



ATLAS OF THE IRISH
REVOLUTION

Acmhainní do Scoileanna



UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

College of
Arts, Celtic Studies
and Social Sciences

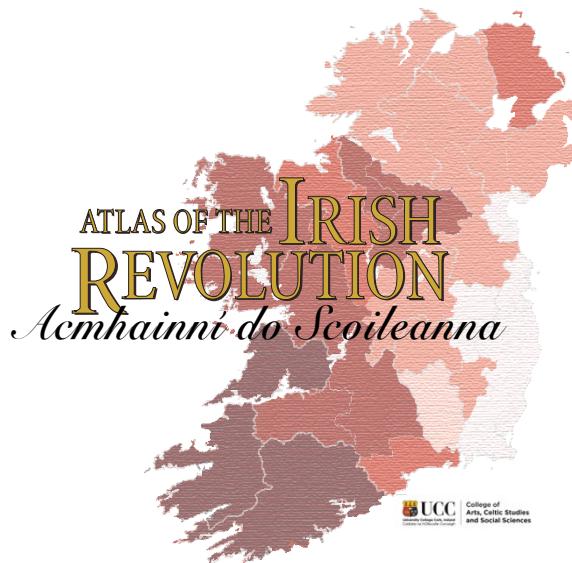
AONAD 5:

Leabhar Tionscadail na hIdirbhliana:

*Éirí Amach 1916
a Léarscáiliú*

Clár ábhair

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Leabhar Tionscadail na hildirbhliana Éirí Amach 1916 a Léarscáiliú

Réamhrá:

Fáilte go dtí Stair na hildirbhliana trína gcuirfear deis shármhaith ar fáil duit forbairt a dhéanamh ar bhunús Stair an Teastais Shóisearaigh i suíomh nach bhfuil dírithe ar scrúduithe. Fiú mura roghnaíonn tú chun an t-ábhar a dhéanamh don Ardteistiméireacht, fanfaidh tuiscint ar Stair leat go deo agus baineann buntáistí léi i bhfad níos faide ná réimse na meánscoile. Foghlaimeoidh tú scileanna inaistrithe, ar féidir leat iad a úsáid i do chuid ábhar eile. Áirítéar leo sin, scileanna smaointeoireachta criticiúla, scileanna taighde agus scileanna cur i láthair. Maidir libh siúd a leanfaidh le Stair tar éis na hildirbhliana, cuirfear bonn thar barr ar fáil léi d'obair thionscadail níos forbartha, d'anailísiú doiciméad agus do scileanna scríbhneoireachta.

Beidh an modúl seo dírithe ar conas mar a bhí sé le bheith ag maireachtáil in Éirinn le linn na bliana corraithí, 1916. Déanfaimid scrúdú ar stair 1916 trí éagsúlacht d'fhoinsí, go príomha rogha léarscáileanna ó Atlas Réabhlóid na hÉireann. Trí na foinsí luachmhara sin cuitear sraith bhreise ar fáil maidir le tírdhreach an ama atá caite agus soláthraítear spreagadh leo do do thionscadail ghrúpa féin.

Measúnú:

- (a) **Measúnú Leanúnach (10%):** Bronnfar marc ort as rannpháirtíocht fhioriomlán sa mhodúl. Sin é an fáth gur cheart duit fanacht dírithe, eagraithe agus dul i ngleic leis na tascanna grúpa agus aonair.
- (b) **An Tionscadal Grúpa (60%)** Cuimhnigh, ní mór duit an spriocdháta a chomhlíonadh do do Thionscadal Staire agus bronnnfar marcanna ar iarracht, samhlaíocht agus úrnuacht chomh maith le cáilíocht do chuid oibre.
- (c) **Cur i Láthair & Féinmheasúnú (30%):** Beifear ag súil go gcuirfidh tú do thionscadal críochnaithe i láthair agus go gcomhlánóidh tú foirm féinmheasúnaithe.

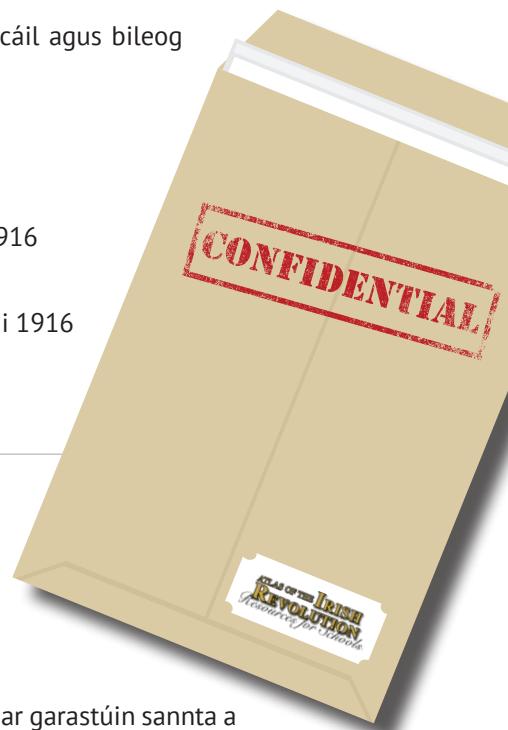
Treoir don Tionscadal:

Cuirfidh sibh cúige ghrúpa de chuígear scoláirí ar bun.

Roghnóidh gach grúpa clúdach litreach séalaithe amháin ina bhfaighidh siad léarscail agus bileog pháipéir ar a mbeidh ceann amháin de chúig theideal fhéideartha don tionscadal.

- (1) **Edward (Ned) Daly** den 1ú Cathlán i limistéar na gCeithre Cúirteanna i 1916
- (2) **Thomas McDonagh** den 2ú Cathlán i Monarcha Brioscaí Jacobs i 1916
- (3) **An Chuntaois Markievicz** d'Arm Cathartha na hÉireann ar Fhaiche Stiabna i 1916
- (4) **Helena Moloney** d'Arm Cathartha na hÉireann i Halla na Cathrach i 1916
- (5) **Séamas Ó Conghaile**, Ceanncheathrú Óglaigh na hÉireann, Ard-Oifig an Phoist i 1916

Beidh liosta foinsí ar líne sa chlúdach litreach freisin chun cuidiú le bhur dtaighde



Céim 1: Ba cheart do bhall amháin i ngach grúpa an clúdach litreach a oscailt chun ábhar bhur dtaighde a noctadadh. Is é bhur dtasc thar chúrsa an mhodúil seo eispéireas saoil an duine sin a thaifeadadh ar bhonn stairiúil agus geografach araon.

Céim 2: Déanaigí scrúdú ar Léarscail an Gharastúin Fhoriomláin chun bhur limistéar garastúin sannta a shainaithint. Aimsígí an daingean míleata is deise agus urphost is deise na nÓglach. Déanaigí plé ar aon ghnéithe eile sa limistéar sannta atá ina ndíol spéise nó atá suntasach.

Céim 3: Mar ghrúpa, déanaigí tobsmaointeoireacht ar an méid atá ar eolas agaibh cheana féin faoin duine nó láthair atá sannta daoibh le linn Éirí Amach 1916. An bhfuil eolas agaibh ar dhaoine nó ar imeachaí ar bith eile a bhaineann leis an limistéar sin? Ba cheart daoibh tobsmaointeoireacht a dhéanamh freisin ar aon fhoinsí dóchúla faisnéise ar bhur n-ábhar: láithreán ghréasáin, ailt, cláir faisnéise, srl.

Céim 4: Cé go nglacfaidh gach ball den ghrúpa páirt i dtaighde, glacfaidh gach duine agaibh le ceann amháin de na róil shainiuála ar a bhfuil breac-chuntas ar an gcéad leathanach eile. Nuair a bheidh sé comhaontaithe, déanfaidh comhordaitheoir an ghrúpa baill den ghrúpa agus a ról a liostú sa chéad chuid d'Fhoirm Thogra an Tionscadail sa leabhar oibre seo

Céim 5: Déan roinnt taighde aonair mar ullmhúchán don aiseolas a thabharfaidh tú do do ghrúpa sa chéad rang eile.

Céim 6: Sa chéad rang eile, ba cheart don ghrúpa an taighde aonair a chur i láthair agus machnamh a dhéanamh ar fhormáid an tionscadail. Tá na gnéithe nach mór daoibh a chur san áireamh liostaithe ar an gcéad leathanach eile, ach tá deis mhaith ann fós úrnuacht agus samhlaíocht a thaispeáint. D'fhéadfadh sibh cinneadh a dhéanamh láithreán gréasáin, clár faisnéise, leabhar tionscadail nó póstaer a chruthú.

Céim 7: Nuair a bheidh sé comhaontaithe, ba cheart don ghrúpa na codanna atá fágtha i bhFoirm Thogra an Tionscadail a chomhlánú agus ansin í a thabhairt ar ais don mhúinteoir.

BHUR DTIONSCADAL A DHEARADH

Beag beann ar fhormáid bhur dtionscadail (láithreán gréasáin, clár faisnéise, srl), **ní foláir nó** go mbeidh na gnéithe 1-4 atá liostaithe thíos san áireamh le bhur dtionscadal. Beidh **léarscáileanna bunaíd** an ghrúpa ag croílár an tionscadail, ach is féidir libh aon ghnéithe radhairc agus i scríbhinn eile a thabhairt isteach is mian libh.

Na Gnéithe Bunriachtanacha

(1) 'Stair' Dhá Leathanach i Scríbhinn de bhur dTopaic:

Leis sin, tabharfar fianaise le chéile ó fhoinsí a bhreathnaigh sibh go léir agus ba chóir go soláthrófaí comhthéacs láidir leis do na léarscáileanna. Ba cheart í a struchtúrú mar a leanas:

- Tugaigí réamheolas faoi thopaic bhur dtionscadail
- Cuirigí cúlra ar fáil maidir leis an duine atá roghnaithe agaibh agus conas a tharla sé go raibh siad rannpháirteach in Éirí Amach 1916
- Mínígí eispéireas an duine sin i 1916, i bhur mbarúlacha féin, agus tagairt á déanamh d'aiteanna, do shráideanna agus d'imeachtaí le linn na seachtaine

(2) Freagairt Shamhláioch:

D'fhéadfadh sibh cinneadh a dhéanamh chun an duine i dteideal bhur dtionscadail a roghnú nó duine eile ina gharastún sa láthair chéanna. Glacfaidh sibh le pearsa an duine sin agus samhlóidh sibh go bhfuil sé ag scríobh chuig a dheartháir/deirfiúr. Ba cheart go mbeadh faisnéis fhíorasach sa litir mar aon le sonraí a fuarthas le linn bhur dtaighde, agus tagairt á déanamh d'aiteanna, do shráideanna agus d'imeachtaí le linn na seachtaine. Déanaigí iarracht comhcheangal de chur síos ar imeachtaí agus de bhur mothúcháin faoi na himeachtaí sin a chur san áireamh.



(3) Léarscáil Bunaithe ar Shonraí Stairiúla:

Modelled on the maps included in your Document Pack, this biographical map should include the places mentioned in the sources you consulted during the course of your research. The map may be created online using *Google MyMaps* or other mapping software, or drawn/traced artistically. The only stipulation is that it displays historical information in the form of a map. Depending on the format of your project, this could be attached to a poster, placed prominently on your webpage to illustrate your research or feature as a still image in your documentary.



(4) Anailís ar Fhoinsí:

Ba cheart do bhaill den ghrúpa nótaí a ghlaodh faoi na foinsí a breathnaíodh le linn bhur dtaighde. Ba cheart don ghrúpa na foinsí a phlé, maidir le cé chomh úsáideach agus atá siad agus a n-iontaofacht. Roghnaígí 2 fhoinse ar a laghad - ní foláir nó go bhfuil ceann amháin ina foinse phríomhúil - agus scríobhaigí anailís. Ba cheart an anailís i scríbhinn ar na foinsí a struchtúrú mar a leanas:

- Ainmnígí an fhoinse agus an t-údar (x2)
- Sonraigí an fáth ar cruthaíodh an fhoinse (m.sh. chun míniúchán, bonn cirt, cur síos nó faisnéis a thabhairt) (x2)
- Achoimrígí an méid atá san fhoinse (x2)
- Mínígí an fáth a raibh an fhoinse úsáideach do bhur ngrúpa (na staraithe, na scríbhneoirí agus na cartagrafaiithe)
- Cén ceann den dá fhoinse a bhí ina foinse is iontaofa (comparáid)?





RÓIL AN

GHRÚPA

Ba cheart do bhaill uile den ghrúpa páirt iomlán a ghlaodh sa taighde. Nuair a bheidh sibh ag scríobh bhur bhféinmheasúuithe agus ag déanamh bhur láithreoirreachtaí, míneoidh sibh an méid ar a ndearnadh taighde go pearsanta. D'fhoill a chinntíú go dtaispeánann tú do scileanna aonair agus go gcuireann tú ar bhonn éifeachtach leis an tionscadal grúpa ba cheart duit ceann amháin de na róil thíos a ghlaodh freisin.

COMHORDAITHEOIR:

- Tá sé freagrach as a chinntíú go ndéanann gach scoláire ionchur cothrom sa tionscadal
- Déanann sé cathaoirleacht ar na pléití tar éis an taighde aonair thosaigh agus cinntíonn sé go bhfuil deis cainte ag cách.
- Cuireann sé an fhasnéis a leanas chuig an múinteoir tar éis an chéad dá rang pleanála:
 - (a) Teideal an Tionscadail
 - (b) Ainmneacha na ndaoine sa ghrúpa
 - (c) Ról gach duine sa ghrúpa
 - (d) Idéanna ar bith faoin dóigh a ndéanfaidh sibh taighde ar bhur dtionscadal
- Cuireann sé tuarascálacha ar dhul chun cinn isteach chuig an múinteoir agus déanann sé fadhbanna a réiteach
- Déanann sé taighde ar ghné na topaice agus scaipeann sé torthaí amach do bhaill eile den ghrúpa.
- Déanann sé maoirseacht ar dhearadh foriomlán na láithreoirreachta (m.sh. an leathanach gréasáin, clár tionscadail, PowerPoint) agus cinntíonn sé go bhfuil gnéithe uile an tionscadail réidh le cur i láthair faoin spriocdháta.
- Oibríonn sé leis an gcartagrafaí chun cur le chéile na léarscáile(anna) a eagrú

AN CARTAGRAFAÍ:

- Déanann sé taighde ar ghné na topaice agus scaipeann sé torthaí amach do bhaill eile den ghrúpa.
- Scaipeann sé Teimpléad Shonraí an Chartagrafaí do na taighdeoirí eile i bhur ngrúpa chun a chinntíú go mbailíonn siad an fhasnéis a theastaíonn chun an léarscáil bheathaisnéiseach a dhéanamh
- Glacann sé freagracht as an léarscáil a chur le chéile/a tharraingt bunaithe ar thaighde an ghrúpa
- Má tá léarscáil dhigiteach á déanamh, déanann sé comhordú le scoláirí eile chun cuidiú le cruthú a marcóirí áite aonair

AN DUINE A SHAMHLAÍONN:

- Déanann sé taighde ar ghné na topaice agus scaipeann sé torthaí amach do bhaill eile den ghrúpa.
- Tá sé freagrach as an litir shamhláoch a scríobh agus as a chinntíú go bhfuil an litir inchreidte
- D'fhéadfadh sé cinneadh a dhéanamh grianghraf nó íomhá nó an dá rud araon a iniamh leis an litir nó chun cuma na haoise a chur ar an bpáipéar

AN BHEIRT SCRÍBHNEOIRÍ

- Déanann siad a gcuid taighde féin agus téann siad i gcomhairle le baill eile den ghrúpa chun an taighde agus na foinsí ábhartha uile a bhailíú maidir lena dtopaic
- Oibríonn siad le chéile chun na foinsí uile a thabhairt le chéile chun stair i scríbhinn den tionscadal agus anailís ar na foinsí a thiomsú

Fóirm Thogra An Tionscadail

Le cur faoi bhráid bhur múinteora nuair a bheidh an chéad rang pleanála tionscadail

Teideal an Tionscadail:

Spriocdháta:

Ainmneacha Bhaill an Ghrúpa:

Comhordaitheoir:

An Cartagrafaí:

An Duine a Shamhlaíonn:

Scríbhneoir:

Scríbhneoir:

Idéanna faoin taighde:

Idéanna faoin dearadh:

Táimidne, a bhfuil ár n-ainmneacha leis seo thíos, tiomanta chun oibriú le chéile mar ghrúpa agus chun cur ar bhonn cothrom leis an taighde agus leis an dearadh. Táimid tiomanta freisin do bheith ullmhaithe go hiomlán chun ár dtionscadal críochnaithe a chur i láthair ar an spriocdháta atá sannta ag an múinteoir

Sínithe

Comhordaitheoir:

An Cartagrafaí:

An Duine a Shamhlaíonn:

Scríbhneoir:

Scríbhneoir:



TEIMPLÉAD: BAILIÚ SONRAÍ An Chartagrafaí

Le linn bhur dtaighde, glacaigí notaí faoi am ar bith nuair atá áit luaite. D'fhéadfadh sé sin a bheith bainteach le saol luath bhur gcarachtair, le hÉirí Amach 1916 é féin, nó lena shaol tar éis 1916. Nuair a bheidh bhur bhfaisnéis bailithe agaibh, ba cheart daoibh í a chur sa teimpléad thíos. Déanaigí iarracht le bheith chomh eifeachtach agus is féidir agus an láthair á cur isteach, mar úsáidfear sin chun an léarscáil a chruthú. Faoi 'Cur Síos', bainigí úsáid as bhur scileanna achoimrithe chun cur síos gairid a dhéanamh ar an imeacht a tharla ar an dáta sin agus sa láthair sin.

D'fhéadfadh bhur gcartagrafaí cinneadh a dhéanamh chun Google Doc nó Google Form a úsáid ionas gur féidir libh uilig an fhaisnéis a chur isteach ar líne.



TEIMPLÉAD: ANAILÍS FOINSÍ

Tugaigí na sonraí a leanas faoi deara maidir le dhá fhoinse ar a laghad a bhreathnaigh sibh agus cuirigí an fhoirm seo faoi bhráid bhur scríbhneoirí chun cuidiú leis an Anailís ar Fhoinsí

Cineál na Foinse:

Leabhar Alt Leathanach Gréasáin Grianghraif Léarscáil Eile

Teideal lomlán na Foinse:

Údar (Údair):

Áit an Fhoilsithe: An Dáta a Foilsíodh:

Láithreán Gréasáin url: (*másiomchui*)

Foinse Phríomhúil Foinse Thánaisteach

Cur Síos Gairid ar an bhFoinse: (*ábhar/ an fáth ar scríobhadh é/ dearcadh/ iontaofacht srl*)

Cé chomh úsáideach agus a bhí sí don tionscadal:



Mar:

Láidreachtaí mar Foinse Stairiúil:

Laigí mar Foinse Stairiúil:

FOIRM NUASHONRAITHE AN CHOMHORDAITHEORA

Le bheith comhlánaithe ag an gcomhordaitheoir agus le cur faoi bhráid an mhúinteora ag lárphointe an tionscadail

Ainm an Chomhordaitheora:

Teideal an Tionscadail:

Baill den Fhoireann:

An Obair atá Críochnaithe go dtí seo:

Na Pleananna chun an Tionscadal a Críochnú:

Fadhbanna nó bacainní:

Gaiscí:



Bileog Measúnaithe Phearsanta

Teideal an Tionscadail:

Dáta Tosaithe: _____ Dáta Críochnaithe: _____

Baill an Ghrúpa:

Ainm:	_____	Ról	_____
Ainm:	_____	Ról	_____
Ainm:	_____	Ról	_____
Ainm:	_____	Ról	_____
Ainm:	_____	Ról	_____

Cuir síos ar an réimse taighde a sannadh do do ghrúpa:

Déan cur síos mionsonraithe ar do chuid ionchuir sa tionscadal grúpa:

Cad a rinne tú go maith mar chuid den ghrúpa?

Cad iad na rudaí a dhéanfá ar bhealach difriúil dá ndéanfá an tionscadal seo arís?

LIOSTA NA BHFOINSÍ DIGITEACHA



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 tÓglach 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.

LIOSTA NA BHFOINSÍ DIGITEACHA



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 to 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.

STEP-BY-STEP GUIDE TO CREATING A WEBSITE



STEP 1: GETTING STARTED

Log into <https://weebly.com> and sign up using your Gmail address. If you do not have a Gmail account, you will need to create one.

Get Started with Weebly

Your name _____

Your email address _____

Create password _____

Ireland _____

Email me useful updates and special offers

Sign up for free

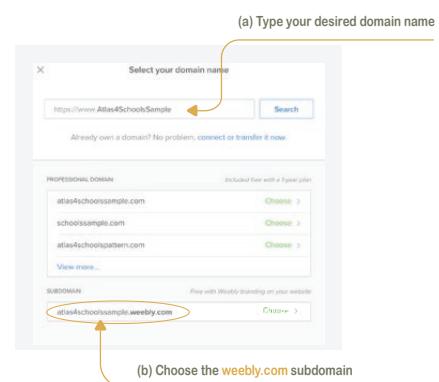
By proceeding, you agree to Weebly's Terms of Service & Privacy Policy and Square's Terms of Service & Privacy Policy.

STEP 2: CHOOSING A THEME

You will be offered a selection of themes from which to choose. Select one—ideally from the 'Blog' category. You can always change this later.

STEP 3: WEBSITE DOMAIN

You will be prompted to *Choose Your Website Domain*. This is the address where people will find your website online. To create a free website, select a **Subdomain of weebly.com** and decide what you will call your website. www.Atlas4SchoolsSamle.weebly.com. Press 'Continue'



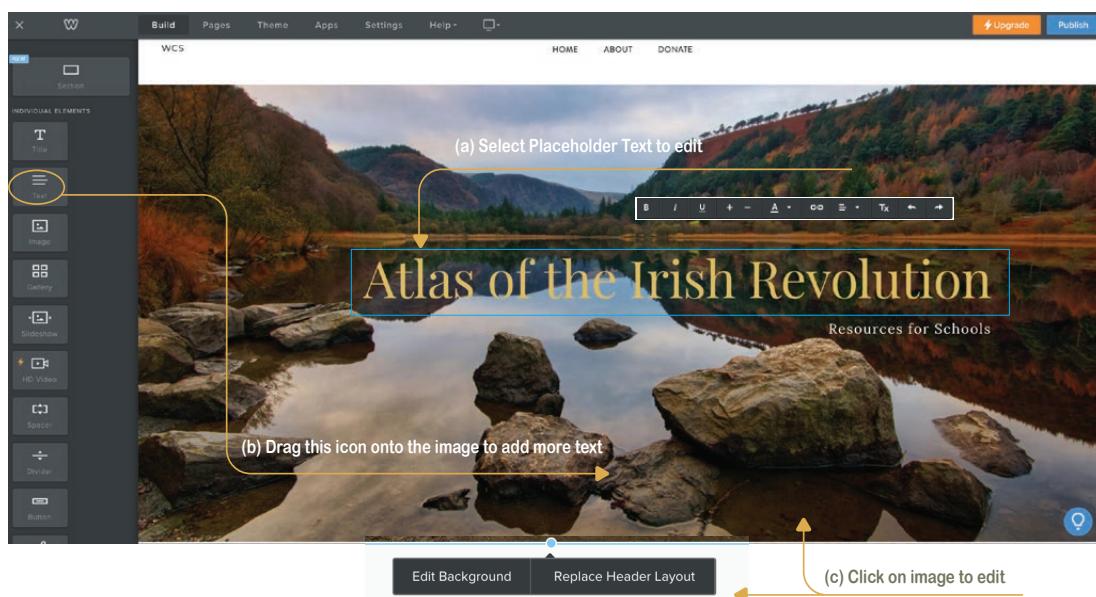
STEP 4: BUILDING YOUR WEBSITE

You will be directed to the website builder [Weebly Editor]. This is a simple to use drag-and-drop website builder, which allows you to design your website according to your own specifications and tastes. Remember, the less cluttered the better. Aim for a good mix of text, images and multi-media. Try to match the colour scheme and layout with the theme of your site.

STEP 5: HOME PAGE

The Home page will be the first thing your visitors see and should be both eye-catching and informative.

- By moving your cursor over the placeholder text you will be able to edit it.
- If you click on the header image, an option to **Edit Background** will appear.
- Select, and choose 'Upload Image' to personalise your Home Page.
- You may also add text by dragging the Text Icon from the Side Bar



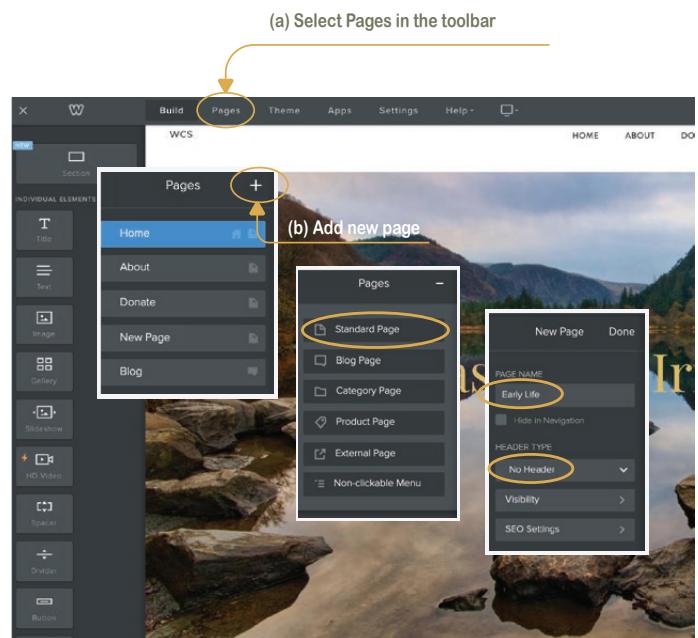
STEP 6: CREATE ADDITIONAL PAGES

On the tool bar at the top of the screen click on **Pages**. Delete the pages you won't need such as *Shop*, *Donate* or *Contact* by clicking on the name of the page. At the bottom of the dialogue box, click delete.

Create new pages by pressing the + sign beside **Pages** at the top of the sidebar menu. Select **Standard Page**

Once the dialogue box appears, type in the name of the page e.g. 'Early Life', and select page layout. e.g. 'No Header'

You may also control visibility of the page online and, in some themes, insert password protection.



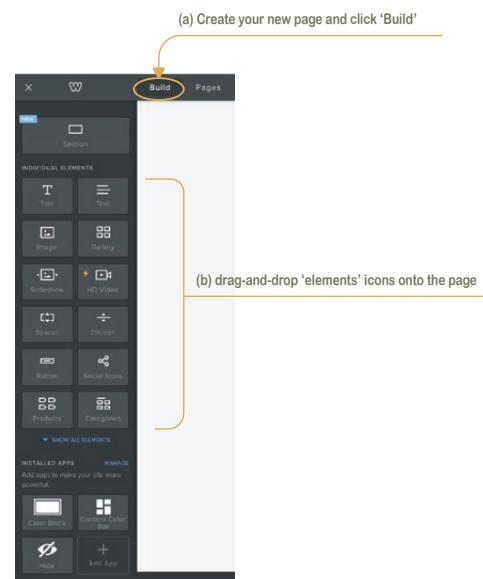
Suggested pages for a Biographical website are: **Home - Early Life - Pre 1916 - Easter Rising - Aftermath - Maps**.

Alternatively, you may decide to create a class website with an overriding theme. Each page may be devoted to a student group project relating to that theme. You may also link the website to a class Twitter account for further collaboration.

STEP 7: BUILDING YOUR PAGES

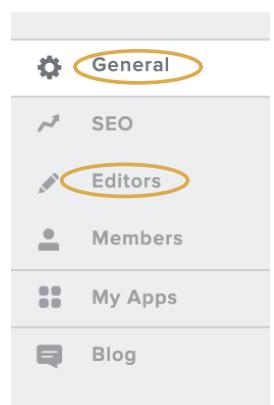
Once you have created the titles for your pages, you may build each page by, firstly, selecting **Build** in the toolbar and then dragging and dropping from the **Elements** Sidebar Menu. The elements icons are self-explanatory

- (a) **Text:** Hold and drag the button marked **Text** to a location on the page and then release. Now you can type or cut and paste text onto the page. You also have the option to upload a document.
- (b) **Images:** Using the same process you add single images, a gallery or a slideshow of images. You can also add video links and links to external webpages.
- (c) **Structure:** Use the **Dividers and Spacers** in the Elements menu to create columns and breaks in your text and spaces between different pages elements.



STEP 8: SETTINGS

- (a) Once you have finished building your website, click **Settings** at the top right of the toolbar.
- (b) Under **General** you will see that you may enter the **Site Title** and create a **Site Password**. This will limit public access to the site and is a useful feature for student websites.
- (c) You can also assign **Editors** under settings by adding their email addresses



STEP 9: PUBLISH

When you have completed your site, navigate to the top right of the toolbar and click **Publish**. You will be prompted to confirm your domain address and provided with a link to view your page. You can return to edit the site as often as necessary by signing with your Gmail account at weebly.com

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



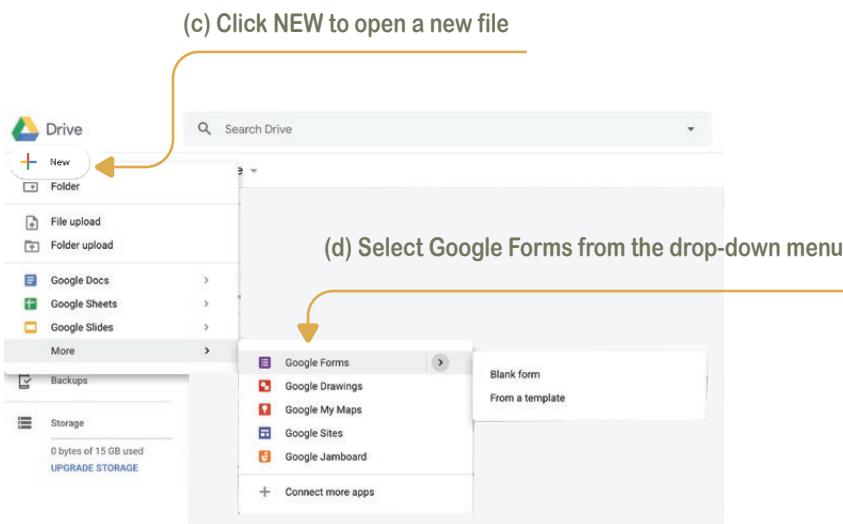
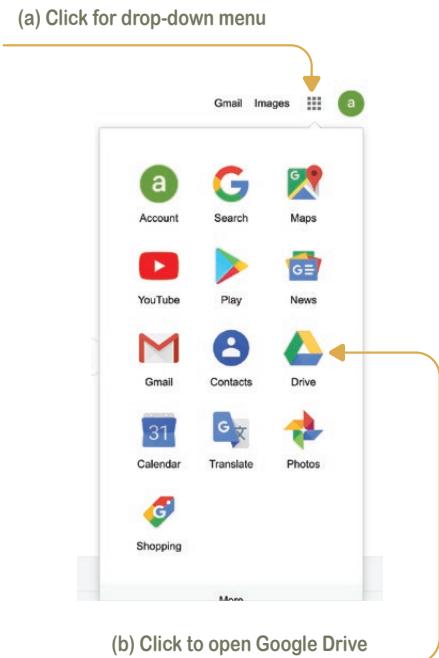
STEP 1: Once you have been assigned a key personality from your Leaving Cert History course and a project group, you should begin planning the research process. You must decide what each member of the group will focus on during their individual research. Depending on the key personality, you might decide, 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 you find Google Forms and click.

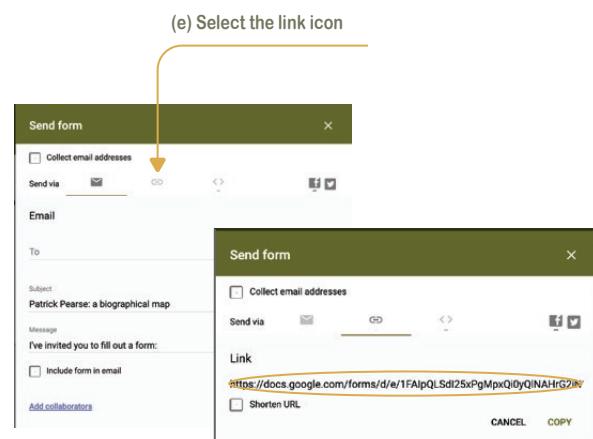


- (e) Now you are ready to click **Send** at the top right of the screen

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

- (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.

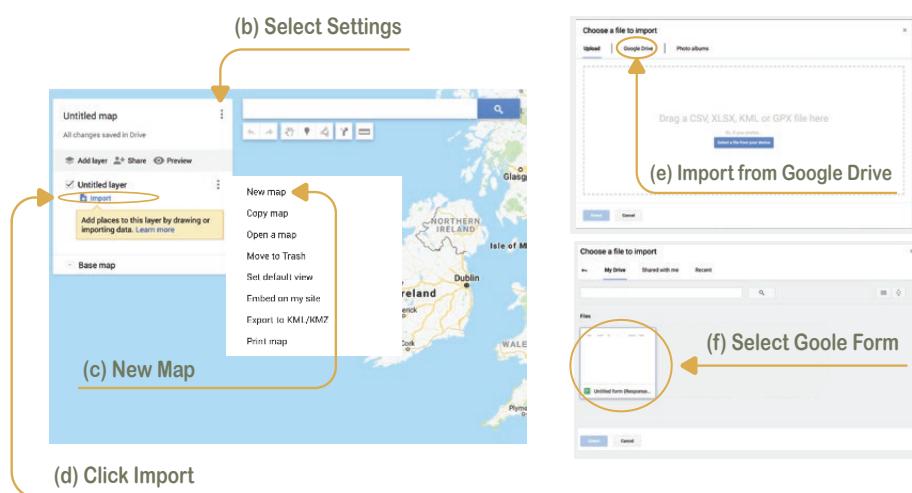
- (b) Click on the three grey dots on the top right-hand side of the white dialogue box.

- (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.

Choose columns to position your placemarks

Select the columns from your file that tell us where to put placemarks on the map, such as addresses or latitude-longitude pairs. All columns will be imported.

<input type="checkbox"/> Timestamp <small>[?]</small>
<input checked="" type="checkbox"/> Exact Location <small>[?]</small>
<input type="checkbox"/> Date <small>[?]</small>
<input type="checkbox"/> T <small>[?]</small>
<input type="checkbox"/> Short Description <small>[?]</small>
<input type="checkbox"/> Photograph <small>[?]</small>

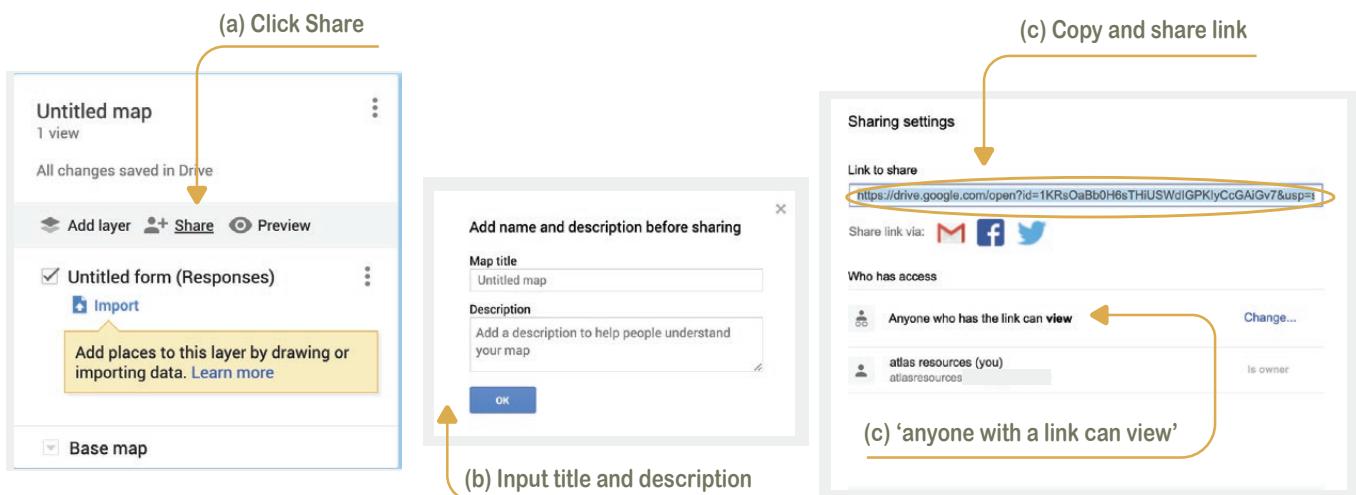
Continue **Back** **Cancel**

- (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.

- Click the **share** button at the top of the dialogue box
- You will be asked for the title and short description of your map. Input these and click **okay**
- 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

- You can add an image to your information box by clicking on the **camera icon** at the bottom right
- 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.
- 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.
- When map is finished, the coordinator/cartographer will share the link with the teacher for assessment.

