

New Key Stage 3 History Programme of Study

A catalogue of Irish possibilities

Ireland in Schools study units other resources for the Key Stage 3 history

New History Programme of Study: Irish possibilities

Teaching & learning materials

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1. Ireland & the Normans
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4. Ireland under the Union: Famine & emigration
5. Ireland under the Union: 1916 & First World War
6. Ireland under the Union: Constitutional nationalism*
7. Ireland & the Second World War: Evacuees & refugees
8. Northern Ireland

* Post-16 materials which could be adapted for Key Stage 3

The following chapters listing the liS resources are divided into three sections:

A. Single lessons B. Study units C. Other resources.

Each page is divided into two columns.

In the left hand column is the title of the lesson, study unit or resource.

The right hand column contains a description of the lesson, study unit or resource.

The last entries in the Other resources section relate to interpretation - notes of how different historians interpret the Irish past.

The description of the lessons and study units lists the titles of lesson, and, in many instances, activities set for students.

Watermark

Easter Lily by Nigel Rolfe, 1994

The image of the lily, a symbol of the Rising with its connotations of death and resurrection, had been appropriated by Sinn Fein and sold in flag form to raise funds.

Rolfe's time exposure sets out to re-appropriate the image both historically and culturally.

Photographed over six hours on Easter Friday 1994, the changing light sweeping over the white lily creates its own colour effects.

For Rolfe the flower, no longer a pure white, symbolises a sense of spiritual loss; the concept of freedom, at the heart of the Easter.

New KS3 History Programme of Study: Irish possibilities

The new programme of study offers considerable scope for drawing on Ireland in History at Key Stage 3 - and for using the IiS teaching and learning materials contained in this catalogue.

Key concepts

As the mere list of resources shows, the lively, lengthy and controversial history of Ireland and Anglo-Irish relations addresses the key concepts underpinning the programme:	
1.1 Chronological understanding <i>Tangled Anglo-Irish relationship</i>	1.4 Cause and consequence <i>Norman intervention in Ireland</i>
1.2 Cultural, ethnic and religious diversity <i>Catholics & Protestants, 'Saxons & Gaels'</i>	1.5 Significance <i>Events dates and events such as 1641, 1649, 1688, 1689, 1690</i>
1.3 Change and continuity <i>Experience of Irish immigrants in Britain</i>	1.6 Interpretation <i>Revisionism in Irish history - Tudor conquest, Cromwell, Famine, Parnell, 1916</i>
	<i>Survival of Irish customs & allegiances in face of attempts at Anglicization</i>

British history

Most obviously, the list of resources also shows how Ireland and IiS resources can help teachers help teacher to meet the British history requirements:
d. the development of political power from the Middle Ages to the twentieth century, including changes in the relationship between rulers and ruled over time, the changing relationship between the crown and parliament, and the development of democracy
e. the different histories and changing relationships through time of the peoples of England, Ireland, Scotland and Wales
f. the impact through time of the movement and settlement of diverse peoples to, from and within the British Isles.

Addressing the whole Programme of Study

IiS materials help in the teaching of study of history through a combination of overview, thematic and depth studies, particularly by providing a range teaching and learning material which offer opportunities for both quick insights and deeper studies. They can be used as they are or adapted to meet the demands of particular teaching schemes, as the following examples demonstrate.	
Handling evidence	<p><i>Single lesson (evaluating a visual source)</i></p> <p>1.9. An Irish view of the Norman intervention in Ireland (PowerPoint) http://iisresource.org/Documents/Marriage_S_A.ppt</p> <p><i>Depth study (evaluating historical novels)</i></p> <p>5.2. Fighting for whom? 1916 in Ireland & on the Western Front http://hometown.aol.co.uk/KHA200/1916_Workbook.pdf</p>
Development of political power England & the 'Celtic fringe'	<p>Ireland & the Tudors</p> <p><i>Single lesson</i></p> <p>2.1. Propaganda in the 16th century http://iisresource.org/propaganda_sixteenth_century.aspx</p> <p><i>Depth study</i></p> <p>2.4. Who should control Ireland: Tudor monarchs or Irish lords? http://members.aol.com/iis04/Tudor_Conquest_Worksheets_Internet_03.pdf</p> <p>2.9. Why was Steven Ellis's <i>Ireland in the age of the Tudors</i> attacked by other historians of Ireland? http://iisresource.org/documents/KS3_Tudor_Ireland_Interpretation.pdf</p> <p>Cromwell in Ireland</p> <p><i>Depth study</i></p> <p>3.3. Reputations. Sources: Cromwell at Drogheda http://hometown.aol.co.uk/KHA200/Cromwell_Drogheda.pdf</p> <p><i>Resource</i></p> <p>3.10. 1641 Rising: Protestant propaganda http://iisresource.org/Documents/1641_Pictures_02.ppt</p> <p><i>Interpretation</i></p>

	<p>3.13. Cromwell in Ireland: an honourable enemy? http://iisresource.org/Documents/KS3_Cromwell_Ireland_Interpretation.pdf</p>
Movement & settlement	<p>Ulster plantation <i>Single lesson</i> 3.1. What changes did the Plantation of Ulster bring? http://hometown.aol.co.uk/lis04/Secondary_Hist_Thinking_Skills.pdf <i>In-depth studies</i> Irish immigration to Britain 4.11. What was it like to be an Irish immigrant in 19th century Britain? http://iisresource.org/Documents/Irish_In_Britain_Booklet_02.pdf <i>Interpretation</i> 4.29. How far, if at all, can British responses to Irish immigrants in Victorian Britain be called racist? http://iisresource.org/Documents/KS3_Racism_Interpretation.pdf Kindertransport 7.2. Children as refugees in the Second World War - Vienna to Northern Ireland http://hometown.aol.co.uk/KHA200/WWII_Karl_A4_Sheets.pdf <i>Resource</i> 7.4.1. Millisle Refugee Camp, Co. Down, Northern Ireland http://hometown.aol.co.uk/lis04/WWII_Images_Millisle.ppt</p>
Nature & motives of protest	<p>Irish nationalism <i>Single lesson</i> 5.1. Why was World War I unlike previous wars? Ireland & World War I - opposing views http://iisresource.org/Documents/1916_Trafford.pdf <i>Depth study</i> 6.2.6. What were the aims and methods of the different nationalist movements during the period 1848-1890? http://iisresource.org/documents/Bk06_U3_L14_21_Nationalism_Back_Illus.pdf <i>Interpretation</i> 6.9. Interpretations of home rule http://iisresource.org/documents/KS3_Home_Rule_Interpretations.pdf 6.10. Why are there so many interpretations of Parnell? http://iisresource.org/documents/KS3_Parnell_interpretations.pdf 5.21. Patrick Pearse: saint or sinner? http://iisresource.org/Documents/KS3_Patrick_Pearse_Interpretations.pdf</p>
Changing nature of conflict & co-operation	<p>Northern Ireland <i>Single lesson</i> 8.1. Living with political violence: 'Enemy Encounter' http://members.aol.com/lis04/HA_Con_Issues_Worksheets_A4_Sheets_pdf.pdf <i>Depth study</i> 8.7. Why are Protestants & Catholics willing to share power in Northern Ireland now (2007) & not earlier? http://iisresource.org/Documents/01_Power_sharing_Peace.pdf <i>Resources</i> 8.16. 'Gables' end: Murals to be replaced' http://hometown.aol.co.uk/lis04/Murals_Gables_End.pdf <i>Interpretation</i> 8.20. Northern Ireland: An overdetermined conflict? http://marcmulholland.tripod.com/histor/index.blog?entry_id=479502</p>
Past shaping attitudes, identities, etc.	<p>Irish perspectives <i>Single lesson</i> 8.2. Understanding entrenched political positions: Murals in Northern Ireland http://members.aol.com/lis04/HA_Con_Issues_Worksheets_A4_Sheets_pdf.pdf <i>Depth study</i> 3.12. Dates as symbols for the people of Northern Ireland http://iisresource.org/Documents/irish.swf <i>Must be launched from within Firefox</i></p>
Prejudice & stereotyping	<p>Normans & Ireland</p>

	<p><i>Single lesson</i></p> <p>1.3. Origin of English stereotypes about Ireland & the Irish. Assessing the value of Gerald of Wales as evidence http://iisresource.org/stereotypes_norman.aspx</p> <p><i>Depth study</i></p> <p>1.6. The Normans & Ireland. Norman greed, Irish weakness or something else? http://members.aol.com/iis04/Normans_Bham_Y7.pdf</p> <p>Northern Ireland</p> <p><i>Resource</i></p> <p>8.19. Continued sectarianism among young people? http://iisresource.org/Documents/Reconciliation%20or%20Stereotyping.html</p>
Individual or state action?	<p>Famine</p> <p><i>Single lesson</i></p> <p>4.1. Why did Baby Bridget die 1? http://hometown.aol.co.uk/lis04/Why_Did_BB_Die.pdf</p> <p><i>Depth study</i></p> <p>4.6. Why is the Famine important in British & Irish history? http://hometown.aol.co.uk/KHA200/Famine_Important_2_Wkbk.pdf</p> <p><i>Resource</i></p> <p>4.14. Pictures of children in the Irish Famine http://members.aol.com/iis05/Children_in_Irish_Famine.pdf</p> <p><i>Interpretation</i></p> <p>4.28. Interpretations of the Famine http://iisresource.org/Documents/KS3_Famine_Interpretations.pdf</p>
ICT - web quests	<p>4.9. The truth about coffin ships? http://iisresource.org/coffin_ships.aspx</p> <p>4.27. The Irish Potato Famine: a web quest http://www.ehhs.cmich.edu/~new192/webquest.html</p>

0. General

B. Study units

<p>0.1. Irish pathway though KS3 history 1 Romans to Rising <i>Trafford Irish pathway</i></p>	<p><i>When Urmston Grammar School re-organised its History curriculum at Key Stage 3 around a series of key questions, it incorporated, where appropriate, Irish material to help answer these questions, thus forming an Irish pathway throughout KS 3 History. This was part of a general policy to promote knowledge and understanding of Ireland in the school and also an attempt to provide a sound basis for the more specialised study of conflict in Ireland as part of the GCSE History in Years 10-11.</i></p> <p>http://iisresource.org/Documents/KS301_Irish_Pathway_Trafford.pdf http://hometown.aol.co.uk/lis05/Normans_Ireland_Trafford_Opt.pdf</p>
<p>0.2. Irish pathway though KS3 history 2 Normans to WW1 & beyond <i>Tuxford Irish pathway</i></p>	<p><i>Students at Tuxford School enjoy the Irish coursework element of their SHP GCSE History course, but used to complain about how much was required of them. The issues were complex and the historical coverage almost overwhelming. They also asked that if Ireland is so important, why does it appear only at GCSE.</i></p> <p><i>In response to these comments, Tuxford School introduced elements of the history of Ireland and Anglo-Irish relations into the History curriculum at Key Stage 3. The syllabus is based on a series of 'focus questions' for each term. The focus questions are in turn addressed through a series of 'organising questions'.</i></p> <p>http://iisresource.org/Documents/KS302_Irish_Pathway_Tuxford.pdf http://members.aol.com/iis03/Normans_Notts_Y7.pdf</p>
<p>0.3. Thinking Skills - Normans, Plantation of Ulster, Northern Ireland <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Why did the Normans go to Ireland? 2. Pictures from Memory: Omagh in 1610 3. Concept map: why has there been tension in Ireland? 4. Storytelling task: Bloody Sunday 5. Odd One Out: Personalities & organisations in Northern Ireland <p>http://hometown.aol.co.uk/lis04/Secondary_Hist_Thinking_Skills.pdf</p>
<p>0.4. Irish history & the Secondary National Strategy <i>Blackpool Pilot Scheme</i></p>	<p>Overview</p> <ol style="list-style-type: none"> 1. <i>Using an advance organiser:</i> The Normans & Ireland 2. <i>Fortune line:</i> Comparing the lives of Grace O'Malley & Elizabeth I Michael Collins 3 & 4. <i>Collective memory & Audience & purpose:</i> Cromwell in Ireland 5. <i>A mystery:</i> Reasons for an Irish disapora 6. <i>Relational diagram:</i> Fighting for whom? - 1916 7. <i>Reading images & Collective memory:</i> Murals in Northern Ireland 8. <i>Examining audience & purpose:</i> What do songs reveal about our study of Irish history? 9. <i>Classifying & summarising:</i> Why are Protestants & Catholics willing to share power in Northern Ireland now & not earlier? 10. <i>Plenaries:</i> Metacognitive reflection exercises <p>http://iisresource.org/KS3_Strategy_History.aspx</p>
<p>0.5. What do songs reveal about our study of Irish history? <i>Blackpool Pilot Scheme - Thinking skills exercise</i></p>	<p>Examining audience & purpose</p> <ol style="list-style-type: none"> 1. Listen to the song. Look at the lyrics whilst you listen. 2. Complete the Graphic Organisers for each song. In the central box (number 1) write down what you think is the STORY the so telling. 3. In box number 2 write down what you think the MESSAGE of the song is. What is the singer trying to say? How does he/she get the message across? What is the MOOD of the song? 4. How does the song HELP you understand Irish history? How does the song help you understand people's attitudes? Write down your thoughts in box number 3. 5. In box number 4 write down what PROBLEMS exist with this song. Is it reliable? Does it tell you everything you need to know about Irish history and attitudes? What other information do you think you will need to find out more? <p>http://iisresource.org/Documents/Blackpool_Songs_KS3.pdf</p>

C. Other resources

0.6. Mythical Ireland	A rich resource for ancient sites and myths and legends. http://www.mythicalireland.com
0.7. Introduction to Irish History PowerPoint	An overview from prehistoric Ireland to the 1916 rising. http://www.facstaff.bucknell.edu/rickard/irishhistory.ppt
0.8. Ireland's History in Maps	Map from the Ice ages to the Famine. http://www.rootsweb.com/~irlik/ihm/iremaps.htm

1. Ireland & the Normans

A. Single lessons

<p>1.1. Why did the Normans go to Ireland? <i>Nottingham Pilot Scheme - Thinking skills exercise</i> http://hometown.aol.co.uk/lis04/Secondary_Hist_Thinking_Skills.pdf</p>	<p>Quick exercise.</p> <ol style="list-style-type: none"> 1. Draw a line graph to show whether the events given threatened Irish freedom. 2. Mark the dates and the events along the horizontal axis, and a score up to 10 on the vertical axis. 3. If you think an event was a serious threat to Irish freedom, give it a higher mark out of 10. If you think an event was less serious, give it a lower mark. 3. Once you have drawn your graph, explain your scores.
<p>1.2. Was there a Norman conquest of Ireland? <i>HTEN conference</i></p>	<p>Quick exercise using three types of sources. <i>Painting:</i> 'The Marriage of Strongbow and Aoife' by Daniel MacLise, 1854 <i>Map:</i> Land holdings in Ireland, 1450; <i>Laws:</i> Statute of Kilkenny, 1366 http://hometown.aol.co.uk/KHA200/HTEN_Normans_Exercise.pdf</p>
<p>1.3. Origin of English stereotypes. Assessing the value of Gerald of Wales as evidence <i>History Junior Certificate History. Revision Handbook by E. Gray, The Educational Company, 0-86167-513-4, 32-3</i></p>	<p>Castle, church and city Here is a description of Irish people in the middle ages. It was written by a Norman, Gerald of Wales. He visited here in the 1180s and reported back to the English king, Henry II. Read it and answer the questions that follow.</p> <ol style="list-style-type: none"> 1. From this description, pick out and write down, in your own words, three items of medieval Irish dress. (3x1) 2. Using the information given here, list three weapons used by an Irish soldier. (3x1) 3. What, in Gerald's opinion, did the Irish consider 'the greatest wealth'? (1) 4. Did Gerald like the Irish? Pick out two statements to support your answer. (2x2) 5. Do you think he would be a reliable source about life in medieval Ireland? Give two reasons for your answer. (2x2) <p>http://iisresource.org/stereotypes_norman.aspx</p>

B. Study units

<p>1.4. How far did the Celtic peoples survive the Norman attempt to conquer the British Isles? An Irish case study. <i>Trafford Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Normans come to Ireland 2. Invitation or invasion? 3. How far was there a Norman conquest? 4. What was the impact of the Normans on Ireland? 5. An incomplete conquest - contrasts between Irish and Norman life 6. An artist's view: <i>The Marriage of Strongbow & Aoife</i>, painted 1854 7. How far did the Celtic peoples of Britain & Ireland survive the Normans? 8. Homework exercises How far did greed make the Normans go to Ireland? How far did Irish weakness explain Norman successes in Ireland? <p>http://hometown.aol.co.uk/lis05/Normans_Ireland_Trafford_Opt.pdf</p>
<p>1.5. How complete was the Norman Conquest? Ireland as a case study <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Where is Ireland? What is it like today? 2. What was Ireland like before the Norman went there? 3. Why did the Normans go to Ireland? 4. Invitation or invasion? What do these sources tell us about the Normans and Ireland? 5. What was Ireland like after the conquest? 6. What changes can we find by looking at a map of Ireland? 7. How far were the two different Irelands - Irish and Norman? 8. How complete was the Norman conquest? 9. Was what happened in Ireland really different from what was happening elsewhere between 1000 and 1500? 10. What impact did the Normans have on Ireland? 11. Assessment (Basic, Core & Extension): How complete was the Norman conquest? <p>http://members.aol.com/iis03/Normans_Notts_Y7.pdf</p>

1.6. The Normans & Ireland Norman greed, Irish weakness or something else? <i>Birmingham Pilot Scheme</i>	<ol style="list-style-type: none"> 1. What does the story Aoife, Strongbow's wife, tell us about the Normans & Ireland?? 2. What does a modern historical novel about Strongbow & Aoife tell us? 3. What was Ireland like before the Normans went there? 4. Why did the Normans go to Ireland? <i>1. What happened? 2. What does this tell us about the Normans and the Irish?</i> 5. What changes can we find by looking at a map of Ireland? 6. Was this really different from what was happening in Britain? http://members.aol.com/iis04/Normans_Bham_Y7.pdf
1.7. The Normans & Ireland <i>Blackpool Pilot Scheme - Thinking skills exercise</i>	Using an advance organiser ... as a structural tool for a research project <ol style="list-style-type: none"> 1. About Ireland: Basic facts & map 2. Gaelic Ireland: What was Ireland like before the Norman went there? 3. Changing Ireland: What changes can we find by looking at a map of Ireland? 4. What impact did the Normans have on Ireland? 5. Plenary: What & how have we learned - thinking words http://hometown.aol.co.uk/lis05/01_Organiser_Normans_A4_Sheets.pdf

C. Other resources

1.8. Beginning of English stereotypes about Ireland & the Irish	Gerald of Wales: Norman views on Ireland and the Irish http://hometown.aol.co.uk/lis03/Norman_Images_Ireland.pdf For jpg files: http://irelandinschools.myphotoalbum.com/view_album.php?set_albumName=album06
1.9. An Irish view of the Norman intervention in Ireland PowerPoint	'The Marriage of Strongbow and Aoife' by Daniel MacLise, 1854. MacLise was sympathetic to the Young Irelanders who sought freedom from Britain in the mid-19th century. The recurrent theme of the painting is that the Anglo-Irish relationship is a forced marriage. http://iisresource.org/Documents/Marriage_S_A.ppt
1.10. A Norman conquest of Ireland? Some sources	<i>Painting:</i> 'The Marriage of Strongbow and Aoife' by Daniel MacLise, 1854 <i>Maps:</i> Irish kingdoms and sub-kingdom, 1150, Land holdings in Ireland, 1450 <i>Laws:</i> Statute of Kilkenny, 1366 <i>Contemporary account:</i> Gerald of Wales, <i>The History and Topography of Ireland</i> <i>Historical novel:</i> <i>Strongbow. The Story of Richard and Aoife</i> by Llywelyn, Morgan, O'Brien Press, 0-86278-274-0 http://iisresource.org/Documents/Norman_Ireland_Sources.pdf
1.11. Irish submission to Henry II: national humiliation or commonsense?	Historians' interpretations of the Norman intervention in Ireland. http://iisresource.org/Documents/KS3_Normans_Interpretation.pdf

2. Ireland & the Tudors

A. Single lessons

<p>2.1. Propaganda in the 16th century <i>HA workshop</i></p>	<p>Visual sources: (A) Catholic propaganda print, showing martial law used against Irish Catholic dissidents as well as political enemies. (B) Tudor representation of the outdoor dining habits of an Irish king.</p> <ol style="list-style-type: none"> Sit in pairs, back to back, and one describes to the other the visual sources A or B. <i>Or</i> Working in pairs, give labels to the visual sources, A and B. Look again at source B - the Irish king dining outdoors. A woodcut, it is one of the few visual sources we have of Ireland in the 16th century. <ol style="list-style-type: none"> What can you learn from the picture? Does it give you any clue about the engraver's opinion of the Irish? <p>http://iisresource.org/propaganda_sixteenth_century.aspx</p>
<p>2.2. Why were so many ships of the Spanish Armada wrecked off the west coast of Ireland? <i>Wirral workshop</i></p>	<ol style="list-style-type: none"> On map A, plot the Irish Armada wrecks, using, where possible, source D, listing the ship name and date against the wreck site. Discussion <ol style="list-style-type: none"> Reasons for the numerous wrecks - weather, etc. Pattern of wrecks, geographical features, etc. Using the lyrics and music of 'The Spanish Armada' (source E), explore why there were so many Spanish ships wrecked off the west coast of Ireland. <p>http://hometown.aol.co.uk/KHA200/Wirral_Armada_Exercise.pdf</p>

B. Study units

<p>2.3. Tudor Ireland A fortune line comparing the lives of Elizabeth I & Grace O'Malley <i>Blackpool Pilot Scheme - Thinking skills exercise)</i></p>	<ol style="list-style-type: none"> Sequence of activities Fortune line Cards for sorting & placing on fortune line Plenary: What & how have we learned - thinking words <p>http://hometown.aol.co.uk/KHA200/Irish_Fortune_Line.pdf</p>
<p>2.4. Who should control Ireland: Tudor monarchs or Irish lords? <i>Birmingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> What happened at Mullaghmast in 1578? Scenario: Baby whiteboard with written sources in centre with visuals on laminated card. <ol style="list-style-type: none"> Underline in colour A any information in each of the blue sources that helps you understand what happened. Underline in colour B any words which suggest that these events were shocking. In what way, if at all, do these sources help to explain the woodcuts. Write a short report, 20-30 words, of what happened. In pairs, look at both accounts again and decide on the similarities and differences between them. What more would you like to know about this massacre? Formulate some questions, to which you would like answers. Why did the massacre of Mullaghmast take place? Was their Irish policy worthwhile for the Tudors? Scenario: Two talking heads with speech bubbles. A hard line Tudor official and a softer line Tudor official. <ol style="list-style-type: none"> As a class, using work from the previous lesson, establish some criteria by which to judge whether their Irish policy was worthwhile for the Tudors. Divide class into six groups, three for each head. Each group a. looks at sources below in order to support their case and to rebut arguments against; b. selects four to six sources that are most useful in supporting each of the two views; and c. fills in four to six speech bubbles. <p>Note for teachers: http://hometown.aol.co.uk/lis04/Tudor_Conquest_Teacher_Note_03.pdf</p> <p>Worksheets for students: http://members.aol.com/iis04/Tudor_Conquest_Worksheets_Internet_03.pdf</p> <p>Narrative for students: http://hometown.aol.co.uk/lis04/Tudor_conquest_02.pdf</p>

2.5. The Tudors & Ireland <i>Trafford Pilot Scheme</i>	<ol style="list-style-type: none"> 1. Henry VIII and Ireland. A new policy? 2. How successful was the Protestant Reformation in Ireland? 3. How did Elizabeth respond to the threat from Ireland? http://hometown.aol.co.uk/lis03/Trafford_KS3_Y8.pdf
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C. Other resources

2.6. Who should control Ireland?	An account for students of the Tudor attempt to control Ireland in the 16 th century: http://hometown.aol.co.uk/lis04/Tudor_conquest_02.pdf
2.7. Tudor images of Ireland	John Derrick, <i>Image of Ireland</i> , 1581, with its telling woodcuts, one of the most influential publications which presented the Irish in a bad light, partly to explain and justify the forward policy in Ireland. http://hometown.aol.co.uk/lis03/Tudor_Images_Ireland.pdf For jpg files: http://irelandinschools.myphotoalbum.com/view_album.php?set_albumName=album01
2.8. The eclipse of Gaelic Ireland in Bardic poetry	Poems reflecting the English conquest of Ireland and the death of Gaelic society through confidence, foreboding and eclipse. http://hometown.aol.co.uk/lis03/Eclipse_Gaelic_Ireland_Poetry.pdf
2.9. Why was Steven Ellis's <i>Ireland in the age of the Tudors</i> attacked by other historians of Ireland?	Historians' disagreements about Ireland in the sixteenth century and the Tudor conquest. http://iisresource.org/documents/KS3_Tudor_Ireland_Interpretation.pdf

3. Ireland & the Stuarts & Cromwell

A. Single lessons

<p>3.1. What changes did the Plantation of Ulster bring? <i>Nottingham Pilot Scheme - thinking skills exercise</i></p>	<p>Pupils working individually.</p> <ol style="list-style-type: none"> 1. Read the extract from Lord Carew, describing Omagh in 1610. 2. Pupils draw the map/picture of Omagh by listening to the description 3. Suggest re-read as in a language listening exercise. 5. Pupils work out strategy themselves-notes, bullet points, rough sketches, etc. <p>http://hometown.aol.co.uk/lis04/Secondary_Hist_Thinking_Skills.pdf</p>
<p>3.2. Why did the English want to control Ireland? <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Why did the English want to conquer Ireland? 2. What happened in Ulster and how did Plantation change Ulster? 3. Assessment based on the organising question. <p>http://hometown.aol.co.uk/KHA200/Tuxford_KS3_Y7T3_U_Plantation.pdf</p>

B. Study units

<p>3.3. Reputations. Sources: Cromwell at Drogheda <i>Somerset Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Listen to 'Young Ned of the Hill' by the Pogues (without the lyrics). Discuss the tone of the song. What sort of music is it? What are they saying? 2. Read through the following two pages of booklet, discussing plantations and studying the maps 3. Study 'A vicious circle' diagram and answer the following questions <ol style="list-style-type: none"> a. Why did the Irish hate the English? b. Why did the English hate the Irish? 4. Study the English view of the Irish Rebellion (linking in with previous lesson on Trigger 2 of English Civil War): <ol style="list-style-type: none"> a. Describe what the picture shows. b. Decipher the 'olde' English at the top. 5. Read Cromwell's own report to Parliament after the events at Drogheda, and examine the map: <ol style="list-style-type: none"> a. According to Cromwell, what happened at Drogheda (bullet points). b. How does Cromwell justify his actions? 6. Listen to 'Young Ned of the Hill' again, this time with the lyrics: <ol style="list-style-type: none"> a. What do the Pogues think of Cromwell? b. Why do you think they think this? 7. Read Antonia Fraser's piece on the events at Drogheda. Explain who she is, discuss how she would have obtained information, evidence etc. <ol style="list-style-type: none"> a. What does she say about Cromwell? b. Does she attempt to justify his actions? How? What does she say? 8. Sentiments and accuracy in interpretation: <ol style="list-style-type: none"> a. Which of the two views of Cromwell would you trust more? Explain in detail. b. Whose sentiments would you go along with, the Pogues' or Antonia Fraser's? (Some explanation of <i>justification</i> and <i>sentiments</i> may be required) <p>http://hometown.aol.co.uk/KHA200/Cromwell_Drogheda.pdf</p>
<p>3.4. Cromwell in Ireland Collective memory & Audience & Purpose <i>Blackpool Pilot Scheme - Thinking skills exercise</i></p>	<ol style="list-style-type: none"> 1. Scheme of learning (PlanEasy2) 2. Worksheets Naked Protestants - image to be enlarged to A3 for group exercise Naked Protestants - Image with transcription for checking and debrief Song package, 'Young Ned of the Hill' 3. What & how have we learned? 4. Notes for teachers: 1641 Rising; Cromwell & Ireland; Background note to 'Ned of the Hill' <p>http://hometown.aol.co.uk/lis05/03_Collective_Memory_Cromwell_Ireland.pdf</p>
<p>3.5. Battling for Ireland in the 17th century: Drogheda and the Boyne <i>Northampton Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. How different was Ireland in 1700 from 1500? 2. Siege of Drogheda <ol style="list-style-type: none"> a. Look at a map to see why there was a battle at Drogheda b. How easy was it to defend Drogheda? c. Were Drogheda's strengths greater than its weaknesses? If you were Cromwell where would you attack it? In what ways was Drogheda (i) easy to defend and (ii) weak. d. The battle of Drogheda. Split into news reporters for (I) Royalist (Irish) and (ii) Cromwell's side. When your group gets a new piece of information you have to <ol style="list-style-type: none"> i. write down what it says from your sides point of view; and

	<p>ii. see that everyone in your group puts a cross on their map to show the place which each piece of information is describing.</p> <p>3. Battle of the Boyne</p> <p>a. Look at each cause and decide whether it was to do with things happening in Ireland or elsewhere. Tick your decision on the chart - important/very important</p> <p>b. Look at each cause again and showing which of these you think it was to do with religion; society (the things which people did in their everyday lives); economics(people's land or money); politics (power)</p> <p>c. Which of the causes 1- 6 do you think was the most important to the people of Ireland?.</p> <p>d. An interpretation of King William at the Battle of the Boyne Look at the recent wall painting and photograph.</p> <p>i. What do they tell you about some people's attitude towards William today?</p> <p>ii. Do you think that they are the work of Protestants or Catholics?</p> <p>iii. The people in the these sources believe that William saved them from Catholics and the Pope. What facts are they ignoring?</p> <p>http://hometown.aol.co.uk/lis04/Battling_Ireland_17thc_Y8.pdf</p>
<p>3.6. Uniting the United Kingdom <i>Nottingham Pilot Scheme</i></p>	<p>1. What was the 'British Isles' like in 1500</p> <p>a. Which enemy of England was allied to Scotland?</p> <p>b. Name the two regions into which Wales was divided.</p> <p>c. Which two regions of Wales followed Welsh laws in 1500?</p> <p>d. Which English King had conquered Wales? In which century had this happened?</p> <p>e. Who ruled the Irish lordships?</p> <p>f. Who claimed 'Lordship of Ireland'?</p> <p>h. In which part of Ireland was the power of the English king effective?</p> <p>g. Colour in the four countries which made up the British Isles in 1500. Use RED to colour in those areas under TOTAL control of the Tudors. Use BLUE to colour in those areas where Tudors had SOME control. Use YELLOW to colour in those areas where the Tudor had NO control.</p> <p>2. Uniting the United Kingdom</p> <p>3. Cromwell in Ireland: interpretations - hero or villain? Read the following information sheet, 'Cromwell in Ireland', then answer the following questions in FULL SENTENCES:</p> <p>a Use the background information to help you describe what happened in the Irish Rebellion.</p> <p>b. Read Source 2. What is the English interpretation of events?</p> <p>c. Do any other sources support (back up) this point of view? Explain why.</p> <p>d. Read Source 4. What is the Irish interpretation of the events?</p> <p>e. Do any other sources support (back up) this point of view? Explain why.</p> <p>f. Explain in detail WHY you think there are such conflicting interpretations of the SAME event.</p> <p>e. From the evidence and your own knowledge, say whether you think Oliver Cromwell was a hero or a villain.</p> <p>4. Cromwell in Ireland: can Cromwell's action in Ireland be justified? Read the 'Yes' & 'No' arguments, then</p> <p>a. Draw a table to indicate the two arguments about Cromwell's actions: for example, Yes No</p> <p>b. Do you think Cromwell as right in to do what he did? Explain your answer using the evidence from this work sheet.</p> <p>http://hometown.aol.co.uk/lis04/Uniting_UK_Y8.pdf</p>
<p>3.7. How did Ireland change during the 17th century? <i>Nottingham Pilot Scheme</i></p>	<p>1. What was seventeenth century Ireland like?</p> <p>2. Was Ireland a threat?</p> <p>3. What happened at Drogheda?</p> <p>4. Assessment</p> <p>a. What does source A tell us about what happened at Drogheda in 1649?</p> <p>b. Does the author of Source B give a similar account of events?</p> <p>c. In Source C. How does Cromwell justify his actions at Drogheda in 1649?</p> <p>d. Compare Sources A and C. Why do sources A and C show different views?</p> <p>e. Is source D an accurate interpretation of the events at Drogheda? (8)</p> <p>f. Use the sources A-D to help to explain what happened at Drogheda in 1649</p>

	http://hometown.aol.co.uk/KHA200/Tuxford_KS3_Y8T1_Stuarts.pdf
3.8. Was the United Kingdom made or forced? Ireland as a case study Nottingham Pilot Scheme	<ol style="list-style-type: none"> 1. Why did the Tudors make changes in Ireland? 2. How successful was the Ulster plantation? 3. How did plantation change Ulster? 4. What was the Ulster rebellion and how was it stopped? 5. How did the Cromwellian settlement change Ireland? 8 6. How did the 1688 Revolution affect Ireland? 7. Assessment: Was the United Kingdom made or forced? http://hometown.aol.co.uk/KHA200/UK_Forced_Made_Y8.pdf

C. Other resources

3.9. Stuarts & Cromwell in Ireland: Starters. Nottingham Pilot Scheme	<ol style="list-style-type: none"> 1. Bingo 2. Odd one out 3. Post it notes 4. Show me - whiteboards 5. Card sort 6. Dominoes 7. Word search 8. Washing line 9. Generate words 10. Paired work - write down 5 things learned last lesson 11. Concept loop http://hometown.aol.co.uk/lis04/Cromwell_Ireland_Starters_Y8_Stuarts.pdf												
3.10. 1641 Rising: Protestant Propaganda PowerPoint	<p>Sir John Temple's <i>History of the Irish Rebellion</i> (1646), illustrated with woodcuts vividly illustrating horrific scenes of persecution, was perhaps the most lurid of the sensationalist works of propaganda produced in the aftermath of the 1641 rising.</p> <p>http://iisresource.org/Documents/1641_Pictures_02.ppt</p> <p>For jpg files: http://irelandinschools.myphotoalbum.com/view_album.php?set_albumName=album07</p>												
3.11. Loyalist mural celebrating the arrival of Cromwell in Ireland	<p>Shankill Parade, Shankill, Belfast, 2002</p> <p>'Oliver Cromwell Born 1599, Died 1658' Portrait of Oliver Cromwell surrounded by 'Lieutenant General Lord Protector of the Protestant Faith'. One of the text panels says: <i>'Catholicism is more than a religion. It is a Political Power therefore I'm led to believe there will be no peace in Ireland until the Catholic Church is Crushed - Oliver Cromwell.'</i></p> <p>http://iisresource.org/Documents/Cromwell_Mural.pdf</p>												
3.12. Dates as symbols for the people of Northern Ireland	<table> <tr> <td>1641</td> <td>The Rebellion</td> <td>1689</td> <td>The Siege of Derry</td> </tr> <tr> <td>1649</td> <td>Cromwell in Ireland</td> <td>1690</td> <td>The Battle of the Boyne</td> </tr> <tr> <td>1688</td> <td>The Glorious Revolution</td> <td></td> <td></td> </tr> </table> <p>http://iisresource.org/Documents/irish.swf</p>	1641	The Rebellion	1689	The Siege of Derry	1649	Cromwell in Ireland	1690	The Battle of the Boyne	1688	The Glorious Revolution		
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3.13. Cromwell in Ireland: an honourable enemy?	<p>Historians disagree on Cromwell's reputation in Ireland.</p> <p>http://iisresource.org/Documents/KS3_Cromwell_Ireland_Interpretation.pdf</p>												

4. Ireland under the Union: Famine & emigration

A. Single lessons

<p>4.0. Who came to Britain, & when? <i>Birmingham Pilot Scheme</i></p>	<p>This is a three-part single lesson uses timeline maps to give an overview of the movement to, and settlement in, Britain by people from various parts of the world since the Romans. It</p> <ol style="list-style-type: none"> enables students to begin to question some generally accepted views about migration, and provides an introduction to depth studies of immigration and settlement, such as ‘What was it like to be an Irish immigrant in Britain in the 19th century?’, <i>see below</i>. <hr/> <ol style="list-style-type: none"> Starter: Where are you from? Who has come to Britain, and when? How accurate are the statements about when people came to Britain? <p>http://iisresource.org/Documents/Who_Has_Come_Britain_03.pdf http://iisresource.org/Documents/Who_Has_Come_Britain_03.ppt</p>										
<p>4.1. Why did Baby Bridget die 1? <i>Wirral workshop</i></p>	<p>Focus: Who was responsible?</p> <ol style="list-style-type: none"> Divide the class into groups and give each group an edited version of the extract from <i>Under the Hawthorn Tree</i>, ‘The Famine’ by Roisin Hambly and a potato. Allow each group 5-10 minutes to work out connections between the three items and list the connections as bullet points. Feedback from each group to establish common themes, such as famine, potato, others. Carefully distribute resources E-L among the groups. Groups to decide what conclusions can be drawn from the sources. Feedback. <p>http://hometown.aol.co.uk/lis04/Why_Did_BB_Die.pdf</p>										
<p>4.2. Why did Baby Bridget die 2? <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> <ol style="list-style-type: none"> Make notes on how the main characters in <i>Under the Hawthorn Tree</i> reacted to Bridget’s death. You could include how they prepared for her funeral. Set it out like the table below: Or, write a journal entry for Eily entitled: ‘May, 1846: The day we buried Bridget’. Express her feelings & fears, as well as recording the events of the day. What circumstances surrounding the burial added to the mother’s grief? Compare Bridget’s burial to the burial of the young man in source A. Read the accounts of the Famine victims in sources B and C. What similarities are there in the different accounts? (You may wish to include source A and the extract from the novel in your answer.) <p>http://hometown.aol.co.uk/lis04/Why_Did_BB_Die.pdf</p>										
<p>4.3. Famine in Ireland: State aid or self-help? <i>Trafford Pilot Scheme</i></p>	<ol style="list-style-type: none"> Look at source 1. <ol style="list-style-type: none"> Why do you think Mr Cummins went into the countryside near Skibbereen ? How do you think Mr Cummins felt about what he saw? Choose some key words from his letter and include them in your answer. Look at sources 2, 3 and 4. <ol style="list-style-type: none"> What seems to have been Trevelyan’s attitude towards people starving in Ireland? What do you think Trevelyan’s main concern was? Does source 4 support Trevelyan’s views? Give reasons for you answer. Look at source 5, the cartoon from Punch. <ol style="list-style-type: none"> What is John Bull giving the Irish family? What does the cartoon tell you about English attitudes towards Irish people and the Famine? <p>http://hometown.aol.co.uk/lis03/Famine_State_Self_Help.pdf</p>										
<p>4.4. Eviction <i>Northampton Pilot Scheme</i></p>	<ol style="list-style-type: none"> Working in groups look at the picture, ‘The Ejectment’, 1848 You have to become the main people in the picture. Freeze frame. Look at each group’s freeze frame and give it a mark from 1-5. <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Not like the picture</td> <td colspan="2">Exactly like the picture</td> </tr> </table> Asking questions. Make a list of questions which you need to find out in order to understand the importance of the scene in the picture. <p>http://members.aol.com/lis04/HA_Con_Issues_Worksheets_A4_Sheets_pdf.pdf</p>	1	2	3	4	5	Not like the picture			Exactly like the picture	
1	2	3	4	5							
Not like the picture			Exactly like the picture								

B. Study units

<p>4.5. The great Irish hunger Famine, eviction and emigration <i>Northampton Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Re-enacting an eviction 2. Sequencing relations between England and Ireland, 1750-1900 3. Role play - what happened after the Irish potato famine? 4. Analysis of sources - why did people leave Ireland? 5. Reflection - hunger today <p>http://hometown.aol.co.uk/lis03/Great_Irish_Hunger_Y9.pdf</p>
<p>4.6. Why is the Famine important in British & Irish history? <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. What was it like to live in Ireland in the early 19th century? 4 2. What happened to the potato crop in Ireland in the 1840s? 6 3. How did people deal with death during the Famine? 9 4. What effect did the Famine have on relations between Britain & Ireland? <p>Student workbook http://hometown.aol.co.uk/KHA200/Famine_Important_2_Wkbk.pdf</p> <p>Note for teachers http://hometown.aol.co.uk/KHA200/Famine_Important_1_Notes.pdf</p>
<p>4.7. The Irish Famine, 1845-50 <i>Liverpool Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Liverpool's links with Ireland 2. Causes of the Famine. 3. Course of the Famine: death & disease 4. Famine relief 5. Role of the British government 6. Famine as a turning point 7. Impact of the Famine on Liverpool <p>http://hometown.aol.co.uk/lis03/Liverpool_Irish_Famine_Y9.pdf</p>
<p>4.8. What was life like in Ireland during the 19th century? <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. What was happening in England 2. Why was there a famine in Ireland? 3. What happened during the Irish Famine?? 4. What were the results of the Famine? <p>http://hometown.aol.co.uk/KHA200/Tuxford_KS3_Y8T12_Famine.pdf</p>
<p>4.9. The truth about coffin ships? Ben Walsh</p>	<ol style="list-style-type: none"> 1. The memory of the coffin ships 2. A view from on board a coffin ship 3. Coffin ships on the web 4. How do we make our minds up? <p>http://iisresource.org/coffin_ships.aspx http://iisresource.org/Documents/Famine_Shops_Investigation.pdf</p>
<p>4.10. A Mystery investigating the reasons for an Irish diaspora <i>Blackpool Pilot Scheme - thinking skills exercise</i></p>	<ol style="list-style-type: none"> 1. The exercise 2. Cards for sorting 3. Thinking words <p>http://hometown.aol.co.uk/lis05/02_Thinking_Skills_Diaspora.pdf</p>
<p>4.11. What was it like to be an Irish immigrant in 19th century Britain? <i>Birmingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. What do the sources suggest about the hopes & fears of Irish immigrants? 2. What far did Irish immigrants stick together - settlement, worship, work?. 3. How far was there a uniform English, Welsh and Scottish response to Irish immigrants - settlement, religion, work? 4. What were the pros and cons of being an Irish immigrant in Britain in the 19th century? <p>Optional poll: <i>How far does anything you have learned about Irish immigrants apply to immigrants in Britain today?</i></p> <p>http://iisresource.org/Documents/Irish_In_Britain_Booklet_02.pdf</p>

C. Other resources

<p>4.12. An introduction to the Irish Famine PowerPoint</p>	<p>For the full version with sound, please contact IiS at iisresources@yahoo.co.uk For a version with pictures only: http://www.scribd.com/doc/99181/Introduction-to-the-Irish-Famine</p>
<p>4.13. Famine: The hungry years</p>	<p>Ch. 10 of Ireland. <i>A Graphic History</i> by Morgan Llywelyn & Michael Scott, Element, 1-85230-627-0 http://members.aol.com/iis05/Graphic_History_Famine_A4.pdf</p>

4.14. Pictures of children in the Irish Famine	A. Healthy Ireland C. Famine strikes E. Destitution G. Relief B. Inside Irish cabins D. Eviction F. Orphans H. Emigration http://members.aol.com/iis05/Children_in_Irish_Famine.pdf
4.15. Visual sources: 'Death stripped of all dignity'	Pictures contrasting the indignity often accompanying Famine burial with pre-Famine rituals. http://hometown.aol.co.uk/KHA200/Famine_Deaths_Visual.pdf
4.16. Irish countryside in Irish art	1. The countryside before and after the Famine 2. Migration in the nineteenth century 3. The west of Ireland in the early twentieth century http://members.aol.com/iis05/Irish_Countryside_in_Painting.pdf
4.17. Famine images	1. Starvation: http://hometown.aol.co.uk/KHA200/Famine_Images_1_Starvation.pdf 2. English Press: http://members.aol.com/iis05/Famine_Images_2_English_Press.pdf 3. Evaluation as of press pictures as evidence: http://hometown.aol.co.uk/KHA200/Famine_Images_3_Evaluation.pdf
4.18. Famine scenes: jpg files	http://irelandinschools.myphotoalbum.com/view_album.php?set_albumName=album10
4.19. Famine: British attitudes in cartoons - jpg files	The English satirical journal, <i>Punch</i> , consistently under-estimated the severity of the crisis in Ireland and depicted the famine as a moral issue. It blamed indolence of the Irish for the continuation of the famine and for 'sponging!' on the British taxpayer. Hard work or industry (symbolised by a shovel) at home or emigration were <i>Punch's</i> answers to poverty in Ireland. In the main, British press coverage of the Famine was coloured by anti-Irish prejudice and political and practical considerations. The general tenor was that the Irish were a backward race and lived on inferior food - the potato; they were ungrateful and disloyal; Ireland was a drain on British resources; and Britain was being flooded with Irish paupers. <i>Punch</i> , in particular, along with <i>The Times</i> 'reinforced traditional animosities and alienated the sympathies of the British upper and middle classes.' http://irelandinschools.myphotoalbum.com/view_album.php?set_albumName=album09
4.20. Famine in poetry & song	1. The Irish Famine in modern poetry 'At A Potato Digging' & 'Digging' by Seamus Heaney 'The Scar' by John Hewitt 'Famine, a sequence' by Desmond Egan 'The Famine Road' by Eavan Boland 'The Famine' by Roisin Hamby 'Broken Silence' by Margaret O'Beirne <hr/> 2. Irish history in song: songs of hunger The Famine Song (The Praties They Grow Small) Skibbereen Athenry A New Song on the Rotten Potatoes A New Song Called the Emigrant's Farewell to Donegal The Kenmare Committee http://hometown.aol.co.uk/lis03/Famine_Poetry_Song.pdf
4.21. Doolough <i>Wirral Pilot Scheme</i>	A Playscript in Five Acts. A Cross-curricular, Multi-cultural Approach to the Great Irish Famine, 1845-52. Set in a modern TV news room, it investigates the financial aid given by the Choctaw Indians to Famine victims in Co. Mayo http://hometown.aol.co.uk/lis02/Doolough_Playscript_Y9.pdf
4.22. What was it like to be an Irish immigrant in 19th century Britain? PowerPoint	Images used in corresponding study unit, 4.11 above. http://iisresource.org/documents/Irish_Immigration_19thc.ppt
4.23. Returning to Ireland?	Two mid-19th century paintings by Erskine Nicol of an Irishman contemplating emigration to America, <i>Outward Bound</i> and returning home, <i>Homeward Bound</i> . http://iisresource.org/return_ireland.aspx
4.24. The Irish Famine	1. The Irish catastrophe 5. Doctrines of inaction 2. An artificial famine? 6. An act of Providence? 3. Ideological resistance 7. Famine fatigue 4. Political inertia 8. Find out more http://www.bbc.co.uk/history/british/victorians/famine_01.shtml

4.25. The Irish potato Famine	An interactive Flash investigation of the Famine produced by schools in Ireland , covering rural dwelling, workhouse, school, docks. http://www.irishpotatofamine.org
4.26. Children of the Famine	This Teachnet (Ireland) project uses the experience of two fictional children to tell the Famine story. The story is based on actual locations and events. http://www.teachnet.ie/jstacey/2004/
4.27. The Irish Potato Famine: a web quest	<i>'Imagine that you are a member of a farming family in Ireland, in the mid 1800's.... During this journey you will learn what caused the Irish Potato Famine, how it affected the people of Ireland, and what the Irish people did to overcome the Famine. To guide you inquiry you will answer task and treasure hunt questions.'</i> http://www.ehhs.cmich.edu/~new192/wequest.html
4.28. Interpretations of the Famine	1. Nationalist interpretation: John Mitchel strongly condemned British policy in Ireland, 1860; 2. Revisionist response & interpretation: foreword to <i>The Great Famine</i> , 1956; 3. Post-revisionist interpretation: Cormac Ó Gráda on Famine historiography, 1988 http://iisresource.org/Documents/KS3_Famine_Interpretations.pdf
4.29. How far, if at all, can British responses to Irish immigrants in Victorian Britain be called racist?	A review of how different historians have interpreted the reception Irish immigrants received in Victorian Britain. http://iisresource.org/Documents/KS3_Racism_Interpretation.pdf

5. Ireland under the Union: 1916 & First World War

A. Single lessons

<p>5.1. Why was World War I unlike previous wars? Ireland & World War I - opposing views <i>Trafford Pilot Scheme</i></p>	<ol style="list-style-type: none"> Look at the recruitment posters. What emotions and feelings are they appealing to? Look at the language used by John Redmond, Edward Carson, Arthur Griffith and James Connolly. <ol style="list-style-type: none"> What words or phrases are used to gain support for the war? Explain their importance. What words or phrases are used to oppose the war? Explain their importance. Look at the paintings of the Battle of the Somme and Patrick Pearse. Explain the different actions of the Ulster Unionists and Irish Republicans in 1916. Compare the artist's impression with Sean O'Casey's account of the scene inside the GPO in Dublin. In what ways are they similar and different? Compare the anti-conscription posters with the recruitment posters. Explain how and why they are so different. <p>http://iisresource.org/Documents/1916_Trafford.pdf</p>
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B. Study units

<p>5.2. Fighting for whom? 1916 in Ireland & on the Western Front <i>Birmingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> What warfare were Irish people involved in 1916? For whom would you fight? 3-8. Fighting for whom? - using historical novels* to explore motives & experiences Why did people join up? Linking history and fiction Review Remembering 1916 <p>* <i>The Guns of Easter</i> by Gerard Whelan, O'Brien Press, 0-86278-449-2 <i>No Peace for Amelia</i> by Siobhán Parkinson, O'Brien Press, 0-86278-378-X</p> <p>Student workbook http://hometown.aol.co.uk/KHA200/1916_Workbook.pdf</p> <p>Notes for Teachers http://hometown.aol.co.uk/KHA200/1916_Notes_Teachers.pdf</p>
<p>5.3. Fighting for whom - 1916? The Easter Rising & the Battle of the Somme <i>Blackpool Pilot Scheme</i></p>	<ol style="list-style-type: none"> What were the origins of the Easter Rising? For whom should I fight? An Irishman's dilemma in 1916 Who was a friend & who was a foe in Ireland in 1916? Michael Collins - hero or villain? <p>http://iisresource.org/Documents/1916_Blackpool.pdf</p>
<p>5.4. Fighting for whom - 1916? The Easter Rising & the Battle of the Somme. A Relational diagram <i>Blackpool Pilot Scheme - Thinking skills exercise</i></p>	<ol style="list-style-type: none"> PowerPoint presentation handout Using a relational diagram Venn diagram 1. Pupil task sheet: Extended writing Venn diagram 2 What and how have we learned? <p>http://iisresource.org/Documents/1916_Relational_Diagram_MM.pdf</p>
<p>5.5. How did the situation in Ireland change in the twentieth century? <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> What was the Easter Rising? How did the Irish contribute to the war effort? How did Ireland change after the First World War? <p>http://hometown.aol.co.uk/KHA200/1916_Tuxford.pdf</p>
<p>5.6. The Easter Rising & beyond. Ireland in the early twentieth century <i>Northampton Pilot Scheme</i></p>	<ol style="list-style-type: none"> Different views on Ireland Reporting the Easter Rising. Work in pairs for the following activities <ol style="list-style-type: none"> Look at the source sheets and points 8-12 in Task A. Make a list of the main things which happened. Make a list of words and events for what Pearce and his supporters did. Make a list of words and events against what Pearce and his supporters did. We want two newspaper articles. One will be aimed at the British and one for the Irish. Each of you is to do one article by yourself. Decide which each of you is going to do. Choose the pictures which would support your side and <i>either</i> write a newspaper

	<p>article <i>or</i> radio script which can be recorded) emphasising the parts of the story you readers would agree with.</p> <p>3. Ireland since the 1916 Rising http://hometown.aol.co.uk/KHA200/Easter_Rising_Beyond.pdf</p>
<p>5.6b. Fortune line: Michael Collins Blackpool Pilot Scheme - Thinking skills exercise</p>	<p><i>Here, the 'fortune' line becomes an 'impact' line. The issue here is not how events impact on individuals, but how individuals can influence events. The activity becomes a tool for framing an argument, as it addresses a range of viewpoints about the overall impact that Michael Collins had on events in Irish history. It enables pupils to come to an informed conclusion, which they should be able to justify.</i></p> <ol style="list-style-type: none"> Using the fortune line on page 3 and the cards on pages 4 and 5, <ol style="list-style-type: none"> put the story of Michael Collins in chronological order. identify the high points in his career and justify your opinions. identify the low points and justify your opinions. How has Michael Collins influenced Irish History? Why do you think his influence grew so quickly? 'Michael Collins put Ireland on the road to independence.' Using all the information in the activity, explain how far you agree or disagree with this statement? Start this task with a 'moving debate'. http://iisresource.org/Documents/Fortune_Line_Michael_Collins_02.pdf

C. Other resources

<p>5.7. 1916: cross-curricular possibilities</p>	<p>The richness and quality of responses to this choices facing Irish people in 1916 demonstrate just how much Ireland makes learning not only enjoyable and challenging but also accessible to all - through classical and popular art - murals, historical novels, poetry, song, contemporary documents, contemporary propaganda, and monuments. http://iisresource.org/1916.aspx</p>
<p>5.8. Easter 1916: From home rule to independence</p>	<p><i>'You can explore the events leading up to 1916, the Insurrection itself and its aftermath, through essays, photographs, sound archive, music and newspapers from the period.'</i> http://www.bbc.co.uk/history/british/easterrising/</p>
<p>5.9. 1916 Historical Walking Tour of Dublin</p>	<p>A good reference work for most aspects of the Rising. http://www.1916rising.com</p>
<p>5.10. Images of 1916 Ireland & the Western Front PowerPoint</p>	<p>http://hometown.aol.co.uk/lis04/1916_Images.ppt</p>
<p>5.11. Representing 1916 in Irish art in the 20th century PowerPoint</p>	<p>http://hometown.aol.co.uk/lis04/1916_In_Irish_Art.ppt For jpg images http://irelandinschools.myphotoalbum.com/slideshow.php?set_albumName=album05</p>
<p>5.12. Paintings of leaders of 1916</p>	<p>The work of the contemporary Irish artist Caoimhghin Ó Croidheáin http://caoimhghindublin.tripod.com/ - go to Art Works, then to Other Works</p>
<p>5.13. 'Irish battle of Somme stamp is first to mark British military past.'</p>	<p><i>Guardian</i>, 23 June 2006 http://hometown.aol.co.uk/lis04/1916_Somme_Stamp_Republic.pdf</p>
<p>5.14. Seven Days in Irish History. The Easter Rising 1916</p>	<p><i>'A week is a long time in politics....a week is also a long time in history. This is an online, visual account of one week in April 1916 which changed the course of Irish history ... as seen from the viewpoint of the rebels who took part, the military and ordinary Dubliners caught up in the fighting.'</i> http://www.teachnet.ie/dhorgan/2004/</p>
<p>5.15. Ireland - A 20th century timeline (O'Connell Street)</p>	<p><i>'Aims to develop pupils' concept of time and chronology through a structured exploration of the 20th century in Ireland. Taking as its anchor the changes affecting one Irish street, this project presents a decade by decade pictorial record of Dublin's O'Connell Street. Scene of a rebellion, the demise of Nelson's Pillar and its subsequent replacement by the Spire of Light and major land use and transportation changes, the changing face of O'Connell Street encapsulates a century of change in Ireland.'</i> http://www.teachnet.ie/dhorgan</p>

5.16. Postage stamps commemorating the struggle for Irish independence, 1916-23	The stamps relate mainly to 1916. http://web.umr.edu/~greggjay/irstamp.html
5.17. Postcards: Easter 1916	The images on this site are all from old unretouched postcards of the 1916 era. Click on any individual set to read commentary and see larger versions of the images. http://islandireland.com/Pages/history/archives/easter.html
5.18. Easter Rising & Civil War	A video by Free Derry Media, which draws upon historic clips from documentaries to present a republican view. http://uk.youtube.com/watch?v=HBKaDRvHjU
5.19. Marches & murals. Linking 1916 & the present	Shows how the events of 1916 inform attitudes and events in Northern Ireland today. http://hometown.aol.co.uk/lis03/Marches_Murals_1916_Present.pdf
5.20. Fenianism: 'an uncomplicatedly revolutionary movement'?	Historian revises the traditional view of fenianism. http://iisresource.org/Documents/KS3_Fenianism_Interpretation.pdf
5.21. Patrick Pearse: saint or sinner?	Historians different interpretations of the life and significance of Patrick Pearse. http://iisresource.org/Documents/KS3_Patrick_Pearse_Interpretations.pdf
5.22. The film Michael Collins	Lance Pettitt shows how the film interprets the Anglo-Irish war. http://iisresource.org/Documents/Pettitt_Michael_Collins.pdf
5.23. Framing history. Neil Jordan's 'Michael Collins'	This article by Luke Gibbons concludes: <i>'By reworking the image of the gangster in the light of both recent developments in the genre, and the aura surrounding Collins, Jordan's film has, in effect, lifted the crude, sinister associations off the stereotype of the 'Godfather', thereby depriving revisionist demonology of one of its favourite tropes. It is this, perhaps, more than any other factor, which accounts for the extraordinary animus directed against the film in the British press, and by revisionist critics and historians in Ireland. Like the best historical films, it forces us to reconsider not only the past, but also many of the platitudes which pass for political analysis in the present.'</i> http://iisresource.org/Documents/Gibbons_Framing_History_Collins.pdf

6. Ireland under the Union: Constitutional nationalism

No IiS resources have been developed at Key Stage 3 for Catholic Emancipation, Daniel O'Connell, repeal, Gladstone and the home rule movement. However, it is possible to adapt or at least draw upon study units and other resources devised on these topics for AS2, such as the following which form part of the programme developed at Ashfield School, Ashfield in Makerfield, as part of the Nottingham Pilot Scheme. The full programme is available at:

<http://journals.aol.co.uk/iis04/trials/entries/2006/09/05/ireland-1801-1921/926>

B. Study units

<p>6.1. Unit 1 Act of Union & Daniel O'Connell</p>	<p>Booklet 1: The Act of Union</p> <ol style="list-style-type: none"> Why did some people oppose the Act of Union? What impact did the Union have on Ireland? <p>http://iisresource.org/documents/Bk01_U1_L1_2_Union.pdf</p> <p>Booklet 2: Daniel O'Connell & Catholic Emancipation</p> <ol style="list-style-type: none"> How did Catholic Emancipation fare before O'Connell? Who was Daniel O'Connell? How was Catholic Emancipation achieved? <p>http://iisresource.org/documents/Bk02_U1_L3_4_5_Emanicipation_OConnell.pdf</p> <p>Booklet 3: Daniel O'Connell after Catholic Emancipation</p> <ol style="list-style-type: none"> 6-7. What next for Daniel O'Connell? 8. How successful was O'Connell in gaining what he set out to achieve? <p>http://iisresource.org/documents/Bk03_U1_L6_7_8_Reform_Repeal.pdf</p> <p>PowerPoint for Unit 1</p> <p>http://iisresource.org/documents/U1_L1_8_Union_Emanc_OConnell.ppt</p>
<p>6.2. Unit 3 1850-1900</p>	<p>Booklet 5: Why did Gladstone get involved in Ireland and what did he do?</p> <ol style="list-style-type: none"> How effective were Gladstone's early measures? <p>http://iisresource.org/documents/Bk05_U3_L13_Early_Gladstone.pdf</p> <p>Booklet 6: Irish nationalism, 1848-1900</p> <ol style="list-style-type: none"> 14-16. What were the aims and methods of the different nationalist movements during the period 1848-1890? Techniques for starters 17. What were the aims, methods and impact of the Fenian movement? 18. What were the aims, methods and impact of the Land League? 19. What were the aims, methods and impact of the Home Rule movement? 20. Why did the Home Rule Bills fail? 21. To what extent were the aims and methods of O'Connell simply copied by Irish nationalists between 1860 and 1890? <p>http://iisresource.org/documents/Bk06_U3_L14_21_Nationalism_Back_Illus.pdf</p> <p>PowerPoint for Unit 3</p> <p>http://iisresource.org/documents/U3_L13_21_Gladstone_Nationalism.ppt</p>
<p>6.3. Unit 4 (part) Ulster Crisis & beyond</p>	<p>Booklet 7: Ulster crisis</p> <ol style="list-style-type: none"> How did Irish Nationalism develop between 1890 and 1914? How would the nationalist groups react to the events of 1890-1914? <ol style="list-style-type: none"> 24-5. What is the future of Ireland 1? 26. What is the future of Ireland 2? <p>http://iisresource.org/documents/Bk07_U4_L22_26_Ulster.pdf</p> <p>PowerPoint for Unit 4, Lessons 22-6</p> <p>http://iisresource.org/documents/U4_L22_26_Ulster_Crisis.ppt</p>

Other - earlier - post-16 units

<p>6.4. Catholic Emancipation & O'Connell</p> <p>6.5. Gladstone & Ireland</p> <p>6.6. Fenians to Partition</p> <p>6.7. Parnell & the New Ireland</p> <p>6.8. Ulster Crisis</p>	<p>http://members.aol.com/iis04/AL_Catholic_Emanicipation.pdf</p> <p>http://members.aol.com/iis04/AL_Gladstone_Ireland.pdf</p> <p>http://hometown.aol.co.uk/iis04/AL_Fenians_Partition.pdf</p> <p>http://hometown.aol.co.uk/iis04/AL_Parnell_New_Ireland.pdf</p> <p>http://hometown.aol.co.uk/iis04/AL_Ulster_Crisis.pdf</p>
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C. Other resources

<p>6.9. Interpretations of home rule</p>	<p>Review of how and why historians' interpretations of home rule.</p> <p>http://iisresource.org/documents/KS3_Home_Rule_Interpretations.pdf</p>
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6.10. Why are the so many interpretations of Parnell?

A review of why historians find it difficult if not impossible to solve the Parnell enigma.
http://iisresource.org/documents/KS3_Parnell_interpretations.pdf

7. Ireland & the Second World War: Evacuees & refugees

B. Study units

<p>7.1. How far does reading & writing historical fiction help us to understand the past?</p> <p>A. Children as evacuees in the Second World War - from London to Co. Wicklow, Éire</p> <p><i>Birmingham Pilot Scheme</i></p>	<p>Historical novel: <i>Safe Harbour</i> by Marita Conlon-McKenna (O'Brien Press, 0-86278-422-0) explores the experience of a brother and sister evacuated from the London Blitz to their grandfather's house in Co. Wicklow in neutral Éire.</p> <ol style="list-style-type: none"> 1. Aunt Jessie's big mistake? 2. What was it like in London during the Blitz? 3. Why did Aunt Jessie want Sophie and Hugh evacuated? 4. Leaving London: Sophie and Hugh evacuees at the railway station 5. Arriving in Ireland 6/7. Sophie's changing relationship with her grandfather (one or two lessons) 7/8. Fact or fiction? <p>http://hometown.aol.co.uk/KHA200/WWII_Sophie_A4_Sheets.pdf</p> <p>Drama strategy for Lesson 2: http://hometown.aol.co.uk/KHA200/Drama_Strategy_Wbook_1_Less_+2-4.pdf</p>
<p>7.2. How far does reading & writing historical fiction help us to understand the past?</p> <p>B. Children as refugees in the Second World War - from Vienna to Northern Ireland</p> <p><i>Birmingham Pilot Scheme</i></p>	<p>Historical novel: <i>Faraway Home</i> by Marilyn Taylor (O'Brien Press, 0-86278-643-6) is the story of two Kindertransport children, again a brother and sister, fleeing Nazi Vienna and seeking refuge in Northern Ireland, the brother on a refugee farm in Co. Down.</p> <ol style="list-style-type: none"> 1. Karl's bad day 2. What happened during the 'Night of the Broken Glass'? 3. Karl leaves his parents at Vienna Station 4. Arriving - in England, Belfast and Millisle 5. Karl is mistaken for a spy 6. Karl's big problem 7. Karl's new life 8. Fact or fiction? <p>http://hometown.aol.co.uk/KHA200/WWII_Karl_A4_Sheets.pdf</p>
<p>7.3. The Holocaust - an Irish response (RE)</p> <p><i>Northampton Pilot Scheme</i></p>	<p>Uses the historical novel <i>Faraway Home</i> by Marilyn Taylor (O'Brien Press, 0-86278-643-6), which is the story of two Kindertransport children, again a brother and sister, fleeing Nazi Vienna and seeking refuge in Northern Ireland, the brother on a refugee farm in Co. Down.</p> <ol style="list-style-type: none"> 1. How do we deal with discrimination? 2. Who suffered in the Holocaust? 3. What was it like for refugees? 4. Why do Jews celebrate Passover? 5. Who were the individuals involved? 6. What did countries do to help? 7. What does it mean to be captive/free? 8. Could you forgive? 9. Is prejudice someone else's problem? 10. Could you forgive? 11. How do I feel about what I have learned? <p>http://hometown.aol.co.uk/KHA200/Holocaust_+Irish_Response.pdf</p>

C. Other resources

<p>7.4. Second World War images PowerPoint</p>	<ol style="list-style-type: none"> 1. Northern Ireland: http://hometown.aol.co.uk/lis04/WWII_Images_NI.ppt 2. Millisle Refugee Camp, N. Ireland: http://hometown.aol.co.uk/lis04/WWII_Images_Millisle.ppt 3. Éire: http://hometown.aol.co.uk/lis04/WWII_Images_Eire.ppt <p>For jpg files: http://irelandinschools.myphotoalbum.com/view_album.php?set_albumName=album12</p>
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8. Northern Ireland

A. Single lessons

<p>8.1. Living with political violence: 'Enemy Encounter' <i>HA workshop</i></p>	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Read the first two stanzas of the poem by Padraic Fiacc. b. Discuss the possible content of the third (hidden) stanza. c. Reveal third stanza. d. Review suggestions in the light of the revealed stanza. 2. <ol style="list-style-type: none"> a. How is a mood created in the first stanza? b. How do you know what the poet feels about the soldier? c. How do you know what the soldier feels about the poet? d. Why is it a sad poem? e. What have you learned about the experience of living in the north of Ireland from this poem? <p>http://members.aol.com/lis04/HA_Con_Issues_Worksheets_A4_Sheets_pdf.pdf</p>
<p>8.2. Understanding entrenched political positions: Murals in Northern Ireland <i>HA workshop</i></p>	<p>Examine the murals on the cards provided.</p> <ol style="list-style-type: none"> 1. 'Training' exercise <ol style="list-style-type: none"> a. arrange them into two groups (loyalist and republican) and b. complete the table to identify the main features of the murals. 2. Thinking skills exercise: Reading images, using a graphic organiser (concentric circles) <ol style="list-style-type: none"> a. arrange them into two groups (loyalist & republican) and b. enter in the 'circles' your answers to the following questions: a. (<i>centre</i>) what do you see?; b. (<i>second</i>) what does it mean?; c. (<i>outer</i>) what is its nature, origin and purpose? <p>http://members.aol.com/lis04/HA_Con_Issues_Worksheets_A4_Sheets_pdf.pdf</p>

B. Study units

<p>8.3. What Happened in Omagh? An Introduction of Irish History <i>Nottingham Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. What is Ireland like? What descriptive words would you use to describe Ireland? Why are there troubles in Ireland? How do the people of Omagh feel? 'An Omagh Remembrance' - A poem by John Friel 2. Discussion Preparation How do the people of Ireland feel about Omagh, and react? Gwen Hall's open letter to the 'Real' IRA from her hospital bed 3. Discussion lessons: How do they work? <p>Study unit: http://iisresource.org/documents/What_happened_in_Omagh.pdf PowerPoint http://iisresource.org/documents/What_happened_in_Omagh.ppt</p>
<p>8.4. How can conflict be resolved fairly? A study of conflict in Ireland, and the peace process <i>Staffordshire Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. The two communities in Northern Ireland 2. Interpreting the past 3. Claiming past heroes - Cuchulainn 4. The consequences of a united Ireland 5. The peace process <p>http://hometown.aol.co.uk/lis03/Resolving_Conflict_NI_Ireland_Y8.pdf</p>
<p>8.5. English attitudes towards Ireland. Detecting bias <i>Northampton Pilot Scheme</i></p>	<ol style="list-style-type: none"> 1. Your ideas about people who live in Ireland 2. Cartoons and caricatures 3. The Guildford bombing <ol style="list-style-type: none"> a. What happened on the night of 5 October 1974? b. Who were the Guildford Four? c. What happened to them when they were arrested? d. What are the dangers of bias and stereotyping e. Has your opinion changed about the events of 5 October 1974? <p>http://hometown.aol.co.uk/lis02/English_Attitudes_Ireland_Y9.pdf</p>

<p>8.6. Northern Ireland. Changing from conflict to peace <i>Northampton Pilot Scheme</i></p>	<ol style="list-style-type: none"> Ideas about each other: Catholic and Protestant children in 1994 Case studies; Sean and Chris Hopes for the future: Peace poems written by children in Belfast, aged 13-14 What has come true? http://hometown.aol.co.uk/lis02/Peace_NI_Y9.pdf
<p>8.7. Why are Protestants & Catholics willing to share power in Northern Ireland now (2007) & not earlier? <i>Blackpool Pilot Scheme - Thinking skills exercise</i></p>	<p>Classifying & summarising</p> <ol style="list-style-type: none"> Then & now (2007) - spot the differences How did we get from then to now? Where do we go from here? <p>Study unit http://iisresource.org/Documents/01_Power_sharing_Peace.pdf Collages for Lesson 1 http://iisresource.org/Documents/03_P_Sharing_Collages_L1.ppt</p>
<p>8.8. Murals: ‘superficial images’ or ‘a significant part of the political process’? Reading images with collective memory <i>Blackpool Pilot Scheme - Thinking skills exercise</i></p>	<ol style="list-style-type: none"> Graphic organiser of concentric circles for pupil annotation <ol style="list-style-type: none"> arrange them into two groups (loyalist & republican) enter in the ‘circles’ your answers to the following questions: <ol style="list-style-type: none"> (<i>centre</i>) what do you see? ii. (<i>second</i>) what does it mean? (<i>outer</i>) what is its nature, origin and purpose? Exemplar selection of murals What & how have we learned? http://iisresource.org/documents/Blackpool_Murals_Images_02.pdf http://iisresource.org/documents/Blackpool_Murals_Exp.ppt
<p>8.9. DEC citizenship exercise using murals</p>	<p><i>Place the mural photograph in the middle and write your ideas in response to these questions around the photograph.</i></p> <ol style="list-style-type: none"> What do you think the people are doing in this mural? Write down the most important words used. How has colour been used in this mural? Is there a suggestion of violence? Are there any groups in this that you can identify What kind of symbols have been used in this mural? What do you think the symbols used might mean? Label all the features of this mural you recognise. Who do you think might be responsible for this mural? How might this mural affect the community? http://iisresource.org/Documents/DM27_DEC_Murals_Unit_Opt.pdf Slideshow of Murals (PowerPoint): http://iisresource.org/Documents/DEC_Murals.ppt
<p>8.10. The poetry of ‘the Troubles’ <i>Nottingham & Wirral Pilot Schemes</i></p>	<p>These five poems - and associated activities - help students in Britain to develop imaginative insights into recent events in Northern Ireland. They also offer opportunities for collaboration between English and History departments. ‘Voices’, ‘Northern Haiku’, ‘Postcard from Fermanagh’, ‘The Disturbance’, ‘Enemy Encounter’ http://hometown.aol.co.uk/KHA200/Poetry_Troubles_AA.pdf</p>
<p>C. Other resources</p>	
<p>8.11. Ireland background. Coursework summary sheet</p>	<p>http://hometown.aol.co.uk/lis05/NI_Background_Coursework_02.pdf</p>
<p>8.12. Art of ‘the Troubles’</p>	<ol style="list-style-type: none"> The Marley Funeral by Rita Duffy, 1989, charcoal on paper Martyr: ‘If you were to lick my heart’, by Graham Gingles, 1990, mixed media box The Deciduous Ascendancy by Colin McCookin, 1900, oil on canvas Portrait by Brian Maguire, 1984, acrylic on canvas Roadside Assassination by Brian Maguire, 1983-84, acrylic on canvas The Way Ahead (detail) by Brendan Ellis, 1990, oil on canvas Key to the Primal Ground by Marie Foley, 1900, bog oak, metal, slate Call to Arms (details) by Gerry Gleason, 1990, oil on canvas Ulster Playground by Jack Pakenham, 1989, acrylic on canvas http://members.aol.com/iis04/Art_Troubles.ppt

