

Unit 5:

Mapping the 1916 Rising

Transition Year Project Book

Contents

	Introduction to the History Module	_1
Part 1	Project Brief	<u>2</u>
	Designing your Project: The Essential Elements	3
Part 2	Group Roles	
	Description of Group Roles	4
	Project Proposal Form	<u>5</u>
Part 3	Researching 1916	
	Cartographer's Data Collection Template	<u>6</u>
	Source Analysis Template	<u>7</u>
	Coordinator's Update Form	8
	Personal Assessment Sheet	9
	List of Digital Sources	<u>10</u>
Part 4	Presenting the Project	
	Step-by-Step Guide to Creating a Website	<u>12</u>
	Step-by-Step Guide to Creating an Online Biographical Map	14



Transition Year Unit: Mapping the 1916 Rising

Welcome to Transition Year History where you are presented with a golden opportunity to build on the base of Junior Cert History in a non-exam orientated setting. Even if you choose not to take the subject for Leaving Cert, an appreciation for History will stay with you forever and has benefits far beyond the realms of secondary school. You will also learn transferable skills, which you can apply to your other subjects. These include, critical thinking skills, research and presentation skills. For those of you who continue History after TY, it will offer a tremendous foundation in more advanced project work, document analysis and writing skills.

This module will focus on what it was like to live in Ireland during the tumultuous year, 1916. We will examine the history of 1916 through a variety of sources, primarily a selection of maps from the Atlas of the Irish Revolution. These valuable sources offer an additional layer of detail to the landscape of the past and provide inspiration your own group projects.

Assessment:

- (a) Continuous Assessment (10%) You will be awarded a mark for overall participation in the module. That is why you should remain focused, organised and engage with the group and individual tasks.
- **The Group Project (60%)** Remember, you must meet the deadline for your History Project and marks will be awarded for effort, imagination and originality as well as for the quality of your work.
- (c) Presentation & Self Assessment: (30%) You will be expected to present your finished project to the class at the end of the module and complete a self assessment sheet.

CONFIDENTIAL

Project Brief

You will form five groups of five students.

Each group will select one sealed envelope inside which they will find one map and a sheet of paper on which will be written one of five possible project titles.

- (1) Edward (Ned) Daly of the 1st Battalion in the Four Courts Area in 1916
- (2) Thomas McDonagh of the 2nd Battalion in Jacob's Biscuit Factory in 1916
- (3) Countesss Markievicz of the Irish Citizen Army in St Stephen's Green in 1916
- (4) Helena Moloney of the Irish Citizen Army in City Hall in 1916
- (5) James Connolly, Volunteer Headquarters, GPO in 1916

The envelope will also contain a list of online sources to aid your research.

- Step 1: One member of each group should open the envelope to reveal the subject of your research. Your task over the course of this module is to record historically and geographically the life experience of that individual.
- Step 2: Examine the Overall Garrison Map to identify your assigned garrison area. Find the closest military stronghold and the nearest Volunteer outpost.

 Discuss any other features of the assigned area that are interesting or noteworthy.
- Step 3: As a group, brainstorm what you already know about your assigned person or location during the 1916 Rising. Do you know of any other people or events associated with that area? You should also brainstorm any likely sources of information on your subject: websites, books, articles, documentaries etc.
- **Step 4:** While every group member will engage in research, each of you will also take on one of the specific roles outlined on the next page. Once agreed, the group coordinator will list the members of the group and their roles in the first part of the *Project Proposal Form* in this workbook.
- **Step 5:** Conduct some *individual research* in preparation for giving feedback to your group in the next class.
- Step 6: In the next class, the group should present the individual research and consider the format of the project. The elements that you must include are listed on the next page, but there is still plenty of room for originality and imagination. You might decide to create a website; a documentary; a project book or poster.
- **Step 7:** Once agreed, the group should then fill in the remaining parts of the *Project Proposal Form* and return it to the teacher.

DESIGNING YOUR PROJECT

Regardless of the format of your project (website, documentary etc), your final project *must* include elements 1-4 listed below. The group's **original maps** will be the focal points of the project, but you may introduce any other visual or written elements that you like.

The Essential Elements

(1) Two-page Written 'History' of your Topic.

This will bring together evidence from sources you have all consulted and should provide strong context for the maps. It should be structured as follows:

- Introduce the topic of your project
- Provide background about your chosen person and how they found themselves involved in the 1916 Rising
- Explain what that person's experience of 1916 must have been like, making reference particularly to places, streets and events during the week



(2) An Imaginative Response

You may decide to choose the person in your project title or a different member of their garrison in the same location. You will take on the persona of that person and imagine that you are writing to your brother/sister. The letter should contain factual information and details that you discovered during the course of your research, making reference particularly to places, streets and events during the week. Try to include a combination of description of events and your feelings about those events.



(3) A Map Based on Historical Data:

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.



An Analysis of Sources:

- (4) Group members should *take note of the sources* consulted during your research. The group should discuss the sources, their usefulness and reliability. Choose at least 2 sources *one must be a primary source* and write an analysis. The written analysis of sources should be structured as follows:
 - Name the source and the author (x2)
 - State why the source was created: (e.g. *to explain, justify, describe, inform*) (x2) Summarise the contents of the source (x 2)
 - Explain why the source was useful to your group (the historians, the writers and the cartographers)
 - Which of the two sources was the most reliable source? (comparison)



GROUP



ROLES

Il of the group members should engage fully in the research. When you are writing your self-assessments and making your presentations, you will explain what you personally researched. In order that you showcase your individual skills and contribute most effectively to the group project you should also chose one of the roles below.

COORDINATOR:

- Responsible for making sure that each student is making an equal input into the project
- Chairs the discussions after the initial individual research and makes sure that everyone has had an opportunity to speak.
- Submits the following information to the teacher after the first two planning classes:
 - (a) Title of the Project
 - (b) Names of the people in the group
 - (c) Role of each person in the group
 - (d) Any ideas about how you will research your project
- Submits progress reports to the teacher and troubleshoots problems
- Conducts research on an element of the topic and distributes findings to the other members of the group.
- Oversees the overall design of the presentation (e.g. the webpage, project board, powerpoint) and ensures that all elements of the project are ready for presentation by the deadline
- Works with the cartographer to organise the construction of the map(s)

THE CARTOGRAPHER:

- Conducts research on an element of the topic and distribute findings to the other members of the group
- Distributes the *Cartographer's Data Template* to the other researchers in your group to ensure that they gather the required information to make the biographical map
- Takes responsibility for constructing/ drawing the map based on the research of the group
- If creating a digital map, coordinates with other students to assist in the construction of their individual place markers

THE IMAGINER:

- Conducts research on an element of the topic and distributes findings to the other members of the group
- Responsible for writing the imaginative letter and ensuring that the letter is credible (believable)
- May decide to include a photograph and/or image with the letter or to age the paper

THE TWO WRITERS:

- Conduct their own research and consult with the other members of the group to gather all the relevant research and sources on their topic
- Work together to bring all the sources together to compile a written history of the project and an analysis of sources

Project Proposal Form

To be submitted to your teacher at the conclusion of the first project planning class

Project Title:
Date Commenced: Deadline:
Group Members' Names:
Coordinator
Cartographer
Imaginer
Writer
Writer
Research ideas:
Design ideas:
We the undersigned commit to working together as a group and contributing equally to the research and design. We also commit to being fully to prepared to present our completed project on the dead-line assigned by the teacher.
Gigned:
Coordinator:
Cartographer:
Imaginer:
Writer:
Writer:



During your research, take note of any time a place is mentioned. This may relate to your character's early life, the 1916 Rising itself, or their life after 1916. When you have gathered your information, you should input it into the template below. Try to be as exact as possible when inputting the location, as this will be used to create the map. Under 'Description', use your *summary skills* to briefly describe the event that occurred on that date and in that location.

Exact Location	Date	Event Title	Brief Description

Your cartographer may decide to use a Google Doc or Google Form so that you may all input the information online.



SOURCE ANALYSIS TEMPLATE

Take note of the following details in relation to at least two sources you consulted and submit this form to your writers to aid in the Analysis of Sources

Type of Source:							
Book Article We	ebpage	Pho	tograph		Мар	0	ther
Full Title of the Source:							
Author(s):							
Place of Publication: Date Published:							
Website url: (if relevant)							
Primary Source Secondary	Source						
Brief Description of Source: (conte	nt/ the reason	ı it was	written	/ tone/ r	eliability	v etc.)	
Level of Usefulness to the Project:		1	2	3	4	5	l
	not useful						very useful
Because:							
Strengths as a Historical Source:			Weakn	esses as	a Histo	rical So	urce:

COORDINATOR'S UPDATE FORM

To be completed by the coordinator and submitted to the teacher at the mid-point of the project.

Coordinator's Name:	
Project Title:	
Members of the Team:	
Work Completed to Date:	
Plans to Complete the Project:	
Problems or obstacles	
Successes	
	THE

Personal Assessment Sheet:

Project Title:			
Date Commenced:	nmenced: Date Completed:		
Group Members			
Name:	Role		
Describe the area of research assigned to yo	our group:		
Describe, in detail, your input into the group	project:		
What did you do well as part of the group?			
What would you do differently if you were to	o do this project again?		

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 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.

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,

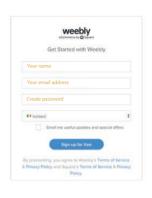
images and multi-media. Try to match the colour scheme and layout with the theme of your site.

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







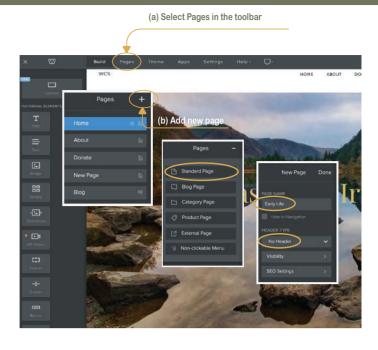
STEP 6: CREATE ADDITIONAL PAGES

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.

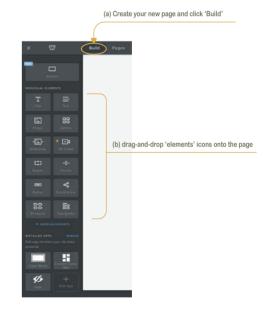


Suggested pages for a Biographical website are: *Home - Early Life - Pre 1916 - Easter Rising - Aftermath - Maps*. Alternatively, you may decide to create a class website with an overriding theme. Each page may be devoted to a student group project relating to that theme. You may also link the website 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.

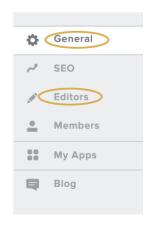


STEP 8: SETTINGS

- (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

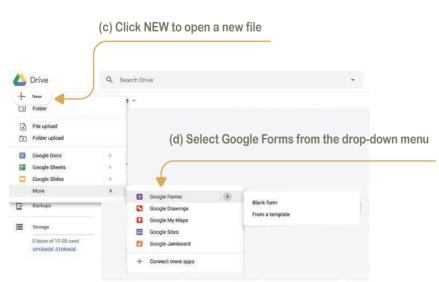


- **STEP 1:** Once you have been assigned a key personality from your Leaving Cert History course and a project group, you should begin planning the research process. You must decide what each member of the group will focus on during their individual research. Depending on the key personality, you might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

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

(f) group

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

(e) Select the link icon Send form Collect email addresses Send via Email To Send form X Collect email addresses Send via Collect emai

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*

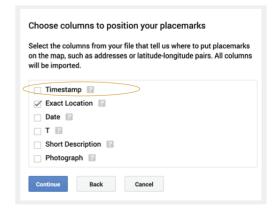


(f) Find your Google Sheet of responses stored in the Drive. Select the file and MyMaps will import it almost instantly

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.

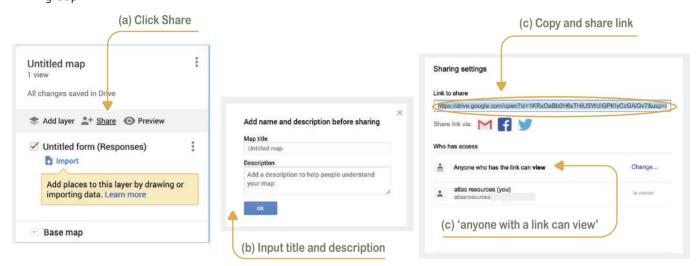


(c) The cartographer should use the drop-down menu titled **Base Map** underneath the 'Import' bottom to choose a design and colour for the base map.

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) Click 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.