

# **Fighting for whom - 1916?**

## **The Easter Rising & the Battle of the Somme Relational diagram**

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### **Contents**

About this unit

PowerPoint presentation handout

Using a relational diagram

Teacher's notes about cards

Venn diagram 1

Pupil task sheet: Extended writing

Venn diagram 2

What and how have we learned?

Historical notes for teachers

1. Ireland & World War
2. Recent writing on Ireland & World War
3. The Easter Rising

## About this unit\*

### Relational diagram

This unit of work introduces the thinking skills activity of using a Relational diagram.

A familiar, and much used, example of this is a Venn diagram. This strategy provides a clear and accurate medium through which pupils can communicate their thinking. Pupils are able to use overlapping, separate or subsumed shapes to show whether all, some or none of the provided names, events, terms, parts, characteristics etc. are related. The visual simplicity makes explanation of relationships easy to understand, and more likely to be remembered.

### Information processing

Relational diagrams are particularly useful for information processing, notably sorting and classifying, comparing and contrasting and analysing part/whole relationships.

This unit of work shows how a triple Venn diagram can be used both as a processing tool and as an organiser for extended writing.

As for all thinking skills activities, this is best done collaboratively, with pupils in pairs or triads. It is also advisable to enlarge the diagram from A4 to A3.

### Reflecting on the unit

A metacognitive reflection exercise at the end of the unit requires pupils to justify their thinking, and to build up their metacognitive language.

### Fighting for whom?

The question addressed in this unit is a complex one, asking as it does 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.

\* An extended version of this unit of work, and a supporting PowerPoint, appear elsewhere on the IIS website:

[iisresource.org/documents/1916\\_Blackpool.pdf](http://iisresource.org/documents/1916_Blackpool.pdf), and  
[iisresource.org/documents/1916\\_Blackpool\\_Visual\\_Sources.ppt](http://iisresource.org/documents/1916_Blackpool_Visual_Sources.ppt).

An imaginative series of history lessons for Year 9, the extended version contains lesson plans and materials which cover:

The origins of the Easter Rising.  
The dilemma in 1916 about which side to fight for.  
Who was friend or foe in Ireland in 1916?  
An assessment of different interpretations of Michael Collins.  
An examination of historical sources relating to Irish recruitment.  
Assessment materials which are differentiated for foundation and higher levels, and are probably most appropriate for Year 9 student.

In this suite of materials, the unit has been condensed to exemplify how a relational diagram can be used.

# PowerPoint introduction

## Fighting for whom - 1916? The Easter Rising & The Battle of the Somme



**IS YOUR HOME WORTH FIGHTING FOR?**

**IT WILL BE TOO LATE TO FIGHT WHEN THE ENEMY IS AT YOUR DOOR**

**SO JOIN TO-DAY**

**GERMANY'S THREAT TO IRELAND!**

The GERMAN fleet is now in the waters of the Irish Sea and is to be used with White Star ships and to be used to land the German army in the south of Ireland.

**IRISHMEN**

YOUR HONOURABLE DUTY TO THE KINGDOM DEMANDS IT

**JOIN an Irish Regiment TO-DAY.**

**REASONS WHY you should join**

**The Irish Citizen Army**

- BECAUSE** It pledges its members to work for, organise for, drill for and fight for an Independent Ireland.
- BECAUSE** It places its reliance upon the only class that never betrayed Ireland - the Irish Working Class.
- BECAUSE** Having a definite aim to work for there is no fear of it being paralysed in the moment of action by divisions in its Executive Body.
- BECAUSE** It teaches that 'the sole right of ownership of Ireland is vested in the people of Ireland, and that the full right of ownership may, and ought to be enforced by any and all means that God hath put within the power of man.'
- BECAUSE** It works in harmony with the Labour and true Nationalist Movements and thus embraces all that makes for Social Welfare and National Dignity.

Companies Wanted in Every District  
RECRUITS WANTED EVERY HOUR



<p><b>Sir Edward Carson</b> (1854-1935)</p> <p>He led the Ulster Unionist party from 1910 until 1921.</p> <p>He wanted Ireland to stay a part of the United Kingdom. He did not want Ireland to have a parliament of its own.</p>	<p><b>John Redmond</b> (1856-1918)</p> <p>He led the Irish Parliamentary Party from 1900 until 1918.</p> <p>He wanted Ireland to have Home Rule with its own parliament but to remain part of the United Kingdom.</p>	<p><b>Patrick Pearse</b> (1879-1916)</p> <p>He led the Irish rebels in 1916.</p> <p>He wanted Ireland to be totally separated from Britain and the British empire and was prepared to die for his beliefs.</p>
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# Using a relational diagram

## Instructions for pupils:

The diagram that you have been provided with is a triple Venn diagram.

We call this a 'relational diagram' because it shows how people, events etc are related.

You have also been provided with a set of statement cards, and you are asked to place them on the diagram as you think appropriate.

Each card could possibly be placed in one, two or all three circles.

When you wish to place a card into more than one circle, it goes into the overlapping sections.

## Teacher's notes about cards

Cards 1 – 6 are simple statements of opinion.

Cards 7 – 15 are quotes from the following sources:

7. Private Victor Packer, Royal Irish Fusiliers, quoted in M. Arthur, *Forgotten Voices, of the Great War*, Ted Smart, London, 2003, p. 56.

8. Private Arthur Baxter, 51st Machine Gun Company, Machine Gun Corps, quoted in M. Arthur, *Forgotten Voices, of the Great War*, Ted Smart, London, 2003, p.162.

9. Private Victor Packer, Royal Irish Fusiliers, quoted in M. Arthur, *Forgotten Voices, of the Great War*, Ted Smart, London, 2003, p. 83.

10. A Unionist from County Dublin, reflecting that his division, the 10th Irish, had been shattered in a week in 1916.

11. J. Traynor & E. Wlimot, *Britain in the 20th Century World*, Thomas Nelson & Sons, Surrey, 1994.

12. Sinn Fein, quoted in R. Holmes, *Tommy*, Harper Collins, London, 2004, p.152.

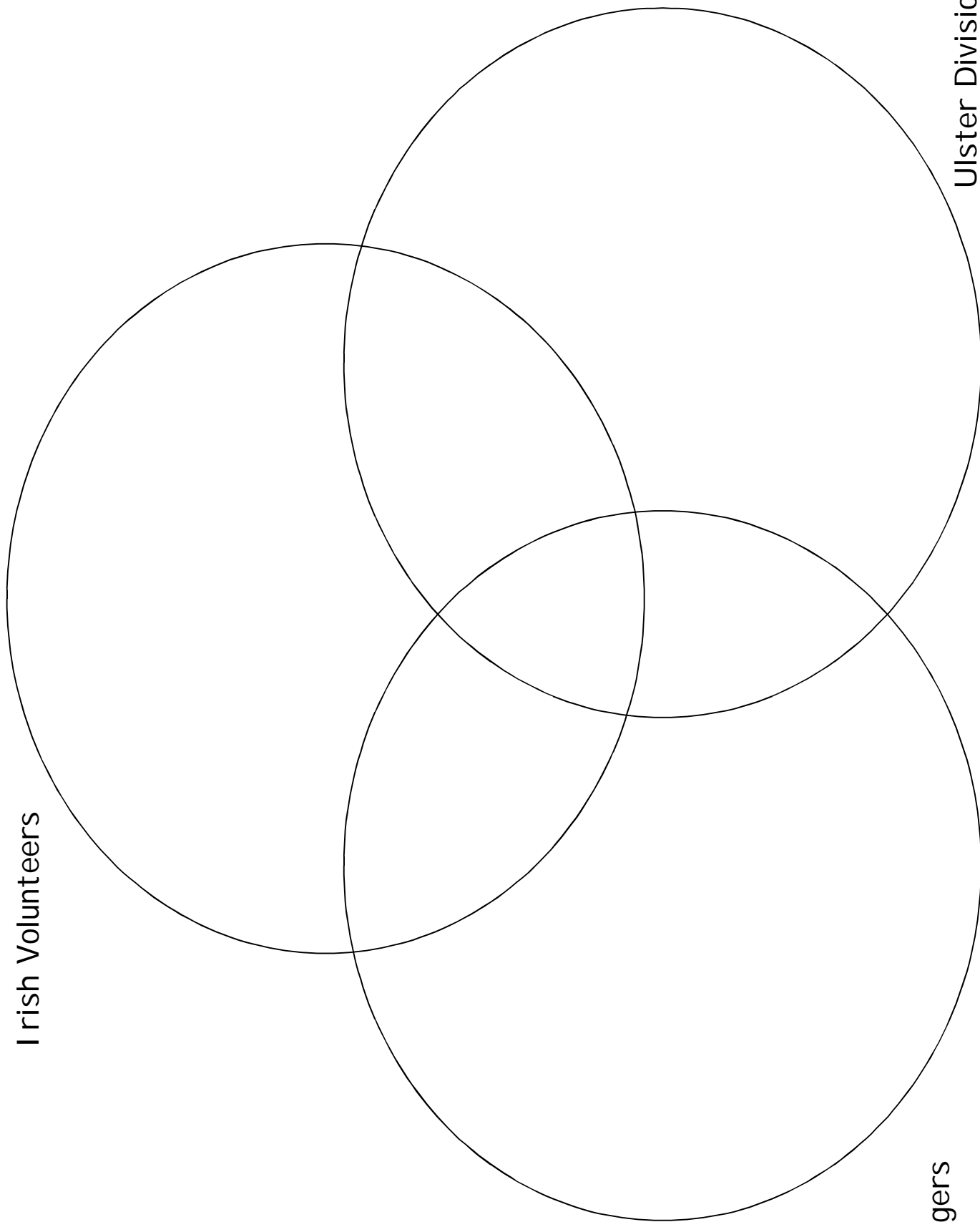
13. Frank Crozier from the UVF, quoted in R. Holmes, *Tommy*, Harper Collins, London, 2004, p.154.

14. From 'Billy McFadzean' a song sung about a UVF volunteer who was awarded the VC posthumously at the Somme.

15. John Redmond, nationalist leader, quoted in R. Holmes, *Tommy*, Harper Collins, London, 2004, p.152.

<p>1. I want freedom for my country.</p>	<p>2. I am fighting for Ireland.</p>
<p>3. I am fighting for my King and country.</p>	<p>4. I am a Protestant</p>
<p>5. My fellow soldiers were uniformed and disciplined.</p>	<p>6. I am a Catholic.</p>
<p>7. 'By that time we were all lying flat on the ground... (The) whole house started to fall apart in the air.'</p>	<p>8. 'He come from Southern Ireland, they had a terrible job there in 1916, didn't they? ... When he had his leave from France he daren't go home, you know... He told us that he would be killed if he went home, being in the British Army, you see.'</p>
<p>9. 'I wondered what the devil we had got into... all the chaps who were already there, well, they looked like tramps, all plastered with filth and dirt, and unshaven.'</p>	<p>10. 'Yet, all was not in vain. It is no new thing for the sons of Ireland to perish [die] in a (hopeless) and fruitless struggle.'</p>
<p>11. At times they were jeered at and spat upon by the (Dublin) crowds'.</p>	<p>12. 'A traitor to his country and a (criminal) in his soul'.</p>
<p>13. '...these very men of the Norfolks (a British regiment) had quitted Belfast... owing to the menace in their midst of the very men who were doing them (the guard of) honour now.'</p>	<p>14. 'Now Billy lies only where the red Flanders poppy, In the wildest profusion paints the field of the brave, No piper recalling the deeds all forgotten, For Billy McFadzean has no known grave.'</p>
<p>15. '[This] is undertaken in defence of the highest principles of religion and morality and right, and it would be a disgrace for ever to our country.'</p>	

Irish Volunteers



Connaught Rangers

Ulster Division

## **Pupil task sheet: Extended writing**

Using the relational diagram as an advance organiser for extended writing

A relational diagram can also be used to structure and organise information for a range of purposes.

Your task is to write a story of 500-800 words that involves at least three named characters, whose lives are interlinked, e.g. they are friends or relatives.

### **Using another Venn diagram**

You are to record preparation notes in the diagram provided as a draft before writing your account in full.

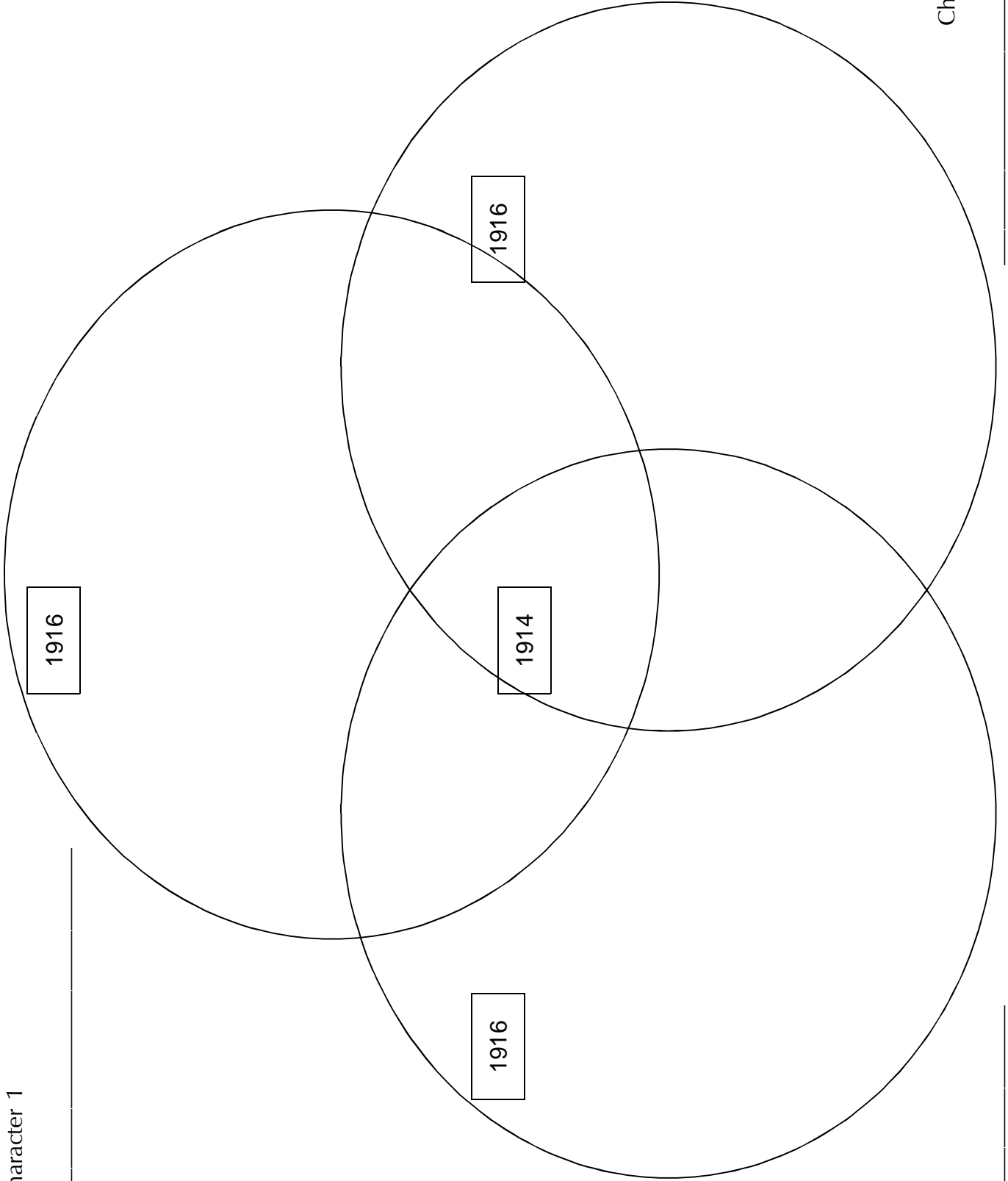
- One character is a Unionist who fights with the Ulster Division in France.
- The second is a Catholic who is fighting with the Connaught Rangers in France.
- The third is a Nationalist Irish Volunteer who takes part in the Easter Rising.

### **The content of your story**

- Your story should start in 1914. There is a section in the middle of the diagram, dated 1914, for your preparation notes about what was happening before your characters went off to fight.
- The main part of your story should be about the events of 1916, between March and July. Preparation notes can be made for each character in their circle, dated 1916.
- Where two circles overlap, you can record the reactions of each to what the others are doing.
- The end of your story should be set in 1916 after the Easter Rising and the Battle of the Somme.

Character 1

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Character 2

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Character 3

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## What and how have we learned?

1. Working in pairs, consider the following types of thinking:
  - Information processing skills
  - Reasoning skills
  - Enquiry skills
  - Creative thinking skills
  - Evaluation skills
2. Suggest what you think each of these types of thinking require you to do.
3. Which of these types of thinking do you consider you have most used in this task?  
Explain why you have decided this.
4. In which other subjects have you used this type of thinking?  
Explain what, when and how you have used it.
5. Which life skills could this type of thinking prepare you for?

## Ireland & 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.

## Recent writing 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.

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

## 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.