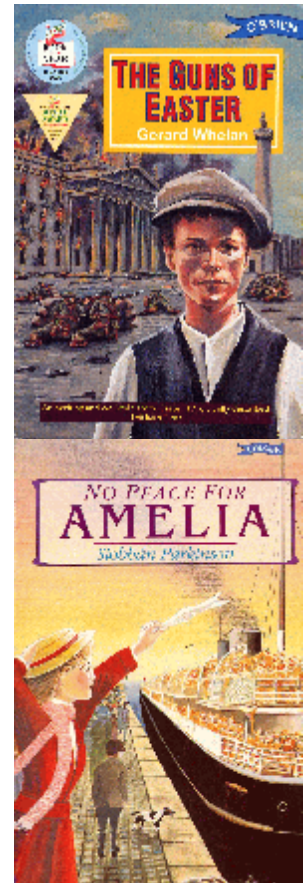


Thinking skills

through history, literacy and citizenship

Fighting for whom? 1916: the Easter Rising & the Western Front

Teachers' notes (for Workbook)



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About the Student Workbook

The Student Workbook tries to adopt an integrated approach to the participation of Irish people in two very dramatic events in 1916 - the Easter Rising and fighting on the Western Front.

To deliver the curriculum in history and citizenship and to develop literacy and thinking skills, it

- uses two historical novels set in Dublin in 1916; and
- draws on recent historical writings about the World War I years in Ireland.

Another, purely historical study unit on the Easter Rising is also available from 'Ireland in Schools': H323 Easter Rising and Beyond.

Key question

This Student Workbook, however, poses one key question:

Fighting for whom?

1916: the Easter Rising & the Western Front.

This key question considers why in 1916:

- a. did some Irish men and women fight against the British army, appealing for German aid, during the Easter Rising in Ireland, while*
- b. other Irishmen joined the British army to fight against Germany.*

Time required

The workbook consists of 12 forty-minute lessons if both the stories (Jimmy's and Amelia's) are studied. Since the stories are very different, the use of both stories will draw out more issues and perspectives.

However, if time is limited, the workbook can be used with only one of the stories. This reduces the number of lessons to 9: lessons 1-5 and 9-12 in the case of Jimmy's story; lessons 1-2 and 6-12 in the case of Amelia's story.

Historical novels & the Key Stage 3 English strategy

The novels - young witnesses

The novels, *The Guns of Easter* and *No Peace for Amelia*, are described in the workbook. They have been chosen not only for their literary merit but also because the experience of 1916 is told through the eyes of two young people from very different backgrounds, Jimmy Conway, aged 12, and Amelia Pim, aged 15.

Using historical fiction

The use of historical fiction provides opportunities to engage children's interest and feelings for these events more intimately than is sometimes possible with contemporary evidence.

Clearly students need to distinguish between fact and fiction while good historical fiction relies on an informed insight of historical context. For this reason pupils are given opportunities to draw links between the actions of characters in the stories and supporting evidence from 1916.

The principles behind the use of historical fiction are discussed in *Historical Fiction in the Classroom* by V. Little & T. John, London, 1986, Historical Association. Teaching of History Series No 59. The examples used may seem a little dated, but the pamphlet provides an excellent case for the use of historical fiction and challenges any of the reservations which some historians may have about using it. A more recent work is *Historical Fiction for Children: Capturing the Past* by G.F. Collins, London, 2001, David Fulton. It looks at how historical fiction has changed and the approaches adopted by different authors.

Links with English

The use of *The Guns of Easter* and *No Peace for Amelia* to help deliver the English curriculum is made easier by the existence of study guides. These have been produced by the publisher, O'Brien Press, to meet the requirements of the new Irish curriculum, but they can be readily adapted to the objectives of the new Key Stage 3 English strategy in England.

Real Books for Primary Schools (0-86278-609-6) provides outline guidance for *The Guns of Easter* (p. 36) and *No Peace for Amelia* (p. 47).

Teaching Guides Collection 1 (0-86278-666-5), pp 9-12, offers a detailed scheme of study for *The Guns of Easter*.

Teaching Guides Collection 2 (0-86278-666-5), pp 21-4, offers a detailed scheme of study for *No Peace for Amelia*.

Delivering the Key Stage 3 English strategy

In this workbook, however, links have been made to the *Key Stage 3 National Strategy: Framework for Teaching English: Years 7, 8 and 9*. It will help meet the following expectations of the Strategy, supporting each student to be:

a shrewd and fluent independent reader

- orchestrating a range of strategies to get at meaning in text, including inferential and evaluative skills;
- reflective, critical and discriminating in response to a wide range of printed and visual texts;

a confident writer

- able to organise, develop, spell and punctuate writing accurately;

an effective speaker and listener

- with the clarity and confidence to convey a point of view or information;
- using talk to explore, create, question and revise ideas, recognising language as a tool for learning;
- able to work effectively with others in a range of roles.

Thinking skills & citizenship

Thinking skills

The diversity of the Irish responses to events on the Western Front and to the Easter Rising in 1916, and the richness of the historical sources, offer considerable scope for students to develop their thinking skills.

Throughout, therefore, this workbook encourages students to form and evaluate their own opinions on the issues raised by war and conflict and the way in which such events are remembered and to consider how the skills they have developed may be applied to other circumstances.

In doing so, the workbook delivers all the thinking skills embedded in the National Curriculum:

- information-processing skills;
- reasoning skills;
- enquiry skills;
- creative thinking skills; and
- evaluation skills.

Citizenship

The range and starkness of the issues raised by events in 1916 in Dublin and on the Western Front address many, if not all, of the requirements and statements in the citizenship framework. In particular, they give students the opportunity to:

- understand the diversity of political and religious beliefs held by people in the past;
- examine moral and political dilemmas; and
- develop moral and political judgements of their own.

Recent writings on Ireland & World War I

New perspectives on the Irish experience of World War I

Conventionally, the historiography of early twentieth-century Ireland has been dominated by accounts of often violent conflict between nationalism and unionism; by the clash of soldiers fighting for one side or the other. However, the Irish soldiers of World War I and of the immediately following years were more than diametrically opposed contending groups. While they fought against each other in 1916 and after, and certainly their differences, above all else, were emphasised during those years, there were common factors and impulses which made those Irish people act as they did.

In the matters of enlistment and mobilisation, of fighting and suffering casualties, there were striking similarities. Keith Jeffery argues that 'the separate experiences of Redmondites, unionists and advanced nationalists actually constitute a series of 'parallel texts', in which the similarities might be more significant than the differences, great though they were in political terms'.*

Enlistment and mobilisation

This is particularly true of the complex spectrum of forces impelling Irishmen to join the British army and the Irish Volunteers and Citizen Army, encompassing low as well as high causes, venal and valiant, selfish and selfless. Men were motivated by 'Just Causes' and 'Big Words': Country, Freedom, Duty, Democracy, Liberty and Civilisation. They were also driven by the need to earn a living and the desire for adventure comradeship and excitement.

Blood sacrifice

The notion of a 'blood sacrifice' was not Patrick Pearse's alone. It was a European notion and one shared by a unionist from County Dublin. Reflecting that his division, the 10th Irish, had been shattered in a week in 1916 without material gain, he added,

Yet, all was not in vain. It is no new thing for the sons of Ireland to perish in a forlorn hope and a fruitless struggle; they go forth to battle only to fall, yet there springs from their graves a glorious memory for the example of future generations.

Military methods

Methods of waging the World War I and the Easter Rising were also similar and a comparison could form the basis of an extension activity (*see Appendix, Extension activity: '1916: were methods of waging war different?'*).

Guerrilla warfare might have better forwarded the aims of the advanced nationalists, but the tactics they chose were those of an orthodox military operation. Pearse was determined to challenge the might of the British Empire openly in the field of battle, for Pearse required violence to have not just a moral basis but a moral mode of expression. With uniformed and disciplined troops the republican leaders sought to secure proper belligerent status, legitimately representing a 'Sovereign Independent State', as the 1916 Proclamation put it.

* *Ireland and the Great War*, CUP, 2000, p. 2

Ireland and World War I

The Oxford Companion to Irish History edited by S.J. Connolly, OUP, 1998, 1-19866-240-8, 195-6

At the beginning of the war (1914-18) the threat of civil conflict in the summer of 1914 was defused when both John Redmond (leader of the Irish Parliamentary Party, the constitutional nationalists) and Edward Carson (leader of the Ulster Unionist opposition of Home Rule) pledged their respective followers to support the British imperial war effort. Redmond's call to nationalists to support gallant (and Catholic) 'little Belgium' was rejected only by a small minority of the Irish Volunteers.

Many thousands of Volunteers joined the two predominantly Catholic and nationalist Irish divisions: the 10th and the 16th. In the north, 30,000 UVF men joined up virtually en masse to form the 36th (Ulster) Division. After an initial surge at the start of the war, enlistments fell off sharply, though Irishmen continued to join up until the very end - almost 10,000 men, for example, in the last three months of the conflict. Although Protestants recruited in greater numbers proportionately than Catholics, men - Catholics and Protestants - in industrialized Ulster as a whole were more likely to enlist than those from the rest of Ireland. Urban areas returned more soldiers than rural, and the poorest recruiting area was Mayo. In all some 206,000 men from Ireland served during the war, of whom about 30,000 died. Even taking into account the very many emigrant Irish who joined up in England and elsewhere estimates of up to 500,000 Irish recruits are grossly inflated.

The most enduring legacy of the Irish military involvement in the war came from the Ulster Division's part in the battle of the Somme, which began on 1 July 1916. In the first two days of the battle the division suffered over 5,000 casualties, a 'blood sacrifice' which came to represent for unionists a conclusive demonstration of Ulster's unshakeable loyalty to the Union. The 16th (Irish) Division also fought on the Somme, though not until September 1916, and both divisions remained on the western front in France for the remainder of the war. The 10th Division saw action at Gallipoli, where it suffered heavy losses at Suvla Bay (August 1915), and later went on to serve in Salonika and Palestine.

At home the First World War provided the opportunity for the republican rising of 1916, as well as a suitably violent model for political action. Wartime pressures also help to explain the draconian government response to the rising, which contributed to the subsequent emergence of Sinn Fein. When, in response to a manpower crisis on the western front, London threatened to impose conscription on Ireland in 1918, a broad popular coalition of nationalists and the Catholic church combined to resist it. In doing so Sinn Fein emerged as the leading nationalist political party.

The war in general stimulated the Irish economy. There was a heightened demand for agricultural products - food for troops and forage for animals - which brought considerable prosperity to the farming community, and in turn contributed to the relative unwillingness of young men in rural areas to enlist. The textile industry in the north was kept busy supplying military needs, as were shipbuilding and engineering concerns. Activity in some luxury trades and 'non-essential' Irish industries, such as brewing and distilling, fell away during the war. The absence of conscription in Ireland meant that a large pool of male labour remained available throughout and that, unlike in Great Britain, comparatively few women were drawn into general employment. Some females, nevertheless, found jobs in Belfast engineering works, and there was increased employment in the textile sector and in more traditional female occupations such as nursing.

The Easter Rising

The Oxford Companion to Irish History edited by S.J. Connolly, OUP, 1998, 1-19866-240-8, 487-8

The Easter Rising of 1916 was planned by the military council established in May 1915 by the supreme council of the Irish Republican Brotherhood (IRB). In this inner group Sean MacDermott and Thomas Clarke of the supreme council executive collaborated with Pearse, Joseph Mary Plunkett (1887-1916), Thomas MacDonagh, and Eamon Ceannt (1881-1916), all key figures in the Irish Volunteers. They concealed their plans from the Volunteer commander-in-chief, Eoin MacNeill, and to some extent from other members of the IRB. In January 1916 James Connolly who had been planning independent action by the Irish Citizen Army, was admitted to the conspiracy.

The nature of the military thinking behind the rising remains unclear. The original plan envisaged a general rising, in Dublin and the provinces, with provision for a westward retreat if the capital could not be held. This was undermined by two developments. On 22 April a German steamer, the *Aud*, carrying rifles and machine guns to arm the provincial insurgents, was captured and scuttled by its captain. The same day MacNeill, who had been temporarily induced to acquiesce in the planned rising, published an order cancelling all Volunteer movements for Sunday 23rd. It was at this point that the leaders, by deciding to rise in Dublin with whatever forces they could still collect, unequivocally abandoned considerations of military feasibility. But well before that point the sketchy nature of their planning suggests that most were driven less by a real hope of victory than by the idea of reviving nationalist militancy through a bold gesture.

The rising began on Easter Monday, 24 April, when about 1,000 Volunteers and just over 200 members of the Citizen Army seized the General Post Office and other sites in Dublin. A proclamation was read in the name of the provisional government of the Irish Republic. Fighting continued until the insurgents surrendered on 29 April. There were supporting actions in Wexford, Galway, and Co. Dublin, and an attempted mobilization in Cork. In Dublin 64 insurgents were killed, along with 132 crown forces and about 230 civilians, and extensive use of artillery devastated much of the city centre.

The government's reaction to the insurrection has been widely blamed for converting initial popular hostility to the insurgents into widespread sympathy. The murder of Francis Sheehy Skeffington, and the apparent summary killing of civilians by soldiers during fighting in North King Street, along with widespread arrests and the continuation of martial law, undoubtedly alienated many. Other accounts, however, suggest that the spectacle of nationalists offering a credible military challenge to crown forces had itself been sufficient to win a degree of public approval. Overall the official response was less draconian than poorly judged and unbalanced. Fifteen leaders were executed, along with Sir Roger Casement, arrested after landing in Co. Kerry from a German submarine. Yet other participants, including such key figures as de Valera and Collins, not only survived, but in most cases were free within a matter of months to begin the construction of a new separatist movement.

Comparing accounts

Looting in Dublin during the Easter Rising

REBELLION IN DUBLIN

Glass litters streets

Shattered glass litters the streets everywhere. Groups of boys and girls were having the time of their lives, covered with butterscotch and carrying parcels of sweets galore ... young lads had boxes of cigarettes and the air was full of the smell of expensive cigars.

Many old ladies were decorated with necklaces and trinkets stolen from jewellers' shops. Valuable gold watches were sold at ten shillings and beautiful rings from five shillings. 27,000 pairs of shoes were stolen from Tyler's and an even greater number than this from Manfield's and Saxone's. Even in the middle of all this violence, there was a touch of comedy at the sight of people squatting on the footpath trying to squeeze their feet into boots and shoes that would never fit them.

Adapted from a real newspaper,
The Impartial Reporter, Enniskillen, Co. Fermanagh

'Ireland is free!' Tommy said. 'And Irish sweets are free too!'

He led Jimmy around the corner. Sackville Street looked as if a herd of elephants had trampled through it. It had been ransacked by a marauding host, out for loot. The host was still there, and it was still looting. This was the source of the strange seething sound. It was the great hungry horde of Dublin's poor.

Wherever Jimmy looked he saw smashed windows: Noblett's and Lemon's sweetshops, Dunn's the hatters, Frewen and Ryan's, the Cable bootshop - everywhere.

The wide street was strewn with abandoned packaging and bits of glass. Jimmy saw dumped hats, boots, underwear, toys and cakes - a huge litter of expensive things. A street paved with luxury goods, like something from a dream....

'It's great!' shouted Tommy. 'You can take anything you like.'

And that's exactly what people had done. They were wandering around with strange luxury items that would never be of any use to them. Jimmy saw a boy hardly older than himself playing with a set of golf clubs....

'That's Jimmy Murphy. His Da will kill him if he sees them clubs. He's a mad Gaelic games man,' Tommy said....

The dead horses of the Lancers were still lying in the road and a woman was using one of them as a seat. She was young and pretty, but she was drinking from a bottle and was obviously quite drunk....

Then a surge of the crowd hid both of them from Jimmy's view, and instead he watched two other drunken young women fighting....

The women were both dressed in rags, and they were fighting over a silk dress. Each of them had a grip on one end of it, and was pulling frantically with the gripping hand. At the same time they were both scratching and clawing at each other's faces with the free hand. Their faces were bloody, and the dress they fought over had been torn and dirtied by their struggle. It was hardly better now than the rags that they were already wearing.

Taken from
Gerard Whelan's historical novel, *Guns of Easter*, pp
79-82

Map of Dublin in the Rising



Commemorations

The deaths of the men of the 36th (Ulster) Division and those of the leaders of the Easter Rising have been commemorated in strikingly different ways.

Memorials to Irish people who died in the First World War

Few Irish war memorials have been completed so expeditiously as that commemorating the fate of the Ulster Division. First considered in 17 November 1919, the 'Ulster Tower' was erected in Thiepval on the Somme and was formally dedicated by Field Marshal Sir Henry Wilson just two years later - on 18 November 1921.

Spurning expensive architects and designers, the memorial committee commissioned a replica of 'Helen's Tower', a Scottish baronial affair erected in 1861 as a memorial to his mother by the marquess of Dufferin and Ava in the grounds of Clandeboye estate, Bangor, County Down. This was where the Ulster Volunteers had trained in 1914 and 1915.

By contrast, the erection of the Irish National War Memorial (*opposite*) in the south of Ireland aroused much controversy and had a much more tortuous history. First mooted in July 1919, it was completed only in the spring of 1938 at Islandbridge, just across the Liffey from Phoenix Park.

Memorial to the men of 1916

The memorial to the executed leaders of the Easter Rising, with its eternal flame, is more simple. It is located in the Arbour Lane Cemetery, opposite Michael Collins (formerly The Royal) Barracks, Dublin. The wall bears the text of the Declaration of the Republic in both Gaelic and English, both official languages in the Irish Republic. The bodies are buried side by side, with their names in English and Gaelic on either side of their remains.

Sensitivities

The commemoration of Irish people who died in 1916 raises questions about the nature of the Easter Rising - less a clear-cut Irish challenge to British imperial rule than a kind so civil war, with Irishman pitted against Irishman, brother against brother, bearing all the peculiar bitterness of such conflicts.

This was the reason why in 1926 William Cosgrave, the Irish Prime Minister, declined an invitation from Stanley Baldwin, the British Prime Minister, to attend the unveiling of a memorial tablet in Westminster Abbey 'to the memory of the One Million Dead of the British Empire who fell in the great War'. In an exceptionally sensitive letter, Cosgrave wrote:

It is well known throughout Ireland that I and at least one other member of the Executive Council were actively engaged in the hostilities which occurred in Dublin the April of 1916 while the Great War was in progress, and in which a number of casualties occurred on both sides ... Amongst our citizens we number not a few who lost near relatives during the fighting then. So far as those who were killed amongst my companions are concerned, time and subsequent happy developments have almost completely cicatrised the wounds. But I know that there are citizens of ours who on that occasion lost brothers and sons who were serving in the British Army, and there still remains amongst them - and not unnaturally - a feeling of, I shall not say, bitterness, but rather of pain. For these I fear lest the personal presence at this ceremonial, in memory of their beloved ones, of one to whom they attribute responsibility for their bereavement should reopen wounds that are not yet quite healed. It is so easy to hurt and so difficult to heal.

1916 - a tradition

A separate 'Ireland in Schools' note, 'Marches & murals. Linking 1916 & the present', explains how the events of 1916 continue to condition conflict in Northern Ireland.

Lesson plans

<p>About the Student Workbook</p> <p>This workbook considers the following key question: Fighting for whom? 1916: the Easter Rising & the Western Front.</p> <p>This key question considers why in 1916:</p> <ol style="list-style-type: none"> <i>did some Irish men and women fight against the British army, appealing for German aid, during the Easter Rising in Ireland, while</i> <i>other Irishmen joined the British army to fight against Germany.</i> <p>The workbook consists of 12 lessons if both the stories (Jimmy's and Amelia's) are studied. Since the stories are very different, the use of both stories will draw out more issues and perspectives. <i>Lesson 12 is optional.</i></p> <p>However, if time is limited, the workbook can be used with only one of the stories. This reduces the number of lessons to 9: lessons 1-5 and 9-12 in the case of Jimmy's story; lessons 1-2 and 6-12 in the case of Amelia's story.</p>		<p>Prior knowledge</p> <p>Students will be expected to know about the causes and course of World War I. They will <i>not</i> be expected to know about the causes and course of the Easter Rising or the particular experience of Irish people during World War I, although some knowledge of the rise of Irish nationalism in the nineteenth and early twentieth centuries would be helpful.</p>	
<p>Meeting objectives, developing skills</p> <p><i>Historical objectives</i></p> <p>Pupils will understand:</p> <ul style="list-style-type: none"> • how to describe and analyse the beliefs and attitudes of people during the Easter Rising and on the Western Front (2a, b); • to analyse and explain why Irish people took part in the Easter Rising and joined the British army (2c); • how to identify links between events on the Western Front and the Easter Rising (2d); • the significance of the Easter Rising (2e); • how the Easter Rising and World War I, especially on the Western Front, have been represented and interpreted (3a, b); • how to use and select from a wide range of sources (4a); • how to evaluate sources related to the Easter Rising and World War I and draw conclusions through comparing them (4b); • how to select and communicate their understanding of events during 1916 through discussion and writing (5a, c). 	<p><i>Citizenship objectives</i></p> <p>Pupils will:</p> <ul style="list-style-type: none"> • understand human rights and responsibilities which may have affected responses to the Easter Rising and World War I, especially on the Western Front (1a); • appreciate the impact of religious and national diversity on responses to the Easter Rising and World War I (1b); • think about political, spiritual, moral, social and cultural issues related to the Easter Rising and fighting on the Western Front by analysing information and sources related to it (2a); • justify orally and in writing their opinions about issues related to the Easter Rising and the Western Front (2b); • contribute to group and class discussion (2c); • use their imagination to consider different Irish peoples' experiences in 1916 (3a); • reflect on the way in which they have developed their ideas about peoples' experiences in 1916 (3c). 	<p><i>Thinking skills</i></p> <p>Pupils will</p> <ul style="list-style-type: none"> • locate and sort information related to the experiences of people during the Easter Rising and World War I, especially on the Western Front (<i>information processing</i>); • give reasons and make deductions to explain reactions to events in 1916 (<i>reasoning</i>); • raise questions based on sources related to the Easter Rising and the Western Front (<i>enquiry</i>). • generate ideas and suggest hypothesis to explain responses to events in 1916 (<i>creative thinking</i>); • evaluate how they have organised and sorted their ideas and considered how they could apply this in different contexts (<i>evaluation skills</i>). 	<p><i>English objectives</i></p> <p>Pupils will</p> <ul style="list-style-type: none"> • review and extend their own strategies for locating, appraising and extracting relevant information (TR1); • synthesise information from a range of sources, shaping material to meet the reader's needs (TR2); • comment on the authorial perspectives offered in texts ... (TR6); • compare the presentation of ideas, values or emotions in related or contrasting texts (TR7); • review and develop own reading skills, experiences and preferences, noting strengths and ideas for development (TR13); • record, develop and evaluate ideas through writing (TW2); • produce formal essays in standard English ... (TW3); • integrate diverse information into a coherent and comprehensive account (TW9); • explain the precise connections between ideas with clarity and an appropriate degree of formality (TW10); • explain present a case persuasively ... to gain ... attention (TW13); • present a balanced analysis of a situation, text or set of ideas, taking into account a range of evidence and opinions (TW16); • cite specific and relevant textual evidence to justify judgements about texts (TW17); • reflect on the development of their abilities as speakers in a range of different contexts and identify areas for improvement (S&L1); • reflect on and evaluate their own skills, strategies and successes as listeners in a variety of contexts (S&L4); • compare different points of view (S&L5); • analyse bias ... (S&L6); • identify the underlying themes, implications and issues raised by talk, reading or programme (S&L7); • review the contributions they have made to recent discussions, recognising their strengths and identifying areas for development (S&L8); • discuss and evaluate conflicting evidence ... (S&L9); • contribute to the organisation of the group activity in ways that help to structure plans, solve problems and evaluate alternatives (S&L10).

Lesson	Key questions	Skills/objectives			Introduction	Activities	
		Hist.	Ctzsp	Thinking	English		
1	What warfare were Irish people involved in in 1916?	2a, 2b 5a, 5c	2a, 3a	Creative thinking	S&L1, 7, 10	Find out what the children know about either event and locate the areas geographically. Explain purpose of the task.	<p>Split the class so that the pictures are freeze framed by different groups. Groups identify key points in their picture and questions they would want to ask using information on page. Groups enact freeze-frames for the rest of the class. Groups discuss what they have found out about the second picture and questions they would want to ask using information on page.</p> <p>Plenary Whole class discussion comparing and contrasting the scenes</p>
2	For whom would you fight?	2b, 2c, 4a, 5c	1b, 2a, 2b, 2c	Information processing, Enquiry	TR6, 7 S&L 6, 9, 10	Discuss/look at examples of media images and how effective they are. In pairs look at the posters and identify key points in them and feed this back to the class.	<p>Pupils choose one picture and make a list of questions they would want answering before enlisting. Class/pairs/individuals read background information. Pupils use the background information to answer the questions they have raised.</p> <p>Plenary Group/pairs discuss responses. Class discussion about which cause had the stronger case. Class vote on whom they would fight for.</p>
3-8	Fighting for whom? Using historical novels to explore motives and experiences.	2c, 2b, 3a, 3b, 5a, 5c	1b, 2a, 2b, 3a, 3c	Information processing, Reasoning, Enquiry, Creative thinking, Evaluation skills	TR1, 2, TW3, 16 S&L7, 10		
<i>pp 9, 15 qns 1-3</i>						Discuss different types of stories students have read and the differences between them. Now look at stories based upon actual events or the author's view of those events.	<p>In pairs, students read the story. Highlight parts not understood and look up in glossary. Each pair joins with another pair and summarises the main points.</p> <p>Plenary Draw together the main points of the story and characters.</p>
	<i>Continued on next page</i>						

Lesson	Key questions	Skills/objectives			Introduction	Activities
		Hist.	Ctzsp	Thinking	English	
<i>pp 9, 15</i> <i>qns 4-8</i>	<i>Continuation</i> Fighting for whom? Using historical novels to explore motives and experiences.				TR2 S&L10	Recap stories and characters. What can students remember of the main characters? Explain that the lesson focuses on extracts taken from a story, which are based upon the experiences of Jimmy and Amelia in two historical novels - <i>Guns of Easter</i> and <i>No Peace for Amelia</i> . Plenary Students reflect on what they have found out and reflect on questions 5, 6 and 7.
5, 8					TW2, 3, 10, 13 S&L1, 10	Review what students have learned so far and explain why they have been asked to write an essay on qn 5. <i>Lesson 5:</i> Who did Jimmy feel more sympathy for - the soldiers of the British Army or the Volunteers? <i>Lesson 8:</i> How far was Amelia a pacifist? Provide support for writing these essays. Write essay, Plenary Students discuss the question: Did the sorting exercise help you with the essay and help to clarify your views?
9	Why did people join up?	2c, 2d, 4a, 4b, 5a, 5c	1a, 1b, 2a, 2b, 3c	Information processing, Reasoning, Enquiry, Creative thinking, Evaluation skills	TR2 TW16 S&L7, 10	Quick questions about Jimmy and/or Amelia. Explain that the lesson is to find out why different people wanted to fight. Cut up the evidence (the written and visual sources) and put into envelopes and explain how students are to sort the evidence, arrange into different categories the reasons for joining up, and then to fill in the grid. Plenary Review and discuss findings, centring discussion on question 3: 'People joined the British Army and the Irish Volunteers for the same reasons.'

Lesson	Key questions	Skills/objectives			Introduction	Activities
		Hist.	Ctzsp	Thinking		
10	Linking history and fiction: Do the stories match up with the evidence of 1916?	2b 3b, 4a, 4b, 5a, 5c	1a, 1b, 2a, 2b, 3a, 3c	Information processing, Reasoning, Enquiry, Creative thinking, Evaluation skills	TR2 TW10 S&L9	<p>Review the reason why real people joined up. Explain the purpose of the lessons and questions.</p> <p>In pairs, students read Jimmy's story again and highlight anything that tells you why Da, Jimmy's father, joined the British Army. Look at the grid filled in during the last lesson and look again at the sources used in the last lesson. Find out which sources explain why Da joined up. Write down in the boxes the key reasons he joined up. Repeat the exercise for Uncle Mick, Patrick and Frederick. Each student pretends to be one of the characters and uses the information in the appropriate box to explain to partner why joined up.</p> <p>Plenary Evaluate issues and problems students had in explaining to partners why they joined up. <i>Optional:</i> Which story is better supported by the written and visual sources.</p>
11	Review: What have you learned?	2b, 2d, 2e, 3b, 4b, 5a	1a, 1b, 2a, 2b, 3a	Evaluation skills	TR13 S&L1, 4, 5, 7, 8, 10	<p>Outline the purpose of session - to evaluate what had been learned. Individuals/pairs look at first two pictures and decide if they can explain the questions raised at the start of the topic. Identify any further questions. Feed-back to class.</p> <p>Pairs/groups consider why Irish people fought for different causes in 1916. Feed-back to class. Individuals answer questions 3 and 4.</p> <p>Plenary Discuss question 5. Could you use the skills and ideas learned or developed in other school subjects or outside school? Identify any difficulties and any areas pupils would need to improve upon - target setting.</p>
12 <i>Optional</i>	How is 1916 remembered?	2b 2c, 3b, 5c	2a, 2b, 2c 3a	Evaluation skills	TR2, S&L7	<p>The class discuss how we remember sad/happy events in our lives. Look at the pictures of the monuments, etc.</p> <p>Individually pupils use notes on Jimmy/Amelia to suggest what their feelings would be towards such monuments, etc. Pupils discuss decisions with neighbour. Pupils consider the statements in question 2 and decide which they agree with.</p> <p>Plenary Pupils discuss opinions in groups - and try to reach a consensus!</p>

Key to card sorting exercise 1

Jimmy's experience of 1916 (pp 11-14 of the Student Workbook)

It is 1916 and Jimmy Conway lives in the Dublin slums and is caught up in the Easter Rising. While his father is away in France, fighting with the British army, his uncle Mick joins the Rising, fighting against the British army in Dublin. Jimmy feels he must be the provider of his mother and two younger sisters. Setting out to find food or money, he finds himself adrift in a nightmare version of the world he has known, questioning old loyalties.

I missed Da. (J1) Over a year had passed since he had gone to fight for the British army in France. His wages meant that we had more money but I wish that he was at home with us. (J2)

Some of the British soldiers were in Dublin and I thought that the soldiers who rode horses looked really grand and wanted to be like one of them. (J3) However, many of the soldiers in the British Army were old men and we called them Georgeous wrecks. I stopped my friend Tommy Doyle from joining other boys who were teasing the old soldiers. It was just as well that I did this as one of the old men was so upset that he had a heart attack and died. Mam was pleased with me because my grandfather - an Irishman - had once fought for the British in Africa. (J4)

I also admired my Uncle Jim who was helping to free Ireland against the British during Easter 1916 and the rest of my story is about what happened at this time. This rebellion was led by James Connolly of the Citizen's Army and Padraic Pearce of the Irish Republican Brotherhood who were near the Post Office Building. I went to see what was happening and could see both of these leaders with their men. (J5/J6)

The crowds were jeering them - saying that they were paid by the Germans. Suddenly, the men charged at the Post Office - everyone was shocked. I knew that the battle had started and felt excited about Mick supporting the volunteers in a rebellion against the English - this seemed much more exciting than being a soldier in the British Army. They are fighting for Ireland! However, it was very confusing. On the one hand, I supported those men who were fighting for Ireland. On the other, I could tell that many of the British Army soldiers were Irish - just like Da, fighting? This meant that Irishmen were shooting at each other in Dublin! (J7)

The Irish fighters took over the General Post Office and were able to stand up to the attack by the British Lancers who retreated in the face of the Irish guns. Many soldiers lay dead. I went over to get a soldier's gun and threw it to the men in the Post Office. A woman called me a rebel and I felt proud. (J8)

I wanted to find Uncle Jimmy and guessed that he would be at the Green. When I got there I saw one of Jimmy's friends at the Green talking to Countess Markievicz. She was one of the rebels and was carrying a gun and looked really glamorous. I saw Jimmy at the corner of the Green and went to talk to him - feeling very proud. He told me about how the fighting was going. (J9)

The battle seemed to be going well for Jimmy's side. I looked at a notice on Nelson's column: it said - THE PROVISIONAL GOVERNMENT OF THE IRISH REPUBLIC- TO THE PEOPLE OF IRELAND. Someone told me that the Volunteers had said that we now had a republic. (J10) However, some people took advantage of the situation, since they were poor and hungry. Lots of people looted shops during the fighting. I felt this was wrong but picked up some food to take to Mam. (J11) Two volunteers came to try and stop the people from looting - one of them was crying because of what he saw. Although I did not agree with what the people were doing I understood why they were doing it. (J12)

Later, I heard that the British troops invaded the Green and was worried about what had happened to Mick. (J13) However, I had an important job to do.

Mick knew we would have difficulty in getting food and gave his savings to Aunt Ellie to help us. I had to get to my aunt's house to get money or food from her for Mam. This took a long time because I had to keep out of the way of the fighting. (J14)

When I got to Burgh Quay a British Army soldier told me to get off the bridge and take cover. He questioned me about what I was doing. When I told him that people were looting - he said he understood why since they were so poor. He told a soldier to give me a cup of tea and take me to safety. The soldiers gave me a handful of coins and wished me well. This seemed very strange, these people did not seem like the enemy! (J15)

However, it was very dangerous to be in Dublin. Many ordinary people just came to look at what was happening - some got shot by accident. (J17) During my journey I saw some volunteers lying dead. My friend Billy Moran went to get a gun from one of them and, to my horror, I saw him shot by one of the soldiers, mistaking him for one of the volunteers. (J16)

At other times it was the British soldiers who were getting shot. The volunteers were fighting off the soldiers at Mount Street bridge and were able to kill many of them from houses on Northumberland Road and Clanwilliam House. I heard a woman saying, 'The poor, poor boys'. When the fighting stopped civilians including a priest went to help the wounded soldiers. (J18) Later, I saw that the houses held by the volunteers had been destroyed by the end of the fighting. (J19)

I finally reached Aunt Ellie's house and found that she had bought food for us - which I had to get back to Mam. On my journey home I saw the British soldiers I had met earlier. I realised they were soldiers like Da. One called Martin came from Ulster said - I think some of us are wondering what we are doing here shooting at Irishmen and burning down Dublin. When we parted we both whispered - Up the rebels! (J26).

Key to card sorting exercise 2

Amelia's experience of 1916 (pp 17-19 of the Student Workbook)

It is 1916 and Amelia Pim lives in a Quaker family in a well-off district of Dublin. One of her best friends is Mary-Ann Maloney, who works as cook-general. Amelia has a boyfriend called Frederick Goodbody, who volunteers to fight in World War I. Mary-Ann's elder brother, Patrick, is a member of the Irish Volunteers, an army who fight during the Easter Rising for independence from Britain.

Mary Ann's brother, Patrick, joined the Volunteers because he came from a poor family, who probably had republican leanings. He wanted to rebel against British rule in Ireland because they had kept the Irish people poor. He asked Mary-Ann to hide weapons in the Pim's house. The soldiers would not think of raiding a Quaker house. Mary-Ann was tempted. She could be a Gaelic heroine. However, her friendship with the Pims and the trust they placed in her proved more important.

Meanwhile, Amelia was shocked to find out that Frederick, the boy she was walking out with, had volunteered to fight over in Flanders. She had thought something was wrong when they were out with their friends and he had an outburst about the war (A1/A3). But it was not until she heard her parents talking about it at dinner that she found out. She was puzzled (A2/A4) because Frederick came from a Quaker family like herself. Quakers opposed all violence.

However, she was also very excited at the thought of her Frederick as an officer in the army. (A5/A6) How brave he was! (A7) How she wished she could fight too! (A8) She couldn't understand why Mary-Ann was so disapproving. (A9/A10/A11)

Frederick visited Amelia to say goodbye and Amelia and Mary-Ann walked to the docks early in the morning to wave goodbye to Frederick's ship. On their way back home, they saw Countess Markievicz and the Citizen Army marching through the town. (A12/A13)

Later on, the Pim's house was raided for weapons. All the soldiers found was a toy gun belonging to Amelia's brother, Edmund, but they upset Edmund and caused havoc in the house. Mary Ann tried to give in her notice because she was ashamed of the trouble she had brought to the Pims. However, the Pims persuaded her to stay.

Amelia received a miserable sounding letter from Frederick (A14) and she wrote back to him enclosing a pressed flower that he had noticed on their windowsill. Patrick wrote to Mary Ann warning her that a Rising was going to take place on Easter Sunday. Mary Ann was very relieved when it didn't take place.

The Pim family and Mary Ann went for a picnic on Easter Monday. They had a really good day out but realised, as soon as they arrived back, that an uprising was taking place. The GPO had been taken over by the Irish Volunteers. Amelia was troubled and confused by it (A15) and Mary Ann was worried about Patrick.

One afternoon, Patrick arrived, wounded, in the Pim's back garden. He explained to Mary Ann that he had a message about surrender to take to Ashbourne but Mary Ann would not let him travel. Amelia gave him medical treatment (A16/A17/A18/A19/A20) and they managed to get him out of the house in secret.

Amelia was in school when she heard that Frederick had been killed. She fainted and grieved in silence for days. The Rising was over and many of the leaders were being executed. A soldier who was with Frederick when he died visited Amelia to tell her how important she was to him. Amelia cried and started to speak again. The girls are very worried about Patrick but when they returned from visiting the Goodbody family, Patrick was there on the doorstep. They gave him a great welcome and he gave Amelia a shawl, the same colours as the iris she had pressed and sent to Frederick.

Extension activity: 1916: were methods of waging war different?



1. Irish Guards in the trenches at Wytchaete, Belgium, 1916.

The sleeping quarters were rough, very rough sometimes, and the whole front was infested with rats - they were there by the million. The rats were so bad we had to hang what kinds of beds we were able to make from the ceiling to get clear of the rats down below. Two of you joined together with your food rations - the food was put in the hollow of one steel helmet and the second helmet clamped over the top, and then the two wired round so that the rats couldn't get at it.

2. Eye witness account of the conditions in the trenches of 36th (Ulster) Division at the front, 1916.



3. A barricade erected by the rebels on St Stephen's Green, Dublin.

I went and looked at the trenches at the Greengates; they were chiefly manned by children - lads of 16 or 17. I was told Ship Street was a wreck but found it normal except for the excited crowds of women, and the soldiers being on the barracks roof. Inside the gate they were standing ready, with bayonets fixed. When I got to the Castle, I saw horrible signs of the morning's fighting. A policeman and a sentry had been shot here. Sinn Feiners were still on the roofs of the opposite houses. I went on to see Sackville St. and the Post Office, the windows of which were all smashed and boarded up.

4. Lily Stokes, an eye witness to the Rising in Dublin.



5. The Grand Palace, Iper/Ypres, showing the damage so often compared with that in Dublin after the Easter Rising.



6. 'Ypres on the Liffey': looking from O'Connell street down North Earl Street towards Talbot Street.

1. Focus on source 1.
Brainstorm.
Make a list of nouns, verbs and adjectives which explain what is happening in the picture.
2. Look at sources 2 and 5 and see if you can add to the list.
3. Draw up a series of statements on how they waged war on the Western Front.
4. From sources 3, 4 and 6, look for evidence that fighting in Dublin in 1916 was similar to the way war was waged on the Western Front.

Western Front, 1916	Dublin, 1916

5. What conclusions can you draw from this exercise?