



## Unit 5:

### *Mapping the 1916 Rising*

SENIOR CYCLE WORKSHEETS

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## UNIT 5:

### LESSONS 1-2: THE EVE OF REBELLION: IRELAND 1910-1916


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

#### YOUR TASK:

*Step 1:* You will have seven minutes to fill in the gaps in the sentences below

*Step 2:* When your seven minutes are up, compare your answers with the person beside you

*Step 3:* In pairs, use your answers to help you to complete the timeline on the next page  
*As you learn more about the Rising, you will be able to complete the last four boxes*

- 

☐ Write a title for the significant event(s) that happened on each year on the timeline  
☐ In the boxes provided on the timeline, write a short sentence to explain each title  
☐ In the circles, draw a symbol to represent each event

### THE ROAD TO THE RISING

John Redmond's Irish Parliamentary Party (IPP) won seventy-one seats in the general election of January 1910. This result meant that the Home Rule party held the b\_\_\_\_\_ of power between the C\_\_\_\_\_ and the Liberals in the House of Commons, and was in a position to force the Liberal Party to commit to a new Home Rule Bill for Ireland. In the following year, the power of the House of Lords to v\_\_\_\_\_ any bill permanently was removed under the P\_\_\_\_\_ Act and, on 11 April 1912, Liberal Prime Minister, Herbert A\_\_\_\_\_, introduced the Third Home Rule Bill to the House of Commons.

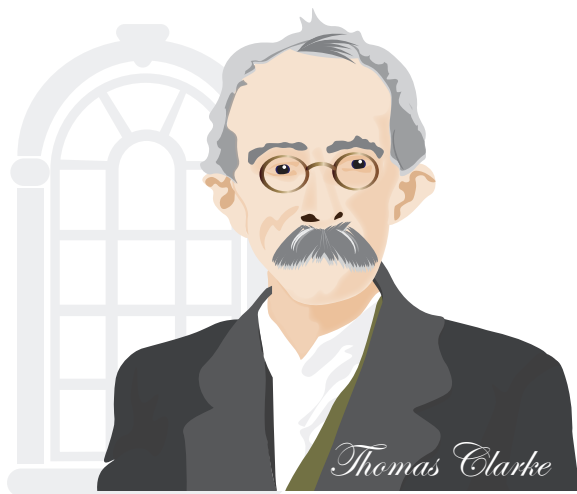
The very real prospect of Home Rule for Ireland caused alarm among the majority Unionist P\_\_\_\_\_ population in the north. Unionism's deep-seated opposition was expressed in large demonstrations, the signing of the S\_\_\_\_\_ League and C\_\_\_\_\_ and the

supporting Women's declaration in September 1912. In January 1913, Southern Unionist MP, Sir Edward C\_\_\_\_\_, sanctioned the formation of the Ulster V\_\_\_\_\_ Force (UVF), marking the move to a paramilitary form of opposition to Home Rule.

Southern nationalists responded by establishing their own paramilitary force to secure the implementation of Home Rule legislation. Eoin MacN\_\_\_\_\_, co-founder of the G\_\_\_\_\_ League and editor of its weekly journal, *An Claidheamh Soluis*, wrote an article called 'The North Began', which effectively stated that if the Ulster Volunteers could forcibly defend their stance on Home Rule then nationalists should do likewise. Soon afterwards, representatives of the Irish R\_\_\_\_\_ Brotherhood (IRB) approached MacNeill to suggest the formation of a counter force to the Ulster V\_\_\_\_\_ Force (UVF).



The IRB was a secret oath-bound society committed to securing an Irish republic by force of arms. It had gone into decline in the late 19th century, but was revitalised after 1912 by the dynamic leadership of men like Bulmer Hobson, Denis McCullough, Sean MacD\_\_\_\_\_ and veteran Fenian, Thomas C\_\_\_\_\_. The IRB also drew fresh recruits from cultural nationalist organisations such as the Gaelic A\_\_\_\_\_ Association (GAA).



After the establishment of the Irish V\_\_\_\_\_ at the Rotunda in Dublin on 25 November 1913, separatists around the country formed local branches of the paramilitary organisation. In the same year, a tramway workers' strike organised by James Larkin's Irish T\_\_\_\_\_ and General W\_\_\_\_\_ Union (ITGWU) was the spark that began the great Lockout of 1913. In the midst of the strike and lockout, on 23 November 1913, Jim Larkin, James C\_\_\_\_\_ and Captain Jack White formed the Irish C\_\_\_\_\_ Army (ICA) to provide protection for the striking workers.

By February 1914, Volunteer units had been established in many of the major towns and cities and a rudimentary chain of command had been formed. The Curragh M\_\_\_\_\_ in March

and the arming of the UVF in the L\_\_\_\_\_ gunrunning of 24 April escalated the Irish Home Rule Crisis. In July 1914 the Volunteers' Director of Arms, Michael J O'Rahilly, organised the importation of 900 Mauser rifles with ammunition from G\_\_\_\_\_ on board Erskine Childers' yacht. The *Asgard* arrived in H\_\_\_\_\_ harbour on 26 July where approximately 1,000 Volunteers and members of na Fianna Éireann unloaded the cargo and carried it into Dublin. On the same day, British soldiers fired into a crowd of hostile Dubliners at \_\_\_\_\_ Walk Quay, killing three and wounding thirty-seven.

Britain's declaration of war on Germany in August 1914 marked her entry into World War I and H\_\_\_\_\_ R\_\_\_\_\_ was delayed for the duration of the conflict. John Redmond and Edward Carson pledged their respective followers to support the British imperial war effort. Redmond's call to nationalists to support Catholic Belgium in a speech at Woodenbridge, Co W\_\_\_\_\_ in S\_\_\_\_\_ 1914 led to a split in the Volunteer movement. The majority of approximately 180,000 who followed Redmond became known as the N\_\_\_\_\_ Volunteers, while the minority of 11,000, unwilling to spill blood on British battlefields retained the name Irish Volunteers.

Eoin MacNeill's strategy was to organise an insurrection if there were adequate reasons and when circumstances seemed favourable. In the meantime, the Irish Volunteers should be fully armed, trained and ready to counter any attempt to disarm the organisation, impose conscription (mandatory enlistment into the British Army), or abandon Home Rule. Some of the IRB members among the Volunteer leadership, however, had a more immediate plan for rebellion. In September



1914, the Supreme Council of the IRB decided that 'England's D\_\_\_\_\_ (the war) was Ireland's Opportunity' to stage a nationwide rebellion using MacNeill's Volunteers.

Approximately 210,000 Irishmen from all backgrounds served in the British A\_\_\_\_\_ during the First World War (1914-1918), of whom about 30,000 never returned home. Motives for enlistment included economic hardship, political conviction (nationalist and unionist), thirst for adventure, peer pressure and sympathy for Catholic Belgium. Urban areas returned more soldiers than rural as wartime demands for a \_\_\_\_\_ products made members of the farming community less interested in enlistment.

After an initial surge, enlistments steadily declined in Ireland during 1915 and 1916 as young men became more reluctant to voluntarily join the carnage of industrial warfare. The 10th Irish Division, for example, saw action at G\_\_\_\_\_ where it suffered heavy losses at Sulva Bay in August 1915. Faced with inadequate recruits and a vigorous Sinn Féin anti-recruitment campaign, the British government intensified its efforts at recruitment during 1915.

At home, the First World War provided the opportunity for the republican uprising of 1916. On 1 August 1915, Patrick P\_\_\_\_\_ secured his place at the vanguard of the Irish revolution when he delivered the graveside oration (speech) at the funeral of Fenian, Jeremiah O'Donovan Rossa in G\_\_\_\_\_ cemetery in Dublin. The occasion proved a rallying point for republican activists at home and abroad. By that point Pearse was a member of the seven-man IRB M\_\_\_\_\_ Council, formed secretly by the

Supreme Council in May 1915 to p\_\_\_\_\_ and co-ordinate a rebellion. They sought funding from Clan na Gael - an Irish republican organisation in A\_\_\_\_\_ - and military assistance from Imperial Germany.

By January 1916 the Military Council had decided on Sunday 23 April as the date for the planned nationwide rebellion and James C\_\_\_\_\_, who had been planning independent action by the ICA was admitted into the conspiracy. The original plan envisaged a nationwide rising with provision for a westward retreat if the capital could not be held. This was undermined by a series of developments in April 1916.



# Road to the Rising Ireland 1911-1915

Aug 1

Aug 1911

Sept 1912

Jan 1913

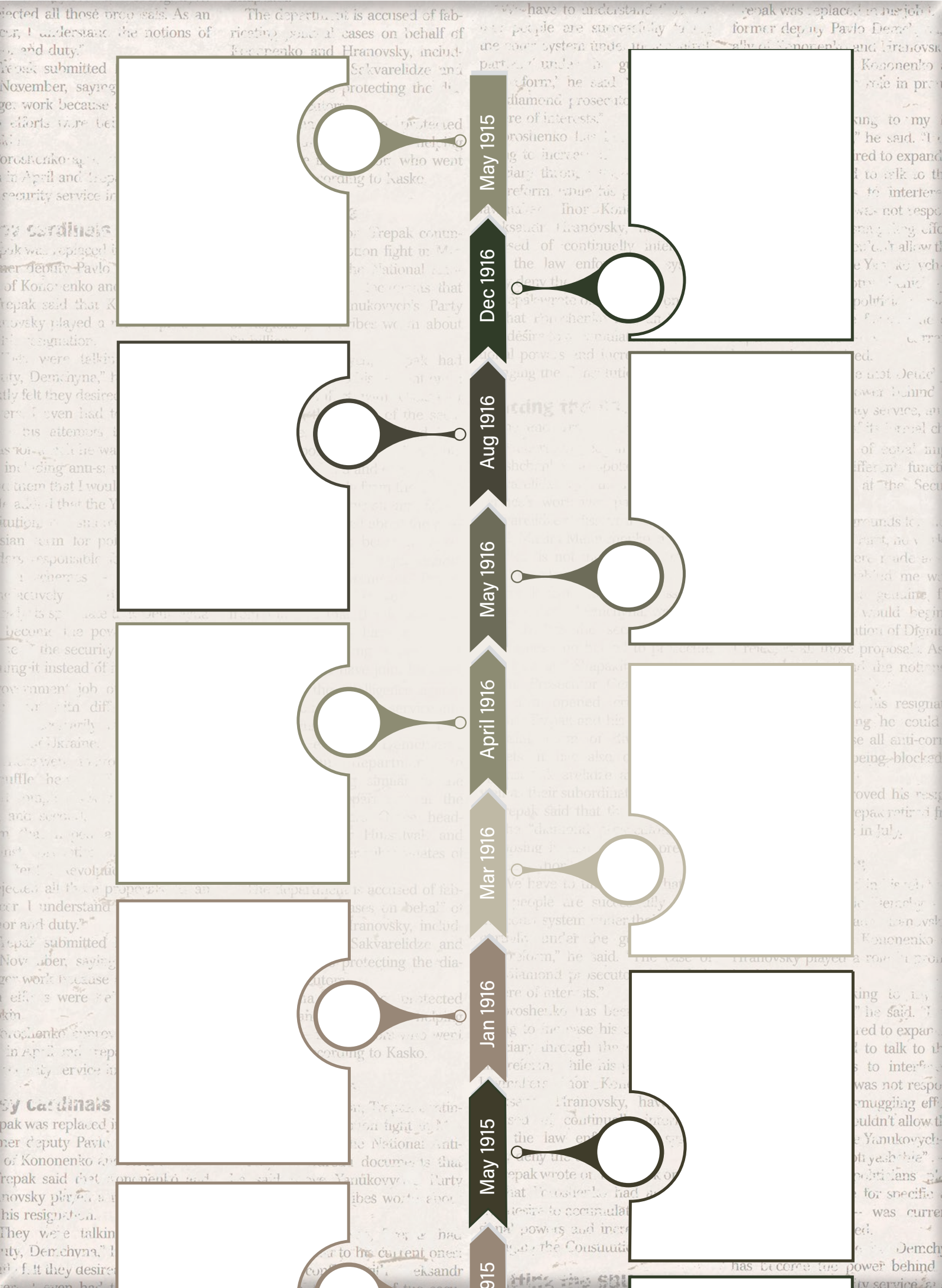
Nov 1913

April 1914

July 1914

Aug 1914







**The first page of a memorandum written by Eoin MacNeill in March 1916 in which he considers the moral justification for an insurrection**

It was prepared at a time when he suspected Pearse and others of planning a rebellion.

**TEXT OF DOCUMENT A**

The only reason that could justify general active military measures – as distinct from military preparations on the part of Irish nationalists would be a reasonably calculated or estimated prospect of success, in the military sense.

Without that prospect, military action (not military preparation) would, in the first place, be morally wrong – and that decision to my mind is final and decisive. To enter deliberately on a course on action, which is morally wrong, is to incur the guilt not only of that action itself but of all its direct consequences. For example, to kill any person in carrying out such a course of action is murder. The guilt of murder in that case falls on those who have planned and ordered the general course of action or the policy, which makes such action inevitable.

The success, which is calculated or estimated, must be success in the operation itself, not merely some future moral or political advantage which may be hoped for as the result of non-success.

The motive of avoiding reproach or ignominy or misunderstanding, without regarding the rightness or wrongness of our conduct as judged by our consciences at the time of decision, is a bad and cowardly motive and should not be allowed the slightest weight in influencing our decisions. The same applies to the motive for acting in accordance with what might be, or might be supposed to be the opinion of any other person or persons other than those responsible for adopting a decision and putting

Ms. 13,174 (15)  
The only reason that could justify general active military measures – as distinct from military preparations – on the part of Irish Nationalists would be a reasonably calculated or estimated prospect of success, in the military sense.

Without that prospect, military action (not military preparation) would in the first place be morally wrong – and that consideration to my mind is final & decisive. To enter deliberately on a course of action which is morally wrong is to incur the guilt not only of that action itself but of all its direct consequences. For example, to kill any person in carrying out such a course of action is murder. The guilt of murder in that case falls on those who have planned and ordered the general course of action or the policy which makes such action inevitable.

The success which is calculated or estimated must be success in the operation itself, not merely some future moral or political advantage which may be hoped for as the result of non-success.

The motive of avoiding reproach or ignominy or misunderstanding, without regarding the rightness or wrongness of our conduct as judged by our own consciences at the time of decision, is a bad and cowardly motive, and should not be allowed the slightest weight in influencing our decisions. The same applies to the motive of acting in accordance with what might be, or might be supposed to be, the opinion of any other person or persons other than those responsible for adopting a decision and putting it in force. It has never been a condition or an understanding on our part that our line of action should be decided for us by any but ourselves.

In coming to a decision, as to any proposed or considered line of action, the decisive element must be our calculation or estimate of the military result. Unless this shows a tangible prospect of success, the

it in force. It has never been a condition or an understanding on our part that our line of action should be decided for us by any but ourselves.

In coming to a decision as out our purpose or considered line of action, the decisive element must be our calculation or estimate of the military result. Unless this shows a tangible prospect of success, the line of action in view is not to be adopted.

**Extract from the Oration at the grave of veteran Fenian Jeremiah O'Donovan Rossa delivered by P. H. Pearse in Glasnevin, on 1 August 1915**

The funeral of Rossa – the very embodiment of the Republican separatist tradition – drew hundreds of thousands onto the streets of Dublin and was the first occasion on which the Irish Volunteers and the Irish Citizen Army collaborated.

It has seemed right, before we turn away from this place in which we have laid the mortal remains of O'Donovan Rossa, that one among us should, in the name of all, speak the praise of that valiant man, and endeavor to formulate the thought and the hope that are in us as we stand around his grave.

And if there is anything that makes it fitting that I, rather than some other, rather than one of the grey-haired men who were young with him and shared in his labor and in his suffering, should speak here, it is perhaps that I may be taken as speaking on behalf of a new generation that has been re-baptized in the Fenian faith, and that has accepted the responsibility of carrying out the Fenian program.

I propose to you then that, here by the grave of this unrepentant Fenian, we renew our baptismal vows. That here by the grave of this unconquered and unconquerable man, we ask of God, each one for himself, such unshakable purpose, such high and gallant courage, such unbreakable strength of soul as belonged to O'Donovan Rossa.

Deliberately here we avow ourselves, as he avowed himself in the dock, Irishmen of one allegiance only. We of the Irish

Volunteers, and you others who are associated with us in today's task and duty, are bound together and must stand together henceforth in brotherly union for the achievement of the freedom of Ireland ... We stand at Rossa's grave not in sadness but rather in exaltation of spirit that it has been given to us to come thus into so close a communion with that brave and splendid Gael ... The clear true eyes of this man almost alone in his day envisioned Ireland as we of today would surely have her: not free merely, but Gaelic as well; not Gaelic merely, but free as well.

Life springs from death; and from the graves of patriot men and women spring living nations. The defenders of this Realm have worked well in secret and in the open. They think that they have pacified Ireland.

They think that they have purchased half of us and intimidated the other half.

They think that they have foreseen everything, think that they have provided against everything, but the fools, the fools, the fools!

They have left us with our Fenian dead, and while Ireland holds these graves, Ireland unfree shall never be at peace.





- Document C -

**The Mother**, a poem by Patrick Pearse, written from the perspective of his mother

The text was written in early 1916 when Pearse was involved in making plans for the rebellion.

The Mother

I do not grudge them: Lord, I do not grudge  
my two strong sons that I have seen go out  
To break their strength and die, they and a few,  
In bloody protest for a glorious thing.  
They shall be spoken of among their people,  
The generations shall remember them,  
And call them blessed;  
~~But I will speak their names to my own heart~~  
~~in the long nights;~~  
But I will speak their names to my own heart  
In the long nights;  
The little names that were familiar once  
Round my dead hearth. Lord, thou art  
hard on mothers;

The Mother,  
I do not grudge them: Lord, I do not grudge  
My two strong sons that I have seen go out  
To break their strength and die, they and a few,  
In bloody protest for a glorious thing,  
They shall be spoken of among their people,  
The generations shall remember them,  
And call them blessed;  
But I will speak their names to my own heart  
In the long nights;  
The little names that were familiar once  
Round my dead hearth.  
Lord, thou art hard on mothers:  
We suffer in their coming and their going;  
And tho' I grudge them not, I weary, weary  
Of the long sorrow - And yet I have my joy:  
My sons were faithful, and they fought.

in their coming and their  
; I grudge them not, I weary,  
And yet I have  
sorrow.  
were faithful, and they fought



# Document Analysis Worksheet

Source	Document A	Document B	Document C
Writer			
Date			
Location			

Purpose	Document A	Document B	Document C
Reason for Writing			
Intended Audience			

Language	Document A	Document B	Document C
Describe the type of language used			

Tone	Document A	Document B	Document C
Describe the tone of the document			

Viewpoint	Document A	Document B	Document C
Summarise the point of view of the writer			

Perspective	Document A	Document B	Document C
Objective / Subjective			
Level of reliability as a historical source			

*Later Modern Ireland: Topic 3*  
**The Pursuit of Sovereignty and the Impact of Partition, 1912-49**

*Study Documents A, B and C on the previous pages and answer the questions below.*

**Comprehension**

1.
  - (a) What, according to MacNeill in Document A, would be the only reason that would ‘justify general active military measures’?
  - (b) In Document C, what joy does the speaker find despite her sorrow?
  - (c) What does Eoin McNeill consider ‘morally wrong’ in Document A?
  - (d) In MacNeill’s opinion, what would be the only way to measure the success of military action?

**(20)**

**Comparison**

2.
  - (a) Do you agree that both writers see rebellion in Ireland’s future?
  - (b) In what way do the writers of the two documents differ in their consideration of how to measure the success of a military action? Give reasons for your answers, referring to both documents.

**Criticism**

**(20)**

3.
  - (a) Do you consider Document A to be an objective source? Give reasons for your answer referring to the document.
  - (b) What would you consider to be the strengths and weaknesses of a source like Document C?

**(20)**

**Contextualisation**

4. How did the threat of physical force affect Ireland during the period 1912-1915?

**(40)**

## UNIT 5:

### LESSON 3-5: THE RE-TRIAL OF PATRICK PEARSE

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The task below is designed to help with revision of the period 1913-1916, to reinforce your knowledge and understanding of key personality, Patrick Pearse, and to gain practice in the interrogation of primary and secondary source material. You will also develop your proficiency in the language of argument.

### YOUR TASK: STAGING THE RE-TRIAL OF PATRICK PEARSE

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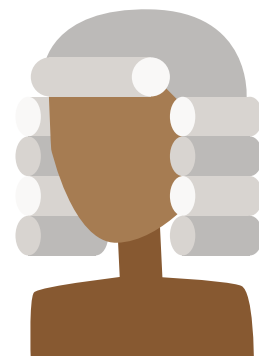
On 2 May 1916, the field general court-martial of Patrick Pearse took place in Richmond Barracks in Dublin. The court-martial was presided over by Brigadier General C.G. Blackadder, Lieutenant Colonel G. German and Lieutenant Colonel WJ. Kent. In 1916, the charge against Pearse was that he *'did an act to wit did take part in an armed rebellion and in the waging of war against His majesty the King such an act being of such a nature as to be calculated to be prejudicial to the Defence of the Realm and being done with the intention and purpose of assisting the enemy.'*

Pearse pleaded 'not guilty' to the charge. The verdict was 'guilty' and the sentence was 'death by being shot'.

*New evidence has emerged, and the time is right to conduct a posthumous re-trial.*

### CASTING THE COURTROOM CHARACTERS

- Step 1: The teacher – who will act as the judge - will write the charge against Pearse on the board.  
 The class will then be divided into two groups:  
**Group A:** The Prosecution  
**Group B:** The Defence
- Step 2: Once the groups have been assigned, all students should carefully read the description of the courtroom roles relevant to their team on the next page. Put a tick beside the role that you think would best suit you.
- Step 3: The nominated Chairperson of each group will lead a group discussion about roles. If more than one student is competing for the same role, each will have 1 minute to persuade the rest of the group of their suitability. The group discussion should result in one student being assigned to each role.
- Step 4: The last casting task is for the actors to choose which 'witness' they wish to portray. The actors should consult the list of witness for the prosecution/defence and choose one. The chairperson will then complete the Casting List and return it to the teacher.







# CASTING THE COURTROOM

## PROSECUTION TEAM



### **Barrister (x2)**

One barrister will prepare and make the opening statement for the prosecution. The other will prepare and make the closing statement for the prosecution. The barristers will also examine and cross-examine the witnesses. The barristers work closely with the solicitors who design the structure of the case for the prosecution. In collaboration with the solicitors, the barristers will prepare the questions for their prosecution witnesses.

### **Solicitor (x2)**

The two solicitors will design the prosecution's case. They will prepare the witnesses, assign tasks for the researchers, oversee the barristers' arguments and inform the defence team of any evidence they plan to introduce.

### **Witnesses (x3)**

Three actors will take on the roles of the witnesses for the prosecution. They will prepare their roles based on the questions designed by the prosecution team. It is their responsibility to research fully and be entirely informed about their characters in preparation for the case.

### **Researchers (x4)**

Two researchers are assigned to each solicitor. Based on the instructions from the solicitors they will find suitable evidence from the *list of suggested sources* and evidence to verify the arguments put forward by the prosecution barristers.

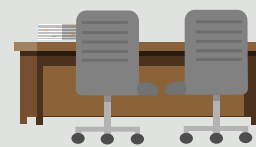
### **Researchers (x6)**

Two researchers are assigned to each of the three witnesses: They will work with the witnesses to fully prepare them to embody their roles with suitable back-stories, factual experiences, eyewitness accounts etc.

### **Courtroom Staff (x2)**

These two students will have responsibility for preparing the court-room in advance of the trial. A diagram of how the classroom might be changed into a courtroom should be prepared in advance, and set up on the day of the trial. During the trial, they fill the roles of court registrar (in charge of documents and exhibits and administers the oath) and judge's usher and prison guard who sits in attendance with the accused.

## DEFENCE TEAM



### **Barrister (x2)**

One barrister will prepare and make the opening statement for the defence. The other will prepare and make the closing statement for the defence. They will also examine and cross-examine the witnesses. The barristers work closely with the solicitors who design the structure of the case for the defence. In collaboration with the solicitors, they will prepare the questions for the witnesses for the defence.

### **Solicitor (x2)**

The two solicitors will design the case. They will prepare the witnesses, assign tasks for the researchers, oversee the barristers' arguments and inform the prosecution team of any evidence they plan to introduce.

### **The Accused (x1)**

This actor will take on the role of Patrick Pearse. (S)he will be examined by the defence and cross-examined by the prosecution. (S)he should be fully prepared to answer prepared and unprepared questions. Pearse will also have an opportunity to briefly address the court in his own defence after the barristers' closing statements.

### **Witnesses (x2)**

The two additional actors will take on the roles of the assigned witnesses for the defence. They will prepare their roles based on the questions planned by the defence team. It is their responsibility to research fully and be entirely informed about their characters in preparation for expected and unexpected questions.

### **Researchers (x4)**

Two researchers are assigned to each solicitor. Based on the instructions from the solicitors they will find suitable evidence from the *list of suggested sources* and evidence to verify the arguments put forward by the defence barristers.

### **Researchers (x6)**

Two researchers are assigned to each of the three actors: They will work with the actors to fully prepare them to embody their roles as a witness or 'the accused' with suitable back-stories, factual experiences, eyewitness accounts etc.

### **Court Reporters (x2)**

One television and one newspaper courtroom reporter. They follow the trial carefully and prepare a short informative piece for TV/newspaper. This should include actual quotes from the trial as well as an account of the proceedings.



# WITNESS LIST

## WITNESS FOR THE PROSECUTION

### **Eoin MacNeill: Leader of the Irish Volunteers**

MacNeill resisted the IRB project of a pre-emptive rising believing that the government would quickly suppress it and take the opportunity to abandon Home Rule. He was also reluctant to split the Volunteers by confronting the conspirators. (His memorandum of 1916 urges a defensive rather than offensive strategy on both practical and moral terms). Early in April 1916 the IRB convinced MacNeill that a government crackdown on the Volunteers was imminent by producing a forged 'Castle document' (possibly based on genuine contingency plans). On Thursday, 20 April he discovered that the IRB group was going to use the prearranged general mobilisation on Easter weekend to stage a rising on Easter Sunday. MacNeill initially agreed, but after discovering that an arms ship sent from Germany had been sunk and that the Castle document had been forged, he sent out messengers around the country ordering a general demobilisation, following this up with an advertisement in the Sunday Independent. This decision delayed the rising for a day and largely frustrated it outside Dublin. MacNeill was arrested after the suppression of the Rising, court-martialled, sentenced to life imprisonment, and deprived of his UCD chair (he was reinstated after his release in June 1917).

## WITNESS FOR THE PROSECUTION

### **2nd Lieutenant S.O. King of the 12th Royal Inniskilling Fusiliers: prisoner in the GPO**

British army reinforcements arrived in Dublin on Tuesday of Easter Week and King was among those who created a cordon around the Volunteer

headquarters in the GPO. He witnessed much of the death and destruction caused by the rebels in 1916. He was also conscious of his fellow Irishmen who had enlisted in the British army and were fighting in France. King was captured as held prisoner by the rebels in the GPO. He was eventually released by The O'Rahilly as the building came under fire. King witnessed Pearse's surrender in Parnell Street on Saturday of Easter Week.

## WITNESS FOR THE PROSECUTION

### **Margaret McKane, mother of Bridget (15 years-old) killed in 1916**

Joe Duffy's research reveals that Bridget was killed on Moore Street during the evacuation of the rebels from the GPO on the evening of Friday 29 April 1916. In the bedlam of evacuation, the rebels tried to take shelter. Witness for the Prosecution in homes including the McKane house at 10 Henry Place. In the confusion, Bridget McKane a labourer's daughter and one of nine children, was accidentally shot in the head when a rebel's rifle discharged. Her mother Margaret witnessed her death.

## THE ACCUSED: Patrick Pearse

A private, reserved, and serious man, Patrick Henry Pearse was intensely interested in Irish language, literature and the stories of mythological Irish heroes and revolutionaries such as Theobald Wolfe Tone and Robert Emmet. He gained a degree in French and English from UCD and later studied law at Trinity College, Dublin. At this stage, however, he was more interested in cultural than political nationalism and he was very active in Gaelic League circles. He took on the editorship of



# WITNESS LIST

the League's journal *An Claidheamh Soluis* in 1903 and wrote poems and stories of considerable literary quality in Irish and English.

Politically, Pearse was a moderate nationalist, supporting the Home Rule bill as late as 1912. In November 1913, he was one of founding members of the Irish Volunteers. He later held the important role of director of military operations. In December 1914 he was sworn into the IRB and his conversion to extreme republicanism was complete after a lecture tour in the US where he came under the influence of John Devoy of Clan na Gael. In September 1915 he was elected to the Supreme Council of the IRB and co-opted to the Military Council where he had a major role in planning the Rising. Pearse drafted the progressive segments of the 1916 Proclamation which he signed and read outside the GPO on Easter Monday, 24 April 1916, to declare the Irish Republic.

At the meeting of the five available members of the Provisional Government in 16 Moore Street on Saturday morning, Pearse urged that they surrender to prevent further loss of life. Among the most famous casualties of the Rising, Pearse correctly predicted that the struggle for independence would greatly intensify in its aftermath.

## WITNESSES FOR THE DEFENCE

### **Margaret Pearse: Mother of the accused**

Mother of two of the executed leaders of the 1916 Rising, Patrick and Willie Pearse, Margaret Pearse was devastated in the wake of the Rising. Her son wrote a final letter to his mother on the eve of his execution. After 1916 her home was frequently raided by British troops and she was not permitted

to return to St Enda's, (the school founded by her son in 1908) until 1919. He supported her son in life and was a devoted follower of Eamon de Valera. She was elected to Dáil Éireann in 1919 and argued against the Treaty of 1921. She was a powerful symbolic figure at the heart of Irish nationalist propaganda during the War of independence and the Civil War. Fiercely committed to keeping the memory of her sons alive, she devoted much of her time to fundraising tours for St Enda's in Ireland and the USA.

## WITNESSES FOR THE DEFENCE

### **Eamonn Bulfin: Pearse's Pupil, follower and friend.**

One of Patrick Pearse's earliest and most dedicated students at St Enda's in Rathfarnham. The ethos of the school was distinctively Irish, and the teachers included Thomas MacDonagh (French and English), Pearse's brother Willie (Art and English), and Con Colbert (drill). A staunch supporter of Pearse's educationalist and nationalist philosophies, Bulfin joined the Irish Volunteers and the IRB. Towards the end of 1915 Eamonn was involved in manufacturing and testing hand grenades and shotgun shells at St. Enda's for the planned Rising. Lieutenant of the 4th (Pearse's Own) Battalion of the Irish Volunteers, he led the Rathfarnham company to the GPO on Easter Monday. He raised the tricolour on the roof of the GPO and was stationed there until Wednesday of Easter Week. From Wednesday evening until Friday they manned the barricades on the ground floor. He was arrested with the other members of the surrendering GPO garrison and interned at Frongoch in Wales. In 1919, Eamon de Valera, the President of Dáil Éireann, appointed Bulfin as the first representative of the Ireland Republic to Argentina.



# COURTROOM CASTING LIST



Defence ☐

Prosecution ☐

Charge:

-----

-----

-----

Barrister 1: -----

Barrister 2: -----

Solicitor 1: -----

Solicitor 2: -----

Witness 1 (actor): ----- Character -----

Witness 2 (actor): ----- Character -----

Witness 3 (actor): ----- Character -----

Researcher to Solicitor 1: -----

Researcher to Solicitor 2: -----

Researcher to Witness 1: -----

Researcher to Witness 2: -----

Researcher to Witness 3: -----

Court Registrar ☐ Court Reporter (TV) ☐ -----

Judges Usher ☐ Court Reporter (Newspaper) ☐ -----

## TRIAL PREPARATION (PART I)

Your teacher will advise you on how much preparation time you will have.



Individually:	Examine the <b>Book of Evidence</b> in this worksheet. This contains the exhibits (sources of evidence) submitted to the court. Use the book of evidence as an entry point into the facts of the case. Make note of anything that you think may be significant. The maps, in particular, should be examined closely to extract evidence about the locations of the garrisons, the rebel's military strategy, and the events of Easter Week around the GPO.
All Group Members	Collectively consider the evidence and the details of the case and make a list of the strongest points of your case for the prosecution/defence. You should also make a list of the strongest points of the case for the opposing side trying to predict their strategy and how you will undermine it during the opening and closing speeches and in the examination of witnesses.
Solicitors (defence and prosecution) and their Researchers	Devise your strategy for the defence/prosecution. Decide which of the sources will best support your case if it was entered into evidence. The research is not restricted to this set of exhibits. Your teacher will provide you with a list of external resources for consultation during the research process. If the prosecution or defence researchers discover any additional, relevant evidence, they may petition the judge to have it submitted as evidence. The solicitors should divide the research among the researchers, solicitors, barristers and other team members.
The Barristers	Also research the formal language required in a courtroom setting, the structure of an opening and closing speech, and begin drafting the speeches.
Court Room Staff	Research the design of a courtroom and courtroom procedures. Sketch the set.
Court Reporters	Research the structure and language of a news piece for TV/newspaper based on a trial. Draft your news piece .
The Witnesses and their Researchers	Begin to research your character. If there are few sources about your witness, write a character sketch based on the typical experience of a citizen of Dublin or member of the British Army in 1916. During your research into the character, you may discover more evidence to be added to the book of evidence that will help to establishing your trustworthiness as a witness. Try to predict what questions the opposition barristers might ask in order to undermine your trustworthiness, and how you might combat them. The judge will assess witnesses on the basis of convincing testimony, confident presentation, evidence of research, credibility and spontaneity of responses.

## TRIAL PREPARATION (PART 2)

All Group Members	Once the individual research is complete, all group members gather to present their findings to the full prosecution/defence team.
Solicitors Researchers and Actors	After a general discussion, researchers and solicitors should begin to construct the questions for the examinations-in-chief (i.e the questions for your own witnesses) and practise them with the actors.
Solicitors Researchers and Barristers	Compile a list of questions for the opposition witnesses that will help your case during cross-examination.
The Barristers	Finalise their opening and closing statements. The Judge will assess the barristers' performance based on a command of the facts and an understanding of the charge, spontaneity and the ability to "think on your feet", a clear opening and closing speech and exposure of contradictions and weaknesses of the other side's case.



## STAGING THE TRIAL

### 1. CASE FOR THE PROSECUTION

Once the judge is seated, the charge read out and the defendant's plea registered, the prosecuting barrister stands and begins their opening speech. (S)he should briefly outline their case and conclude by calling the first witness.

The trial proceeds with the examination and cross-examination of each of the witnesses for the prosecution. The court officer swears in each witness as they take the stand.

The solicitors for each side will sit at the same table as their barristers. The solicitors can write notes or suggestions for cross examination questions during the trial and pass them to the barristers.

During the trial, the court reporters should take notes for inclusion in their final article/ TV report.

### 2. CASE FOR THE DEFENCE

Once the prosecution closes their case, the barrister for the defence stands and begins their open-

ing speech in which they address the court and outline, in detail, the defence's case - which will be presented as fact. Each of the witnesses for the defence is called – beginning with the accused. The trial proceeds with the examination and cross-examination of each of the witnesses for the defence.

### 3. CLOSING STATEMENTS

The barristers then give their closing statements. The barristers' task in the closing statement is to clearly outline the strengths of their case and the other team's weaknesses.

While the judge deliberates, students should write a brief assessment of the trial concentrating on the strengths and weakness of the case for the defence and the prosecution. The reporters should finalise their reports leaving room only for the verdict.

### 4. DELIVERING A VERDICT

The judge delivers the verdict. The reporters summarise and make a judgement on the proceedings based on what they have witnessed in court.



# Book of Evidence



**Exhibit A:** In 2016, records of the court-martials of the leaders of the 1916 Easter Rising were released online for the first time. These records were acquired by the UK National Archives in Kew where they have been for the last 100 years. These unique papers have been collated, catalogued and are available to access on the National Archives Website.

Witness Statements are contained in the file and include statements for the prosecution by Second Lieutenant S.O. King of the 12th Royal Inniskilling Fusiliers.

<http://court martial.nationalarchives.ie/search.php>

**Exhibit B:** The original court martial file above also contains the copy of a handwritten letter (and typed transcript) from Pearse to his mother.

**Exhibit C:** Memorandum written by Eoin MacNeill in which he considers the moral justification for an insurrection.

**Exhibit D:** Eoin MacNeill's countermanding order cancelling manoeuvres planned for Easter Sunday, 1916

**Exhibit E:** Atlas of the Irish Revolution Overall Garrison Map

**Exhibit F:** Atlas of the Irish Revolution Map of the GPO and O'Connell Street Area

**Exhibit G:** Manifesto written by Patrick Pearse, the commander-in-chief of the Army of the Irish Republic on Friday 28 April 1916.

**Exhibit H:** Photograph of the ruins of Abbey Street, Sackville (O'Connell) Street and the GPO in the aftermath of the Rising.

1  
Ms. 13,174 (15)  
The only reason that could justify general active military measures — as distinct from military preparations — on the part of Irish Nationalists would be a reasonably calculated or estimated prospect of success, in the military sense.

Without that prospect, military action (not military preparation) would in the first place be morally wrong — and that consideration to my mind is final & decisive. To enter deliberately on a course of action which is morally wrong is to incur the guilt not only of that action itself but of all its direct consequences. For example, to kill any person in carrying out such a course of action is murder. The guilt of murder in that case falls on those who have planned and ordered the general course of action or the policy which makes such action inevitable.

The success which is calculated or estimated must be success in the operation itself, not merely some <sup>future</sup> moral or political advantage which may be hoped for as the result of non-success.

The motive of avoiding reproach or ignominy or misunderstanding, without regarding the rightness or wrongness of our conduct as judged by our own consciences at the time of decision, is a bad and cowardly motive, and should not be allowed the slightest weight in influencing our decisions.

The same applies to the motive of acting in accordance with what might be, or might be supposed to be, the opinion of any other person or persons other than those responsible for adopting a decision and putting it in force. It has never been a condition or an understanding on our part that our line of action should be decided for us by any but ourselves.

In coming to a decision, as to any proposed or considered line of action, the decisive element must be our calculation or estimate of the military result. Unless this shows a tangible prospect of success, the



WOODTOWN PARK,  
RATHFARNHAM,  
CO. DUBLIN.

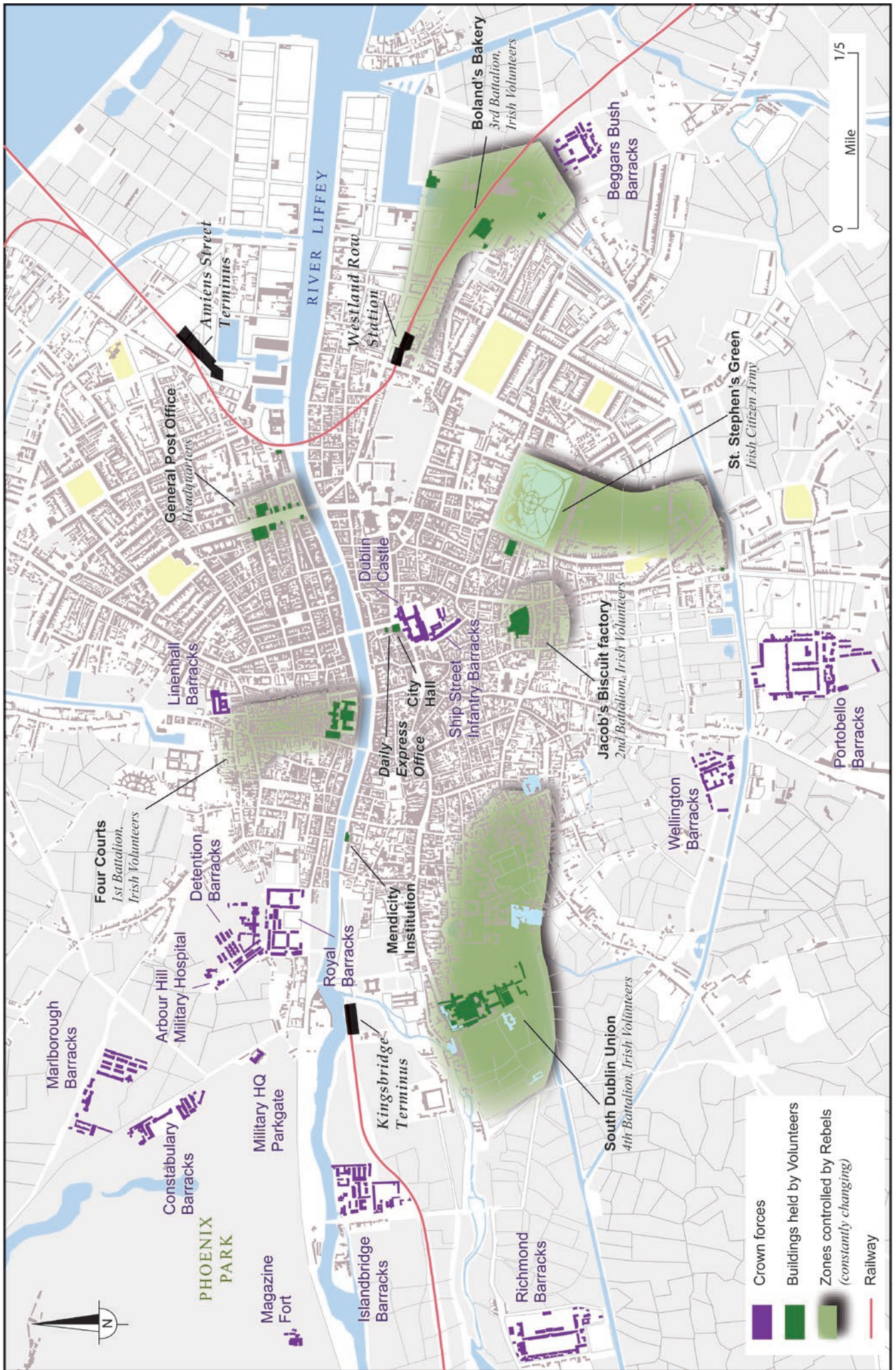
22 April 1916

Volunteers completely  
deceived. All orders  
for to-morrow Sunday  
are entirely cancelled.

Edmund

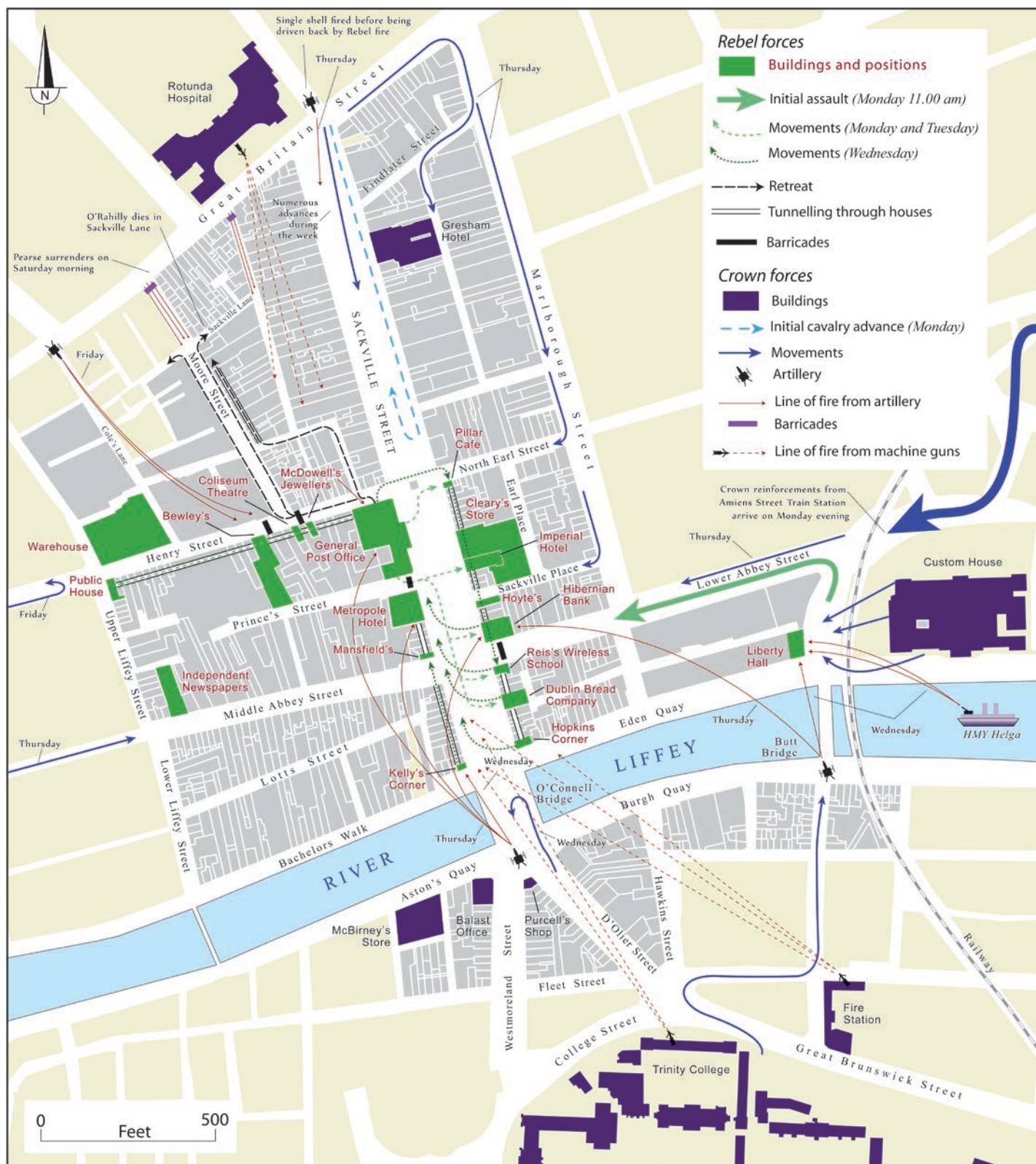


# - EXHIBIT E-





**- EXHIBIT F-**





- EXHIBIT G-

MANIFESTO ISSUED FROM THE REBEL HEADQUARTERS, GENERAL POST OFFICE.  
HEADQUARTERS ARMY OF THE IRISH REPUBLIC.

General Post Office, Dublin.

28<sup>th</sup> April 1916--9.30 a.m.

The Forces of the Irish Republic, which was proclaimed in Dublin on Easter Monday 24<sup>th</sup> April, have been in possession of the central part of the Capital since 12 noon on that day. Up to yesterday afternoon Headquarters was in touch with all the main outlying positions, and despite furious and almost continuous assaults by the British Forces all those positions were then still being held, and the Commandants in charge were confident of their ability to hold them for a long time.

During the course of yesterday afternoon and evening the enemy succeeded in cutting our communications with our other positions in the city, and Headquarters is today isolated. The enemy has burnt down whole blocks of houses, apparently with the object of giving themselves a clear field for the play of artillery and field guns against us. We have been bombarded during the evening and night by shrapnel and machine-gun fire, but without material damage to our position, which is of great strength. We are busy completing arrangements for the final defence of Headquarters and are determined to hold it while the buildings last.

I desire now, lest I may not have an opportunity later, to pay homage to the gallantry of the soldiers of Irish Freedom who have during the past four days been writing with fire and steel the most glorious chapter in the later history of Ireland. Justice can never be done to their heroism, to their discipline, to their gay and unconquerable spirit in the midst of peril and death. Let me, who have led them into this, speak in my own, and in my fellow Commanders' names, and in the name of Ireland present and to come, their praises, and ask those who come after them to remember them.

For four days they have fought and toiled, almost without cessation, almost without sleep; and in the intervals of fighting they have sung songs of the freedom of Ireland. No man has complained, no man has asked "Why?" Each individual has spent himself, happy to pour out his strength for Ireland and for freedom. If they do not win this fight, they will at least have deserved to win it. But win it they will, although they may win it in death. Already they have won a great thing. They have redeemed Dublin from many shames, and made her name splendid among the names of cities.

If I were to mention names of individuals my list would be a long one. I will name only that of Commandant General James Connolly, commanding the Dublin division. He is wounded, but is still the guiding brain of our resistance. If we accomplish no more than we have accomplished, I am satisfied. I am satisfied that we have saved Ireland's honour. I am satisfied that we should have accomplished more, that we should have accomplished the task of enthroning, as well as proclaiming the Irish Republic as a Sovereign State, had our arrangements for a simultaneous rising of the whole country, with a combined plan as sound as the Dublin plan has been proved to be, been allowed to go through on Easter Sunday. Of the fatal countermanding order, which prevented those plans from being carried out, I shall not speak further. Both Eoin MacNeill and we have acted in the best interests of Ireland. For my part, as to anything I have done in this, I am not afraid to face either the judgment of God, or the judgment of posterity.

(Signed) P. H. PEARSE,

Commandant General,

Commanding-in-Chief the Army of the Irish Republic and President of the Provisional Government.





## UNIT 5:

### LESSON 6: MAPPING THE KEY PERSONALITIES

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You will encounter a series of Key Personalities during your Leaving Cert History course. Questions on the significance and contribution of the key personalities have appeared often in both the Higher and Ordinary level papers, and an understanding of their main biographical details and their significance to the topic is essential.



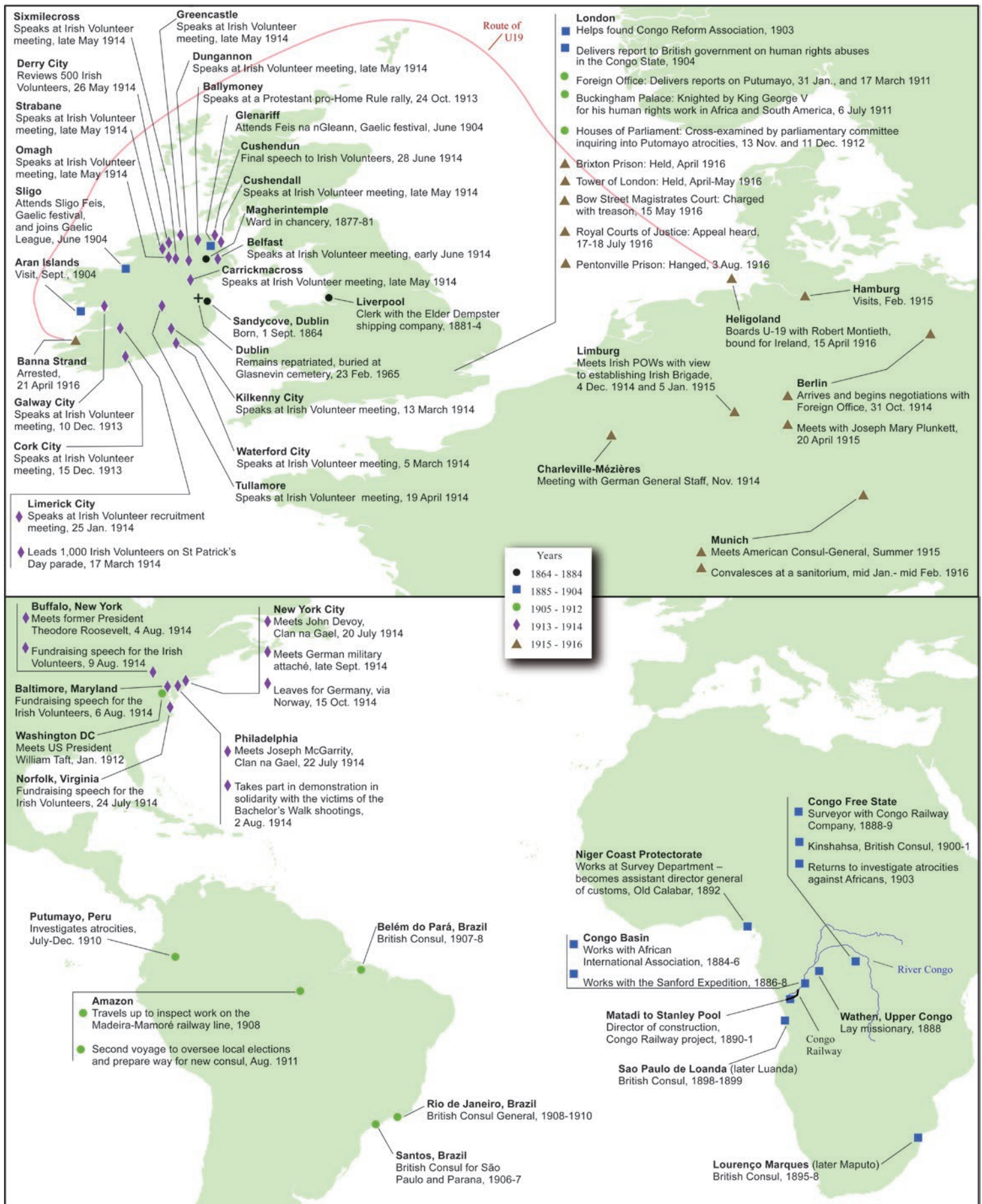
#### YOUR TASK:

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- Step 1: In this worksheet you will find a biographical map on Roger Casement. While not a key personality, Casement was integrally involved in the preparation for the 1916 Rising – a central element in LME Topic 2 from the perspective of Politics and Administration. Examine the map and caption and answer the questions that follow.
- Step 2: The sample biographical map should provide inspiration for the task that follows. Your teacher will ask you to form groups of three students. Each group will be assigned a key personality from the Topics you will study during your History course. Your teacher will also assign a deadline for the task.
- Step 3: Each group member should engage in some preliminary research on their assigned key personality and return to their group with a broad outline of the key events in that person's life. Together, you will decide what date range or key events in that person's life you will research.
- Step 4: While researching, pay particular attention to any references to locations - places of birth, sites of significant events, resting places etc. Consult as many different sources as possible and use the Cartographer's Template in this worksheet to record your findings. You should also take note of the url of any particularly useful online sources or images which you may insert into your maps later.
- Step 5: Once each group has finished the research process and cross-referenced their facts with various sources to ensure accuracy, you are ready to begin creating your digital map. Follow the Step-by-Step Guide to Creating an Online Biographical Map in this worksheet.
- Step 6: Once complete, you should send the link to your map to your teacher before your deadline. Your teacher will assess your map and issue the link to the other students to view.
- Step 7: Each student is required to complete a feedback form on the maps created. The **Feedback Form** is included in this worksheet



## - ROGER CASEMENT (1864-1916): A BIOGRAPHICAL MAP -





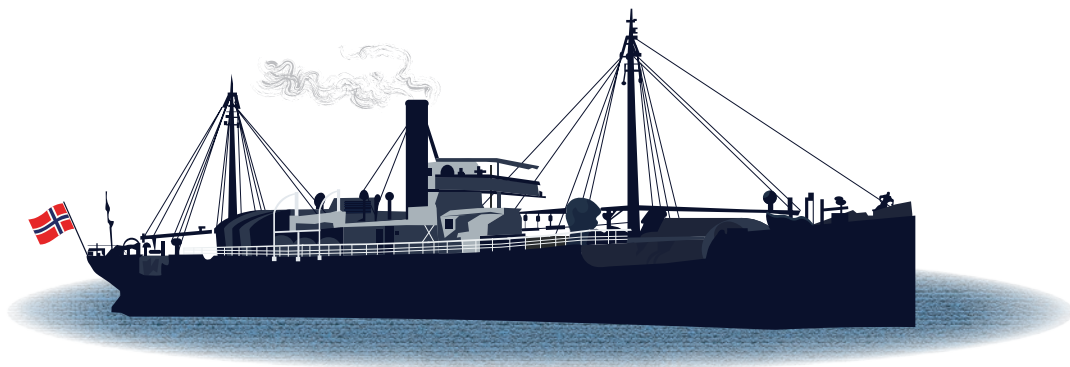
## - THE LIFE OF ROGER CASEMENT (1864-1916) -

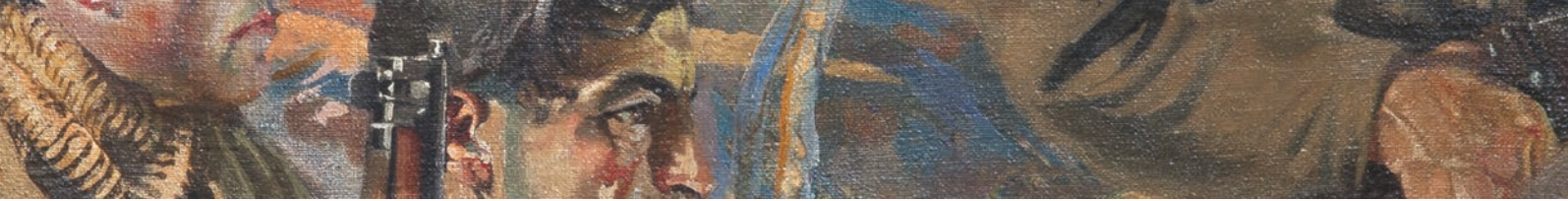
Roger Casement was born in Sandycove, Co. Dublin in 1846. His family moved to County Antrim following his mother's death in 1873. In his teens Casement spent much time with his cousins in Liverpool and in 1881 began work with a shipping company in the city. In 1884 he left for the Congo region of central Africa, then controlled by King Leopold II of Belgium, and worked in a variety of roles related to the exploration of the area (trade and transport), as well as lay missionary work. In 1892 he was recruited to the British colonial service and served in various parts of Africa over the next decade. Casement's damning 1904 report on human rights abuses in the Congo Free State led to Leopold relinquishing his personal holdings in Africa.

In 1906 Roger Casement was posted to Brazil and in 1911 was knighted for his work in exposing the abuse and exploitation of the indigenous peoples of the Amazon region by rubber companies. He was increasingly a committed Irish nationalist, who connected Ireland's cause with the international struggle against imperialism and exploitation. By the time he resigned from the British consular service in 1913, he had established far-flung networks of support for the Irish freedom struggle.

Casement soon became an organiser for the Irish Volunteers. He spoke at numerous Volunteer gatherings in late 1913-early 1914, especially in Ulster, and in July 1914 travelled to the US to raise money for the organisation. He helped organise the landing of German guns at Howth on 26 July 1914 and travelled to Germany in October 1914, where he would remain until April 1916. He made a failed attempt to raise an Irish Brigade of prisoners of war in Germany in late 1915 and early 1915, and subsequently concentrated on producing propaganda against Britain.

He organised the German arms shipment on the *Aud* for the rebellion of 1916, despite regarding the planned rising as a doomed enterprise. He returned to Ireland aboard a German U-boat and was to rendezvous with the *Aud* in Tralee Bay. The mission was aborted, and Casement was arrested on Banna Strand on Good Friday 1916. He was tried for high treason in London and found guilty. Before his trial and failed appeal, the British circulated diaries that revealed Casement's homosexuality in an effort to blacken his name. On 3 August 1916 he was hanged at Pentonville Prison and buried in the grounds. His remains were returned to Ireland in 1965 for burial at Glasnevin cemetery, following a state funeral.





## COMPREHENSION QUESTIONS

### Biographical Map

1. Name four places where Casement addressed Volunteer meetings in 1914.  
-----  
-----
2. Identify three significant meetings Roger Casement attended when in America in 1914. Why you think they were significant?  
-----  
-----  
-----
3. Near what River did Casement spend most of his time in Africa?  
-----  
-----
4. Where did Casement meet Military Council member, Joseph Plunkett in 1915?  
-----  
-----
5. What did Casement attempt to do in Limburg?  
-----  
-----
6. How would you describe the route taken by the U-boat U19, which carried Roger Casement to his rendezvous point with the *Aud* in Kerry in 1916?  
-----  
-----  
-----
7. Taken as a whole, what does this map suggest about Roger Casement's life? Justify your opinion with reference to the map.  
-----  
-----  
-----  
-----
8. As a source, what are the strengths and weakness of a biographical map?  
Strengths: -----  
-----  
-----  
Weaknesses: : -----  
-----  
-----
9. Based on your reading of this map, what are the features of a good biographical map?  
-----  
-----  
-----  
-----



# Cartographer's

## Data Collection Template

Exact Location	Date	Event Title	Brief Description



# LIST OF DIGITAL SOURCES



Below is a list of digital sources that may prove useful in your research about the 1916 Rising:

## **Google Books**

<https://books.google.com/>

If you type the topic of your research into the Google search bar, and you will find a list of books associated with that topic. Click on 'search tools' and then 'any books' and select 'preview available'. The list of books will change to feature only those, which you may partially read. Even though access to the entire book is restricted, Google Books is a valuable research tool.

## **Google's Dublin Rising:**

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

Visitors to this site are given a tour of all the important locations associated with the Rising. Narrated by Colin Farrell, the tour features information, photographs and video. It is a wonderful introduction to the events of 1916.

## **Bureau of Military History Witness Statements**

<http://www.bureauofmilitaryhistory.ie/bmhsearch/search.jsp>

This valuable resource allows members of the public to search 1,773 first-hand accounts of the 1913-1921 period. A search bar allows you to type in a key word, a name or a location. You will be directed to a list of statements featuring your search terms. You may access the typed statements and search within the documents for key words or locations. You should be careful to cross reference any facts with other sources, as problems of memory or bias might mean that the witness statements are not always reliable.

## **Bureau of Military History Pension Files**

<http://mspcsearch.militaryarchives.ie/search.aspx>

On this page you can search the pension applications of Easter Week veterans. Many provide accounts of their service and the places they fought.

## **Bureau of Military History Digital Resources**

<http://www.militaryarchives.ie/digital-resources>

This page offers additional material in the online exhibitions, particularly the Easter 1916 An tÓglách Accounts.

## **RTE**

<http://1916.rte.ie/>

This site features interactive maps, images and interviews with veteran survivors of the 1916 Rising.

## **Century Ireland**

<http://www.rte.ie/centuryireland/>

This website is an online historical newspaper telling the story of the events of Irish life a century ago. Published on a fortnightly basis, it reports news on life in Ireland exactly one hundred years before. The site includes images, articles and video interviews with experts on the period.

# LIST OF DIGITAL SOURCES



## **British Pathé**

<http://www.britishpathe.com/workspaces/BritishPathe/ireland-easter-rising>

This site provides primary source video footage of the streets of Dublin in the immediate aftermath of the Rising.

## **The Census**

<http://www.census.nationalarchives.ie/>

This important archive allows you to search for people in the 1901 or 1911 census returns. It will help you to uncover fascinating information about the people living in the first decade of the 20th century.

## **Irish Newspaper Archive**

<https://www.irishnewsarchive.com/>

Your school may have access to this site, which is a repository of many different local and national newspapers. By using the search facility you can read original newspapers from 1916.

## **Dictionary of Irish Biography**

<http://dib.cambridge.org/>

Your school may have access to this site, which allows you to search for biographical details on 9,000 Irish people.

## **Letters of 1916**

<http://letters1916.maynoothuniversity.ie/>

This ground-breaking digital humanities project digitised thousands of personal and formal letters written between November 1915 and November 1916. You can search the collection to see the original letters and read the contents.

## **National Library of Ireland:**

<http://www.nli.ie/1916/>

Here you will find an excellent collection of digital material relating to the 1916 Rising, particularly to the seven signatories of the 1916 Proclamation.

## **The Sinn Fein Rebellion Handbook**

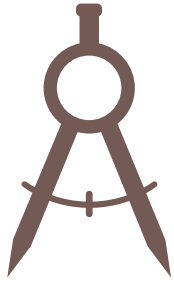
<https://archive.org/details/sinnfeinrebellio00dubl>

Published in 1917 by the Irish Times, this digitised source is based on a collection of articles that ran in the newspaper in May 1916. It offers detailed observation of the Easter Rising, an official list of casualties, names of prisoners, photographs, maps and key locations in Dublin. You may search within the books for people or places. Once again, however, you should cross reference any information you find with other sources.

## **The Central Statistics Office**

<http://www.cso.ie/en/statistics/lifein1916irelandstoriesfromstatistics/>

The CSO provides a range of current and historical statistics, which might be represented as a map. The home page provides a link to a section entitled, 'Life in 1916 Ireland'. This offers, for example, figures for population by county in 1911, infant mortality rate, marriages and deaths by cause in 1916.



## MAPPING THE KEY PERSONALITIES STUDENT FEEDBACK FORM

Map Title: \_\_\_\_\_

Relevant Topic: \_\_\_\_\_ Map URL: \_\_\_\_\_

Two pieces of information in the map that you found interesting:

1. \_\_\_\_\_
2. \_\_\_\_\_

Two pieces of information in the map that surprised you:

1. \_\_\_\_\_
2. \_\_\_\_\_

Do you think that the map and information boxes were sufficiently detailed? Yes ☐ No ☐

Explain:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In your opinion, what was the most relevant image included in the map?

\_\_\_\_\_  
\_\_\_\_\_

What aspects of the map do you think you will find useful in your own revision?

\_\_\_\_\_  
\_\_\_\_\_

What suggestions would you make to improve the biographical map?

\_\_\_\_\_  
\_\_\_\_\_



# STEP-BY-STEP GUIDE TO CREATING AN ONLINE BIOGRAPHICAL MAP



**Step 1:** Once you have been assigned a key personality from your Leaving Cert History course and a project group, you should begin planning the research process. You must decide what each member of the group will focus on during their individual research. Depending on the key personality, you might decide, for example, to divide the research between the members of the group as follows:

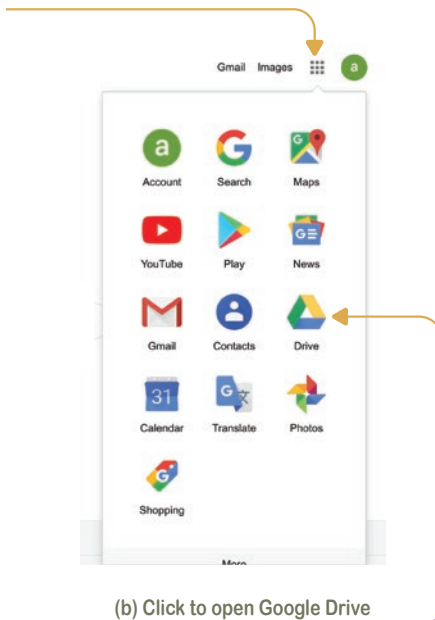
- **Early life:** Birth, childhood, education, early influences etc.
- **Key Biographical Events in Adulthood 1** within a particular date range or according to a particular aspect of their life, i.e. *social, political, economic*.
- **Key Biographical Events in Adulthood 2** within a particular date range or according to a particular aspect of their life.
- **Later Life:** To the point of the key personality's death

When every student has gathered at *least four locations*, they should input this data into a Google Form after the coordinator/ cartographers have completed steps 2-6 below.

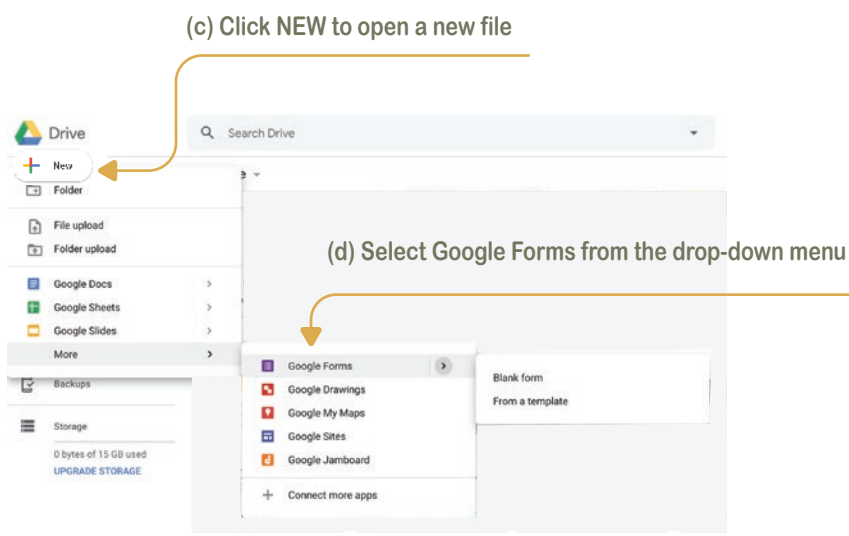
## Step 2: Making a Google Form

- Sign into Google using your gmail address and click on the square icon on the tool bar to access the drop down menu
- Click on the Google Drive Icon to enter the drive
- Click on the blue button at the top left of the page marked 'New'.
- Scroll down the drop-down menu until your find Google Forms and click.

(a) Click for drop-down menu



(b) Click to open Google Drive



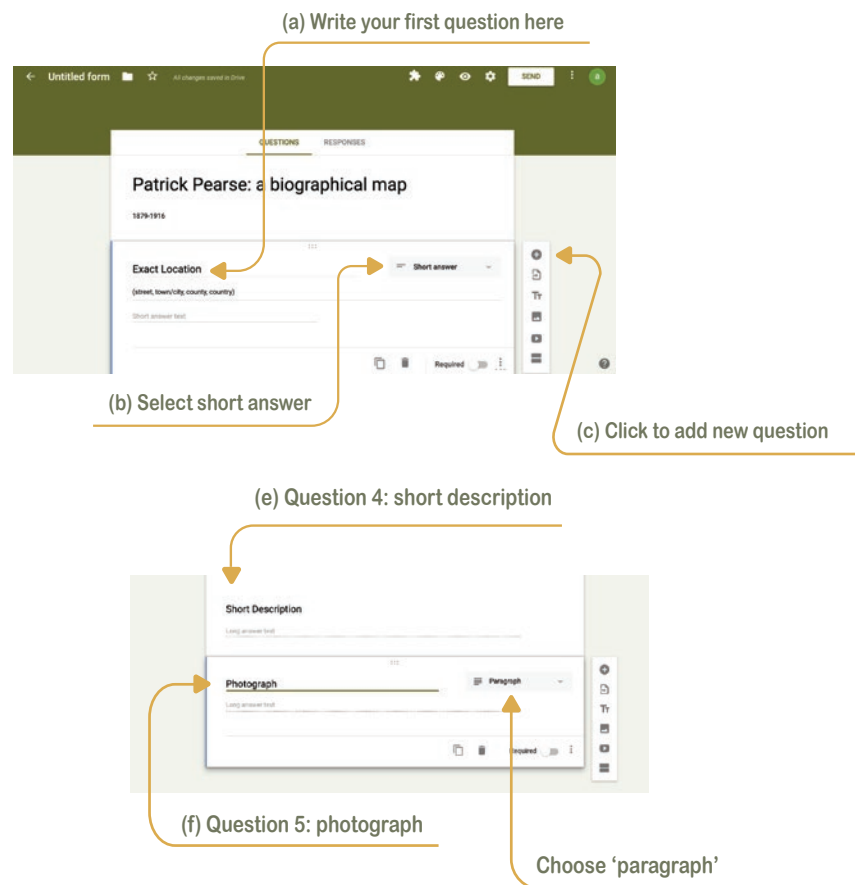
### Step 3: Create your Title

Provide a **Title** for your form:

The name of the key personality may be most appropriate. e.g. *Patrick Pearse: a biographical map*

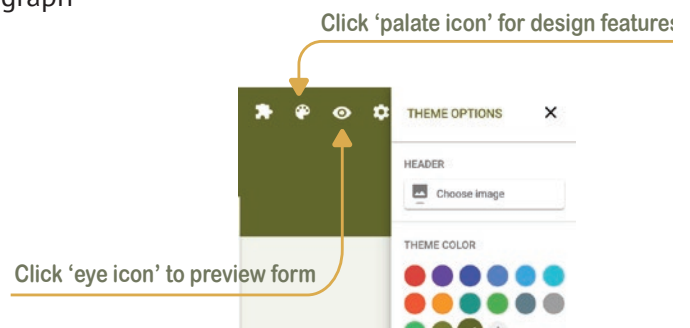
### Step 4: Create your Questions

- In the 'Untitled Question' field, write '**Exact Location**' (*street, town/city, county, country*)
- Then click on the drop down menu to the right and select 'short answer'
- Add the next question by clicking on the + button to the right of the screen. This time write **Date** and again select 'short answer'.
- Repeat the process above for the next question, which is **Title of Event**
- The next question is **Short Description** but this time click 'paragraph' in the drop down menu
- The last question is **Photo** and again select paragraph



### Step 5: Create your Design

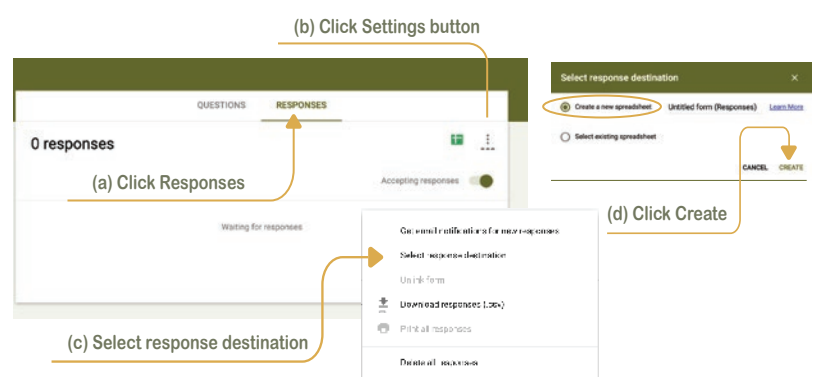
You can preview how the form will look once published by using the '**eye icon**' at the top of the page, or you can choose to design the form to your own specifications using the '**palate icon**'



### Step 6: Making a Google Sheet

To ensure that all the responses will be stored in a Google Sheet for uploading into MyMaps later:

- Click on the word **Responses** at the top of the form.
- On the responses page, click the settings button - the three dots on the right of the box.
- In the drop down menu **select Response Destination**.
- Ensure that 'create new spreadsheet' is selected, click CREATE.



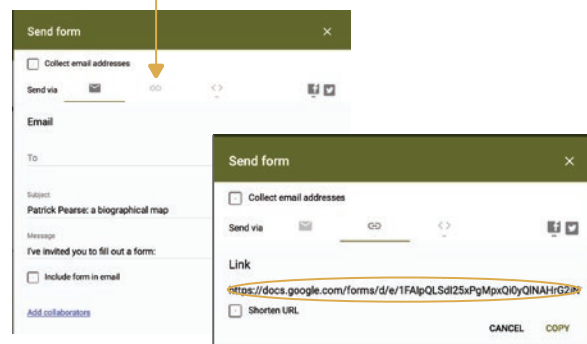


- (e) Now you are ready to click **Send** at the top right of the screen. This will bring you to the **Send Form** pop-up. Here you should select the link icon, which will provide you with a URL to share with the other members of your group.



(e) Select the link icon

- (f) Send the link to all group members so they can access and fill in the form.



### Step 7: Using Google MyMaps

Once the other members of the group have accessed the Google Form online and inputted their responses, the coordinator/cartographer should set up the **Google My Map**.

- (a) As in step 2 above sign into Google Drive, click **New** at the top of the page but this time select **Google MyMaps** from the drop down menu.

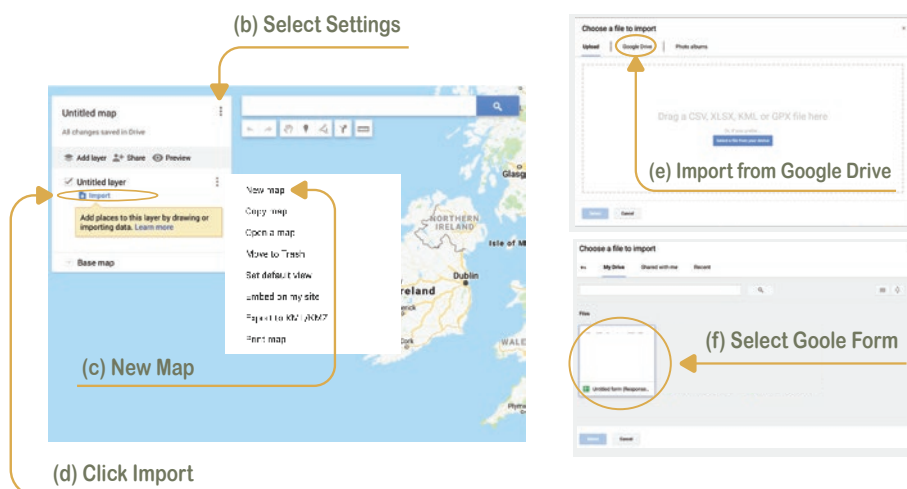
- (b) Click on the three grey dots on the top right-hand side of the white dialogue box.

- (c) From the drop-down menu select **New Map**

- (d) In the white dialogue box on top left side of the screen you will see an import option. Click on **Import**

- (e) When prompted to choose a file to import select **Google Drive**

- (f) Find your Google Sheet of responses stored in the Drive. Select the file and MyMaps will import it almost instantly.

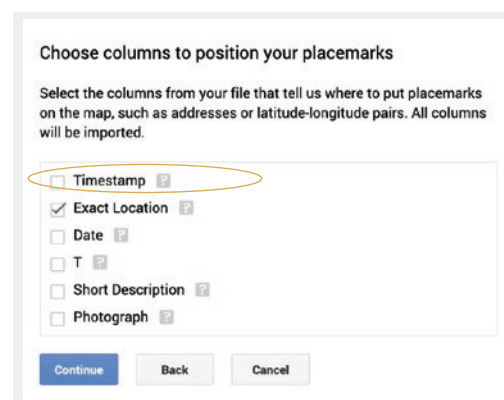


### Step 8: Organising the Map

Once the other members of the group have accessed the Google Form online and inputted their responses, the coordinator/cartographer should set up the **Google My Map**.

- (a) You will now be asked to **Choose columns [in the spreadsheet] to position your place marks**. You should tick the box named **Location** and press continue.

- (b) You will then be asked to **Choose a column to title your markers**. This time you should choose **Title of Event** and press finish. MyMaps will plot the locations on the map. You may edit the individual points.

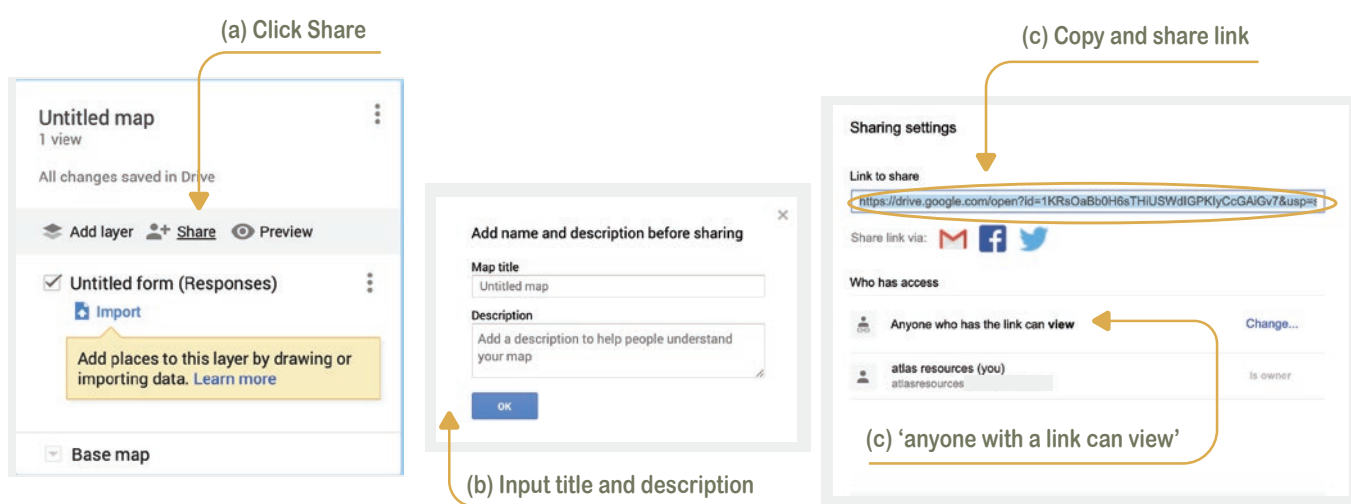


- (c) The cartographer should use the drop-down menu titled **Base Map** underneath the 'Import' bottom to choose a design and colour for the base map.

### Step 9: Collaborating with MyMaps

At this point the coordinator/cartographer should make the map accessible to the other members of the group so that they may edit their own place marks.

- (a) You can do this by clicking the **share** button at the top of the dialogue box
- (b) You will be asked for the title and short description of your map. Input these and click **okay**
- (c) Ensure that '**anyone with a link can view**' is selected. Then copy and share the *link* with the other members of the group



- (d) Having gained access, group members should identify one of their own locations. Click on the place marker to reveal an information box containing the description they inputted into the Google Form. They may edit or amend this if they wish.



### Step 10: Adding Images, Links and Colour

- (a) You can add an image to your information box by clicking on the **camera icon** at the bottom right
- (b) This will bring up a search box. Paste an image **url** or upload a relevant image saved to your Google Drive folder. Click on your chosen image, which will then be inserted as part of your information box. *If you found the image by using a Google Search and the source page is of historical or informative value, you should copy the link below the image and paste it into the information box in the field marked 'photograph.'* In this way, the link to the external webpage will become part of your map. The same process may be used to insert any relevant YouTube material.
- (c) You can change the colour and shape of the place marks depending on the category/ area of your research (e.g. *early life*, =green) Once complete, make sure to press save at the end of your information box.
- (d) When map is finished, the coordinator/cartographer will share the link with the teacher for assessment.



***Congratulations, you have created an original collaborative biographical map!***