Unit 3:

Working and Living Conditions in Dublin, 1900-1913

Junior Cycle Lesson Plans
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UNIT 3: WORKING AND LIVING CONDITIONS IN DUBLIN, 1900-1913

GENERAL OVERVIEW:

During this series of lessons students will examine an *Atlas of the Irish Revolution* map to compare and contrast levels of post-famine urbanisation in different parts of Ireland. The map is an effective starting point for exploring the consequences of post-Famine migration. Students will engage with primary and secondary source material relating to living and working conditions in Dublin in the first decade of the twentieth century. This will enhance understanding of the nature and use of historical sources as well as prompting student-led learning into life in a tenement in 1911.

Working in groups, students are guided in using the digitised 1911 census as the basis for a creative and a written task. The levels of detail presented in the map and the richness of the historical sources offer considerable scope for students to develop their critical thinking skills. They are encouraged to form judgements based on evidence and practice enquiry, critical thinking, evaluation and creative skills.

Subject: Junior Cert History

Units: Studies of Change (Social Change)
Topic: From Farm to Factory
      Special Study: Dublin, 1900-1913

Units: Understanding the Modern World
      Social Change in the Twentieth Century

Topic: Changing life-styles in Ireland from c.1900

Subject: Junior Cycle History

Strand: 1 (The Nature of History)
        2 (The History of Ireland)

Topic: Working and Living Conditions in Dublin, 1900-1913

Statements of SOL: 3, 8, 9, 16, 18, 24

Learning Links

Required Time: 3-4, 40-minute class periods

Curricular Links: Geography, English, Art, Mathematics
Aims: Knowledge: Students should develop an understanding of
- Life in a Dublin tenement in 1900-1911
- The contrast between Belfast as an industrial centre and Dublin an administrative centre in 1900

Concepts: Students should develop an understanding and the ability to apply the following procedural and substantive concepts
- Source
- Evidence
- Chronology
- Change and continuity
- Cause and Consequence

Skills: Students should develop the following research and writing skills
- Locate historical information from a variety of sources such as primary and secondary written sources, maps and images.
- Select relevant information from these sources to answer historical questions.
- Record information by note taking, categorizing and summarizing.
- Examine the information critically
- Synthesize information from a selection of sources to create narratives, lines of argument or explanations.
- Present and communicate findings in a variety of ways, e.g. written, graphic and oral.

Learning Outcomes: by the end of these lessons students will be able to
- Describe the impact of famine and migration on lives of ordinary people (S2. E2 LO.9)
- Identify the class divisions in Dublin at the turn of the century
  Clearly explain the connections between people and places (S1. E3 LO.17)
  Demonstrate an awareness of their cultural inheritance through an appreciation of historically significant places and buildings. (S1. E1 LO.5)
- Debate the usefulness and limitations of different types of sources of historical evidence, such as written, cartographic, oral and tactile evidence. (S1. E2 LO.10)
- Effectively interrogate a map to extract historical information
- Be reflexive, critical and discriminating in response to a range of printed, visual and cartographic texts. (S1. E2 LO.10)
- Clearly and confidentially communicate their understanding of the concepts and events using a variety of different media.
  Make connections between local and national history of post-Famine Ireland. (S2. E3 LO.14)
- Use their imagination to consider the experiences of different people in Dublin in 1911. (S1. E1 LO.1)
- Work effectively with others in a range of roles
- Locate and access additional material relating to the topic

Junior Cycle Draft History Specification: S = Strand, E = Element, LO = Learning Outcome
Assessment for Learning: will be based on

- Sharing learning goals with the students
- In-class peer assessment
- Student self assessment sheets

Assessment of Learning: will be based on

- Informal teacher observation of student responses
- Teacher observation of student ability to access and use the relevant resources during the lessons
- Teacher observation of the accuracy of the information depicted in individual and group tasks
- Differentiated questioning
- The application of the assessment criteria provided in the individual lesson plans for the group work tasks. Elements such as effective group work, delivery, accuracy and relevance of content are included in the assessment criteria
- Homework assignments suggested in the lesson plans
**Lesson 1: Migration and Urbanisation in Post-Famine Ireland** (1 - 2 class periods)

**SUMMARY:** During this lesson(s), students will learn about the effects of large-scale emigration and migration during and after the Famine on the towns and cities of Ireland. Students are guided in focused reading, source analysis and interpretation in order to develop an understanding of the social context on which the subsequent lessons are based.

**Learning Outcomes**

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<td>By the end of this lesson students should have...</td>
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<tr>
<td>- Explained the main differences between Dublin and Belfast in 1900</td>
<td><strong>Step 1:</strong> Working together in pairs, students begin by examining Document A in the Student Worksheet showing the population of Irish towns in 1911 as a percentage of their 1841 populations</td>
<td>Ask two students to act as scribes and stand at the white board, ready to write</td>
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<td>- Interrogated a map and extracted evidence about the effects of the Famine on the towns and cities of Ireland</td>
<td><strong>Step 2:</strong> Each pair of students answer comprehension questions 1-5 that follow before comparing their answers with another pair of students.</td>
<td>Ask for feedback from an appointed spokesperson from each group for q. 11 about the reliability of sources D and E</td>
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<td>- Identified and defined key words</td>
<td><strong>Step 3:</strong> Each group of four appoints a spokesperson who feeds back the group’s answers in a plenary session. The class discussion should allow for reinforcement of the idea that Dublin was an administrative rather than an industrial centre and the influx of unskilled workers during and after the famine would have led to social problems not experienced in Belfast.</td>
<td>The result will be a list of strengths and weaknesses of numerical sources drawn from official documents as historical sources</td>
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<td>- Examined numerical, visual and written data to extract evidence and answer historical questions</td>
<td><strong>Step 4:</strong> Students return to their original pairs to examine documents B-C and answer the comprehension questions that follow.</td>
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<td>- Judged the relative reliability of different types of historical sources</td>
<td><strong>Step 5:</strong> Once again, each pair will compare their answers with another before feeding back to the class in a plenary session. This provides an opportunity to reinforce the characteristics of Belfast as an industrialised city with strong links to Britain as well as the procedure involved in historical photograph analysis.</td>
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<td>- Recorded information by summarising</td>
<td><strong>Step 6:</strong> The last source analysis task involves taking a closer look at the rise in Dublin city’s population during and after the famine, and the effects of overcrowded living conditions for the urban poor.</td>
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<td><strong>Step 7:</strong> As before, the students work in pairs to examine the primary sources D-E and answer the questions that follow.</td>
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**Required Material for Lesson 1:** Atlas of the Irish Revolution Student Worksheets, Unit 3. Lesson 1. and a Dictionary

**Links with other subjects:** English, Mathematics and Geography
**Lesson 2: Dublin: A Tenement City (1-2 class period)**

**SUMMARY:** During this lesson, students look more closely at the living and working conditions of unskilled labourers in Dublin in 1900-1911. The difficulties of tenement life are presented through a series of primary source documents including an edited article from the *Freeman's Journal*, edited extracts from an official inquiry into the Housing Conditions of the Working Classes in the City of Dublin in 1913 and a extract from a Bureau of Military History witness statement. Students demonstrate understanding by answering comprehension questions that follow, categorise the information in the documents by complete a fish bone diagram about life in a tenement in 1911 and develop a sense of historical empathy by completing a creative task for peer assessment.

**Learning outcomes**

By the end of this lesson students should have...

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<td><strong>Part 1:</strong> Overview/starter</td>
<td><strong>Part 2:</strong> Student Led Learning</td>
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<tr>
<td><strong>O</strong> Explained the concepts of tenement, over-crowded, unsanitary, slum and unskilled worker</td>
<td>Teachers begin by explaining that the targets for this lesson are to examine the living conditions of the working poor in Dublin in 1900-1913</td>
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<td><strong>O</strong> Empathised with the difficulties suffered by Dublin's tenement dwellers in 1900-1913</td>
<td>As these lessons conclude with students representing what they have learned visually, it might prove useful to begin the lesson with photographs of the interior and exterior of tenement buildings. These are easily accessible on Google images.</td>
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<td><strong>O</strong> Interpreted numerical data</td>
<td>Ask students to choose three adjectives to describe what they see. This should lead into teacher-led learning to provide context and background for the documents.</td>
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<td><strong>O</strong> Evaluated the reliability of a primary source document</td>
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<td><strong>O</strong> Detected bias and subjectivity in a primary source</td>
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<td><strong>O</strong> Presented information in visual, written and diagrammatic format</td>
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<td><strong>O</strong> Worked effectively as part of a group</td>
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**Required Material for Lesson 2:** Atlas of the Irish Revolution Student Worksheets, Unit 1

**Links with other subjects:** English and Art

**Key Questions:**

- What were the living conditions of Dublin's Working poor in 1900?
Lesson 3: Exploring the 1911 Census (2-3 class periods)

**SUMMARY:** This lesson is designed to guide students in using census information as part of their research and presents an opportunity to teach skills in the collection, representation and interpretation of data. The topic studied in the previous lessons is brought to life for students as they discover real people and families living in tenements in 1911. Working together in groups students use the collated data to complete an imaginative and creative task based on tenement life.

**Learning outcomes**
By the end of this lesson students should have...

- More clearly understood the realities of tenement life through the exploration of a particular case study
- Have put into practice the skills of the historian
- Developed a clearer understanding of the procedural concepts of source and evidence
- Recorded and collated information
- Made judgements based on historical evidence
- Presented information in written and visual formats
- Worked effectively as part of a group
- Enhanced digital literacy

**Part 1: Overview/starter**

Begin by presenting information about the 2013 Dublin Tenement Experience [http://www.irishheritagetrust.ie/about/what-we-do/dublin-tenement-experience/](http://www.irishheritagetrust.ie/about/what-we-do/dublin-tenement-experience/)

Ask students for their opinion about ‘living history’ exhibits and whether they are an effective way of learning about history.

The discussion should lead to reliability of information and where the actors may have found accurate data.

This will lead to an exploration of the 1901 and 1911 census online.

If necessary, spend time on instructing students on how to access and interpret the relevant census forms.

**Part 3: Student Led Learning**

**Step 1:** Explain the concept of the task to the class: This year, a new production company plans to build on and expand the original ‘Tenement Experience’ project. Your class has been asked to assist with the research by extracting information from the 1911 census. The transcriptions, original returns per household and statistical forms can be found in the [digitised census online](http://www.irishheritagetrust.ie/about/what-we-do/dublin-tenement-experience/)

**Step 2:** Organise the class into groups of four. Assign to each group four of the seventeen households/families in No 14, Henrietta Street in 1911.

**Step 3:** The groups should access the census returns for No 14 Henrietta Street in 1911 and locate their four assigned households.

**Step 4:** Each group member takes responsibility for one of the households and takes note of the number of rooms occupied, the number of people, their names, ages, gender, places of birth, religion and occupations.

**Step 5:** The group reconvenes to determine (a) The household with the highest number of rooms (b) The household with the highest number of people living in the fewest rooms (c) The total number of children (under age fifteen) in the four households (d) The total number of people over sixty in the four households (e) The two most common occupations (f) The most common religion (g) The total number of people born outside of Dublin city (h) Any other interesting or surprising facts

**Step 6:** Reorganise the class into new expert groups of 5/6 students. Each member of the expert group should originate from a different base group, bringing the calculations (a) - (h) with them.

**Step 7:** Comparing the data of all group members, make the same calculations as before for all of the households in 14, Henrietta Street. Expert groups should also record at least one interesting or surprising fact about the tenement building and its inhabitants discovered during their research.

**Step 8:** A spokesperson for each group will feed back their findings to the class. As a result of the discussion, the class chooses three families to represent in the new theatre production in No 14 Henrietta Street

**Part 4: Review/Plenary:**

During the review session, the teacher will introduce the last task for homework.

Students are asked to design a poster advertising the new interactive historical production at 14, Henrietta Street.

Document K in the Student Worksheet should be used as the centerpiece for the poster which should also include

(a) The dates and times of the performances
(b) The entry fee
(c) The names of the historical families/households depicted in the production
(d) At least three facts about life in a Dublin tenement in 1911
(e) Any other text/graphics that will persuade/encourage an audience to attend

**Required Material for Lesson 3:** Atlas of the Irish Revolution Student Worksheets, projector, Internet access, computer lab

**Links with other subjects:** English