



A DAIL GROUP

Left to Right 1st Row: L. Ginnell, M. Collins (leader of the Irish Republican Army), Cathal Brugha, Arthur Griffith (founder of Sinn Fein), Eamon de Valera (President of the Irish Republic), Count Plunkett, E. MacNeill, W. Cosgrave and E. Blythe.
 Left to Right 2nd Row: P. Maloney, T. MacSwiney (Lord Mayor of Cork), R. Mulcahy, J. O'Doherty, J. O'Mahony, J. Dolan, J. MacGuinness, P. O'Keefe, M. Staines, J. Ward, A. McCabe, D. Fitzgerald, J. Sweeney, Dr. Hayes, C. Collins, P. O'Maillie, J. O'Mara, B. O'Higgins, J. Burke and K. O'Higgins.
 Left to Right 3rd Row: P. MacDonagh and S. MacEntee.
 Left to Right 4th Row: P. Beaslai, R. Barton and P. Galligan.
 Left to Right 5th Row: P. Shanahan and S. Etchingham.

Lesson Plan: War and Peace

BY JOAN MORRISSEY, HTAI

INTRODUCTION:

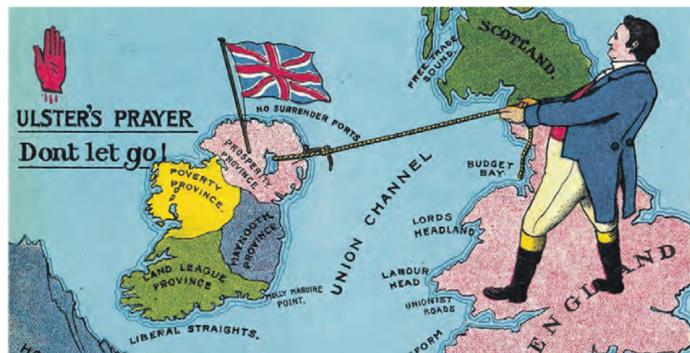
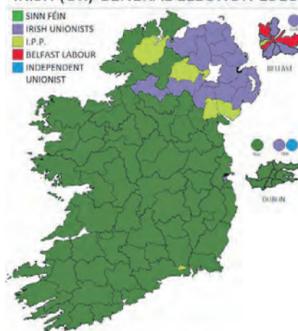
This general summary of Irish events, from a century ago, is written in the hope of making the War of Independence clearer for everyone. Consequently, I based the lessons around acquiring the bigger picture and working with evidence with a strong focus on literacy and assessment. As all subjects, apart from English, Irish and Maths, are a common level under the new junior cycle course, this content is designed to suit all levels of learners and learning styles.

SIMPLIFIED SYNOPSIS:

Ireland lost its parliament under the Act of Union in 1800. The Third Home Rule, meaning partial political independence on a local level was about to be introduced when World War I broke out in 1914. It was then suspended. A minority of Irishmen, the IRB, saw Britain's difficulty fighting in The Great War as Ireland's opportunity. The 1916 Easter Rising ensued. When General Maxwell executed the Irish rebels, he made them heroic martyrs. Sympathising public opinion hardened nationalist political views to more separatist republican. Sinn Fein, incorrectly associated with the rising, won the 1919 general election. Those elected refused to sit in Westminster. Instead, the first Dail met in Dublin in 1919. However, the British maintained control in Ireland through their police force, The Royal Irish Constabulary, or RIC. These Irish men, began to be targeted by the IRA. Two RIC Irishmen were shot by the

IRA in Soloheadbeg, Co. Tipperary. This marks the beginning of the War of Independence. Michael Collins with his group of assassins, known as The Squad, used guerilla warfare tactics - fighting undercover, to kill those working with the British in Ireland. The British responded by sending the Black and Tans and the Auxiliaries to fight the rebellious Irish. The Anglo-Irish Treaty in 1921 gave the Irish Free State more freedom as a dominion state with certain conditions. Some saw this as the chance to achieve freedom while others disagreed with the 26-county deal. This led to a civil war in Ireland.

IRISH (UK) GENERAL ELECTION 1918



LITERACY MATCHING

Test yourself! Match the terms with their meanings.

- | | |
|---------------------|---|
| 1. Home Rule | (i) Citizens of the same country fighting each other |
| 2. Partial | (ii) The Irish word for meeting and now meaning government |
| 3. Martyrs | (iii) Smaller, plain clothes people fighting a uniformed, bigger army |
| 4. Nationalist | (iv) Division |
| 5. Republican | (v) Wanted a government without a king or queen |
| 6. Dail | (vi) A semi-independent government for local affairs |
| 7. Guerilla warfare | (vii) Dying for what you believe in |
| 8. Partition | (viii) A county being independent but recognising the crown |
| 9. Dominion | (ix) A person who strongly identifies with their own nation |
| 10. Civil war | (x) A section |

Literacy Matching Answers: 1(vi), 2(x), 3(vii), 4(ix), 5(v), 6(ii), 7(iii), 8(iv), 9(viii), 10(i)

CHRONOLOGY

Number the following events in chronological order, with 1 happening first and 10 most recently.

The Easter Rising	<input type="checkbox"/>	The Third Home Rule Bill	<input type="checkbox"/>
The War of Independence	<input type="checkbox"/>	The Irish Civil War	<input type="checkbox"/>
World War 1	<input type="checkbox"/>	Sinn Fein is elected to the Dail	<input type="checkbox"/>
Two Irish RIC officers are shot	<input type="checkbox"/>	The British send the Black & Tans	<input type="checkbox"/>
The Anglo-Irish Treaty	<input type="checkbox"/>	Michael Collins organises his assassins, The Squad	<input type="checkbox"/>

Chronological Order Answers: 1.The Third Home Rule Bill; 2. World War 1; 3. The Easter Rising; 4. Sinn Fein is elected to the Dail; 5. Two Irish RIC officers are shot; 6.The War of Independence; 7. Michael Collins organises The Squad to assassinate; 8. The British send the Black and Tans; 9. The Anglo-Irish Treaty; 10. The Irish Civil War

Lesson: Historical Consciousness; looking at the 'bigger picture' chronology and summary of the time.

The previous lesson to this, request students to note in their homework diaries to bring glue to class. Students will cut up the photocopies for the class but glue them into their copies to assist in the skills of managing themselves and information, and to maintain a learning journal. This will also help them to reflect on areas of learning which they need to study further.

Resources needed: Handout, photocopies, scissors, glue, projector, YouTube, Mentimeter, Padlet		
Lesson section	Specifications and methodologies SOL 9: The student understands the origins and impact of social, economic and environmental aspects of the world around him/her. The student values local [and] national heritage, understands the importance of the relationship between past and current events and the forces that drive change.	Time Allocated
Initial Stimulus Material Numeracy Literacy	In what years was the 20th century? Take a poll using Mentimeter if students are allowed devices in class. https://www.mentimeter.com/app Define Centenary. Students may post their definitions onto a Padlet board. https://padlet.com/auth/login ICT Revision: Easter Rising Quiz http://www.thejournal.ie/easter-rising-quiz-2029223-Apr2015/ ; While students are doing this, prepare materials for the next activity for distribution, take attendance and monitor participation.	10 minutes
Comprehension Literacy Differentiation	Sustained Silent Reading: students read the summary, highlighting keywords and underlining any words they are unsure of. Project the literacy matching exercise on the whiteboard and ask students to match the word with the meaning into their copies. Give the weaker students a photocopy of the projected slide, and/or email it to the students with assisted technology.	10 minutes
Differentiation of student ability	Pre-select the five or six strongest students in the class to read, or ask for volunteers. In groups of five, a reader and two teams of two The listeners can only draw symbols, not words, while listening to help them remember the information they hear.	10-20 minutes
Literacy: paired reading Pair and group work Assessment	Students then answer the quiz questions. The teams swap answers and correct the opposing duos' responses. Meanwhile the reader prepares the materials for the chronology activity and notes scores for the teacher. After that the winning duo is assigned the role of asking the quiz questions again to the three students in their group. Students then complete the chronology quiz by themselves and glue the worksheet into their learning journals or copies.	
Homework/ Assessment of Learning	If using the flipped classroom, assign the The Story of Ireland chapter five by Fergal Keane, on YouTube as homework before starting the topic, otherwise as revision. If you wish to assess student attentions and learning retention while watching, Edpuzzle allows you to insert questions into videos while watching to assess the effectiveness of the learning.	10 minutes

Lesson 2: Depictions of The War of Independence/The Anglo-Irish War

Lesson section	Specifications and methodologies SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Time Allocated
Differentiation	In pairs, ask students to take turns questioning each other to assess how well they have absorbed the previous lesson contents. Allocate the letter either A or B to students, at random, but assign one group of students the letter A. Then ask the letter A students to ask the questions, before answering them, to allow them to hear the answers and think about the content before being assessed by their peer.	10 minutes
Revision	Project the following questions on the whiteboard and ask students to note the questions in their copies.	
Assessment Questions	When did Ireland lose its government? Define Home Rule When did the Easter Rising take place? Name the dominant political party in 1918.	
Visualising the past	Watch sections of the films Michael Collins or The Wind that Shakes the Barley. Discuss whether it's a primary or secondary source and the value of each. Students write historical facts while watching. Get students to peer assess their classmates' answers and count the number of facts in their answers. Request several students to read their answers and give oral feedback.	20 minutes
Assessment Game	Ask students to offer the key words from the section in history and play 'If these are the answers, what are the questions?' e.g. Easter Rising, Michael Collins; IRA etc	10 minutes
Literacy homework	Take the list of words from the matching exercise and have students quiz each other on their spellings and meanings; students should study incorrect answers for homework.	

Lesson 3: Evaluating Sources on the War of Independence

Lesson section	Specifications and methodologies SOL 3: The student creates, appreciates and critically interprets a wide range of texts. SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives. SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.	Time Allocated
Initial Stimulus Material	Project an image of divided Ireland and ask students how this came to be. Elicit the effects of partition.	10 minutes
Re-reading	Students open their copies and read the summary given in the previous class. Ask students if this is a primary or secondary source. Would it be found in an archive or museum? Direct instruction: explain the differences between the source types. Students have to note P for Primary and S for Secondary source in a numbered list in the margin of their copy when watching the video. While the videos are being set up on multiple tabs of an internet browser. Elicit answers from students to concept check.	25 minutes
Evaluating sources	Questions: Students note the following questions into their copies and leave spaces for the answers, which they will note in their copies after watching the clips. Dan Breen Interview https://www.youtube.com/watch?v=FTS09G_CqQ (25 seconds), Collins' Guerrilla Warfare tactics https://www.youtube.com/watch?v=xdU8_AWJ1b8 (from 1:29-3:22) IRA Guerilla Warfare https://www.youtube.com/watch?v=L-3zeCNzH8 , (2:31 minutes) Come Out Ye Black & Tans https://www.youtube.com/watch?v=5Py9LHO3EE (2 minutes)	
Focused viewing	1. Name one man involved in the killing of the Irish RIC officers. 2. Explain the term Guerilla Warfare. 3. Who was the leader of the flying columns. 4. Name one group sent by the British to fight the Irish.	
Auditory/Visual Learning Style		
Assessment	For a fun test, search Kahoot for 'The War of Independence', 'The Anglo-Irish War' or #indohistory2019 Alternatively, project images of Irish revolutionaries on the whiteboard. To differentiate, ask one group of students to name the historical figures and another group of students to match their faces to a list of names.	10 minutes
Homework	Assign each student one source to write 50 words, or ten sentences on for homework. The Anglo-Irish War http://www.bbc.co.uk/history/british/easterrising/aftermath/af04.shtml Sinn Fein election http://irishpoliticalmaps.blogspot.com/2012/05/irish-uk-general-election-1918.html Podcasts https://itunes.apple.com/ie/podcast/voices-of-the-rising/id1073599973?mt=2 Home Rule https://www.irishtimes.com/news/politics/revisiting-the-rising-what-home-rule-couldn-t-have-achieved-1.1888311 When students return to class, assemble teams so each student explains their source to their group, with no students having the same source. Monitor the room while students do this.	10 minutes