



Unit 8:

The Treaty and the Civil War

TEACHERS HANDBOOK

Senior Cycle



Senior Cycle Lesson Plans

UNIT 7: THE TREATY AND THE CIVIL WAR

Field of Study:	Later Modern Field of Study
Syllabus Topic:	Later Modern Ireland, Topic 3: The Pursuit of Sovereignty and the Impact of Partition, 1912-49
Perspective:	Politics and administration
Unit:	The Treaty negotiations, October-December, 1921 (<i>Case Study</i>) Treaty and Civil War
Key Personalities:	Éamon de Valera; Michael Collins; Arthur Griffith
Key Concepts:	Sovereignty; partition; allegiance; physical force; IRA; dominion status; republic
Required Time:	The teacher may choose from the suggested lessons and worksheets according to the requirements of the class
Resources:	How to Read a Map (irishrevolution.ie) <i>Atlas of the Irish Revolution</i> Document Pack and Student Activity Sheets Projector, Internet connection, Computer Lab

AIMS AND OBJECTIVES

In this series of lessons, senior history students will engage with primary source material and maps based on historical data relating to the Treaty and the Civil War in the *Atlas of the Irish Revolution*. In line with the broad aims and objectives of the Leaving Certificate History Syllabus, engagement with these literary and non-literary texts should enhance students' 'knowledge and understanding' of the causes of the Irish Civil War, 1922-23, the conventional and guerrilla phases of the conflict, the propaganda used by both sides during the civil war, the death of Michael Collins and Arthur Griffith and some of the most significant battles between Free State and anti-Treaty IRA forces. These lessons are also designed to reinforce the procedural concepts of 'source and evidence' and 'fact and opinion', and the interpretative concepts of 'cause and consequence' and the substantive concept of 'conflict and reconciliation'.

The lesson plans and activity sheets are designed to promote the development of skills in working with evidence. The interrogation and interpretation of documents, images and maps will bolster the students' appreciation of the nature and variety of historical evidence. As preparation for 'life and citizenship', students are prompted to think critically and make judgments based on the evaluation of evidence, and to be aware of bias and strive to be objective.

At the conclusion of these lessons students will have

- An deeper understanding of the key concepts of Sovereignty; partition; allegiance; physical force; IRA; dominion status and republic
- Gained deeper knowledge of the causes of the Irish Civil War
- Identified some of the key personalities and groups associated with the Civil War
- An understanding of the aims of the anti-Treaty IRA
- A greater appreciation for the role of women during the War of Independence
- Understood the consequences of the Irish Civil War
- A deeper appreciation of the strengths and weaknesses of different types of historical sources
- Examined controversial historical topics from different perspectives
- Worked effectively as part of a group in a series of group work assignments
- Practised the research and evaluation skills required to engage in the documents-based questions and to complete their own research study

ASSESSMENT

Assessment For Learning:

During these lessons students are encouraged to engage in self-assessment and peer assessment. Collaboratively compiling research checklists, pair and group work and personal and peer assessment are effective strategies for Assessment For Learning, as is constructive teacher feedback – oral and written.

Assessment of Learning

Students are assessed by the teacher in class, on their homework (essay) assignments and on the results of the group presentations. Students are given feedback verbally from their teacher, through comments on their work and also through grading.

DIFFERENTIATION:

Higher and ordinary level students are usually in the same class, which means that there should be an important emphasis on differentiation. Differentiation strategies are incorporated into the lesson plans and activity guidelines. These include:

- Giving students the option to choose a task that they are interested in.
- Group work
- Use of Pre-assessment
- Tiered Assignments etc.

LESSON 1-3: RE-DEBATING THE TREATY

Summary:

This lesson is designed to reinforce your knowledge and understanding of the opposing arguments about the Treaty, develop students' research and writing skills and to provide an insight into the factors that led to civil war. Working in groups of three, students will research one of the key personalities involved in the Treaty debates in Dublin between 14 December 1921 and 7 January 1922 and prepare a speech to be delivered during an improvised reenactment of the debates. The activity encourages communication and cooperation between students in the preparation and research stages. Students engage in peer learning during the performance stage, as the delivery of their adapted speeches should demonstrate the key arguments for and against the Treaty.

Key Question: What were the articles of the Treaty?
What were the arguments for and against the Treaty during the Dail Debates, Dec 1921-Jan 1922?

Learning Outcomes : At the conclusion of this lesson students should

- Be able to explain the main arguments for and against the Treaty in the Dail
- Be more familiar with the Key personalities of Eamon de Valera, Countess MArkiewicz, Michael Collins and Arthur Griffith
- Better understand the divisive effect of the Treaty in Ireland
- Have engaged in research and presented their findings verbally

LESSON 1-2: RE-DEBATING THE TREATY

Overview/Starter:

The teacher might begin by playing a six-minute scene from the *Wind that Shakes the Barley* during which the characters present arguments for and against the Treaty. https://www.youtube.com/watch?v=-Z_z6lSgB_8

Ask students to take note of at least three arguments in favour of and three against the Treaty while watching the clip. Brainstorm their answers asking students to consider the validity/weight of each argument in the context of the time. The subsequent brief class discussion will provide background for the student task below.

Teacher Led Learning (input):

The starter exercise will reveal the areas/topics that may need some background or context before students begin to work in their groups.

Student Task

Step 1: The teacher will divide the class into groups of 3 students. Each group will be assigned a number between 1 and 8 corresponding with those on the *Casting the Dáil Template* in the *Student Worksheet*.

Step 2: Also nominate two class Coordinators and two historical stage managers. These four students should read the following descriptions of their roles in the *Student Worksheet*

1. Historical Stage Managers work together to prepare a running order for the re-enactment. You will distribute the running order to the speakers and assign a time limit on

You will work together to prepare a running order for the re-enactment. You will distribute the running order to the speakers and assign a time limit on the speeches. You will be the timekeepers on the day of the re-enactment. You will organise necessary tables, chairs, and other props required for the performance. You will decide what other class(es) might like to attend the re-enactment and distribute invitations to the teachers with the time, place and details. You will work with the coordinators to write the introduction to the Treaty Debates to be delivered by you as the if you were the a narrator of a play. It should include a brief overview of the events that led to the Treaty Debates. You will also create the voting cards and organise the audience vote at the conclusion of the debate.

2. Class Coordinators will move between the different groups discussing overall strategy and make sure that there is not too much repetition in the points made by different teams. You will advise on general tone based on your research into the Treaty debates. You will coordinate with the teacher(s) on the over all progress and you will make sure that each team member is working according to their given brief. You will work the with Historical Stage managers on the introduction (see details above) and act as 1) The Speaker of the House and 2) the Clerk to the Dáil.

Step 3: The groups of three consult the *Casting the Dáil template* to identify their assigned personality. Using the template, the group members must decide who will take on the roles of:

1. Actor/Historical Personality: You will take on the role of the historical personality and present your speech on the day of the re-enactment. Read the speech(es) delivered by your personality during the Treaty debates and collaborate with your team members to write your own speech and prepare your performance.

2. Researcher/Writer: Your responsibility is to read the text of the speech(es) delivered by your historical personality during the Treaty debates. Using bullet points, you will summarise the main points of his/her arguments for or against the Treaty. Take note of at least two (short) quotations from the speech(es) which you found persuasive/memorable.

3. Acting Coach: You will conduct research into the historical personality. You will also read extracts from his/her contributes to the Treaty Debates taking note of any personality traits that will help you to prepare your actor to take on the role convincingly. You will also help to assemble the appropriate costume.

The three members will work together to write the final short speech based on research into primary [<http://celt.ucc.ie/published/E900003-001/index.html>] and secondary source material.

The speech will be in the students' own words, but must contain:

- A) The main argument(s) for or against the Treaty made by your assigned personality**
- B) At least one direct quotation from the speech(s) made by your assigned personality**

Step 4: Direct the teams to the *Personality Profile Template* in the Student Worksheet. All team members should read the extract from the speech given by their personality during the Dail debates reproduced in the Student Worksheet. Based on the text of the extract, the teams should begin to complete the Personality Profile and complete it as part of their individual research.

For homework all class members conduct the relevant research into the Treaty Debates in advance of the next class.

Step 5: Once the individual research is complete, the group members should compare their findings and completed Personality Profiles, before working together to draft the speech according to the time limit decided upon by the Historical Stage Managers.

In the meantime, the Coordinators and Stage Managers should finalise the details of the date and time for the reenactment, the opening speech and closing statements, the room layout, the required props and seating, and invitations if required.

Step 6: Staging the Treaty Debates

Once the The Speaker of the House is seated and the opening speech delivered the pro and anti-Treaty TDs make their speeches in the order provided by the Historical Stage Managers. The trial concludes with the closing statements.

Step 7: The class Coordinators will ask the visiting class to cast their votes on the Treaty based on the strength of the arguments and the quality of the performances they have just witnessed. When the vote is read out the coordinator will ask for comments and feedback from the class about the result of the vote.

Part 4: Plenary Review:

To conclude, the teacher might ask students to write a detailed news report on the Dail debates citing the main points made by different speakers and the result of the vote.

LESSON 4-5: THE PACT ELECTION AND THE IRA SPLIT

Summary:

These lessons are designed to enhance students' understanding of the six months between the signing of the Treaty and the outbreak of Civil War. The evacuation of the British troops from Ireland, the split in the IRA, the breakdown of the Collins- de Valera Pact and the June 1922 elections. An examination of these events through the lens of primary source documents students will better understanding the tensions in the country in early 1922 and some of the factors that eventually led to civil war. Student engagement with two *Atlas of the Irish Revolution* maps will help students to visualise the post-Treaty tensions on a national level. The first map depicts the division of the IRA on the Treaty issue in the spring of 1922, and the second shows the candidates returned in each constituency in the June elections. Students engage in source analysis questions before completing a group task in which they script and produce a the minute news broadcast on the 1922 election campaign and its results locally and nationally.

Key Questions: *What was the significance of the general election in June 1922?*

Learning Outcomes : **At the conclusion of this lessons students should have**

- A greater understanding of the role of Michael Collins between the Treaty and the outbreak of Civil War
- Gained a deeper insight into the reasons for the IRA split in 1922
- Understood the tensions in Ireland before the outbreak of civil war
- Greater familiarity with the Key personalities of de Valera and Collins
- Analysed historical photographs
- Practised concision in their writing
- Presented the findings of their research in a structured but creative way

LESSON 4-5: REPORTING THE ELECTIONS

Part 1: Overview/Starter:

The teacher begins by explaining the learning outcomes for the lessons. As the lesson culminates with the production of a news broadcast by students it may be valuable to show the following short clip from RTE from around 1998, introduced by newsreader Brian Farrell, about The Civil War. The task will provide both context and inspiration for the student tasks which follow:

<https://www.youtube.com/watch?v=k9ayLHPLROg>

Part 2: Teacher Led Learning (input):

The teacher may need to provide some additional background details on the Provisional Government and Collins ' roles as President of the Provisional Government and member of Dail Éireann with Arthur Griffith as president.

Student Task:

- Step 1:* Working in pairs, the students read Docs A-D relating to the events of January-April 1922 and answer questions 1-15 that follow. The teacher may choose to move between groups to assess answers, but students responses to questions 14 and 15 - a photograph analysis worksheet and a judgement question - should be examined in a class form.
- Step 2:* Working in new groups of two, students examine documents E-G relating to the pro-Treaty and anti-Treaty Sinn Féin panel and the election campaign. In the questions

that follow, students practise the skills of identifying salient information and summarising arguments and analysing pro-treaty propaganda techniques.

Step 3: The final question asks students to consider both the historical information and propaganda techniques in Documents E-G in order to design their own campaign posters using a template included in the *Student Worksheet*.

Student Task 2: Reporting the Elections

Step 1: Explain the concept of the task to the class:

The elections of 1922 were complicated for many reasons. Firstly, as a result of the Collins-de Valera Pact, pro and anti-Treaty Sinn Féin candidates stood for election as members of the same Sinn Féin panel. Secondly, the proportional-representation system of electing candidates was very new to Irish people, and thirdly, many of the Sinn Féin panel candidates stood unopposed in their constituencies. Using Documents E-H as source material, your job as a television news team is to explain and simplify the points below for a viewing audience in a three minute broadcast.

- (a) the election campaign
- (b) the system of voting
- (c) the results of the election nationally
- (d) The results of the election in your own constituency

Step 2: Divide the class into groups of four students. Students assign one of the following roles to each member of the group:

1. Newscaster:
2. Video Editor:
3. Script Writer
4. Elected Candidate

Step 3: Working together in their groups students discuss and decide:

- When and how the news report will be recorded and what video editing software (if any) you be used
- The structure of the report (beginning, middle, end)
- If old photographs and/or film footage will be included in the report
- The identity of the elected candidate that will interviewed

Step 4: Working together, consult the sources to extract factual information for the three minute news broadcast.

Step 5: Script, film and edit the broadcast

Part 4: Plenary Review:

Once complete, share the video with the other members of the class - either in open forum or digitally. In the case of each recording, the class should provide constructive feedback on the content, structure, content and level of clarity.

LESSON 6: THE BATTLE OF DUBLIN, JUNE-JULY 1922

Summary:

During this lesson students will refine their understanding of the events during the Battle of Dublin and the extent to which the Anglo-Irish Treaty, 1921, was responsible for the Irish Civil War. This lesson is designed to guide students in identifying the significance of the abduction of J. J. O'Connell by the Four Courts garrison and the assassination in London of Major General Henry Wilson in June 1922. By examining the text of a letter sent by Lloyd George to Michael Collins on 22 June, students will consider the complex situation in Ireland from the British perspective. A selection of photographs and maps from the *Atlas of the Irish Revolution* engage students with the details and military tactics used by pro and anti-Treaty forces during the attack on the Four Courts and the fighting on O'Connell Street. Extracts from the weekly republican news sheet, *Poblacht na hÉireann* provide details of the aftermath of the battle from a republican perspective in contrast to the edited articles from the *Irish Independent*. At the conclusion of the lesson students consolidate learning by completing a graphic poster on the Causes of the Irish Civil War.

Depending on considerations of time and class requirements, teachers may choose to use some or all of the documents and students tasks included in this lesson.

Key Question: *What was the significance of the assassination in London of Major General Henry Wilson in June 1922.*
 What events in Dublin marked the beginning of the Civil War?

Learning Outcomes : At the conclusion of this lesson students should

- Be able to explain the main causes of the Irish Civil War
- Have a deeper understanding of when, where and why the opening shots of the Civil War were fired
- Be more familiar with the Key Personality of Michael Collins
- Have a better understanding of the key concepts of Physical Force, Republic and IRA
- Be able to explain the main events during the Battle of Dublin in June-July 1922
- Have interrogated different primary and secondary sources relating to the same topic

LESSON 6: THE BATTLE OF DUBLIN, JUNE-JULY 1922

Overview/Starter:

The teacher begins by projecting the images included in the document pack relating to the Battle of Dublin. The same images are reproduced in the Student Worksheet:

1. Explosion at the Four Courts
2. National Army (NA) artillery in action on O'Connell Street during the Battle of Dublin.
3. National Army armoured car at Henry Street near Nelson's Pillar during the Battle of Dublin

Starter questions might include asking students:

What are your immediate impressions of the different scenes?

Do you recognise the uniforms?

Can identify the locations depicted in images 1 and 2?

What do you think is happening in image 2 and/or 3?

Using the template in the *Student Worksheet*, student to take a moment to consider their responses and make notes beside the relevant photographs. Once complete, ask for feedback from selected students.

Teacher Led Learning (input):

Student responses to the starter questions will lead to an exposition on the phase 1 of the Civil War in Dublin.

Direct students to documents I-M in the Student Worksheet.

Student Task:

Step 1: Working individually, the students read Docs I-M relating to the Battle of Dublin. Students are asked to summarise, identify propaganda and make judgements based on the evidence in the maps. You may decide to move between groups to assess student responses or focus on particular responses in a class forum.

Step 2: Organise the class into pairs and explain the concept the task:

Using the information in Documents A-M in the Student Worksheet and you own research, complete the 'Causes of the Irish Civil War' informative poster on the next page.

Step 3: Once the poster is complete each pair should compare their poster with another group. Based on the comparison, ask for student feedback on any points of disagreement.

Part 4: Plenary Review:

Using the poster as a guide, students individually plan, edit and write one of the following essays:

H.L. : *To what extent was the Anglo-Irish Treaty, 1921, responsible for the Irish Civil War?*

O:L: *What part did Michael Collins play in the treaty negotiations and the events which followed?*



[Source: National Library of Ireland, NPA CIVP8]

EXPLOSION AT FOUR COURTS, 30 JULY 1922

The destruction of the Four Courts on 30 July 1922 signalled an end to the three-day siege of the building. The IRA executive surrendered shortly afterwards, as the Four Courts began to collapse. The massive explosion sent a mushroom-cloud high above Dublin, and ash and debris showered the city centre. The detonation occurred inside the Public records office block of the Four Courts, which the IRA garrison used to store munitions. The destruction of the National Archives' priceless records and manuscripts was initially described by the pro-Treaty press as an intentional act of cultural vandalism by republican extremists. In recent years, historians have debated whether the explosion was deliberately set or if it was accidentally triggered by fires caused by National Army artillery.



[Source: Independent Newspapers Ireland/ National Library of Ireland Collection, INDH224]

NATIONAL ARMY (NA) ARTILLERY IN ACTION ON O'CONNELL STREET DURING THE BATTLE OF DUBLIN

Just before the assault on the Four Courts, the British army loaned field artillery to the Free State forces. These reliable eighteen-pounder guns enabled the NA to tackle strong IRA positions within barricaded buildings. Here, NA soldiers prepare to fire a field gun on O'Connell Street next to Nelson's Pillar. The kneeling soldier is sighting the weapon, sheltered by two armoured lorries parked on either side. Civilian bystanders look on curiously, while two soldiers sit inside the armoured lorry painted with the word 'Ashtown'. Throughout the conventional phase of the Civil War, artillery and armoured cars gave the NA a critical advantage over its republican opponents.



[Source: National Library of Ireland HoG 134]

NATIONAL ARMY ARMoured CAR AT HENRY STREET NEAR NELSON'S PILLAR DURING THE BATTLE OF DUBLIN IN LATE JUNE/EARLY JULY 1922

Attached to the car is an effigy of anti-Treaty IRA leader Rory O'Connor, reading derisively 'Rory Boy'. The British army gave thirteen of these rolls royce armoured cars to the Provisional Government in early 1922. Impervious to small-arms fire, they carried a Vickers machine gun in a rotating turret. Soldiers named them after songs, patriotic heroes or separatist victories. In the case of this armoured car, the name 'Customs House' celebrates the burning of that structure by the IRA's Dublin Brigade in May 1921, an operation many National Army officers had participated in.

LESSON 7-9: THE BATTLE FOR MUNSTER AND THE DEATH OF MICHAEL COLLINS

Summary:

During these lessons students will examine the events of Phase II of the Civil War. Edited extracts from the 22 July 1922 edition of National Army news sheet, an *tÓglách*, is an engaging method of identifying National Army successes in the aftermath of the Battle of Dublin. The source can also be effectively compared with the extracts from IRA news sheet *Poblacht na hÉireann* [Document I] in the previous lesson, as the former responds directly to information printed in the latter. An *Atlas of the Irish Revolution* map showing the events during the ten-day Battle of Limerick in late July 1922, asks students to use their map reading skills as the basis for a critical narrative of events. Using a newspaper front page template, students work together to interpret the events in Limerick on the map and record them in print. The task is complicated by the request that the article is written from the pro-Treaty perspective of the *Freeman's Journal*.

In the second part of these lessons student examine an map of the Battle for Munster to develop an understanding of the National Army amphibious landings of August 1922 and their significance in marking the end of the conventional phase of the civil war. The lessons concludes with an examination of documents relating to the death of Michael Collins, including an *Atlas of the Irish Revolution* map of the events at Beal na mBlath, a letter from Collins to Kitty Kiernan, and four newspaper reports on the public reaction to his death and funeral in August 1922. Students extract evidence from these sources as the basis for a creative group task.

Key Questions: What were the main events during the battle for Munster in July-August 1922?
What was the significance of sea-landings by the National Army in August 1922
What were the effects the death of Michael Collins in the midst of Civil War?

Learning Outcomes : At the conclusion of this lessons students should have

- Explained the events during the second phase of the Civil War
- An understanding of the significance of the National Army sea landings in August 1922
- A clear understanding of the significance of death Michael Collins
- Identified bias and propaganda in documentary sources
- Interrogated maps to extract evidence in order to describe an event
- Compared historical documents relating to the same topic
- Collated evidence from a variety of sources on the same topic
- Presented the findings of their research in an imaginative and creative manner

LESSON 7-9 THE DRAMA OF CIVIL WAR, JULY-AUGUST 1922

Part 1: Overview/Starter:

The teacher begins by explaining the learning outcomes for this lesson.

[LINK TO PATHE FILM RELATING TO THE BATTLE OF LIMERICK](#)

Teacher Led Learning (input):

The Document Pack for Unit 8 includes an *Atlas of the Irish Revolution* map depicting the events during the Battle for Munster. Projecting the map would provide an excellent backdrop for an explanation of the defensive line from Limerick to Waterford which delineated the Munster republic, and the movement of the National Army southwestward after in July 1922. The map also depicts the locations of the National Army sea landings and the ambush at Beal na mBlath.

Student Task 1. Comprehending Phase II of the Civil War

Step 1: Direct students to documents N-P in the Student Worksheets.

Working individually or in pairs, students examine Docs N-P before answering comprehension and criticism questions 1-5 that follow.

Step 2: Oversee a brief class discussion once the task is completed - particular focus should be on student responses to question 4 which asks students to compare the language used by republican and free state propagandists.

Step 3: Divide the class into pairs. Using the information in the Map and its caption (Document P) as well as their own research, each pair should plan a front page article for the pro-Free State *Freeman's Journal*.

The completed article will include an account of the Battle for Limerick using specific references to relevant places in the city. The language and headlines should reveal the perspective of the newspaper

Student Task 2. The Terrible Drama of Civil War

Explain the concept of the final task to the students:

Step 1:

A new short play was commissioned in advance of the centenary of the death of Michael Collins. The producers wanted the play to capture the *events surrounding his death* as well as *the significance of the fatal ambush* in the midst of civil war. Because one of the central scenes in the play was lacking sufficient *dramatic tension* and *accurate historical information*, the producers have asked for a rewrite of that scene.

Step 2: Divide the class into groups of four/five students. Each group represents a playwriting team. Their scene may be set at a time and location of their choice in August 1922 but must include:

- An obvious storyline
- At least two characters in conversation
- Dialogue which reveals some of the significant events of August 1922
- Reference to the significance of the death of Michael Collins to the pro-Treaty and/or anti-Treaty side

Step 3: Working individually group members conduct some preliminary research into Michael Collins and the events of August 1922 by examining Documents Q-V. Students should take note of any important or interesting details that might form the basis of, or provide inspiration for their scene.

Step 4: The groups reconvene to discuss their research and to plan the scene using the template in the *Student Worksheet*

Part 4: Plenary Review:

You may decide to conclude the lesson after the planning stages or to proceed to the point of performing the play in class. If the scenes are performed the class should provide constructive and historically relevant feedback.

LESSON 10-11: PHASE 3: GUERRILLA WARFARE

Summary:

This lesson is designed to familiarise students with the last phase of the Civil War which saw a prolonged anti-Treaty IRA campaign of guerrilla warfare and economic sabotage. Students encounter three maps from the *Atlas of the Irish Revolution*. The first depicts events in Kerry between June 1922 and May 1923, the second documents the main incidences of anti-Treaty IRA attacks on properties of individuals associated with the Free State, and the third shows the locations of 'official' executions carried out by the Free State government after September 1922. Through interrogation of the maps students will glean an insight into the tactics used by IRA and the government's response to IRA guerrilla activities. Perhaps the most important aspect of this lesson is to provoke student discussion about the difficult decisions that were made by both sides during the conflict. The lesson concludes with a group work relating to the situation faced by anti-Treaty IRA forces in April 1923.

Key Questions: How did the Irish Civil War come to an end?

Learning Outcomes : At the conclusion of these lessons students should have

- A clear understanding of the final phase of the Irish Civil War?
- Analysed the decisions of key historical figures
- Explained the events leading to the cease fire and dump arms order in May 1923
- Have engaged in research and presented their findings in an imaginative format

LESSON 10-11: PHASE 3: GUERRILLA WARFARE

Overview/Starter:

The teacher may begin the lesson by projecting the photograph of Kevin O'Higgins on his wedding day and telling the story of his friendship with best man, Rory O'Connor. The story is representative of the internecine conflict that saw erstwhile friends fighting on opposite sides. The story is particularly poignant as O'Higgins was later involved in the decision to execute O'Connor, Mellows, Mc Kelvey and Barrett. The story should provoke a discussion about the reasons for enduring bitterness in the years after the civil war.

Teacher Led Learning (input):

It may be necessary to provide some context or explanation about the documents and maps in the student worksheet before students begin their task.

Student Task

- Step 1:* Explain the concept of the student task before dividing the class into groups of four. It is 10 April 1923 and Liam Lynch has just been fatally wounded in a firefight with National Army soldiers in the Knockmealdown Mountains. You are senior officers in the National Executive of the Anti-Treaty IRA. During an emergency meeting to decide the future, you compile a list of pros and cons for continuing the fight.
- Step 2:* Using the information in Documents X-A4 in the Student Worksheet the groups discuss the reasons why the IRA are in a weak position and should surrender, and any reasons or justifications for continuing the fight against Free State forces.
- Step 3:* Once each group member has contributed to the discussion, complete the pros and cons template provided.
- Step 4:* Once the task is completed, ask for feedback from each group.