

**Countess Markievicz - Biography, Revolution and Political Career.**

**Author: Joan Morrissey**

Google Drive link for electronic resources <https://rb.gy/sutsnk>

Countess Markievicz is a key personality on the Leaving Certificate history syllabus. Studying Markievicz can help familiarise students themselves with **key concepts** on the syllabus namely: sovereignty; partition; allegiance; physical force; discrimination, as well as syllabus **elements, that is:** the 1916 Rising; the rise of the second Sinn Fein party; the 1918 election; the War of Independence; Partition; Treaty and the Civil War. This would also be an excellent starting point for a Leaving Certificate student's research project as the sources are compiled here .

This mini-scheme of work has been designed to be taught over three lessons. The first lesson is a source analysis investigating the biographical information of Countess Markievicz. The second lesson looks at Markievicz's involvement in the Easter 1916 Rising. The third lesson looks at the significance of her political career. Guiding questions and methodologies aim to develop both historical consciousness and the skills of a historian. There are excellent resources for this period available online which these lessons will utilise. These websites and links facilitate remote learning if students need to socially isolate. Alternatively, students can watch the videos for homework and consequently discuss the assessment questions in pairs or groups in the classroom to check comprehension as per the flipped classroom method. This five class, or five hour module is content rich and ambitious to allow teachers to omit activities which may not suit their particular cohort.

Lesson 1: Biography. Students will: watch a video; detect statements for bias; read a comic; discuss images and watch a video for homework.

<b><u>Lesson Stage</u></b>	<b><u>Methodology</u></b>	<b><u>Assessment</u></b>
Initial Stimulus Material (10 minutes)	Learning Outcomes: investigate a repository of historical evidence; digital archive. Develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context.  Project this video British Pathe Countess Markievicz Sinn Fein	Written: Students should write one fully developed, grammatically correct sentence about Markievicz. Use the 'Look, Cover, Write, Check' method for students to self-assess they can spell

	<a href="https://www.youtube.com/watch?v=VmqU_e_XicA">https://www.youtube.com/watch?v=VmqU_e_XicA</a>	Markievicz's name. Oral assessment: Ask students what impression they form of this historical character? Ask students to brainstorm one advantage and one disadvantage about <b>videos as sources</b> .		
Cross-curricular literacy	English/history: What impression do you form of a character is a regularly asked leaving certificate english paper 1 comprehension A (II) comprehension question.			
Developing historical consciousness Skills of a historian - Identifying Bias (20 minutes)	<p>Presumptions and prejudices.          Learning Outcome: develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance.</p> <ul style="list-style-type: none"> <li>- Pre-test students' prejudices and presumptions by having them complete this fact or opinion activity before learning more about Markievicz.</li> <li>- Project or handout the twenty statements below. Students should have the statements in their copies by the end of the activity so they have some biographical information noted.</li> <li>- Students decide which of these statements is a fact or an opinion.</li> </ul> <table border="1" data-bbox="562 1047 1906 1401"> <tr> <td data-bbox="562 1047 1465 1401">           Fact or Opinion - Sentences:            1. Constance Markievicz was born in Britain and died in Ireland.            2. Her sister was a posh lesbian.            3. She was a feminist.            4. She married a Polish Count.            5. Her husband was from the Ukraine.            6. She was a good mother.            7. She fought in the Easter Rising of 1916 and was given         </td> <td data-bbox="1465 1047 1906 1401">           Answers:            1. Fact            2. Opinion            3. Fact            4. Fact            5. Fact            6. Opinion.            7. Fact            8. Fact         </td> </tr> </table>		Fact or Opinion - Sentences: 1. Constance Markievicz was born in Britain and died in Ireland. 2. Her sister was a posh lesbian. 3. She was a feminist. 4. She married a Polish Count. 5. Her husband was from the Ukraine. 6. She was a good mother. 7. She fought in the Easter Rising of 1916 and was given	Answers: 1. Fact 2. Opinion 3. Fact 4. Fact 5. Fact 6. Opinion. 7. Fact 8. Fact
Fact or Opinion - Sentences: 1. Constance Markievicz was born in Britain and died in Ireland. 2. Her sister was a posh lesbian. 3. She was a feminist. 4. She married a Polish Count. 5. Her husband was from the Ukraine. 6. She was a good mother. 7. She fought in the Easter Rising of 1916 and was given	Answers: 1. Fact 2. Opinion 3. Fact 4. Fact 5. Fact 6. Opinion. 7. Fact 8. Fact			

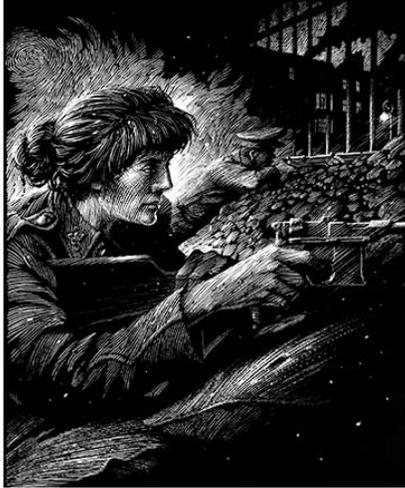
	<p>the death sentence.</p> <ol style="list-style-type: none"> <li>8. She supported the Labour movement.</li> <li>9. She was right to say women should wear shorts and boots, not dresses.</li> <li>10. She was laughed at for wearing pants.</li> <li>11. She was great because she was the first Irish female politician.</li> <li>12. She believed in granting women the vote.</li> <li>13. She spent much time in prison in Cork and Dublin.</li> <li>14. While in prison she enjoyed drawing.</li> <li>15. She was very brave.</li> <li>16. She was elected in 1918 but didn't attend.</li> <li>17. She was the first woman elected to the Dail and the House of Commons at Westminster.</li> <li>18. She was too stubborn about the Anglo-Irish Treaty.</li> <li>19. She supported the Labour Party.</li> <li>20. She died a Catholic.</li> </ol>	<ol style="list-style-type: none"> <li>9. Opinion.</li> <li>10. Fact</li> <li>11. Opinion</li> <li>12. Fact</li> <li>13. Fact</li> <li>14. Fact</li> <li>15. Opinion</li> <li>16. Fact</li> <li>17. Fact</li> <li>18. Opinion</li> <li>19. Fact</li> <li>20. Fact</li> </ol>
	<p>Students should think-pair-share in groups to discuss and compare their answers. (5 minutes)</p>	
	<p>To reduce teacher talking time, give the weakest four or five students the answers and let them check with their fellow students in groups . For numeracy, students should multiply their result by five to calculate a percentage without using a calculator. (5 minutes) The teacher can then clarify why some statements are facts and some opinions. (5 minutes)</p>	
<p><b><u>Biography</u></b> Visual literacy: cartoons (15 minutes)</p>	<ul style="list-style-type: none"> <li>- Students should scroll through this comic biography by Derbhla Kelly, published by the Irish Times: <a href="https://rb.gy/vj7fnl">https://rb.gy/vj7fnl</a></li> <li>- This would be lovely laminated in order to ask students to arrange the comic strip chronologically</li> <li>- Then reinforce the learning by presenting it in an alternative mode: A <b><u>1918 Election images</u></b> by</li> </ul>	<p><b><u>Assessment:</u></b> List three freedoms and three groups Markievicz supported. Use the <a href="http://www.wheelofnames.com">www.wheelofnames.com</a> to</p>

	<p>Richmond Barracks hosted on <b>Google Arts and Culture</b> - excellent for initial stimulus material, discussing photographs as artefacts and sources. (Search for Google Arts and Culture: You Never Saw Such Excitement.)<a href="https://rb.gy/r8kl2y">https://rb.gy/r8kl2y</a></p>	<p>select students to answer the questions on the comic strip.</p>
<p><u>Homework:</u> Make notes on the video (10 minutes) (100 words)</p>	<p>Assign as homework if class-time is tight. This is a well-made video but the source is not as reputable as the others, and this would be an effective way of briefly <b>discussing source credibility with students.</b> (Search Countess Markievicz on Youtube) <a href="https://rb.gy/hjxqt5">https://rb.gy/hjxqt5</a> <a href="http://www.edpuzzle.com">www.edpuzzle.com</a> monitors if students have viewed videos, and for hoe long</p>	
<p>Lesson two: Markievicz's involvement in organisations: research a past exam question; read a biographical excerpt; study multimedia sources and watch an animation for homework.</p>		
<p><u>Lesson Two</u></p>	<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>● <b>Key Personality - Biographical writing: the achievements of Countess Markievicz.</b></li> <li>● <b>Explain how the experience of women in Irish society changed during the twentieth century.</b></li> </ul>	
<p><u>Homework check &amp; Assigning historical writing</u> (10 minutes)</p>	<p>Students may discuss their findings from the assigned homework in relation to the assessment questions. Then, project the past exam questions or distribute printouts for students with dyslexia who may struggle to take notes from the whiteboard.</p> <p><b>Success criteria:</b> Advise students that each incident/episode/event and or group should be planned as its own bullet point and written as its own paragraph. For TY and senior cycle; students should aim to include the LC elements for this syllabus module in their answers. The excellent history teacher and examiner Patrick Hickey</p>	<p>Project or write the assessment questions before reading.</p> <ol style="list-style-type: none"> <li>1. What did Countess Markievicz contribute to Irish affairs? (or)</li> <li>2. What part did Countess Markievicz play in Irish affairs between 1913 and 1922?</li> </ol>

	has very useful marking rubrics for essays on his social media too.	Due the end of class four.
<b>Active reading</b> (15 minutes)	Distribute hard or electronic copies these sources ask students to actively read with a pen or ideally highlighter in hand. They should highlight the organisations Markievicz belonged to in response to the past exam paper posed. <b>This Dictionary of Irish Biography</b> by the Royal Irish Academy is available from Scoilet (pages 190-192) <a href="https://rb.gy/sqh1tc">https://rb.gy/sqh1tc</a>	Think-pair-share assessment; students should transfer their highlighted notes into bullet points under their essay titles in their copies. Number them to check they have identified the various organisations.
<b>Differentiation</b>	For weaker students, ESL or L2LP students; the Oireachtas Lesson Plan (page 8 ) has a brief, bullet-pointed biographical document on Markievicz <a href="https://rb.gy/8p0hva">https://rb.gy/8p0hva</a> This would also help if students were absent from class.	
Investigating online repositories (25 minutes)  Teacher Modelling Note-taking	Give students the assessment questions before looking at the online sources. <ol style="list-style-type: none"> <li>1. Who were the suffragettes?</li> <li>2. How were they different from suffragists?</li> <li>3. What organisations was Countess Markievicz involved in?</li> <li>4. Who were Cumann na Mban?</li> <li>5. What did they want to achieve?</li> </ol> <p><b>Sources:</b></p> <ol style="list-style-type: none"> <li>6. Who was Cumann na Mban? (Article &amp; video) <a href="https://rb.gy/eg9src">https://rb.gy/eg9src</a></li> <li>7. <a href="https://www.rte.ie/radio/radio1/clips/20556311/">https://www.rte.ie/radio/radio1/clips/20556311/</a> 16 minute podcast introduction to Cumman na Mban</li> </ol>	Students think-pair-share before whole-class discussion and feedback
Whole class discussion	Project these images and elicit responses: Women's Votes - a	Oral assessment, discussion

(10 minutes)	historical timeline 'Google Arts and Culture - Violence Ridicule and Silence' <a href="https://rb.gy/t0xq8d">https://rb.gy/t0xq8d</a>	and feedback. How have the rights of women changed in Ireland during the 20th century?
<b>Differentiation</b>	Further research for higher level leaving cert students or students researching Markievicz for their Research Study: The History Show Suffrages (49 minutes) <a href="https://rb.gy/vlcoxb">https://rb.gy/vlcoxb</a>  BBC 4 podcast (30 minutes) <a href="https://www.bbc.co.uk/programmes/b0952qq7">https://www.bbc.co.uk/programmes/b0952qq7</a>  History Ireland Podcast (1hour 15mins) <a href="https://rb.gy/qk1xr6">https://rb.gy/qk1xr6</a>	
Homework: Audio-visual revision	This is an excellent animated overview of the period which would serve well to introduce The Easter Rising of 1916 to students. <a href="https://rb.gy/lpvzuq">https://rb.gy/lpvzuq</a> Time: five minutes.	
Lesson three: The easter Rising: discuss gender bias; analyse a sketch; read an article; groupwork ; whole class feedback and reading homework.		
<b>Lesson Three</b>	<b>Easter 1916</b> Discussing why historical personalities, events and issues are commemorated.	
<b>Discussion starter</b>  (10 minutes)	Elicit names of the males revolutionary leaders. Ask students if they were aware of the role of women in the Easter 1916 Rising and if they had heard of Countess Markievicz previously. Discuss how women's history has been overlooked and if there is a male bias in Great Man historical narratives.	
Analysing visual sources (5 minutes)  Vocabulary instruction (10 minutes)	Discuss David Rooney's <b>sketch</b> from the Royal Irish	Accompanying article from the Royal Irish Academy; <a href="https://rb.gy/uafrtg">https://rb.gy/uafrtg</a>  The vocabulary in this may

Reading the article (10 minutes)



Academy;

need pre-teaching. Ask students to identify vocabulary they do not know. Have them guess the meanings in groups of three. Write synonyms on the whiteboard and have students match them to the unknown words. Then clarify.

### **Analysing sources**

There are six sources below related to Markievicz's life and politics.

JIGSAW method:

Divide the class into six groups.

Give each group a different source.

Students note and share their findings in their groups.

Give students **the worksheet** to fill in.

Students should then sit with students who investigated a different source.

Students must share and document the notes from the other students so that they have information from every source without having to consult the respective sources themselves. (Weather and behaviour permitting, this could be done outside due to Covid.)

### **Inquiry Based Learning**

1. Republican Women's organisations;  
<https://rb.gy/ci7dgn>
2. Countess Markievicz's Court Martial  
<https://rb.gy/06gnnh>
3. Markievicz's Sentence of Death; <https://rb.gy/gjn6t0>
4. Countess Markievicz's Last Will and Testament. What is said in the letter? Why?  
<http://letters1916.maynoothuniversity.ie/item/2998>
5. What happened to Countess Markievicz after the Rising? Three minute video of Markievicz's court martial  
<https://www.youtube.com/watch?v=LO4HXVYurOE>
6. Differentiation: Give students with reading difficulties this source as it is less wordy and more visual -  
<https://rb.gy/a1ndhp>

### **Assessment questions:**

1. Name four Republican Women's organisations and write a sentence about their activities.
2. Which of these are primary or secondary sources?
3. Did female fighters in the Easter Rising wear a uniform?
4. How was Markievicz punished for her involvement in the Rising?
5. How did she respond?
6. The Proclamation was addressed to 'Irishmen and Irish Women'. Why was this such a significant declaration, and how does it relate to women's rights at this time?

Whole-class feedback	Teacher goes through the sources and indicates what and how to examine the sources in relation to the assessment questions.	Have the students put the worksheet for these sources with the notes for their essays which were assigned in the earlier lesson.
Extension activity: Skills of a historian	Using the I do/We do/You do scaffolding method; show students how to cite a source in a bibliography. Having modelled one citation, get students to try citing another source simultaneously with the teacher, then ask students to try and cite it without help. Monitor the room and check thereafter if cited properly.	Have students self-assess with group feedback if they cited the sources properly and where further assistance may be required. <a href="https://www.citethemrightonline.com/">https://www.citethemrightonline.com/</a> is a great online reference for citations. Introduce <a href="https://rb.gy/cgpuov">https://rb.gy/cgpuov</a> as a bookmarking website to track online research.
Homework: Reading	Learning outcome: look at controversial topics from more than one perspective; what was controversial about Constance? Read the following article <a href="https://rb.gy/u6fmup">https://rb.gy/u6fmup</a> for homework.	What was controversial about Constance? Bullet point an answer in response to the question. Add any unknown words to the back of your copy.
Lesson four: Markievicz's political career: scanning articles; discussion; image analysis and reading an Abstentionism article and viewing an animation for homework		
<b>Lesson Four</b>	<b>Political Life</b>	

<b>Warmer: 1918 - Women's rights to vote (5 minutes)</b>	<p>Students should be able to identify who the first female in the dail and in Westminster was: Markievicz.</p> <p>Have students scan through the article and however can identify the answers to the questions first should shout 'STOP!'  <a href="https://rb.gy/0gn3lz">https://rb.gy/0gn3lz</a></p>	<p>How many more women were eligible to vote in 1918?  How was Markievicz addressed when written to by 10 Downing Street?</p>
<b>Revision (10 minutes)</b>	<p>Project the following questions on the whiteboard.  How did the Easter Proclamation address the Irish people? (Irishmen and Irishwomen...)  How does that compare to Westminster's letter to Markievicz? (Dear Sir...)  How did the suffragettes and Suffragists differ?</p>	<p>Students think-Pair-Share their answers.</p>
<b>Direct Instruction (10 minutes)</b>	<p>Teacher led direct instruction -  Timeline: <a href="https://www.dail100.ie/en/timeline/">https://www.dail100.ie/en/timeline/</a></p>	<p>Students should make notes into their copies.</p>
<b>Literacy: Female politicians and votes (15 minutes)</b>	<p>This is an interesting academic article regarding the 1918 Election by a DCU lecturer: <a href="https://rb.gy/k2rby7">https://rb.gy/k2rby7</a>  Print the article and ask students to highlight the key information on it for homework.</p>	<p>Students should be able to explain who the suffragists and suffragettes were.</p>
<b>Homework</b> The First Dail - homework worksheet	<p>The First Dail 30 minute animation <a href="https://rb.gy/wrq2jp">https://rb.gy/wrq2jp</a></p>	<p>Dail - worksheet pages 2 and 3 <a href="https://rb.gy/vzpwau">https://rb.gy/vzpwau</a></p>
<b>Controversial issues (15 minutes)</b>	<p>Article explaining Abstentionism <a href="https://rb.gy/q1bq53">https://rb.gy/q1bq53</a></p>	<p>Why did Markievicz not take her elected seat?</p>
<b>Local history</b>	<p>1918 Politics - Who was elected in your area? <a href="https://rb.gy/cd09qq">https://rb.gy/cd09qq</a></p>	

<b>Differentiation:</b> Note-making and taking for research study/outside reading	Youtube Academic Lecture “Constance Markievicz: Feminist, Socialist and Revolutionary’ by Senia Paseta <a href="https://www.youtube.com/watch?v=tLY0KJ16c20">https://www.youtube.com/watch?v=tLY0KJ16c20</a> <a href="https://www.youtube.com/watch?v=VNV2GHF2p5M">https://www.youtube.com/watch?v=VNV2GHF2p5M</a>	Which lecture was delivered better and why?
Lesson five: oral pairwork assessment; revising the skills of a historian; writing feedback and source analysis.		
<b>Lesson Five</b>	Assessment of Learning - module recap.	
<b>Warmer - Oral Pair-work assessment (10 minutes)</b>	Viva Voce: Three minutes pair-work oral assessment of Markievicz.	Guiding question: What part did Countess Markievicz play in Irish affairs between 1913 and 1922?
<b>Identifying Bias (10 minutes)</b>	Check the Fact or Opinion statements again to assess if students are better able to differentiate between fact and opinion.	Students should highlight the statements they identified incorrectly and write a note beside each explaining why.
<b>Writing feedback (20 minutes)</b>	Leaving Certificate essay style question feedback; sharing the success criteria and the marking rubric.	Have students self-assess using Patrick Hickey’s rubrics; then swap with a partner. Edit out vague pronouns. Check paragraphing. Students should code each paragraph using the P.E.E.L acronym.

<b>Revision and source analysis (20 minutes)</b>	Source analysis document discussion: students should list the sources they have analysed in this module and in pairs note one advantage and one disadvantage of historians using these sources.	Students complete the blank worksheet and compare their answer with suggested answers on the answer worksheet.
--	---	--

**Sources:**

<b>Source</b>	<b>Advantage</b>	<b>Disadvantage</b>
Video		
Sketch		
Website		
Photos		
Lecture		
Article		

Cartoon		
Animation		
Podcast		

Possible answers

<b>Source</b>	<b>Advantage</b>	<b>Disadvantage</b>
Video	Not posed; authentic	Rarer 100 years ago; quality may not be great
Sketch	Detailed	May be biased towards or against a cause
Website	Freely available	Author may be unclear
Photos	Primary sources	May be staged
Lecture	Often by academics	May be too high brow for post primary
Article	Informative	May be behind a paywall
Cartoon	May capture the zeitgeist	May be hard to infer from
Animation	Visual aid for weaker readers; adds interest	May be biased; may lack information.
Podcast	Aural source	Facts may need to be check as it is harder to edit oral sources



