin have finally surrendered to the Crown Forces. Barricaded into their homes for most of Easter Week, Dubliners have been starved of information. They do not know why their city has been gripped by bloody fighting.



Most newspapers have been unable to operate. Sean Connolly's ICA men occupied the *Daily Express* on Cook Street on Easter Monday, and the offices of the *Freeman's Journal* were burned to the ground.

### TASK 1:

You are a member of a newspaper team and your offices are finally open. It is time to report the news.

- Step 1* Your teacher will divide the class into groups of four students. Each group represents the staff of a different newspaper.
- Step 2* You will be informed of the location of your newspaper offices and, because of the danger involved, you will mostly report on the events in your immediate vicinity.
- Step 3* The first thing you should do as a group is decide on a name for your newspaper.
- Step 4* Now decide who will take on the different roles in your newspaper. Read the **responsibilities** associated with each role and, as a group, discuss what skills are required for each role.
- Step 5* Once you have decided, the editor should fill in the **Newspaper-Staffing Sheet** below and return it to your teacher.



## **Newspaper Staffing Sheet**

Name of Newspaper: \_\_\_\_\_

Location of Newspaper: \_\_\_\_\_

Editor: \_\_\_\_\_

Journalist: \_\_\_\_\_

Journalist: \_\_\_\_\_

Design Editor: \_\_\_\_\_

# Running a Newspaper: Roles and Responsibilities

## Roles

## Details

### **Editor (x1)**

- This is a role of responsibility
- The editor has final say on all content published by the newspaper
- You will assign assignments to the staff (research, writing, photography/drawing, etc)
- You will decide on headlines for the newspaper articles
- You will set the deadlines
- You will coordinate the work of the team
- You will edit the articles for spelling, punctuation and accuracy before they go to print
- You will research what front pages of newspapers looked like in 1916 and, based on your research, design the layout of your newspaper's front page

### **Journalists (x2)**

- You will attend the briefing meeting with your editor
- Take note of the writing assignment you have been given
- You will use a variety of sources including maps to investigate the details of what happened during Easter Week in the areas closest to your newspaper offices
- You will interview local people, rebels or British soldiers as part of your investigation
- You will make sure that your writing is factually correct and objective
- You will write one article each about the events of Easter Week in your area
- You must plan, write and edit your articles
- You will submit the articles to your editor for editing by your assigned deadline
- You will consult with the Design Editor about the image(s) to accompany your articles

### **Design Editor (x1)**

- You will attend the briefing meeting with your editor
- You will design the masthead for the newspaper and the advertisements
- You will consult with the journalists and the editor about what type of image(s) would best complement the articles
- You will source or create the two images to be used on the on the front page  
The images may be original pieces of work, photographs or a map created by you

## REPORTING THE RISING

### Step 6

Once the roles have been assigned and the newspaper named, your teacher will distribute the research materials you will need to publish your newspaper.



All groups should receive:

**(a) The Overall Garrison Map:** This gives you a birds-eye view of Dublin during the 1916 Rising. It shows the locations of main rebel strongholds and the areas under British military control.

**(b) Map of the GPO and the O'Connell Street Area:** This gives you a more detailed outline of the area for investigation and the events that occurred there.

### Step 7

Once your teacher informs you of the **deadline** for the project, it is time to start planning, researching and writing.

Each group should do some preliminary research about the events that occurred during Easter Week in Dublin, and particularly around the GPO. You will find excellent information at Google Maps virtual tour of the 1916 Rising.

<https://dublinrising.withgoogle.com/welcome/>

Once you have a general idea of the events, you should consult the maps for additional detail to add to your articles or to inspire your images.

In order to examine the human perspective, or to find relevant quotations for your article, you might consult the witness statements available online from the Bureau of Military History: <http://www.bureauofmilitaryhistory.ie/bmhsearch/search.jsp>

### Step 8

Journalists should consult the **inverted triangle** on the next page to help with the structure of their articles.

### Step 9

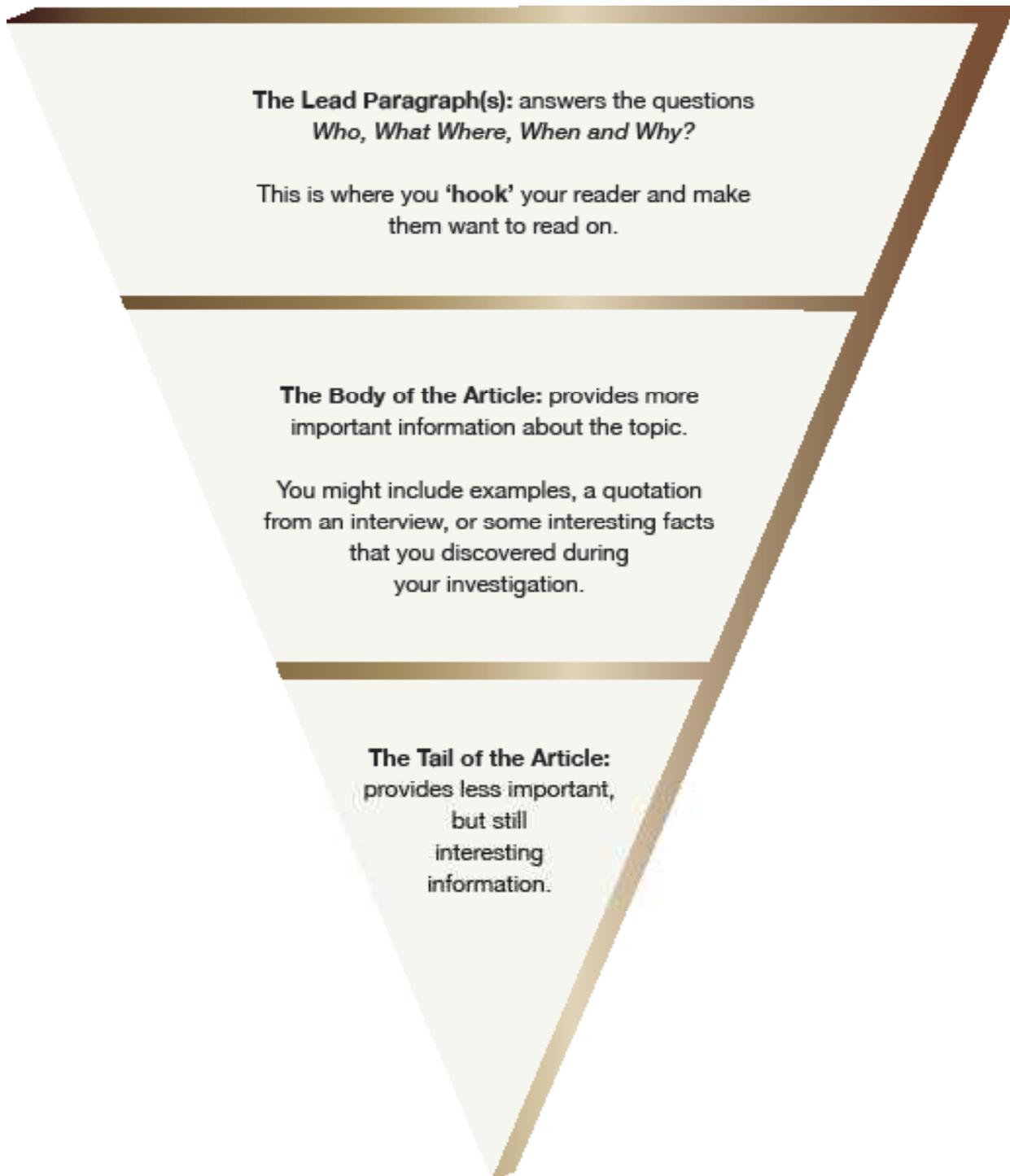
Once the newspapers are finished, the teams will present their front pages to the rest of the class. The presentation may be in the form of a PowerPoint, in hardcopy or in digital format. Each member of the team should explain his or her input into the creation of the newspaper and the main points in the articles.

### Step 10

After each of the presentations, the other members of the class should take a moment to consider what they have heard. Each student should prepare **one question** for the newspaper team. The question might be based on the content of the articles, their design choices or their opinions about what they have written.

## THE INVERTED TRIANGLE:

This graphic provides gives the basic structure of an informative newspaper article and you should use it when planning your articles.



***Remember that your primary task is to report the news. You should try to provide information from different points of view and always remain factual and objective.***





# WEEKLY



Advert here

Advert here

Add your newspaper title here

VOL. 44.0.2,278

DUBLIN, Sunday April 30th, 1916

PRICE ONE PENNY

## BANNER HEADLINE HERE

TITLE OF THE FIRST ARTICLE  
By-line: *journalist's name*

*Continue first article here*

*Image here with caption below*

*Image here with caption below*

TITLE OF THE SECOND ARTICLE  
By-line: *journalist's name*

*Continue second article here*

## LESSON 5: THE AFTERMATH OF THE RISING

---

### TASK 1:

Examine the photograph closely and then answer the questions that follow.

#### - Picture A-

The ruins of Abbey Street, Sackville (O'Connell) Street and the GPO in the aftermath of the Rising



[Photo: National Library of Ireland, KE 119]

### COMPREHENSION QUESTIONS

1. In not more than three sentences, briefly describe what you see in this picture.

-----

-----

-----

2. Can you identify two pieces of evidence that show that the rebels in the GPO came under fierce attack?

.....

3. Can you identify three methods of transportation used by the people of Dublin in 1916?

.....

.....

4. In your opinion, is this photograph a reliable source of evidence about the aftermath of the 1916 Rising? Explain your answer.

.....

.....

## TASK 2: DIFFERENT POINTS OF VIEW

Imagine that the photograph was printed in a newspaper on Sunday 30 April 1916.

*Step 1:* You will be assigned a number between 1-6.

*Step 2:* Find your number beside one of the people listed below and examine the image again from their point of view.

1. *A resident of the Sackville (O'Connell) Street area in 1916*
2. *The neighbour of a young child killed in the 1916 Rising*
3. *A member of the GPO garrison under Patrick Pearse during Easter Week*
4. *A soldier in the British Army who was on duty in Sackville Street when it was shelled on Friday 28 April 1916*
5. *The wife of an Irishman serving with the British army in France in 1916*
6. *An unemployed labourer from a tenement building in the Sackville Street area who engaged in looting during Easter Week*

*Step 3:* Remaining in character, choose five words that best describe how the photograph makes you feel. Write the words in the space below.



*Step 4:* Each student should find three other students with the same number/ person.

*Step 5.* Using the place mat below, the group of four should compare their words and, together decide on the final list of seven words.

**Student A:** My 5 words to describe the image are

**Student B:** My 5 words to describe the image are

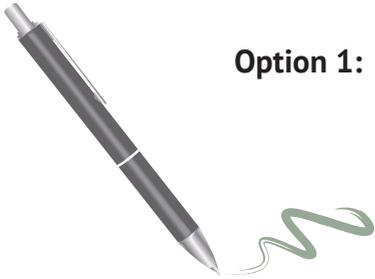
**Student C:** My 5 words to describe the image are

**Student D:** My 5 words to describe the image are

Identity of person from 1916

Final List of 7 words:

**Step 6:** Based on the seven words chosen by your group and the feedback from the other groups, choose one of the tasks below.



**Option 1:** Using the template provided, write a short dramatic scene in which your chosen character discusses his/her reactions to the Rising with another character of your choice. Try to include a selection of the emotions/ reactions you recorded in the previous task. (*You might decide to write the dramatic scene as a group and perform it for the class.*)

**Option 2:** Write the short diary entry your character might have written on Sunday 30th April 1916 in the immediate aftermath of the 1916 Rising. Try to include a selection of the emotions/ reactions you recorded in the previous task.

Name of the Play: \_\_\_\_\_

**Act 1, Scene 1:**

Setting: \_\_\_\_\_ (*where is the drama taking place?*)

Time of Day: \_\_\_\_\_

Name of character 1: \_\_\_\_\_ Identity: \_\_\_\_\_ (*e.g. British Soldier*)

Name of character 2: \_\_\_\_\_ Identity: \_\_\_\_\_

Stage Directions (*placement of characters, props, sound effects, etc.*)

**Dialogue:**

Character 1:

Character 2

Character 1:



*Using the template as a starting point, you can add as much dialogue and as many stage directions as you wish.*

LESSON 6: EXECUTION, DEPORTATION AND CHANGES IN OPINION

- Document A -

Letter written by Éamonn Ceannt to his wife Áine shortly before his execution at dawn on 8 May 1916

13 O'Connell Road

2.30 a.m.  
8/5/16

My dearest wife Áine,  
 Not wife but widow before these  
 lines reach you. I am here without hope of this world  
 and without fear, calmly awaiting the end. I have had  
 Holy Communion and Fr Augustine has been with me and  
 will be back again. Dearest "silly little Fanny". My poor  
 little sweetheart of — how many — years ago. "Ever my  
 Comforter, God comfort you now. What can I say?" I  
 die a noble death, for Ireland's freedom. Men and women  
 will vie with one another to shake your dear hand. Be  
 proud of me as I am and ever was of you. My cold ex-  
 treme was her a mask. It has served me in these last days.  
 You have a duty to me and to Róimán, that is to live.  
 My dying wishes are that you shall remember your state of health,  
 work only as much as may be necessary and freely accept  
 the little attentions which in due time will be showered upon  
 you. You will be — you are, the wife of one of the leaders of  
 the Revolution. Sweet, still you are my little child, my dearest  
 pet, my sweetheart of the hawthorn hedges and summer  
 eves. I remember all and I banish all that I may be  
 strong and die bravely. I have one hour to live, then God's  
 judgment and, through his infinite mercy, a place near your  
 poor Franmi and my mother and father and Gem and all  
 the fine old Irish Catholics who went through the scourge  
 of similar misfortune from this Vale of Tears into the Promised  
 Land. *Bíod' m'páirí agas a scéipín mo éiríde. Tóis so ceann  
 agus bíod' foige agas go h'eiríde a céile agas, bí f'láirí de-  
 ceas, m'p' agas Róimán teag' boir.*

Adieu  
 Éamonn

**A Short Biography of Éamonn Ceannt:** The son of an RIC constable, Éamonn Ceannt was raised in County Louth and educated by the Christian Brothers in Dublin. He was attracted to the Gaelic League in his late teens, and devoted himself to the Irish language and music. He met Frances (Fanny) O'Brennan through Gaelic League circles and they married in 1905. Their son Rónán was born in the following year. Like many others who joined the Gaelic League, Frances adopted an Irish name, Áine, in 1909.



In the years that followed Éamonn Ceannt gravitated to physical force republicanism, first with the Irish Republican Brotherhood and later as a leading member of the Irish Volunteer Executive. Aine and her sister, Lily O'Brennan, joined Cumann na mBan when it was formed in 1914. Éamonn was elected to the IRB Supreme Council in 1915, and was thereafter brought onto its Military Council. With fellow signatory of the Proclamation, Joseph Plunkett, he developed the plan for the Rising. During

Easter Week 1916, Ceannt and his battalion skillfully defended the South Dublin Union in fierce, close-quarter combat. He is remembered as one of the outstanding military leaders of the insurrection. He was executed in Kilmainham Jail on 8 May 1916.

**TASK 1:**

Examine the letter (*Document A*) closely and then answer the questions that follow:

1. At what time of day was the letter written? .....
2. Can you find three pieces of evidence in the letter to show that Ceannt was a devout Catholic?

.....

.....

.....

3. What, according to Ceannt, is Áine's 'duty' after his death? .....
4. Would you agree that the letter shows 'courage and dignity' in the face of execution?  
 Explain your answer using evidence from the letter

.....

.....

.....

5. Can you identify one other emotion present in the letter? .....

Can you name at least three of the other leaders executed in May 1916.  
.....

6. Personal letters, such as this one written by Éamonn Ceannt, can be useful to historians. Give one advantage and one disadvantage of using personal letters as historical sources.

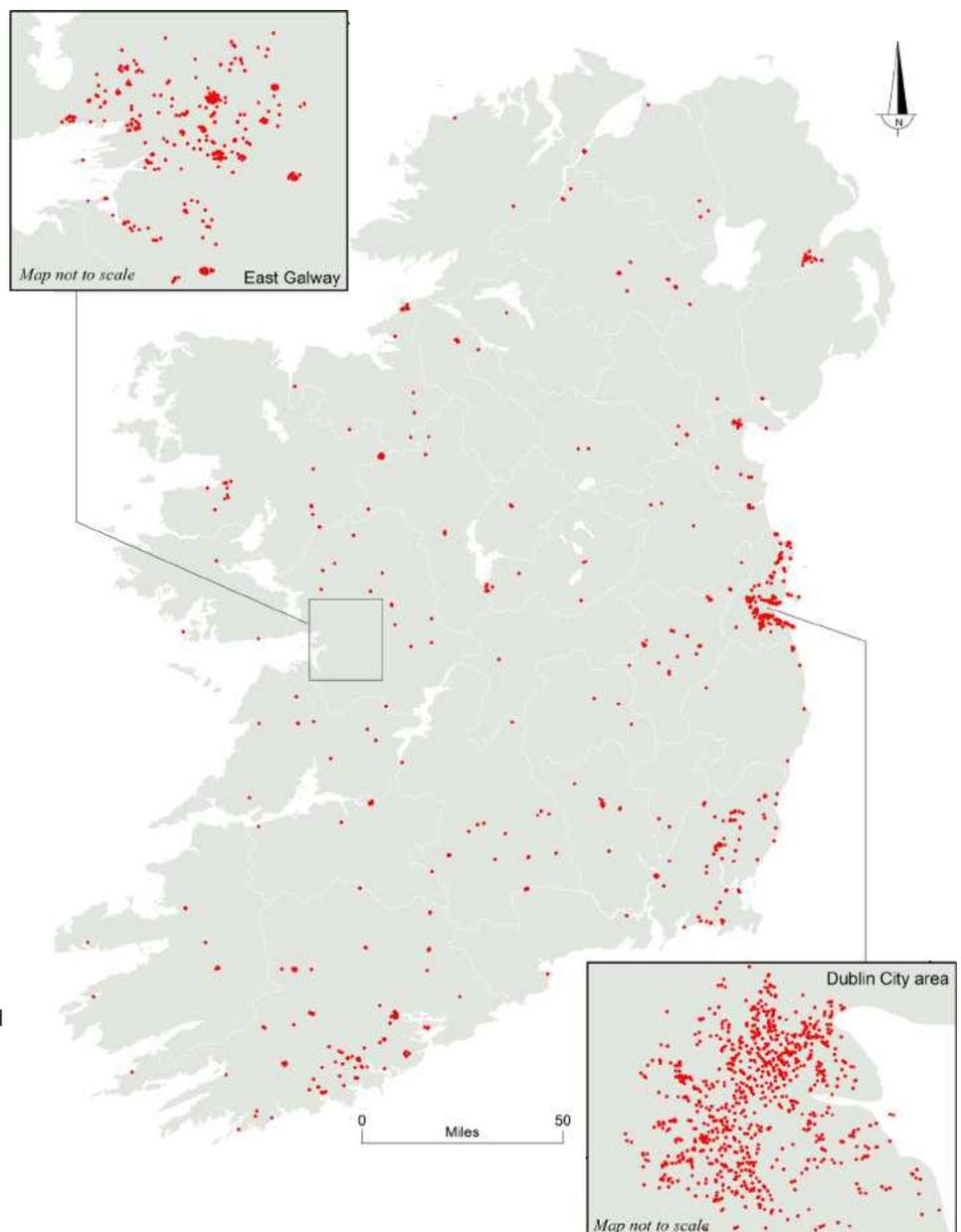
Advantage: .....

Disadvantage: .....

7. **Point for Discussion:** In what way do you think that the publication of letters like this one, and details of the execution of fifteen leaders of the 1916 Rising, might have changed people's feelings about the Rising?

**- Document B -**

**Map showing the addresses of the 2,486 persons listed as detained and deported during May and June 1916**



**Caption:**

In the weeks following the 1916 Rising thousands of people were arrested, imprisoned and interned with almost 2,500 deported to various detention centres in Britain.

The military authorities released lists showing the names and addresses of those deported, the date deported, and the place detained. These lists were included in the 'Sinn Féin Rebellion Handbook, Easter 1916' published by the *Weekly Irish Times*. This map, created by plotting the home addresses of the deportees, highlights in particular the impact of the Rising outside of Dublin.

## TASK 2: READING A MAP

---

Examine the map closely and then answer the questions that follow.

1. In what way does the map highlight the impact of the Rising outside Dublin? .....  
.....
2. Based on your reading of the map, which four counties in Ireland saw the most people arrested in May-June 1916?  
.....
3. Based on your reading of the map, why do you think that the arrests and deportations contributed to the change in public opinion about the Rising?  
.....  
.....
4. In what ways might a map like this one be useful to historians?  
.....  
.....

## TASK 3: BEING A HISTORIAN

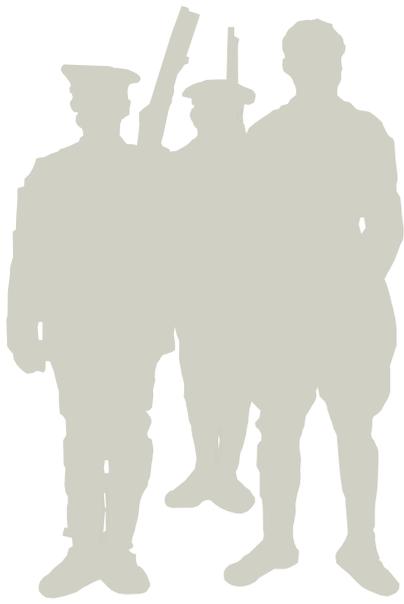
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The map above was created by plotting the home addresses of the 2,486 deportees listed in the *Sinn Fein Rebellion Handbook, Easter 1916* published in 1917 by the *Weekly Irish Times*. This very valuable primary source contains articles that ran in the newspaper in the month after the Rising. It also includes lists of casualties, buildings destroyed, prisoner's names, photographs and maps. *The Rebellion Handbook* has been digitised and is available to read online at <https://archive.org/details/sinnfeinrebellio00dubl/page/68>

- Step 1:* Your teacher will divide the class into groups of three students. Each group will be assigned one of the following counties: Wexford, Kildare, Galway, Tyrone, Mayo, Kerry, Belfast, Dublin and Tipperary
- Step 2:* Access the Rebellion Handbook online and turn to p. 69. This is the beginning of the list of prisoners deported and released after the 1916 Rising. Flip the pages to find the list of prisoners deported between 8 May and 20 May 1916. You will see that the handbook often tells you where they were sent in England. In many cases, the profession of the prisoner is listed as well as their name and address.
- Step 3.* Each group should search for the names of **6 prisoners** from their assigned county who were deported between 8 and 20 May 1916. Take note of their home addresses, date of deportation, destination prison and occupation, where listed.

Name of Prisoner	Home Address	Occupation	Date Deported	Destination Prison

- Step 4:* Now that you have filled in the table, you are ready to plot the results on the map on the next page. Use an online map of Britain to find the locations of the destination prison(s) you listed.
- Step 5:* Mark these locations on the blank map of Britain on the next page.
- Step 6:* In the box below the map on the next page, draw the outline of your allocated county. Using an online map of that county, locate and mark in the prisoners' home addresses that you listed.
- Step 7:* Write each prisoners' name beside their home address and a symbol to represent their occupation.



## TASK 4: DIFFERENT POINTS OF VIEW

Based on the results of your research, your examination of primary sources and the image below, write a short essay about how the executions and deportations affected public opinion about the Rising. Try to include as many facts and specific examples as possible.

### 1916 Rising: The Executions



Patrick Pearse



Thomas Clarke



Thomas McDonagh

**3 May 1916**



Joseph Plunkett



Michael O'Hanrahan



Edward Daly



William Pearse

**4 May 1916**



John McBride

**5 May 1916**



Eamonn Ceannt



Con Colbert



Sean Heuston



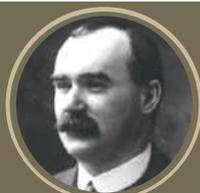
Michael Mallin

**8 May 1916**



Thomas Kent

**9 May 1916**



James Connolly



Sean MacDermott

**12 May 1916**

**Question:** In what ways did the arrest and deportation of thousands of suspected rebels and the execution of fifteen rebel leaders, affect public opinion about the Rising.



**Paragraph 1.** Introduction (A brief summary of the 1916 Rising)

.....

.....

.....

.....

.....

.....

**Paragraph 2:** In the immediate aftermath of the Rising people felt ..... and .....  
The reasons for that initial reaction were:

*Reason 1 with explanation* .....

.....

.....

.....

.....

*Reason 2 with explanation* .....

.....

.....

.....

.....

**Paragraph 3:** Public opinion slowly began to change. There were two main reasons for this

*Reason 1 with example* .....

.....

.....

.....

*Reason 2 with example* .....

.....

.....

.....

**Paragraph 4:** Conclusion:

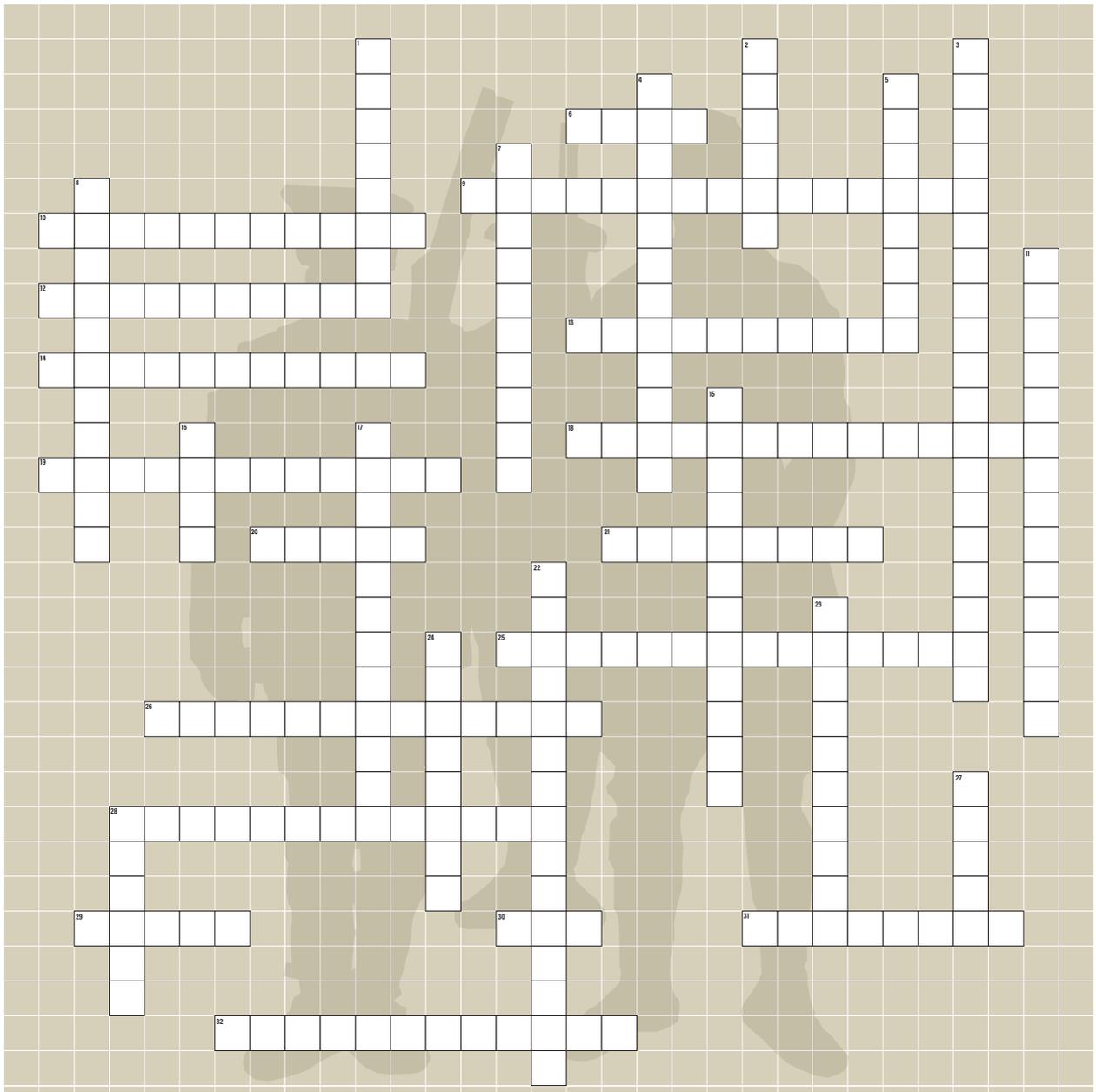
Therefore, .....

.....

.....

.....

# 1916 RISING CROSSWORD



## 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