



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



College of
Arts, Celtic Studies
and Social Sciences

Unit 3:

*The Growth of the Irish Labour Movement
and the 1913 Strike & Lockout*

TEACHERS' HANDBOOK



Senior Cycle Lesson Plans

UNIT 3: THE GROWTH OF THE IRISH LABOUR MOVEMENT AND THE 1913

Field of Study:	Later Modern Field of Study
Syllabus Topic:	Movements for Political and Social Reform, 1870-1914 (LMI: Topic 2)
Perspective:	Society and Economy
Unit:	Dublin 1913- Strike and Lockout (Case Study)
Key Personalities:	James Connolly and James Larkin
Key Concepts:	Socialism
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) Atlas of the Irish Revolution 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 Rise of the Labour Movement and the 1913 Strike and Lock Out 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 unionisation of the working classes in Ireland in the first decades of the twentieth century. These lessons are also designed to reinforce the procedural concepts of 'source and evidence' and 'fact and opinion', and the interpretative concepts of 'change and continuity'.

The lesson plans and activity sheets are designed to promote the development of skills in working with evidence and encountering maps as source material bolsters 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

- a deeper understanding of the key concept of socialism and propaganda
- gained deeper knowledge of the causes, course and consequences of 1913 Strike and Lockout
- identified some of the key personalities and groups associated with the Labour Movement
- a deeper appreciation for the usefulness, strengths and weaknesses of different types of historical sources.
- practised the research and evaluation skills required to engage in the documents-based questions and to complete their own research study.
- honed their writing and presentation skills

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:

Differentiation strategies are incorporated into the lesson plans and activity guidelines. These include:

- Giving students the option to choose a task
- Group work
- Use of Pre-assessment
- Tiered Assignments etc.

LESSON 1: VISUALISING AND CONTEXTUALISING THE LOCKOUT

Summary:

In this lesson, students will engage with two primary sources relating to the social context which led to the 1913 Strike and Lockout. They will interrogate, compare and criticise primary source material and place these documents into the context of their time. This task introduces/reinforces the structure and content of the documents-based question.

Key Question: What were the living and working conditions of Dublin's urban poor at the turn of the twentieth century?

Learning Outcomes : At the conclusion of this lesson students should

- be able to describe tenement life in Dublin in 1900-1913
- have examined some of the reasons for grievances among unskilled workers in Dublin in 1913
- have interrogated primary source material and used evidence from those documents to answer the documents based question
- be more aware of the different types of historical sources
- be more aware of the strengths and weaknesses of particular historical sources

LESSON 1:

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s). The teacher might spend some time on instruction/revision (Video/Textbook) in preparation for the student task of interrogating the sources.

The info-graphic at the beginning of the Student Worksheets may prove useful as a means of engaging student interest. The colourful numbers-based graphic should provoke student interest and encourage them to think in terms of statistics and what they can reveal (or hide) about a topic.

Teacher Led Learning (input):

If time allows, the teacher might access the excellent document produced by the Central Statistics Office entitled 'Life in 1916 Ireland: Stories from Statistics'.

http://www.cso.ie/en/media/csoie/releasespublications/documents/1916/Life_in_1916_Ireland_Stories_from_statistics.pdf

The pdf provides data from 1911, 1914 and 2014, allowing for comparative analysis between life in Dublin then and now. Topics for comparison include mortality rates, housing, births, marriages, life expectancy and retail prices. Students may also examine data relating to their own towns and counties.

Before examining the primary source documents, it may be necessary to provide details about the Bureau of Military History. Established in January 1947, the Bureau collected witness statements from over 1,600 individual veterans about the movement for independence between the 25 November 1913 and 11 July 1921'. The statements were collected decades after these events took place and kept under lock and key until the last witness died in 2013.

Task 1: Tenement Life in 1911-13: The Documents Based Study

Step 1: Students should scan the documents-based questions before beginning to read the text of documents A and B in order to focus their reading.

Document A is an edited extract from [Bureau of Military History Witness Statement \(906\)](#) submitted on 8 December 1953 by James Larkin, T.D., son of Jim Larkin founder of the Irish Transport and General Workers' Union of Ireland.

Document B comprises a selection of extracts from a report by a Departmental Committee appointed after the Church Street disaster to inquire into the [Housing Conditions of the Working Classes in the City of Dublin in 1913](#).

Step 2: Students take time to individually read the documents before coming together in pairs to answer questions 1-3 of the documents based study. The questions ask the students to consider the content and nature of the different sources and compare them in terms of viewpoint and tone.

Step 3: Once the allocated time has elapsed, the teacher should field the student answers in a class forum highlighting the context of the documents to illustrate the social context in which the Labour movement developed in 1911.

Part 4: Plenary Review

Using the info-graphic and documents A and B as the basis for their answers, the students should plan their answers to the contextualisation question (4) in pairs, and complete it individually for homework.

And/Or

Students gather data from document B, their own research and the CSO publication, 'Stories from Statistics', to create a new info-graphic specifically on tenement life in Dublin in 1900. As an incentive, the teacher may suggest that the most impressive version will be presented to the Junior Cycle History classes who also study life in a tenement in 1900.

Students can draw their infographics or create them on line using some of the resources below.

Some software, sites, and tools to create infographics

[Adioma \(Web 2.0\)](#)

[Canva online tutorial and tool \(Web 2.0\) \(iOS\)](#)

[Celtx Shots \(iOS\)](#)

[easel.ly \(Web 2.0\) \(iOS\)](#)

[Glogster \(Web 2.0\) \(example\)](#)

[Google Drawings \(Web 2.0\)](#)

[Hohli charts creator \(Web 2.0\)](#)

[infogr.am \(Web 2.0\)](#)

[Infographic Creator \(Web 2.0\)](#)

[Inkscape \(software\)](#)

LESSON 2: THE CONNOLLY CASE FILE

Summary:

In this lesson, students will engage with a biographical map which geographically traces the personal and professional life of James Connolly. Students will extract evidence from the map and engage in individual research in order to complete the Dublin Metropolitan Police Case File on the socialist activist. Students will work individually and as a group to extract the most salient information and sequence and summarise that information. Students will also practice their communication skills in presenting the results of their research to the class.

Key Questions: How did James Connolly's background influence his socialist beliefs?

Learning Outcomes : At the conclusion of these lessons students should

- be more familiar with Key Personality, James Connolly
- understand the Key Concept of Socialism
- understand how Connolly's background influenced his socialism
- have engaged in individual research
- have worked effectively as part of a group and honed their presentation skills

LESSON 2: CONNOLLY CASE FILE

Overview/Starter:

The teacher may begin by projecting an image of James Connolly to introduce the focus for the class. A survey of the class should reveal their familiarity with the personality and prior knowledge about Connolly and his contribution to the unionisation of the working classes.

Teacher Led Learning (input):

Having established the focus of the lesson and provided some background on Connolly, the teacher should explain the premise of the student task: As a socialist activist and writer, James Connolly was of enormous interest to the authorities in Dublin. The students take on the role of a Dublin Metropolitan Police Inspector who has gathered information from among the police force. Armed with that information, the students should complete the case file on Connolly - with particular focus on his activities in Britain and Ireland between 1896 and 1912 - using the template provided in the student worksheet.

Student Task : the Connolly Case File

- Step 1:* Using information from individual research and details from the biographical map in the Student Worksheet, students individually complete *Police Case File* on James Connolly using the template provided.
- Step 2:* When the allocated time has elapsed, students gather into groups of six and compare their case files. Each group should agree on a definitive version and appoint a spokesperson.
- Step 3:* Ask the spokesperson from each group to hold a briefing session about James Connolly for the constables on the force (i.e. the rest of the class). Students may improvise the role as much as they like, but the priority is to communicate information and answer questions based on their research.

Part 4: Plenary Review

To consolidate learning, the teacher will ask students to brainstorm a short essay based on the key question: 'How did James Connolly's background influence his socialist beliefs'. The essay may be assigned as a homework task.

LESSON 3: JAMES LARKIN AND WILLIAM MARTIN MURPHY

Summary:

This lesson is designed to consolidate students' understanding of the origins of the Lockout and two of the most formidable characters involved in the dispute: James Larkin and William Martin Murphy

In the first part of the lesson, students will examine three different documents, written from different perspectives, relating to the personality of James Larkin. The diverse viewpoints allow for comparative analysis and the comprehension questions that follow guide the students in the identification of bias and viewpoint. In the second part of the lesson, students encounter three documents relating to the beginning of the 1913 Strike. Two newspaper articles from the Herald and Irish Independence respectively underreported in the Student Worksheet and their differing perspectives on the motives of the ITGWU and the origins of the strike allow students to examine a controversial issue from more than one perspective.

Depending on time and class requirements, the teacher may decide to use some or all of these documents to enhance understanding of the origins of the lockout and reinforce document analysis skills.

Key Question: What were the origins of the 1913 Strike and Lockout in Dublin?

Learning Outcomes : At the conclusion of these lessons students should

- be able to describe the events leading to the tramway strike in 1913
- understand the roles of James Larkin and William Martin Murphy in the 1913 Strike and Lockout
- have extracted evidence from primary source material to answer historical questions
- identified the strengths and weaknesses of different types of sources

LESSON 4:

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s).

Teacher Led Learning (input):

It may be necessary to explain the concepts of 'sympathetic strike' and 'syndicalism' and/or to provide background on the formation and development of the I.T.G.W.U.

If time permits, the teacher may choose to play the [RTE footage of an interview with John Swift \(https://www.rte.ie/archives/2013/0826/470296-recalling-jim-larkin/\)](https://www.rte.ie/archives/2013/0826/470296-recalling-jim-larkin/) about his memory of hearing Jim Larkin speak. The transcript of the interview appears in the Student Worksheet (*Doc D*) but a visual source will always be more stimulating at the beginning of a lesson. The three-minute interview will introduce the theme of the lesson while also prompting a short class discussion on the strengths and weaknesses of an oral interview conducted years after an event as a historical source.

Student Task

Step 1: Working individually or in pairs, the students read Docs D-F and answer the comprehension questions that follow. The teacher may choose to move between groups to assess answers or moderate a class discussion once the task is completed.

Step 2: For Documents G-I, repeat the steps above or assign the task as homework.

LESSON 4-5: POST LOCKOUT PAPERWORK

Summary:

These lessons are designed to help students to draw conclusions and make judgments based on the analysis of a selection of diverse primary sources relating to 'Bloody Sunday' 1913. The sources include a D.M.P proclamation, newspaper articles, a hand-written note by James Larkin, eyewitness accounts, a photograph, letters and a map of the addresses of those arrested after Bloody Sunday drawn from the *Atlas of the Irish Revolution*.

The group research task will prompt students to consider the event from a variety of different viewpoints and enhance their understanding of tension between police and strikers in 1913. The exercise requires that students think both critically and imaginatively, while honing document analysis skills and concision in their writing.

Depending on time and the requirements of the class, the teacher may choose to use some of all of documents J-T included in the Student Worksheet

Key Questions: What were the events leading to Bloody Sunday 1913?
What were the actions of the Dublin Metropolitan Police during Bloody Sunday?
What were the different contemporary opinions about the cause of the workers?

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

- developed a deeper understanding of sequence of events before, during and after Bloody Sunday 1913
- enhanced their understanding of the different contemporary reactions to the events of Bloody Sunday
- examined a variety of primary source material and identified levels of reliability
- collated evidence from a variety of sources on the same topic
- evaluated the evidence and formed judgments based on the evidence
- presented their findings in a well structured and logical format
- engaged in group work and developed communications skills

LESSON 5: POST LOCKOUT PAPERWORK

Part 1: Overview/Starter:

The teacher outlines the learning outcomes for these lessons.

Part 2: Teacher Led Learning (input):

The teacher might take this opportunity for revision or to provide context for the lesson and source material.

The teacher will explain the concept that the class will be divided in groups of four Dublin Metropolitan Police Inspectors. The date is January 1914 and Jim Larkin has just left Ireland for America. It has been a difficult six months for the Dublin Metropolitan Police force (DMP), as they have dealt with a city in turmoil and faced political and media criticism of their use of excessive force against workers. Eager to keep their paperwork up to date, the DMP inspectors have been given two tasks:

Part 3: Student Task:

Part 1. Timeline of the 1913 Strike and Lockout

In order to clarify the events of the strike and lockout, the Chief Inspector has asked for a summarised timeline of events. The constables have prepared a draft version (provided in the Student Worksheet), but have left out some details. As Inspectors, the students in each groups have access to more information and must prepare the final draft.

Step 1: The teacher organises the class into groups of four students. The first task should be completed individually.

Step 2: When the allocated time has elapsed, the group should come together to compare their timeline until they are satisfied with a definitive version of the timeline.

Part 2. Bloody Sunday Report

Due to the controversy surrounding police actions on 'Bloody Sunday' 31 August 1913, the police inspectors have been asked to examine all of the available evidence and witness testimony gathered by their constables in order to write a clear, factual account of events on that day. The students examine each of the documents J - T in the Student Worksheet and draft a final report under the following headings.

1. Reporting Officers
2. Date
3. List of witnesses interviewed together with a comment on the reliability of each witness.
4. List of additional sources consulted in compiling the report with a comment on the reliability of each.
5. A factual account of the events in Dublin between 26 Aug and 2 Sept 1913.
6. A judgment based on the evidence consulted, about the conduct of the DMP between 26 Aug and 2 Sept 1913

Step 1: Remaining in their assigned groups, direct the students to nominate a chairperson, who will oversee the distribution of research tasks and the collation of information for the final report.

Step 2: As a group, the students should scan documents J-T and discuss their first impressions of the sources and their likely levels of reliability. The chairperson will oversee the allocation of sources to individual group members to study more closely and take note of the source and reliability of each source. (Parts 3 and 4 of the final report)

Depending on the numbers in each group and the time allocated to the task, the teacher may ask students to include the three additional eyewitness accounts included in the student worksheet.

1. [Eyewitness, Helena Moloney: www.rte.ie/archives](http://www.rte.ie/archives)
2. [Eyewitness, Barney Conway: www.rte.ie/centuryireland](http://www.rte.ie/centuryireland)
3. [Lockout Podcasts: www.rte.ie/radio1](http://www.rte.ie/radio1)

Step 3: At the conclusion of the individual research tasks, the student groups will reconvene to discuss their findings and collectively draft the final report. This may be handwritten in in class or students might use a Google Doc to collaborate on the report. The instructions for using Google Docs are included at the end of the student worksheet.

Part 4: Plenary Review

The teacher may collect and provide feedback on the written reports or ask a spokesperson from each group to present their findings to the class.

LESSON 6: DRAWING CONCLUSIONS

Summary:

This lesson is designed to guide students through the different stages of analysing a political cartoon. They will encounter two cartoons offering different interpretations on the 1913 Strike and Lockout and answer questions relating to their provenance, purpose and usefulness. Students will also become more familiar with the characteristics of political cartoons such as symbolism, caricature, captions, exaggeration, labeling, analogy, and irony.

In the second part of the lesson, students will work in pairs to consider different key episodes during the 1913 Strike and Lockout. Once each pair has chosen an episode to depict as a cartoon, they must take consider two different viewpoints on that episode and individually develop an idea for a cartoon to express that viewpoint. The exercise is designed to consider a controversial issue from different perspectives, to familiarise them with the concepts of viewpoint and perspective, to deepen their understanding of the characteristics of a political cartoon.

Key Questions: What are the main characteristics of political cartoons?
In what ways were Larkin and Murphy portrayed in the contemporary press?

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

- become familiar with the key characteristics of the political cartoons
- examined a controversial historical issue from more than one perspective
- enhanced their understanding of strengths and weaknesses of a political cartoon as a historical source
- examined primary source material and identified bias and propaganda
- interpreted two political cartoons and answered questions relating to their provenance and purpose
- presented their findings in a well-structured written or graphic format
- engaged in group work and developed communications skills

LESSON 6: DRAWING CONCLUSIONS

Part 1: Overview/Starter:

The teacher may choose to open the lesson by projecting a political cartoon (other than those reproduced in the Student Worksheet) and invite the class to offer an interpretation. As a starter exercise, this will introduce students to the significance of political cartoons for relating popular interpretations of contemporary events.

Part 2: Teacher Led Learning (input):

The teacher will begin by drawing students attention to the two political cartoons presenting contrasting view on the 1913 Strike and Lockout reproduced in the Student Worksheet. Without too much direction about content, ask students to individually complete the Cartoon Analysis Worksheet.

Once complete, students should compare their answers with another student before providing feedback to the class. The teaching may use this opportunity to coordinate a brainstorming session on the characteristics of a political cartoon.

Part 3: Student Task:

Step 1: The teacher explains the concept of the student task:

Both the Irish Worker and the Irish Independent are seeking cartoonists to depict one episode during the 1913 Strike and Lockout.

In groups of two, students should:

1. Using Docs A-W for inspiration, decide which episode/ event during the 1913 Strike and Lockout to depict
2. Decide what perspective/viewpoint on that episode each student will take
3. Discuss the two contrasting designs, remembering that political cartoons should have a strong viewpoint and a message that will be clear to a contemporary audience.
4. Either draw the cartoon or write a two-paragraph description of the proposed cartoon

Step 2: Move between the pairs during the planning stage to prompt justifications of their choice of episode and an explanation of their divergent perspectives.

Step 3: As this task is likely to extend beyond class time, the students should complete their cartoons or descriptions individually for homework.

Part 4: Plenary Review

The students will submit their finished designs or descriptions to the teacher for feedback. If time allows student presentations may prove more beneficial as a peer learning exercise. Students will present a variety of perspectives on different episodes during the lockout while also reinforcing the elements of the political cartoon which will benefit students in the Document Based study or in their own research.

LESSON 7: THE COURSE OF THE 1913 STRIKE AND LOCKOUT

Summary:

During this lesson students examine three different documents relating to individual notable episodes/aspects of the 1913 Strike and Lockout: The Strikebreaker (scab), The 'Save the Kiddies Campaign' and Larkin's 'Fiery Cross' campaign in England in November 1913.

The first document, an *Evening Herald* article published in January 1914, comprises an interview with Dora Montefiore, proposer and proponent of the Kiddies Scheme and comments by Dublin's Catholic Clergy who were antagonistic to the proposal. The divergent opinions presented in this primary source should encourage students to consider the episode from different perspectives.

The second document provides a predictable caustic selection of articles published in the *Sunday Independent* in November 1913 during Larkin's Fiery Cross Campaign. Students are asked to consider whether two accompanying political cartoons complement the tone and content of the articles

The final document is an edited extract from Bureau of Military History Witness Statement (#328) submitted by Gary Holohan in 1949 in which he recalled the effects of the strike on Dublin's busy docks and the arrival of the strikebreakers. In contrast to the previous documents, Holohan's account provides a more personal insight into the realities of the strike for the working men and the deep tensions between the striking men and the strikebreakers which often erupted into violence.

Depending on time and class requirements, the teacher may decide to use some or all of these documents to enhance understanding of the key events during the lockout and reinforce document analysis skills

Key Question: What were the key episodes during the 1913 Strike and Lockout in Dublin?

Learning Outcomes : At the conclusion of these lessons students should

- have a deeper understanding of some of the key events during the strike and lockout
- more clearly understand the human suffering during the labour dispute
- have practised documents and political cartoon analysis skills
- have extracted evidence from primary source material to answer historical questions

LESSON 7: THE COURSE OF THE 1913 STRIKE AND LOCKOUT

Overview/Starter:

Before beginning the lesson, the teacher should outline the learning outcomes for this lesson(s).

Teacher Led Learning (input):

It may be necessary to provide background and context for the events described in the Documents.

Student Task

Working individually or in pairs, the students read Docs U-W and answer the comprehension questions that follow. The teacher may choose to move between groups to assess answers or moderate a class discussion once the task is completed.

LESSON 8: RECRUITING A CITIZEN ARMY

Summary:

This lesson prompts students to consider the long and short term consequences of the 1913 Strike and Lockout, particularly the formation of the Irish Citizen Army (ICA). Four primary sources relating to the origin and aims of the ICA invite students to engage in self-directed learning and identify for themselves why, where and by whom was the Citizen Army formed, and what were the main difficulties it faced in 1914. A series of analysis questions ask students to critically consider the reliability of the opinions of the notable members of the movement. They are also asked to compare the four different sources in terms of their value to a historian. At the conclusion of the lesson students may choose between a short research task or a creative writing task.

Depending on time and class requirements, the teacher may decide to eliminate the element of choice and ask all students to prepare the dialogue and perform the piece in the following class. Students will benefit from the practice in structuring a logical argument - albeit as a dialogue - and the performance will provide an opportunity for peer learning.

Key Questions: Why was the Irish Citizen Army formed in November 1913?
 What were the aims of the Irish Citizen Army?

Learning Outcomes : At the conclusion of these lessons students should

- have a deeper understanding of the immediate and long-term consequences of the 1913 Strike and Lockout
- understand the reasons for the formation of the Irish Citizen Army and the aims of the movement
- have enhanced their document analysis skills and thought critically about the reliability of a selection of primary sources
- have extracted evidence from primary source material to answer historical questions

LESSON 8: RECRUITING A CITIZEN ARMY

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s). Survey the class for prior knowledge about the Irish Citizen Army or brainstorm the question of whether the Strike and Lockout was a complete failure. This brainstorm should lead to an introduction to the ICA.

Teacher Led Learning (input):

Direct students to Documents X-Z in the Student Worksheet and introduce the student task:

Student Task

Step 1: Students individually scan the comprehension questions before carefully reading Documents X, Y and Z. Working individually or in pairs, students complete the comprehension questions that follow

Step 2: Short Essay Question:
What Countess Markievicz's involvement in 1913 Strike and Lockout and its aftermath.

or

Using sources X, Y and Z as inspiration, script a short dialogue between brothers. One of the brothers is interested in joining the Irish Volunteers. The second brother attempts to convince the first that they should join the Irish Citizen Army instead.

LESSON 9: COLLABORATIVE ESSAY WRITING WITH GOOGLE DOCS

Summary:

Google Docs is an effective online tool for creating, organising, editing and sharing documents. During this lesson, students will work in groups to plan, draft, edit and submit an essay about the 1913 Strike and Lockout. A list of past examination questions is provided in Student Worksheet, but the teacher may decide to draft different or additional questions.

Learning Outcomes : At the conclusion of these lessons students should

- have a deeper understanding of the cause, course, consequences and wider context of the 1913 Strike and Lockout
- have worked together to plan, draft, write and edit an essay in response to a historical question
- be more familiar with the key personalities, James Connolly, James Larkin and Constance Markievicz
- have enhanced their digital literacy skills

LESSON 9: COLLABORATIVE ESSAY WRITING WITH GOOGLE DOCS

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s).

Teacher Led Learning (input):

Depending on the requirements of the class, the teacher may spend some time on revising Senior Cycle essay writing skills before directing students to the list of essay questions in the student Worksheet and introducing the student task.

Student Task

- Step 1:* Divide the class into groups of four students and assign a unique identifying number to each group.
- Step 2:* Assign an essay title to each group - choosing a higher or ordinary level question depending in the complexion of the group.
- Step 3:* As a group, students underline the key words in the question, identify and define any related key concepts, and begin to plan their essay using the *Essay-Planning Template* included in the Student Worksheet. (*the worksheet is designed for HL essays and may need to be adapted for OL students*)
- Step 4:* Before the class concludes, each group member must decide what two paragraphs they will research and write. Each member should also choose a font colour to indicate their contribution. Each group should also appoint a primary administrator who will set up and share the online document. All group members should share their Gmail addresses with the administrator.
- Step 5:* Once the administrator has set up the Google Doc, (instructions included in Student Worksheet) all four students should be able to access and edit the essay. The first draft will be complete once each student has transcribed their two pre-prepared paragraphs - recognisable by their chosen font colour.

Student Task

Step 6: In order to create a second draft, each group member should read the essay, editing it as they think appropriate to ensure that:

- The essay demonstrates an understanding of the question
- All the important concepts are properly defined
- Each paragraph is concerned with one main theme/topic and this is expressed at the outset in a clear statement (thesis) sentence
- The essay has a coherent structure and includes linking words
- All facts are accurate and relevant to the argument
- There is no repetition in the essay
- All quotes are relevant and credited
- The essay has a clear introduction and concluding sentence

Step 7: Google Docs will save each version in ‘Version History’, so students may discuss or challenge the changes. Teachers will also consult the version history to ensure that each student contributed to the writing and editing process.

Step 8: Once all group members are satisfied with the results, they should ask the teacher and/or other class members for feedback. Each group should apply the recommendations to create the final polished document.