



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



College of
Arts, Celtic Studies
and Social Sciences

Unit 5:

The 1916 Rising

SENIOR CYCLE LESSON PLANS



Senior Cycle Lesson Plans

UNIT 5: THE 1916 RISING

Field of Study:	Later Modern Field of Study
Syllabus Topic:	(LMI, 3) The Pursuit of Sovereignty and the Impact of Partition, 1912-49
Perspective:	Politics and Administration
Unit:	The 1916 Rising
Key Personalities:	Patrick Pearse, Eamon de Valera, Michael Collins and Countess Markievicz
Key Concepts:	Allegiance, Physical Force, IRB, Blood Sacrifice, and 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) 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 1916 Rising 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 1916 Rising as well as the procedural concepts of 'source and evidence' and 'fact and opinion', and the interpretative concepts of 'comparison and contrast' and 'cause and consequence'.

The lesson plans and activity sheets are designed to promote the development of skills in working with evidence, and the provision of 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 judgements based on the evaluation of evidence.

At the conclusion of these lessons students should

- have a deeper understanding of the key concepts of Blood Sacrifice, the IRB, Physical Force, Allegiance and Republic
- gained deeper knowledge of the causes and consequences of the 1916 Rising
- be able to identify some of the key personalities and groups involved in the Rising
- have a deeper appreciation for the usefulness, strengths and weaknesses of different types of historical sources.
- have practised the research and evaluation skills required to engage in the documents-based questions and to complete their own research study.
- have honed their communication 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:

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 1-2: WORKING WITH THE EVIDENCE

Summary: In these lessons, students will encounter two of the principal personalities associated with the 1916 Rising: Eoin MacNeill and Sean MacDermott. Through activity based learning, the students will engage with, and compare their respective points of view on rebellion. Students will interrogate, compare and criticise primary source material in preparation for putting those documents into the context of their time.

Depending on the variables of times and necessity, the teacher may decide to use one or all three of the student tasks outlined below. The first is primarily engaged with consolidation of information and sequencing. The second gives students practice in ‘Working with the Evidence’ and engages them in comprehension, comparison, and criticism of three different documents relating to the early part of the unit. The last reinforces the structure and content of the documents-based question, and encourages the students to collectively engage in the process of locating a source and compiling questions based on that source.

NOTE: The worksheets may be used when studying the LME 2 or early in fifth year when students are learning about the Work of the Historian in preparation for their own research and the documents-based study.

Key Questions:

1. *What were the main events in Ireland that provided the opportunity for the IRB to stage an uprising?*
2. *In what ways did Eoin MacNeill, Chief of Staff of the Irish Volunteers and Patrick Pearse, member of the IRB Military Council differ in what they considered the criteria for a successful uprising?*

Learning Outcomes : **At the conclusion of this lesson students should**

- be able to explain the main events leading up to the 1916 Rising
- be more familiar with two of the key personalities and groups associated with the 1916 Rising
- have put into practice organisational and sequencing skills
- have made enquiry of primary sources material, extracted and evaluated evidence
- have considered two different points of view about a potential uprising

LESSON 1:

Overview/Starter:

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

Teacher Led Learning (input):

The teacher might spend some time on instruction/presentation (Video/Textbook) in preparation for the student task of interrogating the sources.

As a starting point, (s)he might find it useful to present a powerpoint slide on which are placed images of Eoin MacNeill and Patrick Pearse. The students should attempt to identify the men, and brainstorm what they already know about their roles in the Rising. This will provide the starting point for presentation.

Student Task 1: Comprehension and Sequencing

- Step 1:* Having provided the context, the teacher will direct the students to the first two pages of the Student Worksheet for lesson 1. Students will be given 7-10 minutes to fill in the cloze test. (Depending on the students' level of knowledge, the teacher may choose to provide a list of missing words). Some teachers find it useful to have a digital countdown clock displayed at the top of the classroom.
- Step 2:* At the end of the allotted time, ask students to compare their answers with another student. The teacher might choose to ask for verbal responses at this point or survey student progress by moving between the groups.
- Step 3:* Once each pair completes the cloze test, ask them to work together to complete the visual timeline in the student worksheet, using the information in the completed cloze test. In each of the boxes provided, students should use their summarising skills to provide details of each named event. The teacher might choose to print the timeline on an A3 sheet to involve more students in each group. The teacher should choose the most effective and accurate timelines for display in the classroom for revision purposes.

Student Task 2: Document Analysis

- Step 1:* Having provided the context, direct the students to page 6 of the Student Worksheet for Lesson 1. The students should examine the documents A, B and C and complete the 'Document Analysis Template'.
- Step 2:* At the end of the allotted time, ask students to compare their analysis of the sources in groups of two and report back to the class after five minutes on any points of disagreement.
- Step 3:* The final part of this task is to complete the questions on p. 10 of the worksheet. These are organised in the same format as a Leaving Certificate Exam Documents-Based question. The contextualisation question may be assigned as a homework task.

Student Task 3: Research and Analysis

- Step 1:* Ask students to become the examiners. Using the *List of External Resources*, the students will be individually tasked with locating another relevant source to be used in conjunction with Document B and to compile the four questions that might be found in a documents-based question.
- Step 2:* The teacher will facilitate a brainstorming session in answer to the questions:
- What type of document [image, cartoon, letters, photograph] might be a suitable choice for comparison with Document B?
 - What type of language would you expect to find in comprehension, comparison, criticism, and contextualisation questions?
- Step 3:* In the next class the students will bring in copies of the source they located and in groups of two assigned by the teacher, they should agree on one of the sources for comparison with Document B in their original documents-based question.

Part 4: Review/Plenary

To consolidate learning, the teacher may decide to distribute the DBQ to the other members of the class to complete. The students should also provide feedback on each other's questions. In this way students are engaging in both peer learning and peer assessment.

LESSON 3-5: PUTTING PATRICK PEARSE ON TRIAL

Summary: In these lessons, students will encounter two of the principal personalities associated with the 1916 Rising: Eoin MacNeill and Sean MacDermott. Through activity based learning, the students will engage with, and compare their respective points of view on rebellion. Students will interrogate, compare and criticise primary source material in preparation for putting those documents into the context of their time.

Depending on the variables of times and necessity, the teacher may decide to use one or all three of the student tasks outlined below. The first is primarily engaged with consolidation of information and sequencing. The second gives students practice in 'Working with the Evidence' and engages them in comprehension, comparison, and criticism of three different documents relating to the early part of the unit. The last reinforces the structure and content of the documents-based question, and encourages the students to collectively engage in the process of locating a source and compiling questions based on that source.

NOTE: The worksheets may be used when studying the LME 2 or early in fifth year when students are learning about the Work of the Historian in preparation for their own research and the documents-based study.

- Key Questions:*
1. *What were the main events in Ireland that provided the opportunity for the IRB to stage an uprising?*
 2. *In what ways did Eoin MacNeill, Chief of Staff of the Irish Volunteers and Patrick Pearse, member of the IRB Military Council differ in what they considered the criteria for a successful uprising?*

Learning Outcomes : At the conclusion of this lesson students should

- be able to explain the main events leading up and including to the 1916 Rising
- have considered the immediate and long-term consequences of the 1916 Rising
- have planned and executed focused research
- have made enquiry of primary sources material, extracted, recorded and evaluated evidence
- effectively marshalled evidence to support an argument
- considered the actions of a key personality from different perspectives
- considered the experiences of different people in 1916
- worked effectively as part of a group
- clearly and confidentially communicated their understanding of, or point of view on the concepts and events
- developed an awareness of different interpretations of a particular historical issue

LESSON 3-5:

Overview/Starter:

Before beginning the lessons, the teacher should outline the learning outcomes for this lesson(s). To engage students' interest the teacher should tell them that they have been chosen to conduct the re-trial of Patrick Pearse and write the charge on the board. The complexity of the charge will depend on time, focus and levels of student ability. The teacher may choose from the list below or devise their own charge.

- o Patrick Pearse is charged with orchestrating an undemocratic and unnecessary Rising at Easter 1916*
- o Patrick Pearse is charged with cruel deception*
- o Patrick Pearse is charged with committing a whole generation to war*

Part 1: Teacher Led Learning

Step 1: As the trial will form the centre point of this series of lesson, it is important to outline the structure of the trial, the complexion of the defence and prosecution teams and the criteria for assessing the courtroom presentations.

Step 2: The teacher will then divide the class into two groups:

- Group A: The Prosecution Team
- Group B: The Defence Team

Once the teams have been assigned, each student should carefully read the description of the courtroom roles relevant to their team in the Student Worksheet, ticking the one that they think they would best embody. The teacher should move between the groups to answer questions or provide clarification.

Step 3: Once the students have read and chosen a preferred role, a nominated student chairperson will chair a discussion, which should result in one student being assigned to each role. If there are a number of students competing for the same role, each will have 1 minute to persuade the rest of the group of their suitability, based on examples of activities in the past that have provided the necessary skills. (Alternatively, the teacher may decide to assign roles).

Step 4: The last casting task is for the actors to choose the role they wish to portray. The actors should consult the list of witness for the prosecution and defence and choose one. A summary of the characters background and links to Pearse is provided in the Student Worksheet. Once nominated, the chairperson should complete the *Casting Card* in the Student Worksheet and return it to the teacher.

Part 2: Student-Led Learning: Group Work and Research

Step 1: Direct students to the Student Worksheet for Lesson 3-5. This guides them in the preparatory work for the trial. The teacher should advise students on the preparation time allocated. Based on the available time the teacher might choose to extend or shorten the steps involved in preparing for the trial.

All members of the defence and prosecution teams should individually familiarise themselves with the *Book of Evidence* in the Student Worksheet. (To save on excessive photocopying, consider making the pdf available to students via email or a class Google Drive Folder). The *Book of Evidence* contains the exhibits (sources of evidence) submitted to the court. The teams should use the Book of Evidence as an entry point into the facts of the case. The maps, in particular, should be consulted closely to extract evidence about the locations of the garrisons, the rebel's military strategy, and the events of Easter Week around the GPO.

The teacher will decide whether the student research is restricted to this set of exhibits. The list of external sources provided in the teacher's resources might prove useful in guiding students to other sources of evidence. If the prosecution or defence researchers discover any additional evidence pertinent to their case, they may petition the judge (the teacher) to have it submitted as evidence.

Step 2: All group members should come together to collectively consider the details of the case and make a list of the strongest points for the prosecution/defence. They should also make a list of the strongest points against their cases, trying to predict the opposing strategy and how to undermine it during the opening and closing speeches and in the examination of witnesses. The research is divided among the researchers, solicitors, barristers and other team members.

Step 3: Once the individual research is complete, all group members should gather to provide their findings to the team.

After the general discussion, Researchers and Solicitors should begin to construct the questions for the examinations-in-chief (i.e the questions for their own witnesses) and practise them with the actors. The researchers should then compile a list of possible questions for the opposition witnesses that will help their case during cross-examination.

The Barristers should also finalise their opening and closing statements. The teacher will assess the barristers based on a command of the facts and an understanding of the charge, spontaneity and the ability to “think on your feet”, a clear opening and closing speech, exposure of contradictions and weaknesses in the other side’s case

Student-Led Learning: Role Play and Debate

Step 1: Ideally the courtroom scene will take place during a double class period (typically 80 mins). The courtroom staff will have set up the courtroom in advance of the class. Once the judge is seated, the charge read by the judge and the defendant’s plea registered, the prosecuting barrister stands and begins their opening speech. (S)he should briefly outline their case and end by calling the first witness.

Step 2: The trial proceeds with the examination and cross-examination of each of the witnesses for the prosecution. The court officer swears in each witness as they take the stand. The solicitors for each side will sit at the same table as the barristers. The solicitors and can write notes or suggestions for cross examination questions during the trial and pass them to the barristers.

Step 3: Once the prosecution closes their case, the barrister for the defence stands and begins their opening speech in which they address the court and outline, in detail, the defence’s case. Each of the witnesses for the defence is called – beginning with ‘the accused’. The trial proceeds with the examination and cross-examination of each of the witnesses for the defence.
During the trial the court reporters should take notes for inclusion in their news stories.

Step 4: The barristers then give their closing statements. The barrister’s task in the closing statement is to clearly outline the strengths of their case and the other team’s weaknesses.

Step 5: While the judge deliberates, students should write a brief assessment of the trial concentrating on the strengths and weaknesses of the case for the defence and the prosecution. The reporters should finalise their news stories, leaving space only for the verdict.

Step 6: The judge/ teacher delivers the verdict and in doing so provides formative feedback to the students focusing on the use of evidence to substantiate an argument, the focus on the charges (question), the credibility of the witnesses and the factual accuracy of the statements.

Part 3: Review/Plenary:

To consolidate learning and to put their skills into practise, the teacher might assign an essay based on the key question/ charge above.

LESSON 6: KEY PERSONALITIES PROJECT

Summary: Students will encounter a series of key personalities during their Leaving Cert History course. Questions on the significance and contribution of the key personalities have appeared often in both the Higher and Ordinary level papers, and an understanding of their main biographical details and significance to the topic is essential.

During the course of this guided student project, students will engage in document analysis, group work, planning, individual and collaborative research into a key personality, peer and self-assessment. The aims of this project are to familiarise students with the historical and geographical biographies of a selection of key personalities, engage them in the analysis of a variety of different source material, to develop their skills in locating sources, extracting evidence, collating data, sequencing and presenting findings in a logical and clear manner.

NOTE: After the initial introductory classes, this project is intended to be an on-going for the duration of fifth year. Teachers may decide to utilise the student templates and the direction in the worksheet or adapt the project to the particular needs of their classes.

Key Questions:

1. What were the formative experiences in the lives of different key personalities?
2. What were the main events in the lives of different key personalities and where did these events occur?

Learning Outcomes : At the conclusion of this lesson students should

- be able to identify key personalities in the topics for study
- be able to identify the main events in the lives of key personalities
- planned and executed focused research
- accurately collected and organised information from a variety of different sources
- have made enquiry of primary sources material, extracted, recorded and evaluated evidence
- worked effectively as part of a group
- have presented findings in a well-structured and logical format
- engaged in peer learning and peer assessment

LESSON 3-5:

Overview/Starter:

Before beginning the introductory lesson, the teacher should outline the learning outcomes for the project. To engage students' interest and provide context for the first stage of the project, the teacher might project the image of John Lavery's painting, 'The Trial of Roger Casement'. The teacher should elicit suggestions as to what and who the painting depicts which will lead to a short presentation on the significance of Casement in the realms of politics, humanitarianism and republicanism in the 19th and 20th centuries.

Teacher Led Learning

The teacher should direct students to the Revolutionary Lives map and biography in the Student Worksheet. These provide details about the Life of Roger Casement.

Students should be given 5 mins to consider the map before completing the comprehension questions in the Student Worksheet. The last three questions are devised to survey students' understanding of the value of biographical maps as sources and the characteristics of a good biographical map. These questions should be further explored during a class discussion.

Student-Led Learning

Part 1. Group Work and Student-Led Research

- Step 1:* The sample biographical map should provide inspiration for the task that follows. Divide students into groups of three students. Each group of three will be assigned a key personality from the Topics they will study during the Leaving Certificate History course. At this stage, the teacher should also assign a deadline for the task.
- Step 2:* Each group member should engage in some preliminary research on their assigned key personality and return to their group during a designated class period with a broad outline of the key events in that person's life. Together, the group will decide what date range or key events in that person's life that they will research in more depth. The research tasks should be divided between the three group members.
- Step 3:* While engaging in individual research, students should pay particular attention to any reference to specific locations - places of birth, sites of significant events, last resting places etc. Students should consult as many different sources as possible and use the Cartographer's Template in the Student Worksheet to record their findings. Students should also take note of the url of any particularly useful online sources or images, which they may insert into their maps later.

Part 2. Creating a Digital Biographical Map using Google MyMaps

- Step 1:* Once each group has finished the research process and cross-referenced their facts with various sources to ensure accuracy, they are ready to begin creating a digital biographical map. Follow the *Step-by-Step Guide to Creating an Online Biographical Map* included in the Student Worksheet.

Part 3. Assessment and Peer Learning

- Step 1:* Once complete, students should send the teacher the link to their map. Assess the map based on previously agreed upon criteria and issue the link to the other students to view.
- Step 2:* Each student is required to complete the *Feedback Form* in the Student Worksheet - on all of the maps created.

The class has collaboratively created an important learning and revision tool, freely accessible by all.

Step 3: Once the individual research is complete, all group members should gather to provide their findings to the team.

After the general discussion, Researchers and Solicitors should begin to construct the questions for the examinations-in-chief (i.e the questions for their own witnesses) and practise them with the actors. The researchers should then compile a list of possible questions for the opposition witnesses that will help their case during cross-examination.

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