

Ireland 1801-1921

Lesson plans, worksheets & other resources

Booklet 12

Topic 11: Michael Collins/Conclusion (Lessons 35-36)

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The following are available at <http://journals.aol.co.uk/iis04/trials/entries/926>:
this booklet in pdf format; and
a PowerPoint including the presentations and visual sources used in the topic.

Topic title: Michael Collins/Conclusion					
Lesson 35	<p><u>Lesson title</u> How has history treated Michael Collins since 1922?</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> • To examine the reasons behind the Government of Ireland Act. • To assess its impact. 	<p><u>Starter</u> Watch the first 17 minutes of <i>Michael Collins</i>. Students have to log words they would use to describe Collins and an example from the film of why they have used that word.</p>	<p><u>Main Activities</u> Students assess the other sources in relation to how they prove/disprove the impression they get of Collins from the movie. This is to be done on the worksheet.</p>	<p><u>Plenary</u> Ask the students how useful they think a film is to an historian.</p>	<p><u>Materials</u></p> <ul style="list-style-type: none"> • Michael Collins - sources. • w/s Michael Collins – The Big Man.
Lesson 36	<p><u>Lesson title</u> Why was Ireland partitioned in 1922?</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> • To plan an essay. • To use key words relating to causation. 	<p><u>Starter</u> Show the OHT of how Ireland was portioned and the map of Ulster. Get students to assess how successful they think this would have been?</p>	<p><u>Main Activities</u> Students are given an essay question. They must individually plan how they would answer it. Go through the process of planning – selecting topic areas, using PEEK etc.</p>	<p><u>Plenary</u> Summarise the situation in Ireland in 1922 and how the problem was far from solved.</p>	<p><u>Materials</u></p> <ul style="list-style-type: none"> • OHT – Map • George Boyce, ‘The Origins of Northern Ireland’.¹ • Jenny Birch, ‘Why did the deaths of the Easter Rebels change Irish history?’²
Homework	Students write up essay. Mark with the markscheme on the following page.				

¹ *Modern History Review*, November 1995, pp 21-2; ² *Hindsight*, January 2004, pp 5-8.

Markscheme for Lesson 36 homework

Level 1 (1-5)

Some knowledge included, although tends to be narrative. There will be some attempt to differentiate between short- and long-term causes. Any judgement is likely to be assertive.

Level 2 (6-13)

Includes knowledge which is accurate and relevant. An attempt has been made to fit this knowledge to the question set. Some explanation will be present, although this will not be sustained. In addressing the nature of change the response will begin to show an analytical focus, although this focus will not be maintained throughout the answer. There will be some awareness of the altering nature of causes. Any judgement made will not be fully substantiated and will not necessarily relate directly to the question asked.

Level 3 (14-21)

Includes knowledge which is accurate and relevant and which is effectively deployed to answer the question set. Analytical links will be clear and supporting information will be appropriately selected. In examining the causes of partition the student will be able to sustain comparison of the key features of the society or theme over an extended period of time. Any judgement will not be fully substantiated.

Level 4 (22-27)

Includes knowledge that is both relevant and predominantly critical in its deployment, and is analytical in approach. There will be clear evidence that the question has been understood in its entirety and a focussed attempt has been made to meet all its demands. In some parts of the answer, developed evaluation will be present. Responses will establish and apply conceptual criteria in order to identify and analyse change in order to enable distinctions to be drawn on the extent of similarity or difference or degrees of change across the period. A substantiated judgement will be made.

Level 5 (28-30)

Deploys knowledge critically in order to demonstrate an understanding of theme and period and its historical context. Treatment of the material will be confident in argument and will show that the full demands of the question have been appreciated. Developed analysis will predominate. In examining similarity, difference and change, responses will show a developed conceptual understanding of the nature of similarities and differences and employ a range of criteria to make distinctions in given historical situations and contexts. A fully developed and substantiated judgement will be made on the nature or the extent of change or the factors bringing it about.

Source 1

The *Belfast Telegraph*, after the death of Collins, 1922.

The *Telegraph* was an Ulster Unionist paper.

Mr Collins had not the brains of his late chief, nor had he many pretensions to high statesmanship, on the other hand he had that subtle gift of personality which counts so much... It is not for us to judge the man, he has gone to his last account and we are willing to believe that he sincerely intended to carry out the Treaty and to restore order in Southern Ireland... his death will bring about a remorse which will make his countrymen the more determined to make a success of the scheme which British statesmen, rightly or wrongly, have committed to their charge.

Source 2

The Cork Examiner, 24th August, 1922.

Michael Collins, soldier, statesman, patriot has passed into the great beyond and a bereaved nation, stunned by the calamity, can scarcely yet appreciate its full import... Michael Collins has died as a soldier but by his demise his country has lost a statesman of great constructive ability.

Source 3

Michael Hopkinson, *Green against Green*, 1988.

As Collins was only thirty-one at the time of his death, there has been much debate about whether he would have matured into a major statesman if he had lived, or whether he would have become a military dictator. He had shown considerable impatience with politicians and negotiations, often telling friends that he had little aptitude for politics. He did have definite administrative talents and great gifts of communication. He had demonstrated no desire to establish a military dictatorship. Collins had little consciousness of any need for wide-ranging social and economic change, despite being a severe critic of some aspects of Irish society. Major parts of his speeches were taken up with a simple articulation of Gaelic revivalism... Collins could, perhaps, have helped to heal wounds within the Twenty-Six Counties - many believed that he would not have allowed an executions policy. He might well, however, have increased tensions between North and South in the post-war period. Meanwhile, for many old volunteers in the army the loss of their leader meant that their position appeared to be threatened, and it increased their fears that old republican ideals were to be ignored.

Other interpretations of Michael Collins

Source	Provenance	In what ways does it agree with the interpretation of the film>?	In what ways does the interpretation of this source differ?	Why does it have the slant that it does?

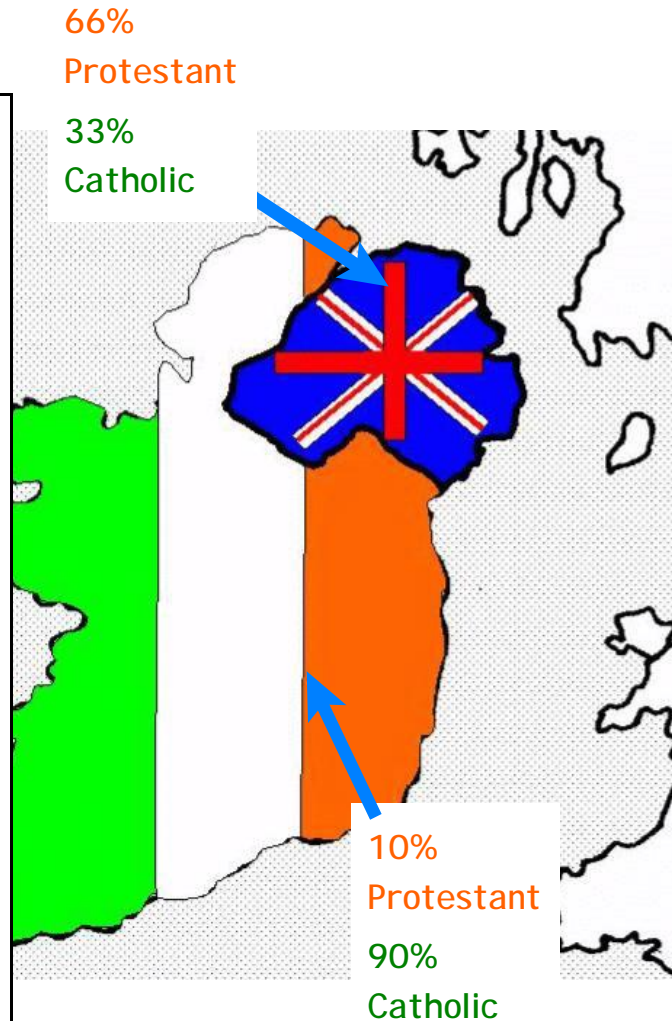
IRISH FREE STATE

(becoming the Republic of Ireland in 1949)

Given Home Rule, the right to have its own government and make its own decisions.

BUT....

- The Free State stayed in the British Empire.
- Irish politicians had to swear an oath of loyalty to the King of Britain.
- Ireland had to accept the loss of Ulster.



ULSTER

(Six counties - Northern Ireland)

- Stayed part of Britain of UK
- 66% Protestant
- 33% Catholic

The Catholics felt cheated by the treaty. They wanted to be a part of a united Ireland. They felt abandoned in the new Ulster dominated by Protestants. From the start they felt no loyalty to the 'Orange State'.