The Easter Rising and beyond
Ireland in the early twentieth century
by
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About this unit

PART I  MAIN FACTS
   An outline

PART II  ACTIVITIES
   Different views on Ireland
   Reporting the Easter Rising
   Ireland since the 1916 Rising
## About this unit

### ABOUT THE UNIT
This unit is intended to focus the Easter Rising and provide an overview of developments which took place between 1916 and the Troubles from the late 1960s.

### WHERE THE UNIT FITS IN
This unit could follow the introductory unit on English attitudes to Ireland. It provides a basis for you to develop a depth study of the period from the 1960s to the 1990s. This could be followed by the unit From Conflict to Peace.

### PRIOR LEARNING
It is helpful if the children have an Irish history dimension in their studies of earlier periods showing the changing relationship between England and Ireland. to have selected and analysed a range of sources. to have undertaken activities showing how people had different attitudes to events in the past.

### VOCABULARY
In this unit, children will have opportunities to use:
- Catholic
- Protestant
- Home Rule
- Republic
- Rising

### RESOURCES
Source A Mac Donald H 1994 *The Irish Question*, Cheltenham Stanley Thornes, p30
Source B - surrender note, NLI
Source C?
Source D MacDonald, p29
Source E - British troops at GPO BBC Hulton Picture Library
Picture G Belfast Telegraph.

### EXPECTATIONS
At the end of this unit
Most children will understand how there could have been different attitudes to the Easter Rising; investigated and drawn relevant information from a range of sources; sequenced events since 1916 and raised issues from this.

Some children will not have made so much progress and will have begun to appreciate how there could have been different attitudes to the Easter Rising; to have selected information from some sources (e.g pictures) with support; sequenced events since 1916 and thought of at least one question from this.

Some children will have progressed further and will appreciate how there could have been different attitudes to the Easter Rising; selected a wide range of information from sources, including independent research using texts and or ICT based resources; sequenced events since 1916 and raised key questions which they wish to develop more fully, based on this task together with ideas from wider reading/general knowledge of this area of study.

### LEARNING OBJECTIVES
Children should learn
to describe and analyse range of beliefs and attitudes of people in the past.
to identify ,select and use a range of appropriate sources related to the Understanding attitudes to the Easter Rising.
to communicate

### POSSIBLE TEACHING ACTIVITIES
How would views about the Easter Rising have differed?
Read through the background information as a class. Encourage the pupils to discuss why the two sides would have had different opinions about what had taken place.
Pupils decide which of the statements could have been made by the British and which could have been made by the British and write them out.
Pupils read sources and list the main events. They are then split into
<table>
<thead>
<tr>
<th><strong>LEARNING OUTCOMES</strong></th>
<th><strong>POINTS TO NOTE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children</strong></td>
<td></td>
</tr>
<tr>
<td>describe and analyse beliefs held by people at the time of the Easter Rising.</td>
<td>Differentiation pupils could work in pairs to provide differentiation by support.</td>
</tr>
</tbody>
</table>
| identify, select and use a range of appropriate sources to develop an understanding of attitudes to the Easter Rising. | This activity relates to Eng 1- Speaking and listening  
1a structure talk carefully, using markers so that their listeners can follow the line of thought.  
2f ask questions and give relevant and helpful comments. |
| communicate their understanding of what people on one of the sides may have felt through extended narrative. | Differentiation  
- by outcome.  
- The task could also be extended by researching textbooks, CD ROM; internet.  
Note - It may be useful to produced a writing frame with this activity. |
| place events in chronological order as a basis for discussing the significance of the main events, people and changes. | This activity contributes to Eng e.g.  
Speaking/listening  
1a identify perspectives offered on individuals, community and society  
Reading  
4a select, compare and synthesise information  
4c sift relevant from irrelevant information  
Writing Planning and drafting  
2a draft, re- draft and proofread their work  
To inform and explain  
1e form sentences and paragraphs and express connections between them.  
1f. use formal and impersonal language and concise expression.  
1g. consider what the reader needs to know and include relevant details 1h present material clearly.  
Note. It would be useful to study newspaper reports to appreciate language/layout of this activity. This relates to Eng5c: how the nature and purpose of media products influence content and meaning. |
| Those who supported Pearce and those who opposed him. The select information in the sources to support their case, using the note pads. | Differentiation - pupils can work in pairs /groups to provide differentiation by support. |
| Pupils produce a newspaper article either for or against Pearse. | This activity relates to Eng e.g. 1a structure talk carefully, using markers so that their listeners can follow the line of thought.  
Zb identify major elements of what is being said both explicitly and implicitly.  
2f ask questions and give useful and helpful comments.  
3c sift, summarise and use the most important points. |
| What has happened since 1916?  
Pupils sequence a cartoon story and written events providing an overview of what has happened since 1916.  
Class discussion raising questions that they think need answering in order to understand what happened in Northern Ireland since 1916. | Citizenship relates to all activities e.g.  
1b developing an understanding of the background to National identities in the United Kingdom (re - Northern Ireland).  
2c contribute to group and exploratory class discussions about issues, problems or events.  
3a use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not their own. |
| Class discussion raising questions that they think need answering in order to understand what happened in Northern Ireland since 1916. | This relates to SMSC e.g.  
Moral development - helping pupils to realise that actions have consequences by considering the results of events and decisions and to explore how different interpretations of the past reflect different viewpoints and values. |
Part 1
Main facts
An outline

1. The Catholics in Ireland wanted to be free from being ruled by the British. The Protestants in Ulster were determined to stay ruled by Britain.

2. Attempts to get Home Rule in 1886 and 1893 failed and talks were taking place when World War 1 started in 1914.

3. John Redmond, the Irish leader supported the British in the war, thinking that this would help Ireland get away from it after the war.

4. A few people thought that Ireland should not side with Britain but use the chance to fight to get Ireland away from Britain.

5. On 1st October 1915 Sir Roger Casement went to Germany to get help for the Irish.

6. He went to Ireland on April 22nd 1916 to tell his friends that the Germans were sending weapons but not men. The British captured and hung him as a traitor.

7. On 22 April the people in a German boat carrying the weapons sank their boat to avoid capture.

8. On 24 April the Easter Rising began.

9. On 25 April there was fierce fighting in the streets.

10. On 19 April they surrendered to the British in order to save lives.

11. Between 3 to 12 May the rebel leaders were executed.

12. Support to break away from Britain grew dramatically.
Part II
Activities
Different views on Ireland

Task A: tick the following on your chart

1. Match the comments to the sources.

2. Decide whether each comment would have been said by the Irish Republican Brotherhood (people fighting the British) or the British.

Task B: discuss with your teacher which out of (1) or (2) you should do

1. Choose to be either the Irish Republican Brotherhood or the British soldiers. Choose the sentences for your side and write them out.

or

2. Choose to be either the Irish Republican Brotherhood or the British soldiers. Use the information in the chart and anything you can find in the sources to give your side's case.
<table>
<thead>
<tr>
<th></th>
<th>Source</th>
<th>British</th>
<th>Irish Republican Brotherhood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Our brave people fought on even though they were wounded.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Men and women fought together for their freedom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What a mess the rebels have caused to the GPO building.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Our brave people were murdered by the British.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The only way to deal with traitors is to shoot them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The British beat us because they had so many soldiers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The Catholics fought on even though they were surrounded.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>We beat the rebels by surrounding them in the GPO building.</td>
<td></td>
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Comments

1. a. We Catholic Irish people want to be free from Britain.
   
   b. The Protestant Irish want to stay British.

2. a. We Catholics have failed to get Home Rule for Ireland in 1886 and 1893. Now the start of World War I has stopped talks to get us what we want.
   
   b. We British cannot give the Catholic Irish what they want because we have to fight in World War I.

3. a. My name is John Redmond and I lead the Irish Catholics. I am going to support Britain in the war because I think it will get Ireland its freedom after the war.
   
   b. The Irish people are supporting us in the war.

4. a. We Catholics do not agree with John Redmond. We want to fight the British so that we can be free.
   
   b. Catholics who fight against us while we are at war with Germany are traitors.

5. a. My name is Roger Casement. I am going to Germany to get help for our fight for freedom.
   
   b. Anyone getting help from the Germans is a traitor.

6. a. Roger Casement should not be hung - he is only trying to help his people get their freedom.
   
   b. Roger Casement is a traitor and must be hung.

7. a. We are fighting to get our freedom - even without weapons from Germany.
   
   b. The Irish rebels are traitors for fighting against us.

8. a. We have to surrender so that more people are not killed.
   
   b. We will hang the Irish traitors for fighting against us.
The Irish Republican Brotherhood decided that the War was a good opportunity to stage an armed uprising against the British.

The rising started on Easter Monday when the rebels seized control of the centre of Dublin. From the steps of the General Post Office, Pearse declared that the rebels were 'the provisional government of the Irish Republic'. The British forces surrounded the rebels who were hopelessly outnumbered.

After six days of fighting Pearse surrendered. The British army, under General Maxwell, executed fifteen of the leaders.

**Source A: Dublin during the Easter Rising**

**Source B: The rebels' surrender note**

**Source C: The impact of the Easter Rising - the leaders were executed**

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**Sources**
Source D: An artist’s impression of the scene inside the Dublin GPO

Source E: British troops in the ruins of the GPO after the Rising
Reporting the Easter Rising

Task C: You will be working in pairs for the following activities

1. Look at the source sheets and points 8-12 in Task A.

2. Make a list of the main things which happened.

3. Make a list of words and events ‘for’ what Pearce and his supporters did.

4. Make a list of words and events against what Pearce and his supporters did.

5. 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.

6. Choose the pictures which would support your side and either write a-newspaper article or radio script which can be recorded) emphasising the parts of the story you readers would agree with.
1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.
Ireland since the 1916 Rising

Task D: Please complete the following in pairs or groups

Look at the paragraphs and pictures which follow.

1. Cut out and match the paragraphs with the pictures which they explain.

2. Put the above in the order that they took place.

3. Use this information to make a list of questions which you think need answering about the what has happened in Ireland up to the present day.
Paragraphs

1. After the Easter Rising many people in Ireland voted for Sinn Fein which wanted to split Ireland from the rest of Britain. It won the most votes in 1918 while its leader Eamon de Valera was in an English prison! Most Catholics wanted to leave Britain while most Protestants wanted to stay as part of it.

6. Sinn Fein refused to go to London and set up its own government. War followed and the British used a police from England called the Black and Tans (named after their uniforms).

2. In the end the British decided to split Ireland in two in 1921. Southern Ireland, where most people were Catholics was to rule itself, and Northern Ireland (called Ulster) where most people were Protestants stayed part of the United Kingdom but had its own parliament called Stormont. Sinn Fein was against their country being split in two.

5. Catholic people who lived in Northern Ireland had less chances of jobs or houses than Protestants. In 1968 Catholic people in Northern Ireland went on marches to try and get equal rights to protestants. There was nasty fighting with the police.

3. Fighting got worse. The Provisional Irish Republican Army was set up to protect catholics while groups like the Ulster Volunteer force protected Protestants. The British government decided to rule northern Ireland from London.

4. Since September 1994 fighting has stopped and the leaders in northern Ireland, Southern Ireland and Britain are trying to sort out their arguments by talking rather than the use of guns.
Picture C: Northern Ireland’s Parliament - called Stormont - was opened by King George V in 1921

Picture E: The Black and Tans
Picture G: A march by Republicans remembering the Easter Rising
Photograph taken in Northern Ireland, probably in the 1970s