



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



College of
Arts, Celtic Studies
and Social Sciences

Unit 5:

Mapping the 1916 Rising

TEACHERS HANDBOOK



Transition Year Unit: Mapping the 1916 Rising

MODULE OUTLINE AND PROJECT GUIDELINES

This Transition Year History Unit is focused on the 1916 Easter Rising. Its centrality in the popular consciousness during the Decade of Centenaries offers increased opportunity to link the past to the present, therefore making it relevant and interesting to students. Furthermore, the wealth of relevant digital material released to the public before and during the centenary year provides myriad opportunities for deeper student engagement with the period.

Rather than examining the history of the 1916 Rising as a linear narrative, this module will explore the transformative moment in Irish history through an examination of maps, documents and images drawn from the Atlas of the Irish Revolution. Students will be reintroduced to a topic they encountered briefly in Junior Cycle and encouraged to re-examine the events, personalities and consequences of the Rising in greater depth and from new perspectives.

For those considering taking History or Geography for Leaving Cert, the unit will provide a foundation in more advanced project work, document handling, critical thinking, and writing skills. This teaching unit is also strongly placed to help students develop the 'Key Skills for Senior Cycle' identified by the National Council for Curriculum and Assessment as 'Information Processing', 'Communicating', 'Being Personally Effective', 'Working with Others' and 'Critical and Creative Thinking'. History students will process information by critically interrogating a variety of sources, extracting and evaluating evidence and forming judgments based on that evidence. They will become more personally effective by identifying and refining their own strengths, developing organisational skills and meeting deadlines. Group work features strongly in this unit and active learning methodologies offer an opportunity for students to respond creatively to a series of different tasks while also honing their critical thinking skills.

The seven-week unit is divided into ten parts (see below), each of which aims to increase knowledge, present historical and procedural concepts and develop particular skill sets. During the course of the unit, the students will be encouraged to participate in group research projects, which – ideally – they will present in digital format at the conclusion of the module.

AREAS OF STUDY:

Top-Up and Tasters: Bridging learning gaps and stimulating interest in Leaving Certificate Courses.

DURATION OF THE UNIT:

This outline is based on a typical Transition Year module/unit drawn from the Subject Sampling Layer of the Transition Year Curriculum: three, 40 minute classes per week for seven weeks:

Parts 2-7 of the ten-part teaching unit will require one or two classes for teacher presentation, source analysis and discussion, and written analysis.

One single class per week will be required for research, project preparation and, later, project presentation and personal assessment.

As access to computers and availability of guest speakers will inform the duration of the unit, teachers may adapt the content to their requirements, either expanding on or reducing the material as necessary.

AIMS AND OBJECTIVES:

- o To inspire an interest in history
- o To broaden understanding of the centrality of the 1916 Rising in Irish history
- o To create a deeper understanding among students of the work of the historian
- o To give students hands-on experience of working with, and thinking critically about, primary and secondary source material
- o To guide students in the analysis of maps as historical sources
- o To develop students' recording, sequencing and summarising skills
- o To develop research and digital literacy skills
- o To locate and critically evaluate digital sources for research
- o To facilitate group work and collaborative project work

LEARNING OUTCOMES

By the end of this unit students should have:

- a greater understanding of the work of the historian
- a broader understanding of the causes, course and consequences of the 1916 Rising
- put into practice historical research skills
- gained experience in working with primary and secondary source material
- learned to identify bias and to question the reliability of a source
- worked effectively as part of a group
- engaged with digital learning tools
- transformed data from one form to another
- depicted spatially the results of their research
- confidently communicated the results of their research in a variety of media
- engaged in peer and self-assessment

MODULE OUTLINE

PART 1: *Introduction: (1 class period)*

Outline the content of the History Module.

Explain the expectations and learning outcomes to the class

Present the guidelines and assessment criteria for the group projects. Nominate the members of each project group at the end of the first class. (*The complexion of these groups should comprise as many different 'intelligences' as possible*).

PART 2: *Background and Context 1912-1916: (2-3 class periods)*

Conduct a survey to assess prior knowledge of the 1912-1916 period Based on the level of the class, re-introduce the events leading up to the Easter Rising.

Teachers may find the Student Worksheets 1-2 in the *Unit 5: Junior Cycle Project Pack* useful for this section of the module.

The website <http://www.rte.ie/centuryireland/> is also an invaluable source for introductory classes. It recreates the context in Ireland for the date accessed using primary source material and imaginative reconstruction.

PART 3: *Working with the Sources (1 class period)*

During this class, the teacher should reintroduce the concepts of bias, propaganda and reliability when interrogating sources. Particular attention should be paid to online sources. The strengths and weakness of particular types of sources should also be explored.

Some time should also be spent on outlining best practise when working with source material.

PART 4: *Introducing the Project (2 class periods)*

In advance of the class the teacher should prepare 5 sealed envelopes. Each should contain:

- Lesson 1:*
- One of five project titles
 - The overall garrison map
 - List of digital resources
 - The student project pack for Unit 5: Mapping the 1916 Rising

To avoid heavy photocopying, consider making the documents available digitally. Storing them in a class Google Drive folder and providing the students access is an effective alternative.

Students open their envelopes, discuss their project topic and follow the 'First Steps' instructions in the Student Project Pack.

By the conclusion of the first class, the group roles should have been assigned, and preliminary suggestions about project design discussed.

Each student engages in preliminary research and planning before the next class.

Lesson 2: The groups will reassemble at the beginning of the class and the coordinator of each group will oversee the presentation of the preliminary findings and the discussion on the presentation of the project.

The teacher should decide in advance if creating a biographical website will be obligatory or optional. If obligatory, spend time in this or a future class demonstrating how to set up and administer a website. Instructions for building a class website can be found in the appendix.

The teacher should also decide in advance if the original maps – an essential part of each group project – should be traced or created digitally using Google MyMaps as outlined in the Student Project Pack. Whatever the decision, students' attention should be drawn to the necessity to complete the *Cartographer's Data Template* in their project pack during the course of their research.

Attention should also be drawn to the Source Analysis Worksheets, which should be completed for at least three sources accessed by each student.

By the conclusion of this lesson the coordinator should have completed the *Project Proposal Sheet* for submission to the teacher. Remind students that for the remainder of the unit, the first two classes in the week will be devoted to learning about the 1916 Rising, and one class will be devoted to research and project preparation

PART 5: *The Main Players: (2-3 class periods)*

An examination of the different groups associated with the 1916 Rising: IRB, Cumann na mBan, the Irish Citizen Army the Volunteers though primary and secondary material supplied in the *Atlas of the Irish Revolution* Document Pack and Student Activity Sheets. Students will use hot seating, debating and discussion in these classes as the primary modes of learning.

The activity sheets included in the Junior Cert Pack may prove useful.

PART 6: *Easter Week: (2 class periods)*

An examination of the events of the Easter Rising. The following websites may prove useful:

Google's Dublin Rising:

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

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

RTE:

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

This site features interactive maps, image and interviews with veterans of the 1916 Rising.

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.

PART 7: *The Aftermath of the 1916 Rising: (2 class periods)*

An examination of the initial reactions to the Rising and the reasons for those reactions
An examination of the executions and arrests
An investigation into the reasons for the change in public opinion

The Student Worksheets in the JC or LC Student Packs for Unit 5 may prove useful together with the following websites:

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 Sinn Fein Rebellion Handbook

<http://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.

PART 8: *In Class Project Work: (3 class periods)*

All materials collected to be brought to class
Teacher facilitation of group preparation for presentation

PART 9: *Project Presentation: (2 class periods)*

Provided students with guidelines for project presentation in advance

PART 10: *Review: (1 class period)*

Peer assessment and self-assessment

TEACHING AND LEARNING STRATEGIES:

This unit offers the opportunity to put into practice a wide variety of teaching and learning strategies.

Atlas of the Irish Revolution Maps: The interrogation and analysis of the cartographic representation of the 1916 Rising will form the backbone of the course.

Primary Source Material: Materials from the *Irish Examiner*, Bureau of Military History Witness Statements and documents from the National Library of Ireland provide a deep well of sources from which to glean an insight into the period. Photographs should also be introduced as primary sources.

Group Work: The students will participate in group-work during almost every class period. In groups they will examine source material in the Student Document Packs and engage in debate and discussion and plan and execute their research project.

Role Play: This teaching and learning strategy will prove valuable in promoting empathy for and understanding of both the more familiar personalities associated with the Rising and the ordinary people caught up in the fighting during 1916.

Negotiated Learning: The students will submit for approval a proposal for their own history project. They will take responsibility for their own research and project work.

ICT: Much of the project work may be conducted using ICT. Google Apps such as Google Forms, Google Sheets and Google MyMaps and Weebly Website builder are particularly utilised during this module. The students will be also guided in accessing online resources, and examples of digital history archives. The teacher might use digital resources during the introductory and presentation parts of the module.

Field Trips: If possible it would obviously be ideal for the students to take a trip to Dublin. This would ground the class work in reality and they would be offered a physical experience of the locations of the Rising – students may even research particular stops on the tour and take on the roles of tour guides. If this were not feasible, a trip to a relevant local heritage site would be an adequate alternative.

Visiting Speakers: To have a historian visit the class would offer a further insight into the work of the historian and the processes of locating source material. It would offer another perspective other than that of the teacher.

Interdisciplinary/ Team Teaching: The teacher may allow students to choose the media in which they create and present their projects. The work undertaken in classes such as ICT, Film Studies and Art will be useful here. Students can choose to present in documentary format, poster format or using IT. The essential elements of the project are outlined in the student project pack and include an obligatory essay, an analysis of sources and an imaginative response. This would provide for an overlap with English. Students must also create an original map allowing for opportunities to collaborate with Geography teachers. Students are also asked to use their artistic skills in the creation of the project.

ASSESSMENT

Teachers will engage in both summative and formative assessment.

Throughout the module there should be on-going assessment through oral questioning and discussion. Students are assessed on their participation and engagement in class. This is worth a percentage of their overall grade.

The main form of assessment is the project based on the 1916 Rising. The projects will be completed in groups of four or five. Together they will compile and submit a proposal, which will be approved and commented on by the teacher, who will also guide them in terms of source identification. At the conclusion of the module, they will present their final project. The teacher should decide on, and make students aware of, the exact criteria for assessment at the outset of the module.

The students should also complete the student self-assessment sheet on the final page of the project pack. This is also worth a percentage of the final grade.

UNIT 5 RESOURCES:

- Transition Unit Plan
- Teacher's Document Pack
- A List of Digital Resources
- StudentWorksheets
- Student Project Pack
- How to Read a Map Instructional Video

LINKS TO OTHER SUBJECTS

There are numerous possibilities for linking to other subjects in the Transition Year programme.

Communications: students build expertise in the presentation of an oral project and the structure of a presentation

Geography: The module could also look at the concept of historical geography and biographical mapping

Art: examine the importance of conservation.

English: The role-play and writing assignments require the students to draw from the real life stories that they encounter in history. Literacy skills are necessary for the writing up of the project in a logical and well-structured manner.

EVALUATION

Evaluation must be an on-going process. Student's responses during class time give immediate feedback to the teacher. Their enthusiasm (or lack thereof) should be a key factor in determining the success or otherwise of a section of the module. One of the central aims of the module is to enthuse the students about history and if they are not enjoying the class then it is not fulfilling the objective.



CREATING HISTORY CLASS WEBSITE

Rationale:

Creating a TY History class website or blog has myriad educational benefits and can be a useful, entertaining and worthwhile tool for a history class. Primarily, it will enhance student digital literacy and their motivation to learn. The learning objectives are extended beyond the classroom and teachers can easily keep track of student progress. The objective of writing for publication will encourage students to spend time on planning, structuring and editing. They may also collaborate on the editorship of the blogs facilitating communication and interpersonal skills. A class website also provides an effective forum for showcasing students' work online. Lastly, a website will serve as a hub for relevant, subject-specific content, easily assessable by students.

Features of a good website:

Websites should be simple with consistent layout, easy to navigate and use. An attractive website will make good use of colour and images should be clear and of a good size. It is important to make sure that any images used are copyright compliant. The content should be informative and relevant and the text should be easy to read, free from typographical errors, and factually correct.

Requirements:

Only basic computer skills such as typing, drag and drop, uploading files and browsing the web are required to set up and administer the website. In order to create a class website, you will need a desktop or laptop with internet access - a web browser, such as Google Chrome. It would also be useful to have access to a digital camera, a scanner, a smart phone or an iPad.

Web Hosting Sites:

Numerous free hosting sites have much to recommend them, but Weebly is particularly easy to set up and administer. Recent updates have made it even more intuitive and there is no HTML coding required. It can host content such as Text, Pictures, Photo Galleries, Slideshows, Video, Youtube Clips, Powerpoint Presentations, Word Documents, Audio Files and Hyperlinks, offering numerous possibilities for showcasing student writing and project work. A demonstration video for Weebly in Education is accessible at:
<https://www.youtube.com/watch?v=5AqR6vo0pno>

STEP-BY-STEP GUIDE TO CREATING A WEBSITE



STEP 1: GETTING STARTED

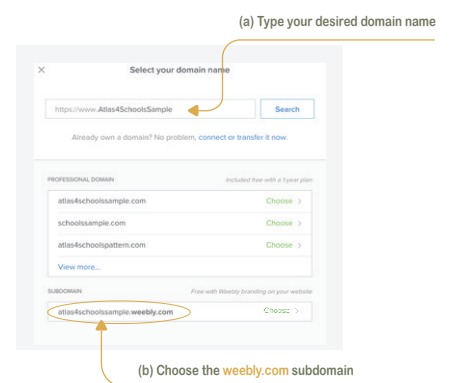
Log into <https://weebly.com> and sign up using your Gmail address. If you do not have a Gmail account, you will need to create one.

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'



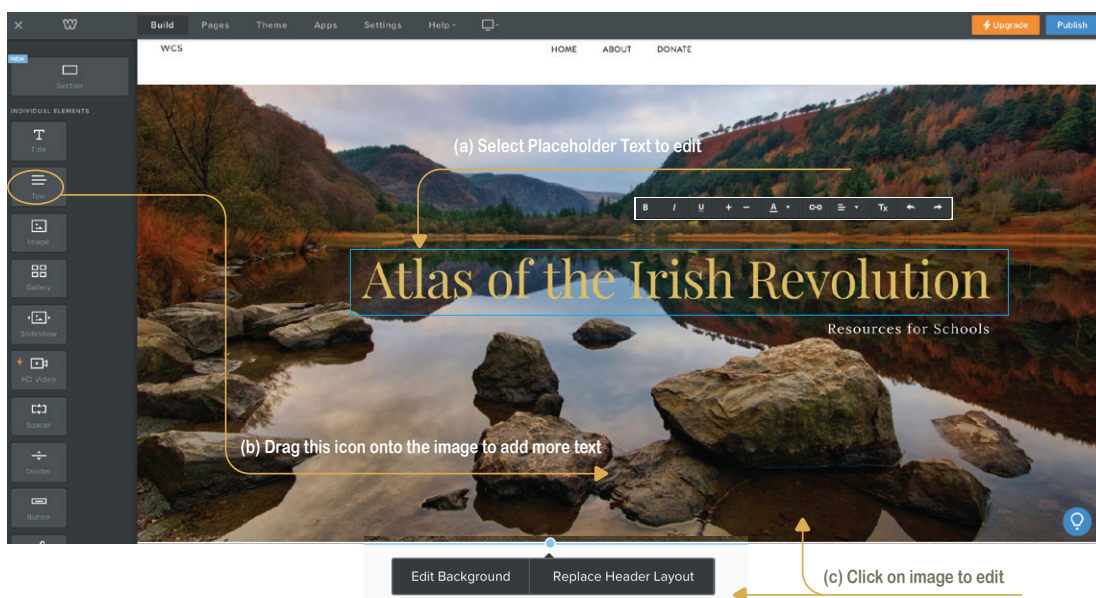
STEP 4: BUILDING YOUR WEBSITE

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.

- Click on the placeholder text 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

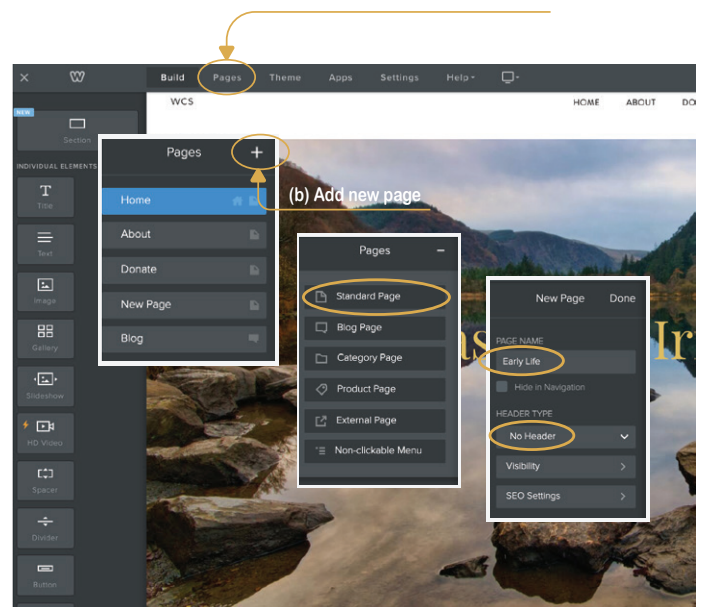
On the tool bar at the top of the screen click on **Pages**. Delete the pages you won't need such as *Shop*, *Donate* or *Contact* by clicking on the name of the page. At the bottom of the dialogue box, click delete.

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.

(a) Select Pages in the toolbar



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

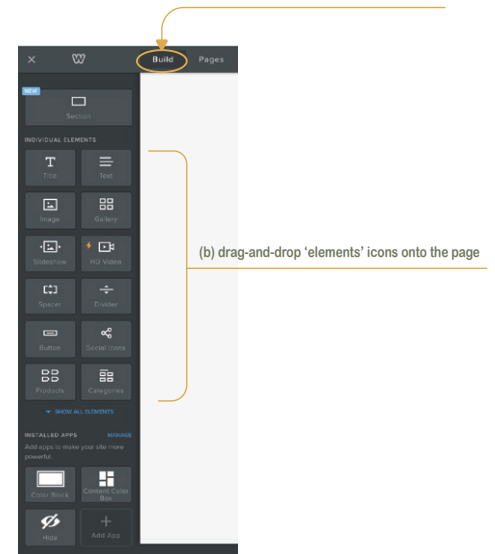
Alternatively, you may decide to create a class website with an overriding theme. Each page may be devoted to a student group project relating to that theme. You may also link the website to a class Twitter account for further collaboration.

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

- 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.
- 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.
- Structure:** Use the **Dividers and Spacers** in the Elements menu to create columns and breaks in your text and spaces between different pages elements.

(a) Create your new page and click 'Build'

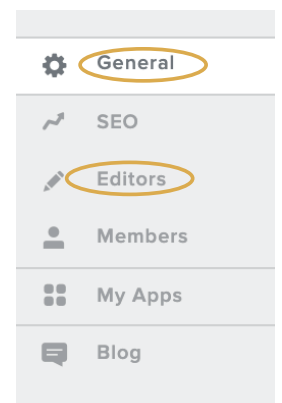


STEP 8: SETTINGS

- Once you have finished building your website, click **Settings** at the top right of the toolbar.
- 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.
- 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





CREATING DIGITAL MAPS IN THE HISTORY CLASS USING GOOGLE MYMAPS

Rationale:

Google MyMaps is a simple application and an excellent way to engage students in their own learning. It is also a useful way to motivate students to engage in the research process of interrogating sources, extracting and organising, sequencing and summarising information. Creating an original map using MyMaps, will aid in the development of numeracy and digital literacy skills, as well as encouraging students to work together to present their findings in a spatial context.

MyMaps allows for the incorporation of text, images and links to external context and students may showcase their work beyond the walls of the classroom. Depending on the quality of the finished map, it may be used as a resource for teachers of Junior or Senior Cycle History. The completed map may stand alone as the culmination of a student project or it may form an element of the larger task of designing a biographical website.

Requirements:

Basic computer skills such as typing, cutting and pasting and form-filling are required to create an original map using Google MyMaps. Students will need access to a computer or laptop with internet access. The coordinator will require a Gmail account and a Google Chrome web browser. In order to create a collaborative map, students will primarily use:

- o Google Forms
- o Google Sheets
- o Google MyMaps

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:

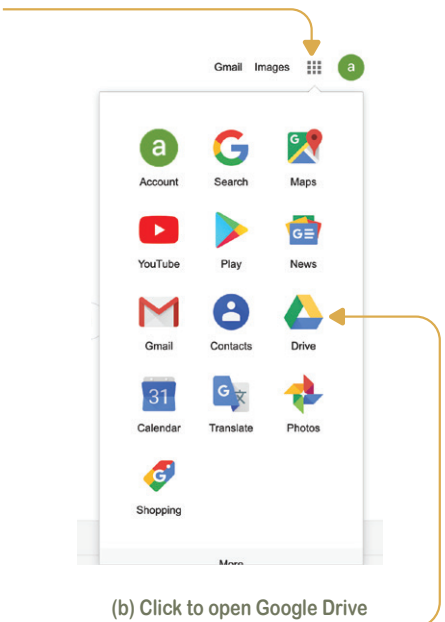
- **Early life:** Birth, childhood, education, early influences etc.
- **Key Biographical Events in Adulthood 1** within a particular date range or according to a particular aspect of their life, i.e. *social, political, economic*.
- **Key Biographical Events in Adulthood 2** within a particular date 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

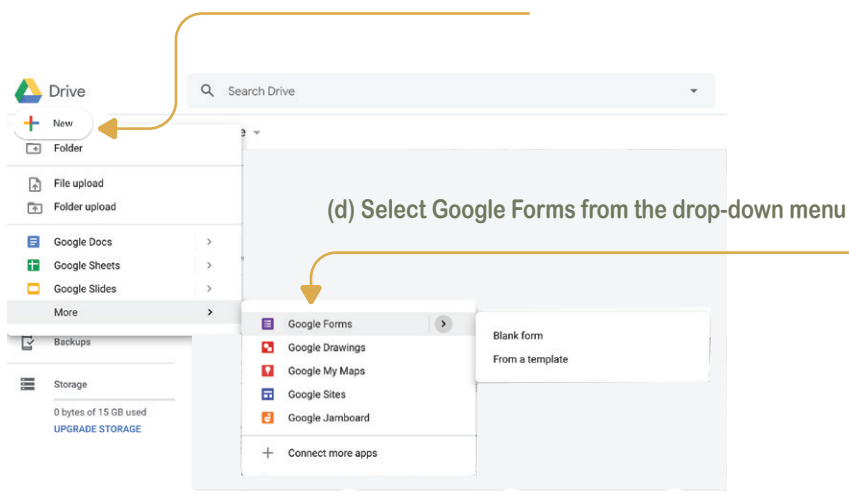
- Sign into Google using your gmail address and click on the square icon on the tool bar to access the drop down menu
- Click on the Google Drive Icon to enter the drive
- Click on the blue button at the top left of the page marked 'New'.
- Scroll down the drop-down menu until your find Google Forms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

(a) Click for drop-down menu



(b) Click to open Google Drive

(c) Click NEW to open a new file



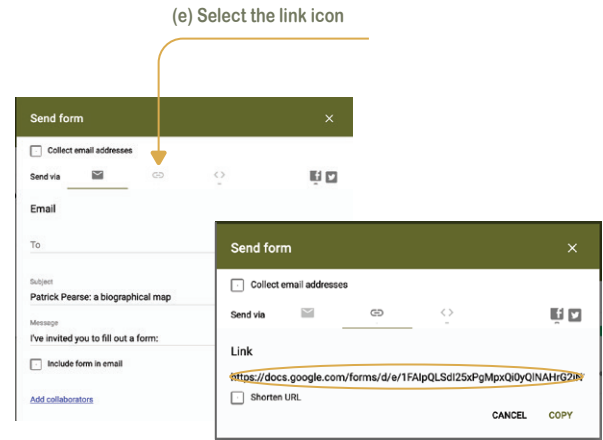
(d) Select Google Forms from the drop-down menu

- (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.



STEP 7: USING GOOGLE MYMAPS

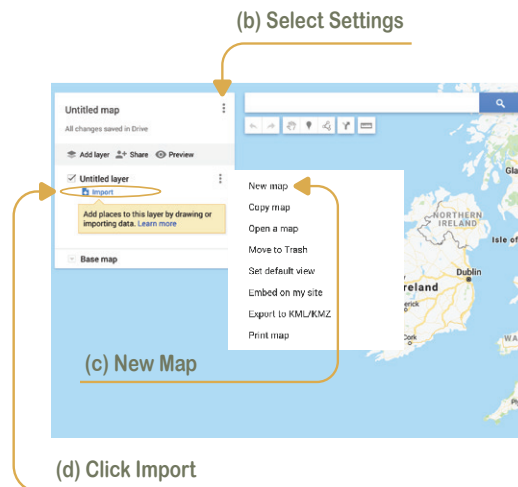
Once the other members of the group have accessed the Google Form online and inputted their responses, the coordinator/cartographer should set up the **Google My Map**.

- (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.

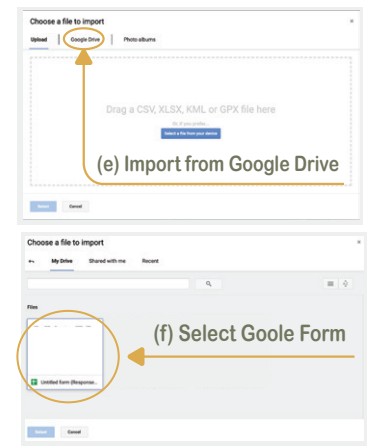
- (b) Click on the three grey dots on the top right-hand side of the white dialogue box.

- (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**



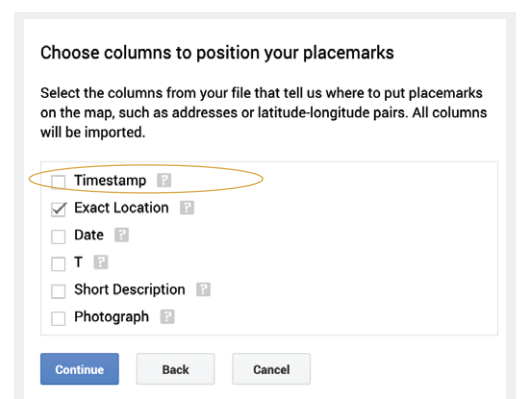
- (f) Find your Google Sheet of responses stored in the Drive. Select the file and MyMaps will import it almost instantly

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.

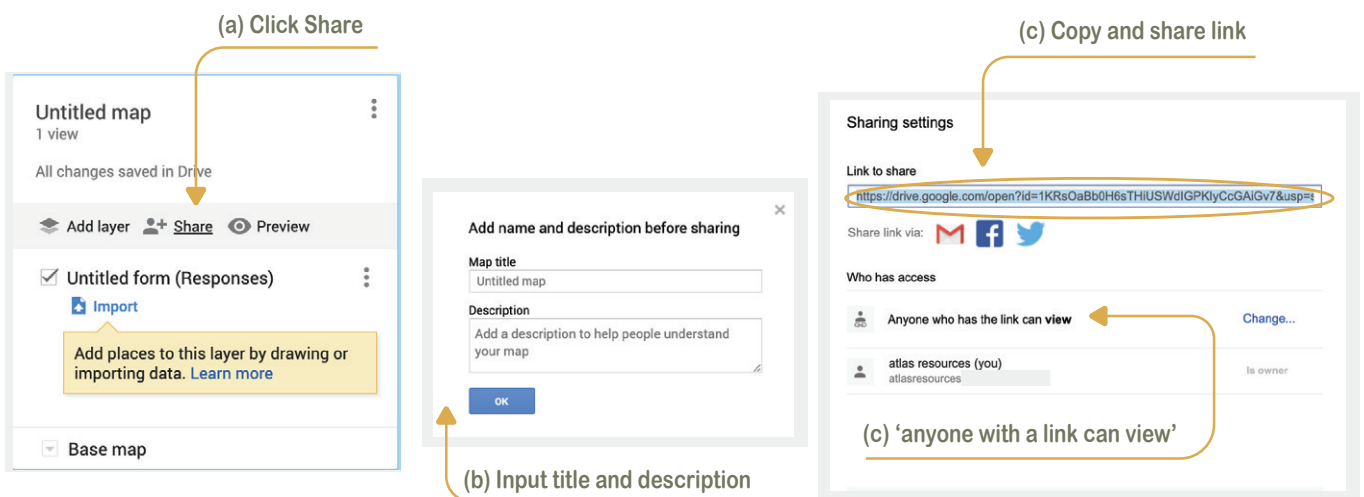


- (c) The cartographer should use the drop-down menu titled **Base Map** underneath the 'Import' bottom to choose a design and colour for the base map.

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.