Wrecking the Rising
Éirí Amach Amú
A Classroom Resource
History & Gaeilge
INTRODUCTION

This resource is a collaboration between Junior Cycle for Teachers (JCT) and the Broadcasting Authority of Ireland (BAI) and explores aspects of the TG4 historical comedy drama series ‘Wrecking the Rising’ also known as Éirí Amach Amú which was supported by funding from the BAI.

Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Junior Cycle for Teachers aims to inspire, support and empower teachers in the transformation of junior cycle education in Ireland.

The Broadcasting Authority of Ireland (BAI) is the content regulator for Irish broadcasting services. The BAI has a range of functions including licensing, monitoring, developing Codes and Rules and supporting sectoral development. In addition, it provides production funding for high-quality programming on Irish culture, heritage and experience using funds collected through the television licence fee. The BAI is committed to increasing the availability of this content to Irish audiences and these dedicated junior cycle resources supports the BAI in achieving this objective. This is part of a larger initiative to bring high-quality Irish programming into classrooms to support learning and to foster the development of essential media literacy skills in young people.

In the development of this resource, the JCT Gaeilge and History teams collaborated to create rich learning experiences to complement both subject specifications and in a wider context, the Framework for Junior Cycle 2015. The resources created are not designed to be used in a linear fashion, but rather to support the creation of learning experiences that work for individual schools in their individual contexts.

As you explore this resource, you may identify potential links with other subjects and potential to explore these topics in other areas of learning within junior cycle. Throughout the resource, links to the relevant extracts from Wrecking the Rising have been provided and the full series is available on RTÉ Learn. Please let us know your experience of using these resources on social media via @JCforTeachers and @BAItweets.

This resource was created and developed in a cross-curricular capacity between two JCT teams. As this resource was intended to have a cross curricular aspect, the initial starting point for considering learning experiences for students were the twenty-four statements of learning which describes the learning at the core of junior cycle. The twenty-four statements, underpinned by the eight principles, are central to planning for, the students’ experience of junior cycle and schools will ensure that all statements of learning and the eight key skills feature in the programmes offered to their junior cycle students.

In the design of the resource, the team identified two statements of learning that underpin an understanding of culture and heritage as the series provides opportunities to explore our Irish language, heritage and culture.
Statements of Learning:

The student:

SOL 6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives

SOL 8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change

It was decided to structure the resource to promote cross-curricular collaboration, where possible, between History and Gaeilge teachers. The resource includes four distinct yet complementary sections.

- Introductory Learning Experience: Exploring Text
- History Unit of Learning
- Gaeilge T1 & T2 – Units of Learning
- Reflecting on culture

The four sections offer opportunities for ongoing assessment and the development of key skills and also support the development of student knowledge, understanding and values around the area of culture and heritage.
Wrecking The Rising - A Classroom Resource

WRECKING THE RISING:
INTRODUCTORY LEARNING EXPERIENCE

Exploring Text

STATEMENTS OF LEARNING

SOL 6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

SOL 8. The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.

Verifying facts - what aspects do you know to be true or untrue?

Watch the ‘The New Future’ clip from Wrecking the Rising.

Learning Experience: Fact or Fiction?

Wrecking the Rising is a fictional narrative that is based on real world events. One exciting aspect of working with the series is trying to investigate the aspects that are based on real life. The creators of the series went to painstaking lengths to ensure the piece was reflective of the time. However, as this piece unfolds and our time travellers begin to impact the world around them, facts can become fiction. In this opening activity please engage with the two questions suggested. Room has also been left to pose five further questions with your classmates/teacher as you watch different parts of the series.
<table>
<thead>
<tr>
<th>Question / Ceist</th>
<th>True / Fíor</th>
<th>False / bréagach</th>
<th>I know this because…</th>
</tr>
</thead>
</table>
Comment: I believe this source to be reliable as it is the BBC. The article showed water colours that are believed to have been painted by Adolf Hitler. The article states at one point ‘The watercolours were created in the early 20th Century while Hitler, later guilty of some of the worst crimes in history, worked as a painter in Munich.’  
Author/s: Reuters is listed as a source for the painting but no author is listed as having written the article. |
| Did Patrick Pearse sign the 1916 proclamation? | | | |

Discuss the process of fact-checking with your partner. Why is this an important skill for us in the 21st century?
Learning Experience:  
The shape of stories – Creating a big picture

The writer Kurt Vonnegurt once famously claimed that all stories have a universal shape. In this shape, main characters change between high moments of success such as winning an award or reaching their goal, and low moments such as illness or failure. He then drew a line which represented time. As he used the approach to review many famous stories through literature, he found that common shapes began to appear. He also believed human history could be traced this way.

Teacher Note: Choose a well-known story and model the shape of the story thinking aloud so that students can see your thought process. This is a link to a short Ted talk by Vonnegurt that teachers may find useful: https://ed.ted.com/featured/ZG7Q2obA
**Prior Learning:** Consider different types of stories and texts that you have engaged with either in school, primary school or in reading for pleasure. What shape are these stories? Pick one and explain the shape based on the version that your teacher has modelled.

Students then work in pairs and choose one of the following options to further explore different shapes that stories/events can have. Each pair shares their story with the neighbouring pair.

**Option A** – Choose a moment in history and plot the shape of these events using Vonnegurt’s approach.

**Option B** – Choose a literary text e.g. poem, short story etc. that you have engaged with this year and plot the shape of the story of the text using Vonnegurt’s approach.

‘Events in the story happen in the seemingly random fashion of real life. It is often unclear when they happen if they will turn out to be positive or negative for the character/world.’

**Teacher Note:** Explain to students that Wrecking the Rising uses flashbacks and time travel to tell or shape the story. One common shape in stories that Vonnegurt found was the ‘Which Way Is Up’ shape. In this form of story, it can be hard for the reader to fully establish what time the main character/s find themselves. It can also be difficult to fully grasp if the actions of the characters are leading to results that are beneficial to themselves and the world around them. It may be helpful to think of Wrecking the Rising in this way.
WRECKING THE RISING:

**Historical Comedy Drama series - 3 x 50 minute episodes**

When three friends go back in time to Easter 1916, they realise they have the power to change Irish history forever. No sooner have they arrived in the past than they commit a monumental blunder that changes everything. Realising they have wrecked the Easter Rising before it has even begun, they must somehow keep history on course – and figure out a way to return to the future.

The full Wrecking the Rising series is available on [www.rte.ie/learn](http://www.rte.ie/learn)
History Unit of Learning:

The study of junior cycle History enables students to develop historical knowledge whilst also developing the skills of the historian. It provides opportunities for students to enhance their understanding of how the people’s actions in the past have shaped the world we live in today and to be more aware of their cultural inheritance. The study of History fosters students’ curiosity about key events, personalities and issues that are of historical significance.

The Junior Cycle History specification presents learning outcomes in three strands:

- Strand 1: The Nature of History
- Strand 2: The History of Ireland
- Strand 3: The History of Europe and the Wider World

Strand 1 is a formational strand, supporting students to explore the concepts, practice the skills and consider the values and attitudes that inform the discipline of history and the work of the historian. Strand 1 is also a unifying strand, whereby the learning outcomes can be achieved through engaging with the context provided in strands 2 and 3 in relation to personalities, issues and events from the history of Ireland, Europe and the wider world.

In using this unit of learning, teachers will be exploring the 1916 Rising through the historical fiction series Wrecking the Rising. In doing this, students will have an opportunity to engage in the story from a new perspective. They will investigate History vs. Story as well as the Places, People and Events of the Rising. The junior cycle History specification gives learners an opportunity to work as historians by investigating local history. In this unit of learning the learners will analyse the historical considerations made by the production team of Wrecking the Rising in their re-creation of the Dublin of 1916.

The unit of learning is designed to build on students’ prior knowledge and to develop student knowledge and understanding for areas of further study. Students may also make connection with their learning in other subjects.
Learning Experience: History vs. Story – Places, People and Events

Prior Knowledge: what we hope the students already know

Students will have previously engaged with Strand 1 learning outcomes including developing the ability to debate the usefulness and limitations of different types of primary and secondary sources of historical evidence (1.6), and be able to demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space (1.4).

In order to orientate their learning, the students will require an awareness of key events that led up to the Rising, in particular those that led to the rise of Nationalism in Ireland such as:

- The Home Rule campaign
- The outbreak of World War 1
- The formation of the IRB, IVF and the Citizens army
- The cultural revival including the creation of the GAA, Gaelic League and the Anglo-Irish literary revival
- The 1913 lockout

The prior engagement with learning outcomes from the specification will inform the teaching and learning context of the learning experiences suggested in this resource.

The following learning outcomes from Strand 2: The History of Ireland are of relevance to this unit: 2.1, 2.2, 2.3, 2.7, 2.8, 2.9 2.10.

Depending on the local historical context of the school learning outcome 2.11 may also be engaged.

The learning outcomes from Strand 3: The History of Europe and the wider world may support the learning in this unit: 3.3, 3.4, 3.11.

Learning Outcomes in Focus:

The student will be able to:

2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923.
1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance.
1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated.
1.6 debate the usefulness and limitations of different type of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry.
Key Learning: what we hope the students will learn

- To identify the key places, people and events in Dublin during the Easter Rising in 1916 Rising as part of a series of events in the period between 1911 -1923 which led to the rise and impact of Nationalism and Unionism in Ireland.
- To recognise the influence of Patrick Pearse as a person in time who has strong historical significance.
- To be aware that ‘Wrecking the Rising’ is a dramatic reinterpretation of the events of 1916.
- To describe the historical research and considerations undertaken when making historical depictions.

Ongoing Assessment Opportunities

Historical knowledge and conceptual understanding should be combined to produce students work using a variety of formats. Ongoing classroom assessment practices are of crucial importance in supporting student learning and promoting student achievement. Within the learning experiences outlined in this unit, an approach to assessment is suggested because a consideration of approaches to quality learning cannot be separated from a consideration of assessment.

All experiences outlined within this unit of learning provide opportunities for formative assessment and formative feedback in order to move student learning forward. The learners should be encouraged to further develop their thinking and written work reflecting the verbal and written feedback from their teacher and peers. Throughout this unit of learning teachers and students can engage in ongoing assessment activities as part of classroom practice that can be either formative or summative in nature. The learning experiences designed for this unit have been created to offer students the opportunity to demonstrate the learning identified above.
**Learner experience: Prior knowledge**

**Historically significant Places, People, & Events**

**Places**

Shot on location in Dublin city at the sites of the events of the 1916 Rising. This learning experience is designed to orientate and familiarise student with the historically significant locations in Dublin in relation to the 1916 Rising.

Historically significant places involved in the 1916 Rising in Dublin:

On a map of Dublin, students identify and label the following using laminated labels:

- Glasnevin Cemetery
- GPO
- Dublin Castle & City Hall
- Boland’s Mills
- St Stephens Green
- Royal College of Surgeons
- Four Courts
- Kilmainham Jail
- 16 Moore Street
- Liberty Hall
- Mount Street Bridge
- South Dublin Union
- North King Street

**Resources required:** Set of clues and placemat (see Appendix 1)

**Rationale:** To allow students to visualise the location of the key sites of the 1916 Rising as they will be referred to in the course of their interaction with the text.

**Key skills:** Working with Others, Communicating, Managing Information and Thinking
Appendix 1: Places in the Rising clues

These need to be cut up

<table>
<thead>
<tr>
<th>Location</th>
<th>Emoji clue</th>
<th>Eircode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glasnevin cemetery</td>
<td><img src="image1" alt="Grave" /></td>
<td>9PFF+27 Dublin, County Dublin</td>
</tr>
<tr>
<td>GPO</td>
<td><img src="image2" alt="Post Office" /></td>
<td>8PXQ+PP Dublin 1, Dublin</td>
</tr>
<tr>
<td>Dublin Castle &amp; City Hall</td>
<td><img src="image3" alt="Castle" /></td>
<td>8PVM+G4 Dublin, County Dublin</td>
</tr>
<tr>
<td>Bolands Mills</td>
<td><img src="image4" alt="Mills" /></td>
<td>8QR7+M7 Dublin, County Dublin</td>
</tr>
<tr>
<td>St Stephens Green</td>
<td><img src="image5" alt="Tree" /></td>
<td>8PQR+79 Dublin, County Dublin</td>
</tr>
<tr>
<td>Royal College of Surgeons</td>
<td><img src="image6" alt="Hospital" /></td>
<td>8PQQ+H5 Dublin, County Dublin</td>
</tr>
<tr>
<td>Four Courts</td>
<td><img src="image7" alt="Courthouse" /></td>
<td>8PWG+G7 Dublin, County Dublin</td>
</tr>
<tr>
<td>Kilmanham Jail</td>
<td><img src="image8" alt="Jail" /></td>
<td>8MRR+P3 Dublin, County Dublin</td>
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<tr>
<td>Liberty Hall</td>
<td><img src="image9" alt="Statue" /></td>
<td>D01 X0T0 EDEN QUAY DUBLIN 1</td>
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<tr>
<td>Mount street Bridge</td>
<td><img src="image10" alt="Bridge" /></td>
<td>8QQ5+2V Dublin, County Dublin</td>
</tr>
<tr>
<td>South Dublin Union</td>
<td><img src="image11" alt="Bus Stop" /></td>
<td>8QG5+2C Dublin 4, Dublin</td>
</tr>
<tr>
<td>North King Street</td>
<td><img src="image12" alt="Street" /></td>
<td>9P2H+56 Dublin, County Dublin</td>
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## Appendix 1: Places in the rising placemat

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<tr>
<td>North King Street</td>
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</tbody>
</table>
Appendix 1: Put them on the map:
**People:**

The alternative history portrayed in *Wrecking the Rising* incorporates the real personalities involved in the 1916 Rising. Identifying the key people their role in the 1916 Rising will support the learners to identify their historical significance and the reason they are included in the narrative of *Wrecking the Rising*.

Historically significant people involved the 1916 Rising in Dublin:

Following on from their map work the students will complete a knowledge organiser (See Appendix 2) including the following: their name, profile and an image of the portray of the historical figures in *Wrecking the Rising*:

- Patrick Pearse
- Michael Collins
- James Connolly
- Thomas Clarke
- Willie Pearse
- O’Rahilly
- De Valera

**Resources required:** Historical figures in Wrecking the Rising knowledge organiser.

**Rationale:** To allow students to identify the key personalities they will encounter in the course of their interaction with the text, and others though important, they might only see fleetingly.

**Key skills:** Working with Others, Communicating, Managing Information and Thinking.
## Appendix 2: Some of the people of the Rising

<table>
<thead>
<tr>
<th>Person</th>
<th>Patrick Pearse</th>
<th>Thomas Clarke</th>
<th>James Connolly</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB &amp; DOD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As portrayed in Wrecking the rising</td>
<td>![Image of Patrick Pearse]</td>
<td>![Image of Thomas Clarke]</td>
<td>![Image of James Connolly]</td>
</tr>
<tr>
<td>Image accuracy out of 10</td>
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<td>Role in the rising</td>
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<tr>
<td>Person</td>
<td>Willy Pearse</td>
<td>The O’Rahily</td>
<td>Michael Collins</td>
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<tr>
<td>DOB - DOD</td>
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<tr>
<td>Role in the rising</td>
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Events:

The theme of the impact on historical events of key people being in certain places runs throughout the narrative of Wrecking the Rising. The learners understanding of the key events of Easter week 1916 will be developed by identifying where the key personalities of the Rising were involved in significant events.

Historically significant people and places involved the 1916 Rising in Dublin combined:

Students will identify the places on the map in relation to the key events, the people they have profiled and who are referred to in Wrecking the Rising such as:

- Where they were based
- Where the surrendered
- Where they hid
- Where they died

Resources required: The map and profile cards used in the previous experiences.

Key skills: Working with Others, Communicating, Managing Information and Thinking
Learning Experience: Investigating – Dublin 1916: The Past in a Place

Introduction:
The junior cycle History specification gives learners an opportunity to work as historians by investigating local history. In this learning experience the learners will analyse the historical considerations made by the production team of Wrecking the Rising in their re-creation of the Dublin of 1916.

The first classroom-based assessment (CBA1) challenges students to create a display related to local history which “affords students the opportunity to see how the forces of change that they encounter in their classroom exploration of the past have immediacy in terms of how their own local environments experience change.” History Assessment Guidelines page 10

The learners prior experience in their primary History classroom provides prior knowledge of engaging with local history which this experience can further develop.

The set designers for Wrecking the Rising were challenged with depicting the same locations in Dublin in both 1916 and 2016. In order to do this, they had to research what changes had happened in the hundred years since the Rising in Dublin across various dimensions such as transportation, communication, fashion and appearance and architecture. In so doing they engaged with the elements of the following possible research subjects/themes for CBA 1: History Assessment Guidelines page 13

- a local manifestation of a national or international movement or phenomenon.
- a local historical incident that was an important cause of change.
- a survey of how life changed over time in a locality.
- a study of a monument, statue, memorial or other such site of historical interest.
- a study of the historical origins of local place names.
- the impact of a national or international event or issue on the locality.

The 1916 Rising while not a local event for all students provides an opportunity to engage in research on the above subjects/themes.

Learning experience: Setting the scene
Students watch the clip: ‘Bringing Dublin back to 1916’ and observe and list the changes the production team made to give the audience the impression they were in 1916.

Observation experience:
Possible prompt questions:
- How are people traveling?
- What’s missing?
- What are people wearing?

Research experience:
Divide the students into groups and give them one of the following pictures to investigate. The images below are taken directly from the Wrecking the Rising series.

Bringing Dublin back to 1916
Group A: The Halfpenny bridge - spot the difference

- What changes did the film editors undertake to create this scene?
- What is missing?
- How did they know what the Halfpenny bridge looked like in 1916?
- Have any of the parts of this image remained the same?
- Do you think it is accurate? Why?
Group B: Was this the paper of that day?

- What date is it in Wrecking the Rising when they go back in time?
- What is the name of the paper?
- What date was it published?
- Was that the cover of the paper that day?
- Was that picture of Pearse in the paper?
- Was that article in the paper?
- How would the readers of this paper feel about the Rising?
- Were other papers available at the time?
- How do you know?
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Group C: Was this the paper of that day?

- What is this poster advertising?
- Was this play being staged at the time?
- Who is Kathleen Ni Houlihan?
- Was the play performed that week?
- Did the Abbey play any role in the Rising? How do you know?
Consolidation experience: The role of the Historian in the production of Wrecking the Rising

The producers of Wrecking the Rising went to great efforts to ensure the setting and scenes were historically accurate. Watch the ‘Places’ clip to see a discussion with the producers about setting and scenes.

How accurate was the portrayal of the 1916 GPO in Wrecking the Rising?

Based upon the importance of historical research in the making of Wrecking the Rising, the students study the ‘Inside the GPO in 1916’ clip. They can then research and create a historian’s brief on one of the questions below in relation to the scene in the clip, detailing the historical considerations for the set designers.

1. What posters were on would have been on the walls? And why?
2. What equipment would be in a General Post Office in 1916? (props)
3. What weapons would have been available to the volunteers inside the GPO in 1916?
4. What organisations were posted in the GPO?
5. What historical figures were in the GPO in 1916 during the Rising?
6. What would the people in the GPO have worn? For example:
   - The Irish volunteers (IVF)
   - The Irish Citizen Army (ICA)
   - The students from St. Enda’s
   - The English Army
   - The Postal staff
   - The Cumman Na Gael
   - The local customers/passer-by

The students should produce a multi-modal brief which may include the following: images, video, models and text.
**Extension experience: Your local place in 1916**

To localise the learning from this experience the students select a site/area in their locality that would have existed in 1916 and create a historian's brief detailing the considerations for a set designer who was using that site as a backdrop in a historical piece. Considerations may include researching the following:

- The age of buildings
- The size of roads
- The introduction of electricity

To support this research Scoilnet Maps would be very helpful to students: [https://maps.scoilnet.ie/](https://maps.scoilnet.ie/)

**Learning Experience: Scoping – Patrick Pearse: A Life in Time**

The junior cycle History specification gives learners an opportunity to work as historians by investigating people who lived in the past and their historical significance. The second classroom-based assessment outlines an approach to conducting investigations on named historical figures: Scoping, researching, creating a written record and reflecting. Using clips from Wrecking the Rising as a stimulus the students will apply the scoping questions to establish the historical significance of Pearse.

Watch the following clips.

The first is from Wrecking the Rising and the second is an interview with the producers:

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**Observation experience: Why Pearse?**

*Focus questions:*

- Why did they choose Pearse?
- How did it come alive on screen?

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**Pearse is dead**

[https://www.rte.ie/learn/junior-cycle/2019/1112/1090279-clip-8-pearse-is-dead](https://www.rte.ie/learn/junior-cycle/2019/1112/1090279-clip-8-pearse-is-dead)

**People**

The many sides to Patrick Pearse

Prompted by the ‘Pearse is dead’ clip from Wrecking the Rising and supported by one of the scoping questions outlined below the students will compose a character note/brief for Ernest to support him in playing the role of Patrick Pearse.

1. **Pearse? Why is he worth researching and what do I know about him already?**

   - **Glasnevin Cemetery**
     - [https://www.rte.ie/learn/junior-cycle/2019/1112/1090275-clip-7-glasnevin-cemetery/](https://www.rte.ie/learn/junior-cycle/2019/1112/1090275-clip-7-glasnevin-cemetery/)
   - **People**

2. **What background information do I have about Patrick Pearse and his involvement in nationalism and the planning of the 1916 Rising?**

   - **Proclamation**
     - [https://www.rte.ie/learn/junior-cycle/2019/1112/1090306-clip-12-proclamation/](https://www.rte.ie/learn/junior-cycle/2019/1112/1090306-clip-12-proclamation/)
   - **People**

3. **Pearse the poet and teacher.**
   
   How will I narrow the focus of my study of Pearse? Is there a specific aspect of his life that I will explore? (Pearse and St. Enda’s)

   - **Inside the GPO in 1916**
   - **People**

4. **What questions would focus my character note/brief and address an issue about Pearse? Was Pearse a hero?**

   - **No regrets**
   - **People**
Learning Experience: Events = people + places + date

The junior cycle History specification gives learners an opportunity to understand how the people and events of the past have shaped the contemporary world. A key aspect of historical thinking is being able to formulate an understanding of events by identifying the key factors such as, the motivations and actions of the people involved, the circumstances of the time and the social and cultural nuances of the place. Building on the previous experiences in this unit of learning the students are challenged to combine their understanding of the people and places portrayed in Wrecking the Rising and by identifying the time and date create a timeline of the key events depicted.

Learning experience: What happened first?
Using the following clips as a stimulus, ask the students to put the events they depict in order (bear in mind the oration is a re-enactment and takes place to this day)

Proclamation
https://www.rte.ie/learn/junior-cycle/2019/1112/1090306-clip-12-proclamation

Glasnevin Cemetery
https://www.rte.ie/learn/junior-cycle/2019/1112/1090275-clip-7-glasnevin-cemetery

Shots fired at the GPO
https://www.rte.ie/learn/junior-cycle/2019/1112/1090383-clip-14-shots-fired-at-the-gpo/

Learning experience: 1916 Event timeline
Prompted by the ‘Events’ clip from Wrecking the Rising and supported by prior knowledge of the people and places depicted in Wrecking the Rising students will create a timeline of the key events of Easter week 1916.

Events
https://www.rte.ie/learn/junior-cycle/2019/1111/1090147-clip-3-events/
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Learner experience: Application of knowledge

Learning experience: Ethical History Recreations

Through the course of the History learning experiences, the learners have interrogated the text Wrecking the Rising and the historical considerations made by the producers. When undertaking reproducing historical events as entertainment there are a lot of considerations they must make including the ethical ones.

What concerns did the producers have?
Ask students to select another event from Irish History in the Decade of Commemorations: such as

- The Civil War
- The War of Independence
- Votes for women
- The 1913 Lockout
- World War 1

Outline what ethical concerns or sympathies they would advise a director when making a drama about the events.

Learning experience: Alternative Ireland
At the end of Wrecking the Rising, due to the impact of the characters trip back in time an alternative future has emerged.

How did the producers create this alternative history?

What inspired the alternative 2016 choices they made in relation to:

- Language
- Clothes
- Technology

What other actions of the trio going back in time could have impacted on our current lives? (e.g. a letter to Hitler)
Éirí Amach Amú
Wrecking the Rising
Éirí Amach Amú: Acmhainn ranga

RÉAMHRÁ

Is de thoradh ar chomhoibriú idir an tSraith Shóisearach do Mhúinteoirí (SSM) agus Údarás Craolacháin na hÉireann (ÚCÉ) a cuireadh an acmhainn seo le chéile. Pléann sé le gnéithe éagsúla den chlár ‘Éirí Amach Amú’ le TG4, clár a bhí urraithe ag ÚCÉ agus a bhfuil iomráir air mar ‘Wrecking the Rising’ chomh maith. Is seirbhís tacaíochta de chuid na Roinne Oideachais agus Scileanna an tSraith Shóisearach do Mhúinteoirí, a chuireann eispéiris foghlama ghairmiúla ar fáil do mhúinteoirí iar-bhuncoile. Tá sé mar aidhm ag SSM tacú le muinteoirí, iad a chumasáid i dtaca le forás in oideachas na sraithe sóisearáin in Éirinn.

Is é Údarás Craolacháin na hÉireann rialálálaí ábhair sheirbhísí chraolacháin na hÉireann. Tá réimse feidhmanna ag Údarás Craolacháin na hÉireann, lena n-áirítear ceadúnú, monatóireacht, forbairt Chód agus Rialacha agus tacú le forbairt na hearnála. Ina theannta sin, cuireann an tÚdarás maoiniú léiriúcháin ar fáil do chláir ardchaighdeán faoi chúrsaí cultúir, faoi chúrsaí oideachta agus fao i espéiris na hÉireann le ciste ó tháilí na gceadúnas teileise.

Tá ÚCÉ tiomanta do réimse níos leithne den ábhar seo a chur ar fáil do lucht éisteachta/féachana na hÉireann. Tacaíonn an acmhainn seo, atá saindeartha don tsraith shóisearach, le ÚCÉ chun an cuspóir seo a bhaint amach.

Tá an acmhainn seo mar chuid de mhórthionscnamh chun cláir Éireannacha ardchaighdeáin a chur ar fáil sa seomra ranga agus chun tacú leis an bhfoghlaim agus chun croíltheartacht sna meáin a chumas a thabhairt a thugtar as an acmhainn seo.

Agus an acmhainn seo á forbairt, d’oibrigh Foireann Ghaeilge SSM agus Foireann Staire SSM as láthair a chéile chun eispéiris foghlama shaibhre a chruthú a thagann leis an dá shonraíocht ábhair, agus le Create don tSraith Shóisearach 2015 lena choitseann. Is éard atá in ann a cheart eispéireas foghlama na scoláireachta a dhéanamh chun an tsraith shóisearach a bhaint amach.

De réir mar a phléann tú leis an acmhainn seo, sean rithfidh náise foghlaim in ábhar eile leat. D’fhéadfadh feidhmeanna ar lárthadh, rith leat na topaiceachtaí a fhaisnéis i réimsí eile foghlama sa tSraith Shóisearach. Tá náise abhartha ó Éirí Amach Amú curtha ar fáil ar fud na hÉireann, iad a chur i gceist leis an tsraith shóisearach a bhí mar thúsphointe don dearadh ar an eispéireas foghlama i gcónaí in Éirinn. Tá an 24 Ráiteas foghlama, agus an 8 bpríomhchúiseáin don 8 bpríomhchúiseáin as aithint a thugtar ar an tsraith shóisearach.

Agus an acmhainn seo a bhí in ann a fhás i dtíortha 2015, is éard atá in ann a bhfuil siad i mbun na gceadúnas tiomantachta a bhaint amach leis an tSraith Shóisearach a bhí mar thúsphointe don dearadh ar an eispéireas foghlama i gcónaí. Tá an 24 Ráiteas foghlama a bhí in ann a bhfuil siad i mbun na gceadúnas tiomantachta a bhaint amach leis an tSraith Shóisearach.

Cuireadh an acmhainn seo le chéile ar bhonn traschuraclaim idir dhá fhoireann ábhair ar chuid SSM. Dá bharr sin, ba iad an 24 Ráiteas foghlama a bhí in ann a bhfuil siad i mbun na gceadúnas tiomantachta a bhaint amach leis an tSraith Shóisearach, a bhí mar thúsphointe don dearadh ar an eispéireas foghlama i gcónaí. Tá an 24 Ráiteas foghlama a bhí in ann a bhfuil siad i mbun na gceadúnas tiomantachta a bhaint amach leis an tSraith Shóisearach.

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Éirí Amach Amú: Acmhainn ranga

Éirí Amach Amú – Acmhainn don Seomra Ranga

Rinneadh an cinneadh an acmhainn seo a leagan amach ar bhealach a chothaíonn comhoibriú traschuraclaim, de réir mar is féidir, idir múinteoirí Staire agus múinteoirí Gaeilge. Tá ceithre rannán san amhainn seo a thagann lena chéile cé go bhfuil siad éagsúil óna chéile.

1) Stair – aonad foghlama
2) Naisc traschuraclaim
3) Gaeilge T2 – aonad foghlama
4) Machnamh an scoláire ar an bhfoghlaim

Eispéiris Foghlama Tosaigh:
- An téacs a fhiosrú
- Aonad foghlama Staire
- Aonad foghlama Gaeilge
- Machnamh ar an gcultúr

cuireann an ceithre rannán deiseanna ar fáil don mheasúnach leanúnach, agus forbraíonn siad na priomhscileanna. Anuas air sin, tacaíonn siad le forbairt eolais, tuisceana agus luachanna an scoláire i réimsí an chultúir agus na hoidhreachta.

Téamaí/Fócas féideartha

<table>
<thead>
<tr>
<th>Laochra/Laochas</th>
<th>An Ghaeilge</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Teanga Rúnda - scannán (Bliain 1)</td>
<td>El Toro - scannán (Bliain 1)</td>
</tr>
<tr>
<td>El Toro - scannán (Bliain 1)</td>
<td>An Teanga Rúnda - scannán (Bliain 1)</td>
</tr>
<tr>
<td>Katie Taylor Crollár na Féile - amhrán (Bliain 1)</td>
<td>Ceist na Teangan - dán (Bliain 2/3)</td>
</tr>
<tr>
<td>Marion &amp; an Bhanphríonsa - scannán (Bliain 1)</td>
<td>Amhrán an Ghaeilgeora Mhóir - amhrán (Bliain 2/3)</td>
</tr>
<tr>
<td>Trí tréithe na Féinne - dán (Bliain 1)</td>
<td>Níl mé marbh - amhrán (Bliain 2/3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stair</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amhrán na bhFiann - amhrán (Bliain 1)</td>
<td>An Ghaeilgeora Mhóir - amhrán (Bliain 2/3)</td>
</tr>
<tr>
<td>Mise Éire - amhrán (Bliain 2/3)</td>
<td>Níl mé marbh - amhrán (Bliain 2/3)</td>
</tr>
<tr>
<td>An Casán - dráma (Bliain 2/3)</td>
<td></td>
</tr>
</tbody>
</table>
Ráiteas foghlama 3
Déanann an scoláire réimse leathan téacsanna a chruthú, a thuiscint agus a léirmhíniú go criticiúil.

Ráiteas foghlama 6
Tuigeann an scoláire mar a chuireann luachanna, creidiúintí agus traidisiúin éagsúla leis na pobail agus leis an gcultúr ina maireann sé/sí agus tá meas aige/aici orthu.

**Príomhscileanna**

- Smaointe a chur in iúl go soiléir agus le cruinneas
- Mo theanga labhartha a fhorbairt
- Plé agus diospóireacht a dhéanamh
- Teanga a úsáid
- A bheith in ann machnamh a dhéanamh ar mo chuid foghlama féin
- Smaointe go cruthaitheach agus go criticiúil
- Machnamh agus meastóireacht a dhéanamh ar mo chuid foghlama
Éirí Amach Amú: Acmhainn ranga

Eispéireas Foghlama: Gaeilge, Cultúr, Oidreacht agus Féiniúlacht


Achoimre gairid ar scéal na sraithe

3 x 50 nóim. Sraith drámaíochta (scéal dúghrinn faoi 1916)

Nuair a théann tríúr cara siar go dtí tréimhe na Cásca 1916, tugann siad faoi deara go bhfuil an chumhacht acu stair na hÉireann a athrú go deo. A luaithe is atá siad tar éis dul siar in am go dtí 1916, déanann siad botún mór millteach a chuireann cor ar chinniúnt stair na hÉireann. Tuigeann siad go bhfuil an Éirí Amach scriosta acu agus gan é tosaithé fiú. Caithfidh siad liguigh do chúrsaí na stáir tárlú mar ba cheart –agus fáil amach conas filleadh ar ais go dtí saol an lae inniu.
Éirí Amach Amú: Acmhainn ranga

ÚCÉ/SSM Éirí Amach Amú

I Sonraíocht Ghaeilge na Sraithe Sóisearáí, leagtar béim, ní amháin ar an teanga ach ar chultúr na Gaeilge agus ar pháirt a ghlacadh sa phobal teanga:

* Is fuinneog atá sa teanga trínar féidir leis an scoláire féachaint go comhguaineach ar a oidreacht stairiúil agus chomhaimseartha chultúir agus féiniúlachta agus tuigeann an scoláire an tábhacht atá le húinéireacht fhearsona a ghlacadh virthi dá bharr. Trí staidéar a dhléanamh ar an nGaeilge tugtar deis don scoláire ionannú a dhléanamh leis an bpobal teanga agus páirt fhíúntach a ghlacadh ann chun deiseanna cumarsáide a thapú. Cuirtear le feasacht an scoláire faoi chultúr na teanga trí mhachnamh agus staidéar a dhléanamh ar an nGaeilge agus ar ghnéithe den chultúr. Ioch 5.

Sonraíocht Ghaeilge na Sraithe Sóisearáí

I Sonraíocht Ghaeilge na Sraithe Sóisearáí, roinntear na torthaí foghlama i dtrí shnáithe:

- Snáithe 1: Cumas Cumarsáide
- Snáithe 2: Feasacht Teanga agus Chultúrtha
- Snáithe 3: Féinfheasacht an Fhoghlaimeora

Is é an snáithe Cumas Cumarsáide príomhshnáithe na sonraíochta agus tacaíonn an dá snáithe eile, Feasacht Teanga agus Chultúrtha agus Féinfheasacht an Fhoghlaimeora go gniomhach le snáithe na cumarsáide.

Réamhrá

Níltear ag ceapadh go dtabharfadh gach dalta faoi gach tasc san acmhainn ranga seo. Roghnóidh múinteoir aonair (i gcmhpháirt lena rang-ghrupa) na tascanna is oiriúnaí dá rang-ghhrúpa féin, agus cúrsaí difreála curtha san áireamh.

Nóta don múinteoir

Níltear ag ceapadh go dtabharfadh gach dalta faoi gach tasc san acmhainn ranga seo. Roghnóidh múinteoir aonair (i gcomhpháirt lena rang-ghrupa) na tascanna is oiriúnaí dá rang-ghhrúpa féin, agus cúrsaí difreála curtha san áireamh.
AONAD FOGLAMA
Beatha teanga í a labhaint

Éirí Amach Amú - Gaeilge, Cultúr, Oidhreacht agus Féiniúlacht

Torthaí Foghlama féideartha chun aonad foghlama a bhunú orthu:

Snáithe 1-Cumas Cumarsáide

<table>
<thead>
<tr>
<th>Éisteacht</th>
<th>1.1 priomhtheachtaireachtaí na cumarsáide Gaeilge bainteach leis an ngnáthshaol a thuiscint chomh fada is atá an chaint ar ghnáthluas agus soiléir</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.4 ábhar agus foinní éisteachta a roghnú agus a roinnt, ag úsáid teicneolaíochtaí digiteacha</td>
</tr>
<tr>
<td>Léamh</td>
<td>1.10 téacsanna* dlíse a aímsíú agus a úsáid chun taighde a dhéanamh</td>
</tr>
<tr>
<td>Labhairt</td>
<td>1.15 a stór focal pearsanta féin a threisiú ar ghnáthnithe agus ábhar ar spéis leis féin</td>
</tr>
<tr>
<td>Idirghníomhú</td>
<td>1.23 eolas a sheiceáil, a dheimhniú agus a mhalartú</td>
</tr>
<tr>
<td>Scíobh</td>
<td>1.29 freagairt pearsanta do théacsanna</td>
</tr>
</tbody>
</table>

Snáithe 2- Feasacht Teanga agus Chultúrtha

| GNÉ: Ag cothú feasachta i leith an dátheangachais | 2.9 a aistear pearsanta féin i dtreo an ilteangachais a léiriú |

Snáithe 3- Féinfheasacht an Fhoghlaimeora

| GNÉ: Ag forbairt tuisceana ar spreagadh pearsanta i leith na teanga | 3.7 tuisceint a léiriú ar a spreagadh pearsanta i leith fhoghlaime na teanga |
**Téacsanna ábhartha ón liosta dualgais agus téacsanna tacúla ar leith**

<table>
<thead>
<tr>
<th>Téacs</th>
<th>Seánra</th>
<th>Príomhthéacsanna tacúla</th>
<th>Téacsanna tacúla eile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceist na Teangan *</td>
<td>Dán</td>
<td>Éirí Amach Amú</td>
<td>Agallamh leis an bhfile</td>
</tr>
<tr>
<td>Amhrán an Ghaeilgeora Mhóir *</td>
<td>Amhrán</td>
<td>Agallamh le hUachtarán na hÉireann</td>
<td>Taifead den chumadóir</td>
</tr>
<tr>
<td>Níl mé Marbh *</td>
<td>Amhrán</td>
<td>Agallamh le Micheál Ó Meallaigh</td>
<td>Taifead den chumadóir</td>
</tr>
</tbody>
</table>

*Rogha* a thabhairt do na scoláirí (ag tacú le TF 1.4) cén téacs thuas ar mhaihth leo staidéar a dhéanamh air.

Is féidir leis na scoláirí **éisteacht** le taifead den dán/de na hamhráin thuasluaite chun tacú leo roghnú eatarthu.

**Dán: Ceist na Teangan le Nuala Ní Dhomhnaill**


**Amhrán: Amhrán an Ghaeilgeora Mhóir le Tadhg Mac Donnagáin**

- Ar an dlúthdhiosca *Imionn an t-am* / Rogha Amhrán 2004
- Liricí ar fáil sa leabhar *Croch Suas é!* (Cló iar-Chonnacht, 1986). Micheál Ó Conghaile a chnuasaigh.

Nó curtha ar YouTube ag an gcumadóir, Tadhg Mac Donnagáin:

- [https://www.youtube.com/watch?v=1oVccFLEpxc](https://www.youtube.com/watch?v=1oVccFLEpxc)

**Amhrán: Níl mé Marbh le Róisín Seoighe**

- [https://www.youtube.com/watch?v=7mlVqZ6K9OE](https://www.youtube.com/watch?v=7mlVqZ6K9OE)

**Téacsanna tacúla:**

1. **Éirí Amach Amú**
   - Gearrthóga ar leith as Éirí Amach Amú

2. **Agallamh le Micheál D Ó hUiginn faoi Bhliain na Gaeilge**
Éirí Amach Amú: Acmhainn ranga

Nóta don mhúinteoir
Níltear ag ceapadh go dtabhárfadh gach dalta faoi gach tasc san acmhainn ranga seo. Roghnóidh műinteoir aonair (i gcomhpháirt lena rang-ghhrúpa) na tascanna is oiriúnaí dá rang-ghhrúpa féin, agus cúrsái difréála curtha san áireamh.

Fís don fhoghlaim:
San aonad seo:

- Déanfaidh an scoláire machnamh ar ról na Gaeilge ina shaol féin. (TF 3.7)
- Beidh sé in ann samplaí a thabhairt den Ghaeilge timpeall air agus dá spreagadh pearsanta i leith úsáid na Gaeilge. (TF 3.7)
- Bainfidh sé úsáid as dán/amhrán faoin nGaeilge (‘Ceist na Teangan’ nó ‘Amhrán an Ghaeilgeora Mhóir’ nó ‘Níl mé Marbh’) mar spreagthach chun an machnámh pearsanta a dhéanamh. (TF 1.1, TF 1.4, TF 1.10)
- Pléifidh an scoláire an spreagadh a bhí i gceist don fhile/chumadóir chun dul i mbun pinn in obair ghrúpa. (TF 1.15, 1.23)
- Bainfidh an scoláire leas as Éirí Amach Amú chun cur lena thuiscint agus a smaointe ar an ábhar. (TF 1.1, 1.23, 2.9, 3.7)
- Léireoidh sé a thuiscint ar a spreagadh pearsanta i leith fhoghlaim na Gaeilge agus nó ar a aistear pearsanta féin i dtreo an iltéangachais ar a rogha bealach (téacs ilmhódach/cuntas/blag/oráid/cur i láthair) (TF 1.15, 1.29, 2.9, 3.7)

Príomhdheis mheasúnaithe atá bainteach le TF 1.29, 2.9 agus 3.7
Féidearthachtaí:

- Póstaer/blag/téacs ilmhódach:
Póstaer a chruthú mar achoimre ar imeachtaí an dáin / amhráin. (TF 1.29)
Blag: Céard gur féidir liom / le mo rang a dhéanamh chun daoine a mhealladh chun labhairt as Gaeilge? (TF 1.29, 3.7)
- Cuntas ar chúpla an dáin/amhráin a scríobh agus an chúis (na cúiseanna) ar thaitíon (nó nár thaitíon) an téacs leat (TF 1.29)
- Tionscnamh/cur i láthair ó bhéal ar ról na Gaeilge i do shaol féin (TF 2.9) agus na rudai/daoine a spreag tú chun Gaeilge a fhoghlaím (3.7)
- Oráid (1.29) a thabhairt faoi thábhacht na Gaeilge don fhile / don chumadóir bunaithe ar an téacs atá roghnaithe (an chaoi a ndeachadh an saothar / an cumadóir / an file in bhfeidhm ar an scoláire maidir lena aistear pearsanta féin i dtreo an iltéangachais (2.9)
- Dialann: Ionannú leis an bhfile / leis an gcumadóir agus tú ag machnamh ar an aistear i dtreo an iltéangachais (TF 2.9)
- Diósopóireacht: an chaint a dheanfadh ar son nó i gcoinne an rúin ‘Tír gan teanga tír gan anam’ ag tagairt don dáin/amhráin a ndearna tú staidéar air agus ag léiriú do chuid tuisceana agus do thaithí phearsanta féin ar an ábhar (TF 1.29) (TF 3.7)

I gcás cibé rogha a dhéanann an scoláire maidir le tasc thuaslaithe, ba cheart an chaoi inar chuidigh Éirí Amach Amú a thuiscint ar an ábhar a fhорbairt.
Réamhfhoghlaim & Spreagadh

Ceisteanna / Machnamh / Guth an scoláire (Aguísín A) (TF 2.9 & 3.7)

Féidearthacht: **Suirbhé** a dhéanamh sa rang bunaithe ar na ceisteanna seo:

- An gcabhraíonn foghlaim na Gaeilge liom i mo shaol ar scoil? / ...asmuigh den scoil?
- Cad a spreagann mé chun Gaeilge a úsáid?
- Cén buntáiste a thugann foghlaim na Gaeilge agus teangacha eile dom anois agus don todhchaid?
- Céard iad na deiseanna gur féidir liom a thapú toisc go bhfuil an Ghaeilge agam?
- Cén fáth go bhfuil an Ghaeilge agus cultúr na Gaeilge tábhchachtach dom?
- An gcuidionn (an gcabhraíonn) staidéar ar an nGaeilge liom le hábhár scoile ar bith eile?
- Céard a dhéanaim chun feabhas a chur ar mo chuid Gaeilge?
- An bhfuil feidhmchlár a chabhraíonn liom feabhas a chur ar mo chuid Gaeilge?
- Conas gur féidir liom nasc a dhéanamh leis an bpol teanga?

Eispéireas an scoláire:

- **Rogha an scoláire:** scil an roghnaithe a chur chu'n cinn agus a bheith compórdach le rogha a chur in iúl agus tuairim phearsanta a rointnt. (TF 1.4 & 1.29)
- **Cuairte: An nGaeilge atá acu taobh amuigh den seomra ranga nó fad is atá siad thar lear fiú, nasc a dhéanamh leis an bpol teanga nó chun léargas a fháil ar thuiscint an scoláire leis an Ghaeilge agus ar ár n-oidhreacht.
- **Spreagadh ar leith / pearsanta:** roint smaointeoireachta a dhéanamh ar a spreagadh pearsanta féin i dtreo an ilteangachaí. Cén buntáiste a bhaineann le saibhruí stór focal, nó riail éigin a thuiscint agus a chur i bhfeidhm? An bhfuil an Ghaeilge mar bhuntáiste dóibh taobh amuigh den seomra ranga? (TF 1.15 & 3.7)

- **Ionannú leis an té a chum.** Beidh deis ag an scoláire a spreagadh pearsanta féin i dtreo an ilteangachaí a lua agus a mhíniú. (TF 1.15 & 3.7)
- **Stór focal** nua a lorg chun cúsraí teanga a phléí / tuairimí a nochtadh / an fód a sheasamh (TF 1.15 a stór focal pearsanta féin a threisiú ar ghnáthnithe agus ábhar ar spéis leis féin)

Agallamh a dhéanamh le tuaismitheoir / caomhnóir / múinteoir / úsáideoir eile a bhfuil Gaeilge acu faoi thábhacht na Gaeilge dóibhsean. (TF 1.23, 2.9)
Éirí Amach Amú: Acmhainn ranga

- Freagairt phearsanta a chumadh (TF 1.29) ag eascaint as an bplé ar an téacs/na téacsanna. Déan tagairt gairid don téacs a bhí mar spreagthach ar do chuid smaointe. Cuntas, óráid nó cur i láthair a scríobh/a thabhairt ar cheann de na teidil tíos:

  - Tábhacht na Gaeilge i mo shaol
  - Ról na Gaeilge i mo shaol
    - Téacs tacúil = Éirí Amach Amú – Oscailt & Radharc deiridh
  - Duine/daoinne/laoch le Gaeilge a spreagann mé chun Gaeilge a labhairt
  - An Ghaeilge lasmuigh den seomra ranga (Éirí Amach Amú)

Díospóireacht

Taithí a fháil ar a bhfuil i gceist le caint a dhéanamh ar son nó in aghaidh rúin áirithe. Dul i dtaithe ar na nósanna agus nathanna atá de dhith chun diospóireacht a chruthú agus seasamh a thógáil nó argóint a dhéanamh agus deileáil le hargóintí an fhreasúra. (Aguisin C)

Scríobh an chaint a dhéanfá ar son nó in aghaidh ceann amháin de na rúin seo a leanas:

  - Creideann an teach seo… **gur cheart do scoláirí rogha a bheith acu maidir leis an nGaeilge a dhéanamh mar ábhar scoile**
    - nó
  - **Tír gan teanga, tír gan anam**

  - **Teicneolaíocht:** Oráid nó cur i láthair a thaifead chun a gcumas labhartha a chur chun cinn agus tuiscint a léiriú ar lucht éisteachta

  - **Spreagadh:** daoine a aimsiú (réalta nó duine mór le rá) a bhfuil fonn orthu an Ghaeilge a fhoghlaim/úsáid agus na fáthanna a fhiosrú (ar nós Des Bishop, an fuirseoir; Victor Bayda, teangeolaí ón Rúis atá anois ceaptha mar Oifigeach Pleanála Teanga Chiarraí Theas; peileadóir Fhoireann Átha Cliath, Michael Darragh Macauley; an tUachtarán, Mícheál D Ó hUigínn; agus daoine eile le Gaeilge a gcuireann tú féin spéis iontu.)

  - **Suirbhé:** Cé mhéad duine a labhraionn Gaeilge sa bhaile? Cé mhéad tuismitheoir/caomhánóir a bhfuil Gaeilge acu? Cé mhéad duine a chaithe tréimhse sa Ghaeltacht? Ainmnigh clár ó TG4 a thaitnionn leat agus cén fáth go dtaitnionn sé leat? An bhfuil éinne eile eile gur féidir leat Gaeilge a labhairt leo? An dtapaíonn tú deiseanna chuán an Ghaeilge a úsáidtaoibh amuigh den seomra ranga? Cén saghas imeachtaí ar mhaith leat a reachtáil taobh istigh den scoil chuán daoine a spreagadh i leith na Gaeilge?
Machnamh:

- Céard gur féidir liom / le mo rang a dhéanamh chun cur le húsáid na Gaeilge inár saol laethúil?
- Céard gur féidir liom / le mo rang a dhéanamh chun daoine eile a mhealladh chun cainte as Gaeilge?
- Mar scoil céard gur féidir linn a dhéanamh? Dear t-léine chun an Ghaeilge a chur chun cinn i measc na scoláirí (Aguísín D)
- Céard iad na céimeanna gur féidir a thógáil chun cultúr na Gaeilge/na foghlama a chur chun cinn sa scoil / sa cheantar?
- An bhfuil aon laoch / réalta / aoichainteoir áitiúil a d’fhéadfadh cuidiú linn?
Éirí Amach Amú: Acmhainn ranga

Míreanna ó Éirí Amach Amú

CLÁR 1
Tasc 1
Féach ar an ngearrthóg: ‘Na teidil chreidiúna tosaigh’ agus bain triail as an tasc a ghabhann leis an bpíosa seo


Tasc 2
Féach ar an ngearrthóg ‘An Gearmánaigh sibh?’

Labhraíonn na príomhcharachtair Gaeilge lena chéile. Cé hiad na daoine a labhraíonn tú Gaeilge leo, ar scoil agus lasmuigh den scoil?

Tasc 3
Féach ar an ngearrthóg ‘Ernest agus a mháthair’

Éist leis an bpíosa seo agus lion na bearnaí:

‘Gaeilge ____________’

‘_________Béarla níor __________ mé’

- Cén fáth gur chuir máthair Ernest brú air Gaeilge a labhairt?
- Cén fáth gur chuir sé bród uirthi cloisteáil gur Gaeilge a bhé a labhairt?
**Tasc 4**

Féach ar an ngearrthóg ‘Seán agus a bhean’ agus bain triail as an tasc a ghabhann leis an bpiosa seo

1. Cad é an difear idir ‘éirí as’ agus ‘Éirí amach’?
2. Cuir in abairtí iad chun an dá mhíniú a léiriú.

**Tasc 5**

Féach ar an ngearrthóg ‘Seán ar an bhfon’ agus bain triail as an tasc a ghabhann leis an bpiosa seo

D’úsáid Seán an Ghaeilge mar theanga rúnda ag an bpointe seo. Cén rún a bhí aige?

An labhraíonn tú Gaeilge (nó teanga ar bith eile) le daoine ionas nach dtuigfidh chuile dhuine céard faoi a bhfuil tú ag caint?

**Tasc 6**

Féach ar an ngearrthóg ‘An doras ceart aimsithe acu’ agus bain triail as an gceist a ghabhann léi

‘Is taighdeoirí muid… ní raibh éinne anseo leis na cianta… cosúil le tuama Tutankhamun…’

Céard is taighdeoir ann?
Éirí Amach Amú: Acmhainn ranga

Míreanna ó Éirí Amach Amú

CLÁR 2

Tasc 7
Féach ar an ngearrthóg ‘An rolla’ agus bain triail as an gceist a ghabhann léi

Gnáthrud é an rolla a thógáil as Gaeilge agus ‘anseo’ a thabhairt mar fhreagra. Déan liosta de na hamanna eile ina mbaintear úsáid as an teanga go laethúil / go rialta nó sa bhaile agus breac sios na beannachtaí nó nathanna atá i gceist.

Tasc 8
Féach ar an ngearrthóg ‘Ag crosbhóthar atáimid’ agus bain triail as an gceist a ghabhann léi

Amthaisteal atá i gceist acu ag an bpointe seo agus fonn orthu cursaí staire a athrú / a athscríobh

‘…is féidir rud ar bith tarlú… ag crosbhóthar… craiceann úr ar an stair’

Athscríobh na staire:

Céard iad na rudaí go bhféadfá a dhéanamh anois chun staid / stádas na Gaeilge a athrú amach anseo?

An rolla

Ag crosbhóthar atáimid
https://www.rte.ie/learn/junior-cycle/2019/1114/1090814-clip-43-were-at-a-crossroads/
Éirí Amach Amú: Acmhainn ranga

Míreanna ó Éirí Amach Amú

**CLÁR 3**

**Tasc 9**
Féach ar an ngearrthóg ‘Amhrán na bhFiann’ agus bain triail as an gceist a ghabhann léi.

Tagann na focail ‘faoi lámhach na bpiléar’ ó amhrán cáilliúil. Ainmnigh an t-amhrán.

Déan liosta de na focail eile san amhrán gur féidir leat a úsáid in abairtí eile. Ansin cuir in abairtí iad.

**Tasc 10**
Féach ar an ngearrthóg ‘Tá an t-airgead difriúil…’ agus bain triail as an gceist a ghabhann léi.

Ar ais ar Shráid Uí Chonaill atá na carachtair.

Céard iad na cosúlachtaí agus na difríochtaí idir an chéad radharc agus an radharc seo? Breac síos trí nó ceithre cinn.

**Tasc 11**
Féach ar an ngearrthóg ‘Conas a tharla sé go labhraíonn gach duine Gaeilge?’ agus bain triail as an gceist a ghabhann léi.

Éist go géar leis an bpíosa seo agus breac síos freagra na ceiste seo, ‘Conas a tharla sé go labhraíonn gach duine Gaeilge?’
<table>
<thead>
<tr>
<th>Ceisteanna / Machnamh / Spreagadh</th>
</tr>
</thead>
<tbody>
<tr>
<td>An gcabhraíonn foghlaim na Gaeilge liom i mo shaol ar scoil? / ...lasmuigh den scoil?</td>
</tr>
<tr>
<td>Céard iad na deiseanna gur féidir liom a thapú toisc go bhfuil an Ghaeilge agam?</td>
</tr>
<tr>
<td>Céard a dhéanaim chun feabhas a chur ar mo chuid Gaeilge?</td>
</tr>
</tbody>
</table>
Aguisín B – Póstaer / léarscíil intinne nó téacs ilmhódach eile

<table>
<thead>
<tr>
<th>Critéir ratha don tasc</th>
<th>Cruthaigh póstaer / léarscíil intinne / téacs ilmhódach chun scéal an dáin / scéal an amhráin a mhíniú i d’fhocail féin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le cumadh ag an múinteoir</td>
<td></td>
</tr>
<tr>
<td>nó i gcompháirt leis na scoláirí</td>
<td></td>
</tr>
</tbody>
</table>
Éirí Amach Amú: Acmhainn ranga

Aguisín C - Diospóireacht

Diospóireacht

Roghnaigh rún amháin, breac síos do chuid smaointe agus scriobh an chaint a dhéanfá ar son nó in aghaidh an rúin áirithe sin

Creideann an teach seo gur cheart do scoláirí rogha a bheithe an tadh an Gaeilge a dhéanamh mar ábhar scoile

Nó

Tír gan teanga, tír gan anam

<table>
<thead>
<tr>
<th>Ar son an rúin</th>
<th>In aghaidh an rúin</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://example.com/thumb-up.png" alt="Thumb Up" /></td>
<td><img src="https://example.com/thumb-down.png" alt="Thumb Down" /></td>
</tr>
</tbody>
</table>
**Aguisín D – Dear t-léine**

**TASC:** Dear t-léine chun an Ghaeilge a chur chun cinn i do rang / i do scoil / sa cheantar áitiúil / go náisiúnta

<table>
<thead>
<tr>
<th>Tosach / Chun tosaigh</th>
<th>Cúl / Ar chúil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nath nó ceist:</strong></td>
<td><strong>Nath nó ceist:</strong></td>
</tr>
</tbody>
</table>

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**Éiri Amach Amú:** Acmhainn ranga
Éirí Amach Amú: Acmhainn ranga

AGALLAMH leis an Eagarthóir Coimisiúnaithe ar an tsraith Éirí Amach Amú (in Ard Oifig an Phoist, Baile Átha Cliath)

Áis sa bhreis: Taifead den agallamh le Mícheál Ó Meallaigh (TG4)

An Ghaeilge

Laochra & Laochas

Ról na mBan

Stair
https://www.rte.ie/learn/junior-cycle/2019/1112/1090426-clip-20-history/
**Éirí Amach Amú: Acmhainn ranga**

### Gearrthóg = An Ghaeilge

<table>
<thead>
<tr>
<th>Eolas</th>
<th>Tuiscint</th>
<th>Comhthéacs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dátheangach: Cén fáth?</strong>&lt;br&gt;Tá an clár seo dátheangach. Mínigh an focal ’dátheangach’ i d’fhocail féin.</td>
<td>An bhfuil éifeacht ag baint le clár atá dátheangach meas tú? Cuir fáth le do thuaim.</td>
<td>Tabhair sampla de chlár, shuioimh, scannán, amhrán, leabhar nó eile atá dátheangach. Do thuaim uait faoin úsáid an dátheangachais ann.</td>
</tr>
<tr>
<td><strong>Amhráin i mBéarla. Cén fáth?</strong>&lt;br&gt;Ainmnigh na hamhráin atá le cloisteáil in Éirí Amach Amú.</td>
<td>Cén fáth gur roghnáíodh na hamhráin sin meas tú?</td>
<td>Samhlaigh gur tusa léiritheoir/stiúrthóir na sraithe Éirí Amach Amú. An bhfuil aon amhrán as Gaeilge a bheadh oiriúnach sa tsraith, dar leat? Ainmnigh iad agus mínigh an bhaint a bheadh acu leis an gclár i do thuairimse.</td>
</tr>
<tr>
<td><strong>Tionchar laochra 1916 ar an nGaeilge?</strong>&lt;br&gt;Bhí grá mór ag cuid de laochra 1916 ar an nGaeilge. Sa clár seo, cén ceannaire is mó a raibh baint aige le scéal na Gaeilge?</td>
<td>Cén fáth nach bhfuil an Ghaeilge in úsáid go laethúil ag níos mó daoine anseo in Éirinn sa lá atá inniu ann, meas tú?</td>
<td>Déan taighde ar line / sa leabharlann ar thionchar Phádraig Mac Piarais agus laochra eile 1916 ar ghluaíseacht athbheochan na Gaeilge ag deireadh an 19ú haois déag/tús an fhichiú haois. Scriobh alt do nuachtán na scoile ag léiriú an eo</td>
</tr>
<tr>
<td><strong>Teachtairreacht ag deireadh an chlár?</strong>&lt;br&gt;Tá teachtaireacht ag deireadh an chlár mairdi leis an nGaeilge. Cén teachtaireacht atá ann?</td>
<td>Cén fáth nach bhfuil an Ghaeilge in úsáid go laethúil ag níos mó daoine anseo in Éirinn sa lá atá inniu ann, meas tú?</td>
<td>Taighde: Luaigh cúpla eagraíocht a dhéanann a seacht ndícheall an Ghaeilge a chur chun cinn agus déan cur síos ar na himeachtaí a eagraíonn siad nó feachtas poiblíochta a bhíonn ar siúl acu.</td>
</tr>
<tr>
<td><strong>An bhfuil an Ghaeilge tábhachtach duit?</strong>&lt;br&gt;Cén freagra atá ag Micheál Ó Meallaigh ar an gceist thuasluaite?</td>
<td>Cad iad na pointí a dhéanann Micheál a chuireann in iúl gurb amhlaidh atá?</td>
<td>An aithníonn tú aon phointé (phointí) comónta idir aistear Mhíchil id treo an dátheangachais agus d’aistear teanga féin? Cad é (iad) an pointe (na pointí) sin? Léirigh.</td>
</tr>
</tbody>
</table>
Éirí Amach Amú: Acmhainn ranga

**Tascanna féideartha eile**

**Tasc 1**
Tá tú ag obair mar láithreoir raidió. Ní mór duit Mícheál Ó Meallaigh a chur faoi agallamh maidir leis an gclár Éirí Amach Amú. Breac síos na ceisteanna gur mhaith leat a chur air faoi gclár. (3 cheist ar a laghad)
(Ag tacú le Snáithe 2 - Gné: Ag díiriú ar theanga na Gaeilge mar chóras & ag díiriú ar an bhfoirm cheisteach)

**Tasc 2**
Is léirmheastóir / criticeoir tú. Tar éis duit comhrá a bheith agat le Mícheál Ó Meallaigh scríobh léirmheaí ar an gclár Éirí Amach Amú.
(Ag tacú leis na gnéithe seo i Snáithe 1: Labhairt, Idirghníomhú cainte agus Scríobh)

**Tasc 3**
Éist leis an ngearrthóg An bhfuil an Ghaeilge tábhachtach duit? agus breac síos na rudaí a spreagann tú chun an Ghaeilge a fhoghlaim. (Luaigh 3 rud ar a laghad)
(Ag tacú le Snáithe 3 - Gné: Ag forbairt tuisceana ar spreagadh pearsanta i leith foghlaim na teanga)
Notes/Nótaí