

Ireland 1801-1921

Lesson plans, worksheets & other resources

Booklet 9

Topic 8: Gladstone, Parnell & Home Rule (Lessons 22-3)

By

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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: Gladstone, Parnell and Home Rule					
Lesson 22	<p>Lesson title Why did the Home Rule Bills fail?</p> <p>Aims:</p> <ul style="list-style-type: none"> • To examine what the Home Rule Bills wanted. • To analyse the impact of their failure. 	<p>Starter Split the class into groups of three and four. They are going to do a map from memory – explain what this is.</p>	<p>Main Activities Map from memory – students come up two times (at least) each.</p>	<p>Plenary Students use their map from memory to fill out their worksheet.</p>	<p>Materials</p> <ul style="list-style-type: none"> • w/s What was Home Rule and why did it fail? • Map from Memory
Lesson 23	<p>Lesson title To what extent did the aims and methods of the Irish Nationalists change between 1848 and 1890?</p> <p>Aims:</p> <ul style="list-style-type: none"> • To assess how the aims and methods changed and continued over this period. • To examine short and long term impact. 	<p>Starter Ask for three volunteers. Give them the A4 with the three movements on. Read out the statements. If the student holding the card thinks the statement applies to their group they step forward. Continue through the statements.</p>	<p>Main Activities Students work in pairs to discuss their plans and come up with an overall plan which they both agree on.</p> <p>Feed this back to the rest of the class and come to a conclusion about the best way to tackle the question. Log the key details.</p>	<p>Plenary Go over how to answer the conclusion – summarise your answer to the question and assess the change and continuity.</p>	<p>Materials</p> <ul style="list-style-type: none"> • A4 cards – Fenians, Land League, Home Rulers. • Statement Bank • Michael Morrogh, 'Mr Gladstone and Ireland'.¹ • Edgar Feuchtwanger, 'Gladstone's Irish Policy'.² • Derrick Murphy, 'Irish Home Rule, 1886-1918'.³
Homework	Lesson 23: Write up essay. Use the markscheme on the following page to mark it.				

¹ *Modern History Review*, March 2001, pp 21-5; ² *Modern History Review*, November 1991, pp 21-3; ³ *Modern History Review*, November 2003, pp 12-16.

Markscheme for Lesson 23 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 impact. 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 aims and methods. 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 aims and methods of the nationalists 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.

What was Home Rule & why did it fail?

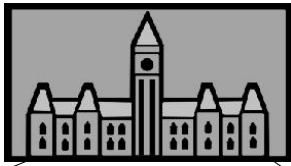
First Home Rule Bill

Date:

Made up of Bills:

1st Bill -

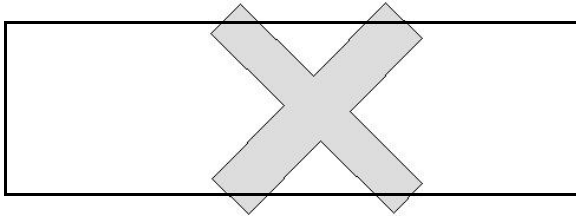
Parliament:



First Order

Second Order

Not allowed to deal with:



Finance:

MPs:

2nd Bill -

Second Home Rule Bill

Date:

Differences to previous measure -

Finance:

MPs:

Ulster:

Possible reasons for failure:



Sink or Swim!!

What do you think the message of this cartoon is?

What was Home Rule & why did it fail?

First Home Rule Bill - 1886

- Made up of two Bills:
- First Bill: Created an Irish government with two orders:
 1. First Order (Upper House) would contain Irish Peers.
 2. Second Order would contain MPs elected in the normal way.

The two combined were to be known as the Irish Legislature. It would deal with all Irish affairs except:

- Defence
- Foreign policy
- International trade
- Customs and excise
- The Police Force (temporarily).
- Irish MPs would be excluded from Westminster.
- 1/15th would be contributed by Ireland to the Imperial treasury.
- Second Bill: Land purchase scheme.
- British treasury would buy out landlords at a cost of £50 million.



Second Home Rule Bill - 1893

The main measures were the same, except:

- Financial aspects were more favourable to the Irish.
- 88 MPs were to be retained in Westminster.
- There was still no arrangement for Ulster.

**Second Reading - Passed
347 votes to 304.**

**Rejected by the House of Lords
419 votes to 41.**

**Second Reading - Defeated
313 votes to 343.**

Possible reasons for failure:

- Anti-Irish prejudice in Britain (racial and religious)
- Ireland was genuinely seen as part of Britain.
- Home Rule threatened the Empire.
- Support for Britain from Ulster.
- Close ties between British and Irish landlords and peers.
- Value of Ulster's economic links with the mainland.
- Ireland was used as a political football, useful to further the ambitions of individuals or as a weapon to use against other political parties.
- Opposition and campaigns of Irish Unionists.

Fenians

Land
League

Home Rulers

- We believed that violence would gain us what we wanted.
- We worked with politicians to gain what we wanted.
- We wanted Ireland to be independent.
- We wanted life to get better for the Catholic Irish.
- We worked with Parnell.
- We think Gladstone was a true supporter and did all he could.
- We achieved what we set out to gain.