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Irish Independent 

IN ASSOCIATION WITH

Thomas F. Meagher
FOUNDATION

THE *People's* FLAG

PRIDE, RESPECT, PEACE

SPECIAL
24-PAGE
SUPPLEMENT



INSIDE:

- Lesson Plans by the History Teachers' Association of Ireland
- Challenge Partnership with Gaisce
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- Kerry Group Awards & Scholarship
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Supporting the true meaning of our flag

The message of unity contained in the tricolour is more important than ever, says Thomas F. Meagher Foundation chairman, Rev. Michael Cavanagh

One hundred and seventy years ago, Thomas Francis Meagher first flew the Green, White and Orange of what would become our National Flag. His vision was that those colours would be symbolic of a future Ireland enjoying a lasting peace between all its people, irrespective of faith or culture.

It is doubtful that Meagher would have expected his vision to become a reality in his lifetime – the historical divisions were too deep for such a change to happen without blood and tears being shed – as indeed they have.

If Meagher were to travel through time to today, he would hear the stories of the long and difficult path to Independence; and he would ask if Ireland now enjoys the peace of which he dreamed. There would be much that would delight him – but he would realise that there is still much to do. Fortunately, he would also see that both the resource and the will exists to do it – in particular deploying the skills and opportunities presented by the young people who constitute the 'New Irish', both those born and bred here and those from many different birth nations who have chosen to become part of this country and its future.

The message of unity in the Flag's central white panel is perhaps even more relevant in our multicultural society than ever before.

where the desire for peace, harmony and mutual respect now extends far beyond the division between Catholic and Protestant. Our nation has struggled through the centuries to achieve the independence we now enjoy; but that victory comes with the responsibility to offer freedom and respect to every single one of its citizens, whoever they might be.

We in the Thomas Francis Meagher Foundation are totally committed to ensuring that the 'New Irish' have the encouragement and support to promote the Flag's message and take an active part in both local and national initiatives. Flag lapel badges, given free of charge to schools, will again be sold on the eve of St Patrick's Day by students for charities, causes and projects of their choosing. In addition to Flag Day, we are working closely with Gaisce - the Presidential Award, and the GPO Witness History Exhibition to promote the Flag and its message to all those who share our aim. A major event this year will be the installation of a plaque from the President of Ireland, funded by the Foundation, in the Washington Monument prior to its reopening, further developing and extending International awareness.

Meagher began the story of which we are all part. We look forward to writing the chapter of its completion, when the message of the Tricolour speaks to the world.



Winner: Favour Taijola, St Louis Secondary School, Dundalk, Co. Louth with Frank Hayes, Kerry Group, Reverend Michael Cavanagh, Thomas F. Meagher Foundation Chairman

A Senior Cycle in our schools to answer Ireland's call

BY KIERAN GOLDEN

How times have changed in Ireland since the foundation of the state! According to the Central Statistics Office 13pc of our current population has a non-Irish background. Pupils from 200 countries attend our schools speaking many languages. We are told that 13pc have a disability and 20pc experience deprivation. The National Association of Principals and Deputy Principals is proud to support the Thomas F. Meagher Foundation whereby our national flag is a symbol for all our nation. Meagher would have approved of the recent debate and consultation to reform the Senior Cycle of our education system and make it more reflective of the society we live in and better able to deliver the vision we have for our society. NAPD seeks to influence the national debate to deliver happy, fulfilled, challenged and curious students. In the Ireland of today we need students who can think for themselves and be both autonomous and self-directed learners. Equality of opportunity for all in a system that is equitable and respects differences. Our current system with the Leaving Certificate at its core is weighted towards the academically minded but students are not taking ownership of their own learning because broader skills are neglected. A good example is the fact that experts tell us that students must be prepared for the digital age but we still insist that students do hand written exams in sessions that can last up to three hours and twenty minutes! Our business colleagues in IBEC remind us that the goal of 2.1 million people in employment by 2015 is already achieved. Human-centric skills are what employers will want but how can our current system with its focus on points in the Leaving Certificate help students unlock their learning? Our senior cycle must support employability with education. We are so lucky that most students do Transition Year (TY). Having undertaken the year students will have benefited from work experience and social outreach programmes to develop their self-confidence and social skills, they'll be a year older and wiser as they undertake their Leaving Cert studies but we should explore whether TY should be compulsory and incorporated into a three-year senior cycle. While the debate continues about senior



cycle reform we are changing the senior cycle curriculum with the arrival of Politics and Society, Computer Studies, Physical Education and revised syllabi are being planned in a number of other subjects. Thomas F. Meagher was an idealist. As a nation we must look on education with an openness to wonder and joy. As the president of Maynooth University, Philip Nolan, said at a recent event: 'Education should foster good ways of living together with care for each other and for our common world'. Not much openness to wonder and joy is experienced by many in 6th year at the moment! They have lots of homework and little social life. Over half of 6th years take grinds and our students experience significant stress, mental health and wellbeing issues. The current debate may lead to change. I hope so because I firmly believe that education is at the heart of Meagher's ideals for Ireland – pride in our country, respect for one another and the joy of living in peace and rejoicing in our difference.

Kieran Golden is the current President of the National Association of Principals and Deputy Principals (NAPD)

'I value the importance of history'

There is so much more to learn from our past, writes Joe McHugh TD, Minister for Education and Skills

I have a simple message when people ask about history. It is about learning the lessons of our past to better prepare for the future.

And it is a great honour for me to be asked to share my thoughts with you on what our tricolour stands for, its place in history and its place today and in the future. Above all, our national flag is a symbol of respect.

That imagery remains as powerful today as it did 171 years ago when Thomas Francis Meagher first raised the flag, on March 7, 1846, at the Wolfe Tone Club, No. 33, The Mall in Waterford.

The flag was inspired by the French tricolour, but the message it carried on these shores was unique. As Thomas F. Meagher himself explained, the white signifies a lasting truce between the two traditions on our island, the Orange and the Green.

He said: 'I trust that beneath its folds the hands of the Irish Protestant and the Irish Catholic may be clasped in generous and heroic brotherhood.'

A Young Irelander, Meagher's message was as pure and dignified as had been voiced by anyone in the pursuit of peace and unity on our island.

And that is a lesson from the past that should be learned and shared far and wide today and for the future.

Our tricolour is also a symbol of inclusion. The commemorations that were marked with such dignity in 2016 epitomised those ideals.

Students are also gaining more awareness with the introduction of Politics and Society at Leaving Cert. It aims to develop active citizenship, to tell them how institutions work at local, national, European and global level.

The new Junior Cycle short course in Civic School and Political Education is providing a valuable opportunity to inform, inspire, empower and enable young people to participate as active citizens in contemporary society.

The focus on human rights and social responsibilities helps students feel connected to issues of wellbeing.



Those messages are being carried even further as every school in the country is encouraged to host a flag day, in barn allowing pupils to spread the story even further to their families and communities.

This is the fifth supplement that the Thomas F. Meagher Foundation has produced with the Irish Independent and the work is as important now. It is a fitting complement to the work with schools.

It offers lesson plans from the History Teachers' Association of Ireland alongside much more information on the Thomas F. Meagher Foundation and the role of its partners including Gaisce and Shannon Heritage.

The new Junior Cycle short course in Civic School and Political Education is providing a valuable opportunity to inform, inspire, empower and enable young people to participate as active citizens in contemporary society.

The focus on human rights and social responsibilities helps students feel connected to issues of wellbeing.

What better way to focus that intent by remembering the true ideals of our flag? As Minister I have made it clear how highly I value the importance of History as a school subject. There is so much more to learn from our past.

I announced a review of the place of History in the school curriculum, with the National Council for Curriculum and Assessment being asked to lead on that, and the results are expected by the end of the March.

All of that continues in the background as the Foundation goes about its work by supplying schools with free lapel pins – as Gaeilge agus Béarla – to raise money for a project or charity of the school's choice and to encourage students to take part in the awards and scholarship programmes.

The message is one of encouragement for the young people of Ireland, irrespective of ethnicity, beliefs or gender.

The Thomas F. Meagher Foundation wants you, the young people of today, to work together under our national flag and to understand and live its message of peace and unity. It is an idealism that is much needed today.

And it is visible every day on the roads and in the communities of some troubled countries around the world.

It is through this peacekeeping work that our flag has gained a unique place in a global context. The green, white and orange has a power and symbolism all of its own that has been built up over decades by generation after generation of dedicated members of the Defence Forces.

Our tricolour comes in peace. It creates a bond of trust and a feeling of safety. It is non-threatening.

In places like South Lebanon, where war still exists despite decades of uneasy truce, the Irish flag brings a sense of protection.

That is the message that we should promote. I urge everyone to listen to it and act on it.

No matter where there is division, our green, white and gold tricolour has the tradition and legacy – ár n-oidhreacht – to offer hope through respect, peace and inclusion.

We need you, the young people learning about your past and your heritage, to see the impact that a small country has on the world. Use it as your inspiration. Let it be the bedrock of your approach to life.

Táim fíorbhúch don seans scriobh faoi na mbratach thrídhathach. Is bratach sailníúil í Agus tá an teachtaireacht chomh láidir inniu is mar a bhí sí i 1846. Go raibí míle maith againh go léir.

Thomas F. Meagher



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Sixth year students Ella Dawson and Eleni O'Dwyer from St. Joseph's admire the Tricolour display created by the Flag Day Committee



Young Gaisce participants celebrate Irish Flag

Young people in schools across Ireland are coming together to celebrate the Irish Flag as part of a partnership between Gaisce – The President's Award and the Thomas F. Meagher Foundation. Many secondary school students undertaking a Gaisce Award are choosing to plan activities to celebrate the Foundation's annual Flag Day. March 15, as part of their Award. Flag Day aims to promote pride and respect for the Irish Flag, while encouraging young people to raise money for a charity of their choice.

One such school celebrating the Irish Flag is St. Joseph's College, an all-girls school in Lucan, Co. Dublin. Six 5th year students, Emily Carey, Julia Pawlus, Amy Coleman, Hamdi Qasim, Maeve Montgomery and Grace

McGoldrick are the Gaisce participants on the school's Flag Day Committee. "They are busy planning a schedule of events celebrating diversity and inclusion all in the name of honouring the symbolism of the Irish Flag," says Deputy Principal and President Award Leader Catherine Bligh, who has been supporting the group through their Gaisce Award.

GOING FOR SILVER
The group took on their Thomas F. Meagher Foundation activities to become more involved in their community as part of working towards their Gaisce Silver Awards. Gaisce is a self-development programme for young people between the ages of 15-25, which is designed to enhance confidence and wellbeing through participation in personal,



Pictured L to R, Amy Coleman, Emily Carey and Maeve Montgomery, the Gaisce Silver Award participants who are members of the Flag Day Committee at St. Joseph's School in Lucan. In order to fulfil their Silver Award activities, the girls have chosen to organise day of celebrations to mark the Thomas F. Meagher Foundation's national Flag Day, March 15.

physical, community and team challenges. It is a direct challenge from the President of Ireland, Michael D. Higgins to all young people to dream big and realise their potential. To fulfil their Silver Award, the girls are required to dedicate at least one hour a week each towards community-based activities, physical recreation and developing personal skills.

FLAG DAY ACTIVITIES
In the lead up to March 15, the girls will speak at each of the year group assemblies about the origins of the Tricolour, its symbolism and importance for today and invite all students to engage in active citizenship as a celebration of the Irish Flag. The students will sell lapel pins – the proceeds of which they will donate to a charity chosen by the school body. Last year's



Monday, February 19, 2019: Pictured outside the Department of Justice and Equality at the launch of Wavelength, Gaisce's new nationwide integration project (ItoR) Gaisce Silver Award holder Tracey Selu Zinyama, Minister of State for Equality, Immigration and Integration David Stanton T.D. and Gaisce Silver Award holder Sameer Ali. Tracey and Sameer took

part in a pilot programme for Wavelength and are currently undertaking their Gold Awards. Gaisce is currently seeking expressions of interest from organisations that work with young people seeking asylum or with refugee status to take part in Wavelength. Please email wavelength@gaisce.ie for more information. **PHOTO:** Robbie Reynolds

Flag Day Committee successfully fundraised €582 to donate to St. Joseph's Ward, in Crumlin Children's Hospital.

When choosing the theme for their Flag Day, echoing the origins of the Irish Tricolour in 1848, the group decided to focus on celebrating the diversity of the school population. A survey to identify each student's country of origin was carried out to see how many different nationalities attend the school. Speaking about the survey results, Ms Bligh says, "The girls were surprised to discover that there are approximately 50 nationalities represented by the 900 students in the school. Countries include Poland, Libya, Kosovo, Italy, Japan, Ghana and France. A Flag Day display has been created in the school in recognition of the school's diverse student population, with the Tricolour at the centre and the flags of some of the other 50 countries around it."

On the day the girls will raise the flag in the school grounds and hope to live stream the event on the school's social media to each classroom. They will also host a non-uniform day with everyone encouraged to dress in their national colours. Other planned activities include reading out a poem for which a member of last year's Flag Day Committee won a Regional Award, and holding a competition for the best dressed person on

the day.

The group will also use the Irish Flag as a backdrop to display the achievements of current and former students from the school who have represented Ireland in the areas of sports and social innovation. They will display 'A wish for Ireland' for 2019 which includes topical issues such as an end to homelessness, a solution to Brexit, climate change and an improvement to nurses' pay and conditions.

TEAMWORK

Many of the members of the Flag Day Committee did not know each other prior to taking part as they are from different classes and some of them are new to the school. Co-ordination of Flag Day activities required them to spend a lot more time together, making them work effectively as a team which was important to the success of the project.

"The girls agreed that time management was an essential skill they developed as it takes a lot of coordination and effort to put their plans into action. Incorporating the activities into their Gaisce Silver Awards has been a great success; the Committee members often spend more than the weekly hour required for Gaisce working on the Flag Committee to meet the Flag Day deadline," says Ms Bligh.

LOOKING AHEAD

To meet the 26 weeks of activities that a Gaisce Silver Award requires, the group will devise more activities to promote inclusion and diversity within the school. The Committee's planned activities include creating a permanent Flag Day display in the school and promoting the Scholarship and Awards Programme of the Thomas F. Meagher Foundation, based on the theme of 'What it is like to live in Ireland in 2019 and what does the Flag's message of peace mean to me'. Interested students can submit an essay, poem, piece of art or video by April 12, 2019. The Committee will collaborate with the schools' English, History and Art departments to encourage students to research and carry out more project work about the Tricolour. The girls will also visit the permanent exhibition of the Irish Flag in the GPO and are working on having a plan in place for next year's group.

For more information about Gaisce - The President's Award, please visit www.gaisce.ie or find us on Twitter, Facebook and Instagram by searching the handle @GaisceAward

** <https://www.gaisce.ie/research-impact-gaisce-participation/>*



LikeMinded

Gaisce - The President's Award is currently inviting applications for LikeMinded, a new LGBT+ youth programme commencing in 2019. Gaisce is seeking 12 young people aged 14-17 who identify as lesbian, gay, bisexual, transgender or questioning, to take part. If you are interested or have any queries please email likeminded@gaisce.ie for more information.



The 2018 winners of the Thomas F. Meagher Foundations Awards and Scholarship Favour Isjiola, St Louis Secondary School, Dundalk, Co.Louth, Laura Walsh, Presentation Secondary School, Thurles, Co.Tipperary, Shane Mc Auley, Dunshaughlin Community College, Dunshaughlin, Co.Meath, Alice Macilwraith, Regina Mundi College, Co.Cork, Jennifer Crowley, Regina Mundi College, Co.Cork, Maryna Florek, Ardcoilmhuire, Ballinasloe Co.Galway, Ella Dawson, St. Joseph's College, Lucan, Co.Dublin, Niamh Peirce, Convent of Mercy, Roscommon Town, Co.Roscommon, Sophie Ni Mhaoldomhnaigh, Davis College, Malrow, Co. Cork, Alice Kelly, Colaiste Bride, Clondalkin, Dublin, Alex O'Connor, North Monastery Secondary School, Co. Cork

FLAG DAY 2019

This year's Flag Day will be held in hundreds of schools on Friday March 15. The Thomas F. Meagher Foundation was established in 2014 to promote pride in and respect for the Irish Flag and its meaning for peace and to encourage active citizenship in our schoolchildren. The Foundation works with registered schools, by sending each school a fundraising pack including lapel pins the school can sell to raise money for projects or charities of their choosing. The Foundation works with their partners and patrons to provide these fundraising packs completely free of charge and ensuring every cent raised goes straight to the charity or project of choice.

Alongside the fundraising aims of the Foundation, they also encourage the young people of Ireland irrespective of ethnicity, creed or gender to work together under the Irish Tricolour and live its message of peace and unity. The Foundation asks schools to do this by holding events during the week leading up to Flag Day, which is held annually on the last school day before St Patrick's Day. During these events the students learn not only about the history and meaning of the Irish Flag but also the flag of all nationalities within their schools.

Previous events held during Flag Day

- 1. A flag raising ceremony either inside or outside of the school.
- 2. Students have invited prominent members



Winner - Alex O'Connor, North Monastery Secondary School, Co. Cork with Maria Walsh, Foundation Schools Ambassador, Frank Hayes, Kerry Group, Reverend Michael Cavanagh, Foundation Chairman

of the local community in to give a speech or an interview about their work or what the flag means to them, previous examples of these have been local sports stars, the local emergency services or family members of those who participated in the rising. The Foundation is endeavouring to have members of our honorary board and ambassador visit schools.

- 3. All nationalities within schools have compiled information sheets or a speech on Flag Day about their heritage and what the flag of their other country means to them, also what the Irish flag means to them.
- 4. All students in the school have been asked to

bring something which reminds them of a country they have an affinity or relationship with, this could be an item of clothing, food or an object. These countries could be a student's place of birth, their parent's place of birth, their grandparent's place of birth or even where they have family members. This has then formed part of a display.

- 5. Music has been a great source of inclusion and having music from different nations which are represented in the school as part of the event is wonderful.
- 6. There is a display board where all nationalities of the school are mentioned alongside one word that they associate with

THOMAS F. MEAGHER FOUNDATION FLAG DAY AND AWARDS AND SCHOLARSHIP PROGRAMME

Free Fundraising Packs provided to registered secondary schools, including lapel pins

Events held in participating schools to promote the message of the Irish Flag and the Foundations message of inclusivity

Kerry Group Awards & Scholarship



Sanita Puspure

Thomas F. Meagher Foundation Welcomes Sanita as New Honorary Board Member

World Champion Sanita Puspure is the latest member of the Thomas F. Meagher Foundation Honorary Board, she joins among others Congressman Joe Kennedy, Henry Shefflin, Pádraic Bonner, French Senator Helene Conway-Mouret. Sanita born in Latvia and now an Irish Citizen living in Ballincollig, Cork is a world champion rower with her sights firmly set on the 2020 Olympics. Sanita, speaking about joining the Foundation's board, said: "As an adopted Irish citizen, I instantly felt welcomed into this Nation and found myself completely

at ease here, absolutely certain that myself and my husband would be able to work and live comfortably here because of the number of opportunities available to us. As such, I am tremendously proud of Ireland, and the flag in my eyes, carries an important message of togetherness and collaborative effort in pursuing goals. I gladly accepted the invitation to join this honorary board. I am looking forward to working with the existing members on the board in promoting the meaning and significance of the Irish Tricolour."

KERRY GROUP Awards & Scholarship

As part of Flag Day activities, schools can also submit an entry to the Foundation's Kerry Group Awards and Scholarship Programme. This year entries can be submitted in the form of a video, essay, poem, picture or artwork on the subject of:

"What it is like to live in Ireland in 2019 and what does the flag's message of peace mean to me?"

The closing date for entries is April 15.

An Awards and Scholarship Presentation lunch will be held in May in Leinster House.

HOW TO ENTER

1. The competition is open to all students from registered schools who take part in Flag Day 2019.
2. Students must enter the competition as individuals.
3. Entries must be based on the topic "What

it is like to live in Ireland in 2019 and what does the flag's message of peace mean to me?"

4. All entries must be emailed to info@tffoundation.ie or sent by post to Reverend Michael Cavanagh, The Rectory, Kenmare, County Kerry.
5. Deadline for entries is Monday April 15.

ENTRY FORMAT

- Entries can be made in any of the following formats:
1. Video (no longer than 2 minutes)
 2. Typed Essay (no longer than 500 words)
 3. Poem
 4. Picture
 5. Artwork

MARKING SCHEME

1. Demonstrated knowledge of the history of the flag and commitment to the message of the Meagher Foundation of Pride in, Respect for the Flag and active citizenship including activities you/your class/your



school took part in to celebrate Flag Day on March 15. (40 Marks)

2. Demonstrate the Details of the money raised by you/your class/your school from the sale of the Thomas F. Meagher Foundation lapel pins and for what charity or project this money was raised for. (20 Marks)
3. Innovation (originality of entry and uniqueness). (20 marks)
4. Quality of entry (quality of photos, videos, composition of essay, overall presentation). (20 marks)

CONTACT DETAILS

Please feel free to contact us 083 0462101 info@tffoundation.ie tffoundation.ie



Ibrahim Ahmed

"What the flag's message of peace mean to me"

My name is Ibrahim Ahmed and I'm a proud citizen of Ireland since 2013. For me, being Irish evokes a sense of welcome, a place where I am free, free to raise my voice.

I first started what is now a global campaign for Zero Tolerance of Female Genital Mutilation (FGM/C) in Ireland in 2009. With the support of many organisations, politicians and an incredible team of volunteers, we steered the Irish FGM/C Criminal Justice bill to enactment in 2012. And it was with the assistance of Irish MEPs that I first gave my testimony to the European Commission in support of the ratification of the United Nations Convention on FGM/C.

As more and more immigrants who were not born in Ireland become citizens, the country has become markedly more multicultural and tolerant during the time I've been here. There is more inclusivity. For example, inviting me to write this article on International Women's Day, March 8, 2019 is definitely a welcome development. This year's Women's Day theme is 'Think equal, build smart, innovate for change'. For me, equal opportunity for women requires a major global innovation. That is the elimination of a practice that affects 200 million women worldwide. One in twenty women globally, have undergone female genital mutilation. An issue close to my heart. And 35pc of women worldwide have experienced gender-based violence.

There are many issues close to my heart that have improved for women in Ireland over recent times, but there's more to do. It makes me proud of my country and proud of our flag. A flag I actually wear during football matches, rugby matches and any occasion where Ireland is to be celebrated. As much as our flag's tricolour was intended to reconcile and even celebrate the then prevailing traditions of Ireland, we are now a country of many traditions. Indian, African and people of many other nations. So, for example when we celebrate Patrick's Day in Ireland in May as well as St Patrick's Day world-wide with multicultural events, the Irish flag is prominent and waved with the flags of many other countries as a symbol of tolerance and peace.

Working with Irish activists and CSOs as well as Irish NGOs who are leading the global campaign against FGM/C world-wide, I am particularly conscious of the support Iffrah Foundation receives from Irish missions abroad.

I wish to see a world where women are respected and given equal opportunities. A world where women can live in peace, whether here at home in Ireland or elsewhere.



We must cherish our history

BY DEIRDRE MAC MATHÚNA.

The Minister with Responsibility for Defence, Paul Keogh TD, said the following at the official launch of the Military Service Pensions Collection (1916-1923) - The Brigade Activity Reports in Cathal Brugha Barracks:

"We have the responsibility to remember the events of the War of Independence in the full context of our history. It provides the opportunity for this generation to understand and empathise with our forebears who fought to gain independence."

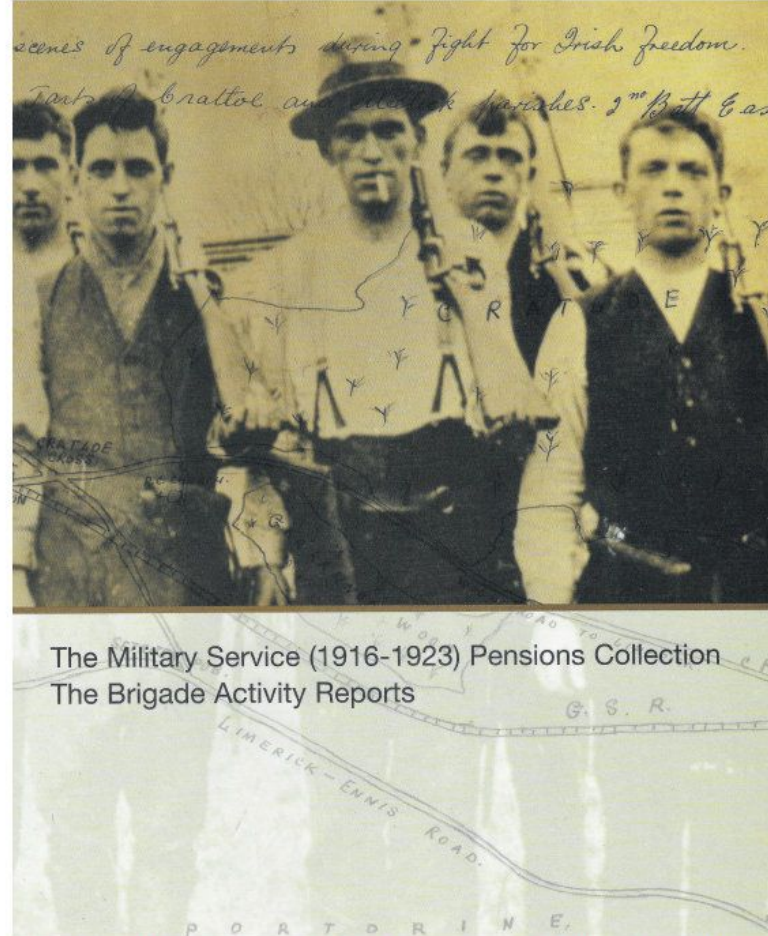
The release of these records shed light on the lives of those who took part in the Irish revolution a century ago and provides us with an invaluable primary source into an era that is faced with conflicting memories and experiences. The renowned historian Dr Eamon Phoenix has stated repeatedly that while Ireland, north and south, has a shared history, it does not have a shared memory. This archive will give the student a window into every parish and townland in Ireland and provide the opportunity to interrogate material at first hand. There has never been a more exciting time to be a student of history in this country

thanks to the rich variety of sources and archives that have become available to all. It is also deeply ironic that at this time, history in our schools has been marginalised and has become an optional subject. As professional history teachers, we in the History Teachers' Association of Ireland (HTAI) regret the current situation in our educational system. As teachers of history, we believe that all students have a right to their past. The study of history has a huge social value in training young minds to become active citizens and should therefore be the right of ALL our young people. To quote the current Minister for Education and Skills, Joe McHugh, TD:

"How vital it is that young people learn from the past in order that they can plan for the future? At a national, European and international level, it has never been more important for people to understand the lessons of history"

Let's hope that the current review initiated by the Minister will restore history to the core of our educational system.

THE FLAG AS A SYMBOL:
The current decade of centenaries has engaged the public imagination throughout the country and placed history at the



centre of local, national and international commemorations. The image of the Irish Flag has been central to these ceremonies. A country's flag is a potent symbol of nationhood and identity. While it has the power to unify and instill a sense of pride in its people, it can also become a symbol of division and conflict. Therefore, the story of the Irish Flag and Thomas Meagher, the man who presented it to the Irish people in 1848, provides an opportunity for students of history at all levels to reflect on the significance of symbols and anthems; to explore and forge links from the Republican tradition of the 18th century right through to the political divisions of the present day. This in turn would allow students to focus on the power of emblems and symbols to define loyalties based on cultural, social and religious traditions.

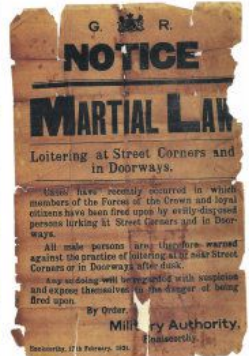
The lesson plans provided by my colleagues in the History Teachers' Association of Ireland offers the teacher a 'toolkit' for the classroom to navigate the complex and turbulent times of the War of Independence and include a detailed study of key events and personalities of that time. The narrative of the sequence of events can be explored in a multi-faceted way. Students are encouraged to analyse a variety of primary sources such as newspaper reports, public notices and posters, contemporary documents, images and audio material. Emphasis has been placed on the necessity to raise students' awareness of the concept of propaganda and mythology and to stress the importance of contextualising key events and personalities so as not to reinforce or impose any inherited preconceptions or prejudices. To quote the historian Diarmaid Ferriter, we must always try to avoid 'studying history backwards'!

SKILLS:
The current vision of new Junior Cycle as set down in the Framework Document is underpinned by eight Principles; 24

Statements of Learning and eight Key Skills. At the heart of the new strategy is the desire for students to learn, how to learn; to engage in independent research and to connect with everyday life and current affairs. The language of this document reflects the defining vocabulary for the study of history. The following is a list of some of the key skills that are at the heart of the study of history-

Investigate	Justify
Assess	Evaluate
Analyse	Explore
Consider	Review
Interrogate	Identify
Examine	Make connections with...

Students are given an opportunity to enhance their skills of enquiry, research and analysis, reflect on their learning and engage in making considered decisions based on the exploration of evidence. These lesson plans will harness all these skills and enable students to:



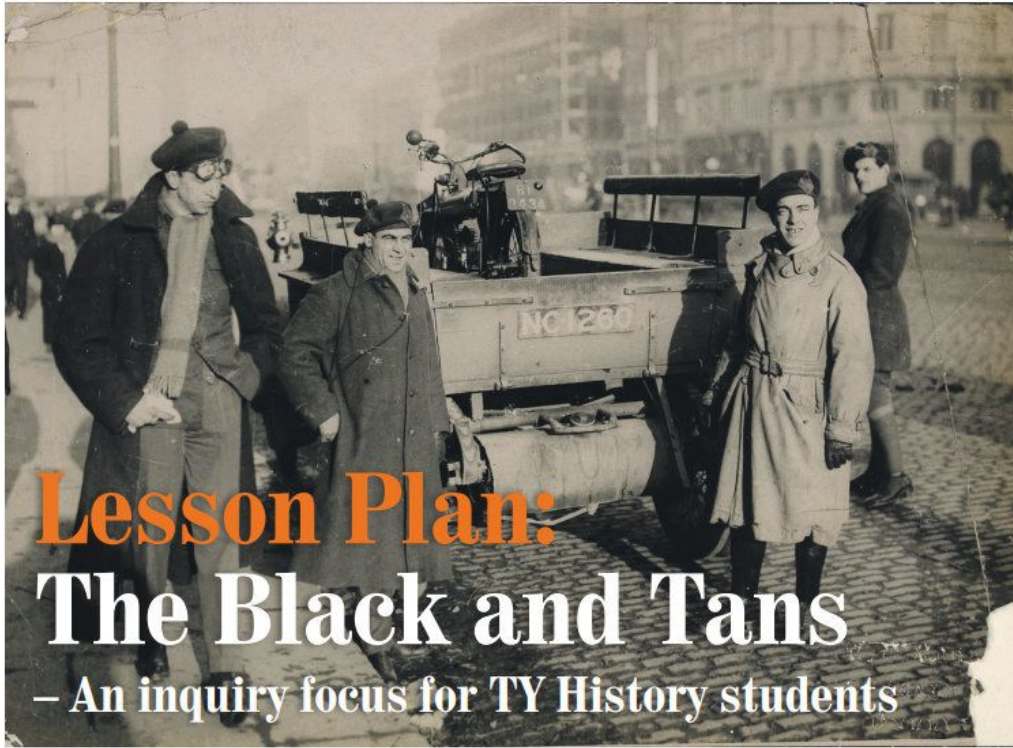
Main: Cover of the recently published Military Service Pensions Collection, at Military Archives, Cathal Brugha Barracks, Dublin, with an image of the East Cork Flying Column 1920-21. Image courtesy of Patrick W Cashman. Top: notice of martial law issued by order of military authority, Ennisclorthy, 17 February 1921. Image courtesy of Christopher Courtney. Above: Constitution of Cumann na mBan, 1919 with image of women and flag.

- gather, record, organise and evaluate information and data
- think critically and creatively
- make considered decisions
- gather, interpret and represent data
- express ideas

Guided by professionally trained teachers, students can learn to value local, national and international heritage and to study diverse values, beliefs and traditions. In the current climate of the suspension of the Northern Ireland Assembly and the Brexit negotiations, a knowledge of the complex history of Anglo Irish relations is particularly relevant.

LITERACY AND NUMERACY STRATEGY:
The study of history enhances a student's ability to embrace a rich vocabulary that provides them with important life skills of communication and expression. Their numeracy skills can also be improved by the use of timelines, chronology and the observation of sequences and patterns in the study of the past. The use of technology and digital media also enhances the student's ability to embrace the rich variety of sources that have become available thanks to advancement in technology.

The author is President of The History Teachers' Association of Ireland and a history teacher and school archivist in Dominican College Muckross Park, Donnybrook, Dublin.



Lesson Plan: The Black and Tans

– An inquiry focus for TY History students

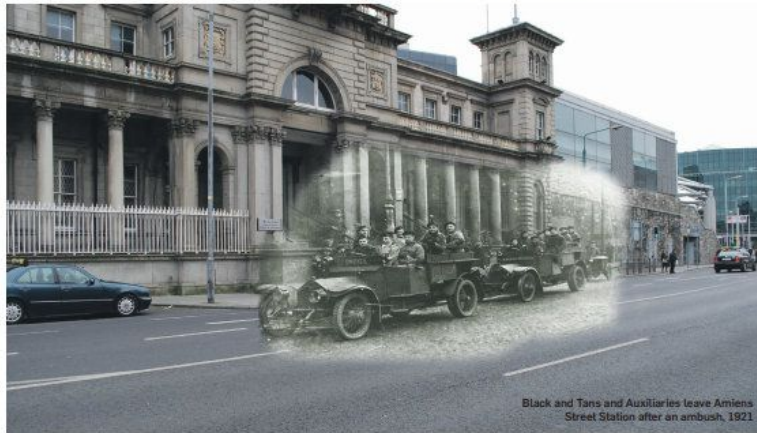
BY SHANE FITZGERALD, HTAI

RATIONALE

We must be careful not to judge the past by present day attitudes or be fearful to let go of long-held beliefs. It is our duty as historians and history teachers to instill the essential principle of objectivity in our students. For they will inherit the mantle of history and shape its understanding. In the decade of centenaries, our current interpretation may shape or skew the discourse of history for years to come. The ‘Tan War’ is perhaps one of the most eulogised periods of Ireland’s modern history. It is venerated in song, story and myth and yet misunderstood. With this in mind, who were the Black and Tans?

This lesson is set for TY students who will focus on investigation, enhancing research skills, evaluating sources, analysing source provenance and using the internet ethically. It may be offered as part of a niche focus within the War of Independence period. However, there are intrinsic links to both the new Junior Cycle and Leaving Cert curriculum/RSR research.

“If a police barracks is burned or if the barracks already occupied is not suitable, then the best house in the locality is to be commandeered, the occupants thrown into the gutter. Let them die there – the more the merrier. Should the order (‘Hands Up’) not be immediately obeyed, shoot and shoot with effect. If the persons approaching (a patrol) carry their hands in their pockets, or are



Black and Tans and Auxiliaries leave Amiens Street Station after an ambush, 1921.

in any way suspicious-looking, shoot them down. You may make mistakes occasionally and innocent persons may be shot, but that cannot be helped, and you are bound to get

the right parties some time. The more you shoot, the better I will like you, and I assure you no policeman will get into trouble for shooting any man.”

Lieutenant-Colonel, Gerald Bryce Ferguson Smyth, Divisional Commissioner for the province of Munster, June 1920.

		Time Allocated (40-minute class)
Initial Stimulus	<ul style="list-style-type: none"> Using the above quote from Smyth, students discuss (Think-Pair-Share) their interpretation of this using only prior knowledge on War of Independence and a brief background by teacher Also shared with students are statistics on the Black and Tans which reveal that 1 in 10 was an Irish Catholic (Think-Pair-Share) 	10 mins
Lesson Development	<ul style="list-style-type: none"> Students taught the cause-course and consequences of Smyth’s statement Statistical analysis of Black and Tans with Catholic Irish heritage using IT Students analyse sources on Smyth statement and evaluate outcomes using primary and secondary sources Teacher leads students in understanding diversity within Black and Tans and RIC Group/table evaluate data and offer historical judgements using questions from Effective Questioning. 	20 mins
Lesson Conclusion	<ul style="list-style-type: none"> Students write a brief reflection on what they learned from lesson and interpret a new understanding of the period Students offer one key sentence from their reflections to the class group. 	10 mins
Learning Intentions	<ol style="list-style-type: none"> Students understand misconceptions surrounding Black and Tans Students assess impact of Smyth’s speech Students evaluate the consequences of IRA execution of Smyth. 	
Learning Outcomes	<ol style="list-style-type: none"> Students understand the role of the Black and Tans Students can assess Black and Tans using primary sources Students evaluate objectively actions of IRA Students use Internet to research ethically 	
Success Criteria	Students can use numerous sources to objectively evaluate the origins of Smyth’s speech, its consequences and the significance of the actions of the Black and Tans/IRA during this time period	
Differentiation	Students will have access to IT, paper resources and visuals. Each area can be divided by teacher. Effective Questions can be targeted to challenge each learner in a different way. Each cohort can be tasked with answering a selected question and presenting conclusion-based on historical references and sources.	
Effective Questioning	<ol style="list-style-type: none"> Was Lt-Col Smyth doing his job? Why would the Black and Tans choose such tactics? Were the protests of the RIC justified? How is this incident significant? Were the IRA justified in killing Smyth? Why would an ordinary Irish person support the IRA? Why would an ordinary Irish person assist the Black and Tans? Were all Black and Tans English criminals? Are Irish Catholics and Protestants different at this time? If so, how? Why would an Irish Catholic join the Black and Tans? 	
Literacy	Focusing on key words: Reprisal, Atrocity, Auxiliary, Mutiny, Protest, Execution, Guerrilla war, Interpretation, Murder, Assassination, RIC, Black and Tan, Independence	
Numeracy	Interpreting statistics and data relating to Black and Tan membership, RIC numbers in Ireland and Membership figures for the IRA	
Student Reflection	Students reflect on findings at the end of the lessons and challenges common perceptions of Black and Tans/IRA and time period.	
Links to JCT	Strand 1 – The Nature of History: 1.1 – 1.11 are applicable Strand 2 – The History of Ireland: 2.3, 2.4, 2.9, 2.10, 2.11	
This lesson and module are conducive to JCT	<p>JCT Key Skills</p> <ul style="list-style-type: none"> Staying Well Managing myself Being Literate Being Numerate Working with others Managing Information & Thinking Communitarian 	<p>JCT Statements of Learning</p> <ul style="list-style-type: none"> SOL3: creates, appreciates and critically interprets a wide range of texts SOLB: appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives SOLB: values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change SOL15: recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning SOL17: devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills SOL24: uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner
Links to LC	Irish History Topic 3 – Pursuit of sovereignty and the impact of partition, 1912-1949 Research Study Report – Scope for investigation	
RSR/CBA research	<p>Key personalities/events that may be useful for CBA 1 – The past in my place. Some key personalities/events for potential research are</p> <ul style="list-style-type: none"> Tom Barry and the Kilmichael Ambush 1920 Bloody Sunday 1920 Thomas D. Huckerby – ‘Tan Serial killer’ Sean MacEoin and the Clonfin ambush HMS Argenta in Belfast Lough The National Loan and the funding of the Dáil The Burning of Cork 1920 Winston Churchill’s Black and Tans William Mitchell – A Black and Tan Executed. 	
Continuing the lesson	<ul style="list-style-type: none"> RIC policemen joining the IRA RIC policemen feeling the IRA Smyth’s funeral in Co. Down Rioting for three days after Smyth’s funeral Analysing newspaper reports of the execution and funeral of Smyth Researching Smyth’s brother George Osbert Smyth George Osbert Smyth and his membership of The Cairo Gang George Osbert Smyth’s death whilst attempting to arrest Dan Breen/Sean Treacy Events of Bloody Sunday and the Cairo Gang Mapping the atrocities of the Black and Tans in Ireland Analysing history through songs (Rebel and Loyalist) Analysing history through film (e.g. Wind that Shakes the Barley) 	

APPENDIX 1

Useful Sources

- British Broadcasting Company (BBC), ‘Wars and Conflict’, available at <http://www.bbc.co.uk/history/british/easterriising/altermath/a105.shtml#audio>
- The History Learning Site, Ireland 1845-1922, available at <https://www.historylearningsite.co.uk/ireland-1845-to-1922/the-black-and-tans/>
- W.J. Lowe, History Ireland Magazine, ‘Who were The Black-And-Tans?’, No.3, vol. 12., (Autumn, 2004)
- S. Barry, ‘The whereabouts of Eneas McNulty’, (London, 1998)

- D.V. Duff, ‘Sword for hire: the saga of a modern Free Companion’, (London, 1936)
- W.J. Lowe, ‘The war against the RIC, 1919-21’, Eire-Ireland, vol. 37, (Fall/Winter 2002)
- K. Griffith & T. O’Grady, ‘Curious Journey: An Oral History of Ireland’s Unfinished Revolution’, (Mercier Press, 1998)
- Gaughan, A. ‘The Memoirs of Constable Jeremiah Mee’, (Kildare, 1975)
- Bureau of Military History, available at <http://www.bureauofmilitaryhistory.ie/>
- Royal Irish Constabulary: Records and Files, available at <http://www.nationalarchives.gov.uk/help-with-your-research/research-guides/royal-irish-constabulary/>
- The Irish History, available at <http://www.theirishhistory.com/>

Protocol for the National Flag

When Bunreacht na hÉireann/the Constitution of Ireland was enacted in 1937 the Tricolour was formally recognised as the Nation's Flag.

"The national flag is the tricolour of green, white and orange."

Article 7 - Constitution Of Ireland

The following guidelines are intended to assist individuals in giving due respect to the National Flag. There are no statutory requirements, so observance of these guidelines is a matter for each person. It is expected that the National Flag will be treated at all times with appropriate respect by those who use it. The Department of the Taoiseach has general responsibility in relation to the National Flag. This responsibility is primarily concerned with the guidelines for the flying of the Flag. The Department's role, therefore, is an advisory one. The protocols for the National flag were first adopted by a unanimous resolution of Seánad Éireann on the eve of the 165th anniversary of the first flying of a tricolour by Thomas F. Meagher. In the chamber on that occasion for the ceremony was the Great Grandson of Brigadier General Thomas F. Meagher. The resolution was tabled by Senator Mark Daly and was supported by all sides of the house. It was the first time either House of the Oireachtas formally adopted protocols for the National Flag.

Design

- The National Flag is rectangular in shape, the width being twice the depth (measurement from top to bottom). The three colours – green, white and orange – are of equal size and vertically disposed.
- Sometimes shades of yellow or gold, instead of orange, are seen at civilian functions. This is a misrepresentation of the National Flag and should be actively discouraged.
- The Flag should normally be displayed on a staff, the green being next to the staff, the white in the middle and the orange farthest from the staff. Provided that the correct proportions are observed, the Flag may be made to any convenient size.
- The addition of a gold fringe or tassels to a national flag is a long-standing international tradition. A fringe is not considered an integral part of the flag so cannot be said to interfere with its design, unlike say lettering or emblems superimposed on the flag, which should never be used. The fringe is considered to be purely for decorative purposes and can therefore be used when the flag is displayed indoors or on ceremonial occasions outdoors.

Flying, displaying and placing

- No flag or pennant should be flown above the National Flag.
- Only one National Flag should be displayed in each group of flags or at each location. In all cases, the National Flag should be in the place of honour.
- When the National Flag is flown at a building or entrance along with other flags of equal height, it should be first on the right (on an observer's left). See Section 6 for guidelines on flying the National Flag with flags of other nations.
- When the National Flag is carried with another flag or flags, it should be carried in the place of honour: on the marching right – that is, on the left of an observer towards whom the flags are approaching.
- While being carried, the National Flag should not be dipped by way of salute or compliment, except to the dead during memorial ceremonies.
- When the National Flag is used to drape a coffin, the green should be at the head of the coffin.
- When displayed on a platform, the National Flag should be above and behind the speaker's desk.
- When the National Flag is displayed either horizontally or vertically against a wall or other background, the green should be on the right (an observer's left) in the horizontal position or uppermost in the vertical position.
- In the event of a display of crossed staffs the National Flag should be to the right and to the fore, that is to the left of an observer who is facing the flag. Its staff should be in front of the other flag or flags.

Note

Sunrise and sunset are generally deemed to be:

Sunrise

March to October 08:00 Hours November to February 08:30 Hours

Sunset

January & December 15:30 Hours February and November 16:30 Hours

March and October 17:30 Hours April 18:00 Hours

May and September 19:00 Hours June to August 20:00 Hours

Occasions and times when the National Flag is flown

- The National Flag is flown daily at all military posts and from a limited number of State buildings.
- It is also flown on St Patrick's Day (the National Holiday), Easter Sunday and Easter Monday (in commemoration of the Rising of 1916), and the National Day of Commemoration (on the Sunday closest to 11 July, the date of the Anglo-Irish Truce in 1921).
- On these occasions the National Flag is flown from all State buildings throughout the country that are equipped with flagpoles, and many private individuals and concerns also fly it.
- The National Flag is flown at other significant national and local events such as festivals and commemorations.
- The National Flag is normally displayed in the open only from sunrise to sunset, except on the occasion of public meetings, processions or funerals, when it may be displayed for the duration of such function.

The National Flag may be flown by night as well as by day as long as it is properly illuminated at all times, preferably by spotlight.

Flying and displaying the National Flag with Flags of other Nations

- When the National flag is flown with the flags of other nations, each flag should have the same width and should fly from a separate flagpole of the same height.
- International protocol prohibits the flying of any nation's flag higher than another in peacetime. If, however, one flagpole happens to be higher than the rest, then the National Flag is flown from that flagpole. In such cases, no additional National Flag can be flown.
- When the group of flags of the European Union are flown, the sequence is alphabetical, based on the first letter of the country's name in its primary local language. The flags should be flown from an observer's left to right with the European Union flag flown from the first flagstaff.
- An alternative order of flags is to begin on the left with the National Flag and place the European Union flag on the far right of the group, as seen by an observer.
- Where either an even or an odd number of flags is flown in line on staffs of equal height, the National Flag should be first on the right of the line (i.e. on an observer's left). Where one of these flags is that of the European Union, the European Union flag should be flown on the immediate right of the National Flag as seen by an observer.
- Where, however, an odd number of flags is displayed from staffs grouped so that there is one staff in the centre and higher than the others, the National Flag should be displayed from the central staff. Where one of these flags is that of the European Union, the European Union flag should be flown from the first flagstaff on the observer's left.

Carrying of the National Flag

- When the National Flag is carried with another flag, or flags, it should be carried in the place of honour: the marching right – that is on the left of an observer towards whom the flags are approaching.
- Where one of these flags is that of the European Union, the European Union flag should be carried on the immediate right of the National Flag as seen by an observer.
- In the event of a display of crossed staffs, the National Flag should be to the right and to the fore, that is to the left of an observer who is facing the flag. Its staff should be in front of the other flag or flags.

"The White in the Centre signifies a lasting truce between Orange and Green. I trust between its folds the hands of the Irish Catholics and the Irish Protestants may be clasped in generous and heroic brotherhood."

Thomas F. Meagher 13th April 1848

Half-masting the National Flag and its display during times of mourning

- The half-masting of national flags is a well-established procedure whereby countries bestow an honour and express a collective sense of sorrow.
- Half-mast means the flag is flown two-thirds of the way up the flagpole, with at least the depth (measurement from top to bottom) of the flag between the top of the half-masted flag and the top of the flagpole. Traditionally, this is considered to leave space for the invisible flag of death. The National Flag is at half-mast in any position below the top of the staff but never below the middle point of the staff.
- When being hoisted to half-mast, the Flag should first be brought to the peak of the staff and then lowered to the half-mast position. It should again be brought to the peak of the staff before it is finally lowered.
- Where the National Flag is flown at half-mast, no other flag should be flown.
- On the death of a national or international figure, the National Flag is flown at half-mast on all prominent government buildings equipped with a flag pole, under advice from the Department of the Taoiseach. The Department may also advise the half-mast display of the flag after other tragic events. The death of a prominent local figure may be marked locally by the National Flag being flown at half-mast.
- A National Flag at half-mast may be displayed, day and night, for the duration of a funeral provided the flag is illuminated.
- While being carried, the National Flag should not be dipped by way of salute or compliment except to the dead during memorial ceremonies.
- When used to drape a coffin, the green should be at the head of the coffin.

Folding of the National Flag

If a coffin has been draped with the National Flag, the military tradition for the ceremonial folding of the National Flag (which may be followed by others) is as follows:

- Once removed from the coffin, the Coffin Bearers (ideally six people) fold the Flag in the following manner:
- Orange passed under to white - white and orange passed under to green (following this manoeuvre, green is on top, orange in the middle and white underneath) - green, orange and white folded once, with green remaining facing outwards and complete Flag draped over extended left arm of a Coffin Bearer (this assumes the use of a standard size flag; larger flags may need to be folded twice, with green always facing out-wards).
- The folded Flag is then normally presented to the next of kin of the deceased.

Hoisting and lowering

- In raising or lowering, the National Flag should not be allowed to touch the ground.
- When being hoisted to half-mast, the Flag should first be brought to the peak of the staff and then lowered to the half-mast position. It should again be brought to the peak of the staff before it is finally lowered.
- The National Flag is at half-mast in any position below the top of the staff but never below the middle point of the staff. As a general guide, the half-mast position may be taken as that where the top of the flag is the depth of the flag below the top of the staff.

Saluting the National Flag

- On ceremonial occasions when the National Flag is being hoisted or lowered, or when it is passing by in a parade or when the National Anthem is being played, all present should face it, stand to attention and salute. Persons in uniform who normally salute with the hand should give the hand salute. Persons in civilian attire should salute by standing to attention.

- When the National Flag is being carried past in a parade, the salute is rendered when the Flag is six paces away and the salute is held until the Flag has passed by. Where more than one National Flag is carried, the salute should be given only to the leading Flag.

The National Flag and the National Anthem

When the National Anthem, Amhrán na bhFiann, is played in the presence of the National Flag, all present should face the National Flag, stand to attention and salute it, remaining at the salute until the last note of the music.

Respect for the National Flag

- Care should be taken at all times, including when raising or lowering, to ensure that the National Flag does not touch the ground, trail in water or become entangled in trees or other obstacles.
- The National Flag should never be defaced by placing slogans, logos, lettering or pictures of any kind on it, for example at sporting events.
- The National Flag should not be draped on cars, trains, boats or other modes of transport. It should not be carried flat, but should always be carried aloft and free, except when used to drape a coffin, on such an occasion, the green should be at the head of the coffin.
- The National Flag when used as a decoration should always be treated with due respect. It may be used as a discreet lapel button or rosette or a small version may be used as part of a centrepiece for a table. When used in the latter context with the flags of other nations, the National Flag should also be displayed in the place of honour on a nearby flag staff.
- Where more than one National Flag is flown on festive occasions, they should be of uniform dimensions. Bunting of the National Colours may also be used on festive occasions.
- When displayed on a platform, the National Flag should not be used to cover the speaker's desk, nor should it be draped over the platform.

Proper disposal of a worn or frayed National Flag

When the National Flag has become worn or frayed it is no longer fit for display, and should not be used in any manner implying disrespect. It should be destroyed or disposed of in a dignified way.

Use in printed or electronic format

When the National Flag is being reproduced in printed or electronic format, the principles of respect outlined in these guidelines apply.

The Thomas F Meagher Foundation

The Thomas F. Meagher Foundation aims to promote pride in and respect for the Irish flag and its true meaning for peace on this island. The Foundation is named after Thomas Francis Meagher, Irish patriot and US army general and Governor of Montana, who flew the first tricolour flag on the 7th of March 1848 from 33 The Mall in Waterford at the Wolf Tone Club. The Thomas F. Meagher Foundation strives to ensure that every citizen in Ireland and in particular, every schoolchild knows the history and meaning behind the national flag.

Email: info@tvmfoundation.ie

Facebook: [tvm foundation](https://www.facebook.com/tvmfoundation)

Web: www.tvmfoundation.ie

Twitter: [tvm1848](https://twitter.com/tvm1848)

Thomas F. Meagher
FOUNDATION

Promoting Pride in & Respect for
the Irish Flag & its meaning for peace.
Encouraging Active Citizenship through the
Awards and Scholarship Programme.



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. MacCarthy, Dr. B. Cusack, L. de Roine, M. Conboy and Rev. M. O'Flanagan (vice-president of Sinn Fein).
 Left to Right 3rd Row: P. Ward, A. McCabe, D. Fitzgerald, J. Sweeney, Dr. Hayes, C. Collins, P. O'Maille, J. O'Mara, B. O'Higgins, J. Burke and K. O'Higgins.
 Left to Right 4th Row: J. MacDonagh and S. MacIntyre.
 Left to Right 5th Row: P. Beaulé, R. Barton and P. Galligan.
 Left to Right 6th Row: P. Shanahan and S. Erchingham.

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 nationalistic 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 Dáil 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 guerrilla 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. Dáil | (vi) A semi-independent government for local affairs |
| 7. Guerrilla 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)(v), 2)(x), 3)(vi), 4)(x), 5)(c), 6)(i), 7)(vi), 8)(vii), 9)(viii), 10)(x)

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	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. 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.	10-20 minutes
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

Resources needed: Handout, photocopies, scissors, glue, projector, YouTube, Mentimeter, Padlet		
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. When did Ireland lose its government? Define Home Rule When did the Easter Rising take place? Name the dominant political party in 1918.	20 minutes
Assessment Questions	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
Visualising the past	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
Assessment Game	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.	
Literacy homework		

Lesson 3: Evaluating Sources on the War of Independence

Resources needed: Handout, photocopies, scissors, glue, projector, YouTube, Mentimeter, Padlet		
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 Guerrilla Warfare https://www.youtube.com/watch?v=L3zeCnzH8 , (2:31 minutes) Come Out Ye Black & Tans https://www.youtube.com/watch?v=5pY9LOH03EE (2 minutes)	
Focused viewing	1. Name one man involved in the killing of the Irish RIC officers. 2. Explain the term Guerrilla 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/id1073599173?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



The Round Room with a Broad History

This year saw the 100th anniversary of the first sitting of Dáil Éireann. The Irish Flag stood proudly beside President Michael D. Higgins, the Ceann Comhairle Seán O’Fearghail and the Cathaoirleach Denis O’Donovan on that occasion, as it stands every day in the Round Room of the Mansion House.

As we celebrate the 100th anniversary of self-democratic rule in the state, the Flag stands strong as a symbol of our people. President Higgins, speaking on the occasion of the anniversary of the First Dáil, echoed the principles of the Thomas F. Meagher Foundation as he said “Let us instead explore our past with open hearts and open minds,

respecting all of the traditions that exist or endure on our island of migrant peoples.” The Foundation encourages us all, especially school children to learn about our own history and explore the extraordinary story of Thomas F. Meagher. It wants the next generation to see the flag as that symbol of “open hearts and open minds”. In its mission statement, it asks the “young people of Ireland, irrespective of ethnicity, creed or gender to work together under the Irish Tricolour and live its message of peace and unity”.

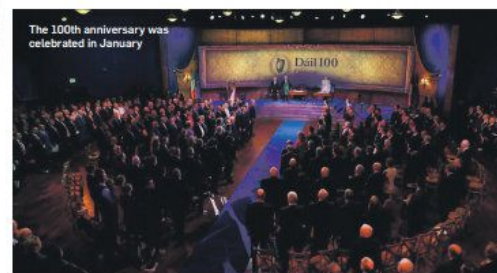
The Round Room is Ireland’s oldest purpose-built events venue, originally built in 1821 to welcome King George IV to Dublin as there was no venue in the city deemed suitable to welcome a King.



Grandeur: the Round Room today



Gathering: the Mansion House hosts conferences and events



The 100th anniversary was celebrated in January

Throughout the years, since King George’s visit, the Round Room has proudly welcomed high-profile guests from across the globe

including Pope John Paul II, Nelson Mandela, Queen Victoria, Prince Rainier III and Princess Grace of Monaco. It was in the Round

Room, in 1919 that the first sitting of Dáil Éireann was held, marking the first definitive parliamentary move for Home Rule.

Seventy of the elected Irish representatives did not attend Westminster but were in Dublin for the first parliamentary meeting ever held in Ireland instead.

On Monday, January 21, 2019 the centenary of the 1st sitting of Dáil Éireann at the Round Room of the Mansion House was marked with a joint sitting of the Houses of the Oireachtas.

This was followed by a State Reception hosted by the Department of An Taoiseach across the entire Mansion House complex.

The Round Room, the Oak Room and the Supper Room (FIRE Restaurant & Lounge since 2005). The Mansion House has a flexible six-space purpose designed events venue that has successfully played a part in making Dublin such a vibrant urban destination, identifying events as a key catalyst for the city’s development of tourism, retail and leisure.

The grandeur of the timeless 18th-century setting combined with a recent restoration and cutting-edge technology, guarantees to impress everyone who walks through the doors.

**JUNIOR
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NOTES**

WA new History Specification for Junior Cycle Students was introduced in schools in September 2018. The links between an exploration of Shannon Heritage sites and the Junior Cycle History Specification are concentrated on Strand 1 and Strand 2 of the History Specification. Teaching and learning is planned around engagement with a series of Learning Outcomes (available at www.curriculumonline.ie) which highlights both the skills a historian develops and the History of both Ireland and the Wider World. Students will for the first time now complete Classroom Based Assessments; one in 2nd Year (The Past in My Place) and another in 3rd Year (A Life in Time). Engaging with the History specification both in school and by considering repositories of historical information, is now a central part of the curriculum, making the work of bodies like Shannon Heritage even more important than ever before.

The notes below are suggestions for teachers who wish to plan around the sites mentioned in this publication.

WHaving looked at Strand 1 Learning Outcome 1.1 (on developing a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context) and Learning Outcome 1.3 (on appreciating cultural inheritance through recognising historically significant places and buildings); this context and sense of place is provided by visiting the Bunratty Castle and Folk Park and encountering historically accurate representations of Irish life over generations, particularly in the 19th and 20th centuries. Learning Outcome 2.7 asks students to investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora, and visiting pre-famine dwellings in the Folk Park could further support learning around this period in a visceral way. The changing experience of women in 20th Century Ireland (Learning Outcome 2.9) is yet another area where students could see for themselves the work done by a woman a century ago in Bunratty.



Bunratty Castle and Folk Park: a National Monument Gets the Junior Cycle Treatment

BY EOIN SHINNERS, PRINCIPAL, LIMERICK EDUCATE TOGETHER SECONDARY SCHOOL

In January 2019, Limerick Educate Together Secondary School partnered with Shannon Heritage to develop a project/theme-based learning initiative which saw teachers and students collaborate across different subjects on a common theme – Bunratty Castle and Folk Park. Project-based learning (PBL) prepares students for academic and career success, and readies young people to rise to the challenges of their lives and the world they will inherit. It provides schools

with a framework for project work over an extended period of time that engages students in solving a real-world problem or answering a complex question.

Teachers designed a framework that used Bunratty Castle and Folk Park as a starting point. Education is a key pillar of Shannon Heritage's engagement strategy providing a natural environment for children and young people to learn from its custodial and curatorial role. This in turn helps to reinforce and stimulate curiosity and imagination for local and wider environment. When Shannon Heritage approached us about engaging with the Junior Cycle curriculum using the historic Bunratty Castle and Folk Park, it was a no-brainer really.

The Bunratty Project demonstrated the potential for a school to look beyond the traditional curriculum and dig a little deeper. Students were assigned various tasks, many of which were blended or integrated with different subjects. Students in Limerick ETSS do not look at subjects in isolation. They use project-based learning approaches to integrate the curriculum and identify commonalities via Junior Cycle learning outcomes.

For example, during the Bunratty Project, we witnessed

- History students studying the defensive features of the castle
- Geography students examining features of a meandering river from the turrets of the castle
- Music students engaged in a music



Students having fun at Bunratty Castle

workshop with the World Famous Bunratty Castle Entertainers

- Home Economics students tested their skill in the art of 19th Century bread-making with the Bean an Tí.
- Science students gathered and tested soil samples
- Woodwork students were researching the types of indigenous trees in the adjacent woodland.
- Business students were profiling the tourist industry and its effect on the community of Bunratty.
- Art students were engaged in a photography task.

Project-based learning helps students to develop deep content knowledge as well as critical thinking, creativity and communication skills in the context of doing an authentic, meaningful project. This type of teaching and learning initiative has unleashed a contagious, creative energy among the



Left: students and staff of Limerick Educate Together Secondary School; top: Entertainer Chris Rowley, Carrie Carrol, Niall O'Callaghan, MD Shannon Heritage; Jack Flanagan, Eoin Shimmers and entertainer Triona Walsh.

students and teachers. We are on point with the vision of the Junior Cycle and how it advocates for a balance between knowledge, skills and understanding in the curriculum. We have only scratched the surface of learning potential from Bunratty Castle and Folk Park and look forward to visiting its neighbours Cragganowen and King John's Castle.

To book a Junior Cycle tour of any Shannon Heritage attraction, email reservations@shannonheritage.com or contact 061 71222

About Limerick Educate Together Secondary School (ETSS): As the city's newest secondary school, it is breaking ground in terms of how it approaches teaching and learning both in the classroom but more significantly, beyond it. Teachers are driven by three fundamental principles which underpin the vision and ethos of the school – curiosity, creativity and diversity. This leads to impressive student collaboration and innovation.

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When planning to make connections and comparisons between people, issues and events in different places and historical eras (Learning Outcome 1.1) consider the evolving History of a site like King John's Castle in Limerick. Looking at siege, conquest and settlement of centuries would also encourage consideration of Learning 1.5 and the interpretation of evidence, and of course the ability to develop historical judgements and show awareness of historical significance (Learning Outcome 1.7) would be underpinned by consideration of the relationship between the Castle and its surroundings. The Castle would also allow teachers and students to consider Learning Outcome 3.6 on life and death in medieval society. This medieval setting, in the middle of a city, might allow planning to look at Learning Outcome 2.1 on patterns of Irish settlement.

Music Workshops!

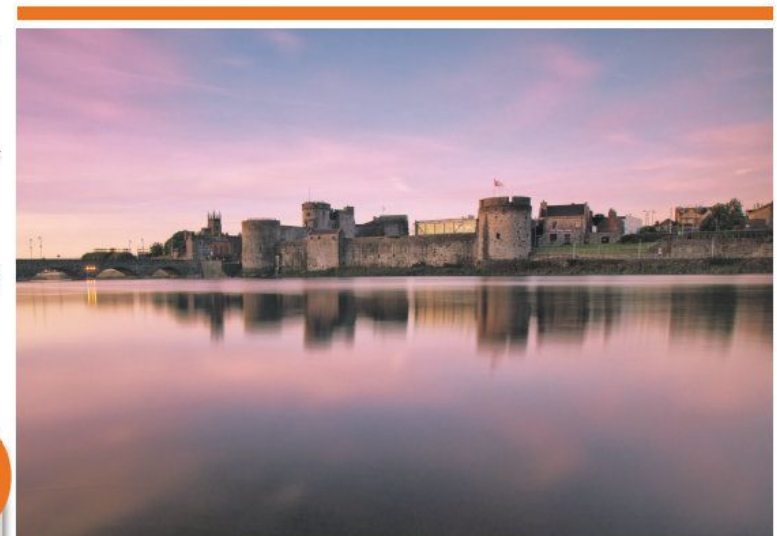
The world-famous Bunratty Castle entertainers have been industry leaders in their ensemble singing and instrumental performance since the establishment of the banquets in 1963 and have performed to over 5.5 million visitors. From Spring 2019 this troupe of highly qualified and experienced musicians are delivering workshops to children and young people. These take place between the Education Suite in the Folk Park and the Great Hall of Bunratty Castle. The two-hour sessions focus on the main strands of the music curriculum which are:

- Listening and Responding
- Performing
- Composing.

Bringing this experience to children and young people is a truly unique and wonderful



opportunity. Using voice as the principal instrument, groups explore active music making in collaboration with the singers and musicians of the castle. Why learn about the great Irish harpist Turlough O'Carolan in a book when you can experience his music first hand? Determine the difference between a madrigal and a ballet and learn about the various Irish composers who have arranged music for the entertainers.



Limerick's treasure: King John's Castle

WKing John's Castle is amongst the most authentic 13th-century castles in Ireland. Built in a style that was quite radical for the era, it was the seat of a garrison until as late as 1922 when the last British soldiers marched out of the barracks in its courtyard. Today archaeologists have revealed many of the castle's secrets and its visitor centre has been revitalized as one of the most exciting attractions in Ireland. The castle may well be the most contested fortress in Ireland and has endured more than its fair share of assaults and sieges. As the key to the crossing of the Lower River Shannon and the sited of the strategic city of Limerick, it has often stood at the hinge of Irish History. Generations of warriors and soldiers – from Norman knight to English archer to the musketeers and pikemen of the 17th-century – have made their homes within the battered fabric of its

walls. All have contributed to the legends and tales of heroism that are its legacy. There is some debate whether King John's Castle is the appropriate name for this great fortress, especially since the monarch never visited Limerick. Most of the wall and towers, indeed, were not built until the reigns of the later English monarchs Henry III and Edward I. Surely, you could argue, it would be better called Limerick Castle because it played such a significant role in the city's turbulent history. Yet there are very few buildings in Ireland that are more deserving of recognition for their uniqueness. There is a resonance to the name King John's Castle that immediately conjures up images of medieval knights and stalwart spearmen mingling in the courtyard. Today the castle is home to some of Ireland's most innovative and imaginative

historical exhibitions. The displays in the restored towers and the courtyard offer an interactive insight in the lives of the soldiers and craftsmen who made the castle what it was, while the modern visitor centre brings history to life through computer technology that would have been unimaginable even a few decades ago. The castle visit is as educational as it is enjoyable, and as appealing to children as it is to adults.

King John's Castle offers a range of educational tours from national school to third-level. In June 2019 we have adventure activities in the courtyard. Please contact reservations@shannonheritage.com or call 061 71222

* Extract from publication 'King John's Castle – A Pictorial Guide'.

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A visit to Craggaunowen would compliment teaching and learning around several Learning Outcomes from Strand 1. Learning Outcomes 1.5 (on the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence) might be considered when looking at the evolving view of pre-history in Ireland, 1.6 (on the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry) could compliment the developing view students have of archaeology in particular and 1.11 (on making connections and comparisons between people, issues and events in different places and historical eras) would underline the changing role of place like the Co. Clare site over many generations. As Craggaunowen is also home to Tim Severin's Brendan Voyage boat, links could be made to the Specification's reference to early Christian Ireland (Learning Outcome 2.6).



Caption

Craggaunowen: A Monument to The Bronze Age

Craggaunowen, in County Clare, offers an opportunity to experience everyday life during the Pre-Historic and early Christian periods in Ireland through its reconstructed and restored dwelling houses, farm sheds, hunting sites and many other period features. The concept was the idea of the late John Hunt, who was an advisor to Sotheby's in Medieval Art, and was described by art magazine The Connoisseur as 'one of the best known medievalists in Europe'. John Hunt bought the land at Craggaunowen, restored the castle, and began the construction of a modern museum display, including the reconstructed crannog and ringfort. He eventually gave the complex, with hope for its future development, to the Irish people.

THE BRENDAN VOYAGE

They say Columbus discovered America but Tim Severin would disagree. In June 1977 he landed at Peckford Island, Newfoundland having left Bandon, Co. Cork in May 1976. He travelled in a tiny, leather skinned wooden

boat, built using techniques and materials available in 6th Century Ireland. Mr Severin and his crew of 5 used the 1,200 year old Navigatio Sancti Brendani Abbatis (The Voyage of St Brendan the Abbot) as their guide proving that St Brendan could indeed have discovered America 900 years before Christopher Columbus.

The 'Brendan', as this hardy boat was christened, now resides in Craggaunowen. **HISTORY BROUGHT TO LIFE THROUGH THE POWER OF NEW MEDIA** A modern story-telling platform is set to take primary school students across the country to the heart of Irish life over 1,000 years ago. Titled, the 'Tales of Craggaunowen', the new digital education pack will bring students back to an era where survival was success in Ireland.

The programme will transfer to video the living history experience that unfolds at Craggaunowen. The Co. Clare visitor attraction is an award winning ancient Celtic settlement that offers unique attractions such



History: Steffan Leszwyński giving a Wattle and Daub demonstration

as a restored Ringfort, Crannóg and medieval castle plus a team of enthusiastic animators who re-enact various activities from days gone by. The series dramatises the 'Living Past' experience that unfolds at Craggaunowen Park and Heritage Centre. Held on a USB or available to download, these videos will transport viewers into bygone eras, giving them an understanding of life in prehistoric and medieval Ireland. Students will gain a fascinating insight into real life experiences such as warfare, weaving, story-telling.

hunting, ancient construction techniques and farming. Pauline Lenihan, site manager at Craggaunowen, explains: "These videos bring this magnificent open-air Museum and the world that our ancestors inhabited all those centuries ago to life."

For more information on Craggaunowen visit www.shannonheritage.com. To book your class for a tour, please email reservations@shannonheritage.com or call 061 711222. Open from April to September.

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Malahide Castle and Newbridge House are intricately linked with the local communities and people which brings links with Learning Outcome 2.11 (on connecting local, personal or family history and wider national and/or international personalities, issues and events). Indeed, it is possible to plan for links between any of these sites and Learning Outcome 2.11. Students might demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras at these sites (Learning Outcome 1.10).



Malahide Castle and Gardens

School tour packages at Malahide Castle and Gardens and Newbridge House and Farm combine stimulating guided tours with energetic outdoor activities for various age groups. At Malahide, explore the 800-year-old castle, hear tales of battles and banquets, and learn more about the infamous castle ghosts



with a guided tour designed specifically for primary school students. There's plenty of fresh air to be had on the West Lawn as younger students complete

the magical woodland Fairy Trail, or see how many of the 20 different species of butterfly they can spot in Ireland's only Butterfly House.

Newbridge House and Farm

Newbridge House and Farm is tucked away on 365 acres of green parkland in Donabate, north county Dublin. Over 300 years old, the Georgian mansion is full of secrets and stories which our dedicated tour guides are waiting to share with your class. This traditional working farm is full of surprises from new born animals in spring to farm machinery of olden days. The award winning courtyard is an example of Victorian living and the working forge is an exciting place to see. Visit the hatchery and see the chicks as they hatch, or go to the pond and see our ducks and swans as they splash around in their home. Our farm has almost every traditional breed of Irish horse and you can see them in the paddocks as they enjoy their day.

The traditional farm is home to pigs, goats, ducks, horses, donkeys, chicks and of course birds and peacocks. Newbridge Farm is a working farm promoting compassionate farming methods, respect for all animals and sustainable biodiversity. These are important lessons which we are excited to share with our young visitors through the brand new interpretive area. Your school tour is self-guided and will take in all aspects of the farm. Enjoy a picnic in the walled garden. In the park and nearby playground there's plenty of room to run around, enjoy a picnic lunch and burn off some energy with outdoor activities.

For more information and to book your tour of Newbridge House and Farm or Malahide Castle, please email reservations@shannonheritage.com or call 061 711222



**JUNIOR
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Consideration of Learning Outcome 1.3 could also be facilitated by a visit to GPO Witness History. While looking at the History specification and the Learning Outcome 1.8 (on investigating a repository of historical evidence) the links to Learning Outcome 2.4 (on examining the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923) are clear to see. This is a good example of how Strand 1 underpins the content of Strand 2. While considering a repository of historical evidence, students might look at the 1916 Rising and how it is a key event in Irish History. This would emphasise the cultural inheritance we share. One might even say that 1916 and the period that followed was a contentious time, so a connection to Learning Outcome 1.2 might also be possible.

Junior Cycle for Teacher History Department Email history@tjct.ie and you can follow us on twitter @tjcthistory



The GPO Courtyard

GPO Witness History: Bringing Irish History to Life

GPO Witness History visitor centre is located within the historic GPO in Dublin city centre. This interactive experience is a must see for all students as it tells the story of Irish History from the late 1800's to the present. Students of all ages are offered engaging and educational tours which are linked to the Primary Social Environmental and Scientific curriculum specifically around the strands of working as a historian, eras of change and conflict along with politics, conflict and society. With major milestones of Irish history addressed, students will gain a conceptual understanding of the 1916 Easter Rising of which the GPO was headquarters, Irish War of Independence, Irish Civil War and the peace process in Northern Ireland. The GPO Witness History is an essential resource for any Junior Cycle History class, with specific strands being addressed in their entirety. For example Strand 2.4 - Examine the rise and impact of nationalism and unionism in Ireland including key events between 1911 and 1923. The 'Thomas F. Meagher and the Irish Flag' exhibition in partnership with the Thomas F. Meagher Foundation was launched last year in the visitor centre. Students will learn about the history of the flag. Thomas F. Meagher and the Foundation which promotes pride in and respect for the Irish Flag and active citizenship. GPO Witness History also includes various flags which represent

Ireland's evolving identities over the years - the tricolour being one of several competing 'national flags' unfurled in 1916. GPO Witness History is constantly evolving and in April a new exhibition 'The War of Independence - Communication and Conflict' will launch. It will focus on the impact the War of Independence had on communication and the postal service during this turbulent period.

To book your tour, please email reservations@shannonheritage.com or call 061 71222



Learning: GPO Witness History is a rich interactive experience



Washington Monument Plaque

This year when the Washington Monument reopens it will have a new feature, a very special feature for the many in America who see themselves as Irish and all the Irish who travel to Washington DC. The Thomas F. Meagher Foundation were delighted to work with the United States National Parks to ensure the Washington Monument will receive a commemorative plaque from the President of Ireland on behalf of the people of Ireland in recognition of the long and enduring relationship between Ireland and the United States. The plaque will be located among the 193 commemorative stones donated to honour George Washington located on the monument's interior walls. This is a great honour exemplified by the fact that only five plaques have been



At the handover of the special plaque created by the Thomas F. Meagher Foundation for the Washington Memorial



placed in the Monument in the last 75 years. The Washington Monument contains commemorative and memorial stones received from all 50 states; scores of fraternal and community organisations, cities and towns across America; and only 16 foreign countries. The majority of stones were received between 1849 and 1855, although the most recent donation was accepted in 1982 (from the state of Alaska). Memorial stones are now accepted only in very rare circumstances, such as the admission of a new state to the union or replacement of a previously donated stone. The offer of a plaque from Ireland was accepted after ensuring it met proper criteria for inclusion in the Washington Monument, and review and approval by the director of the National Park Service. The plaque itself includes a replica of the 1916 proclamation and references Thomas F. Meagher and his legacy.

Continuing their partnership with the GPO Witness History, the Thomas F. Meagher Foundation will be adding to their existing exhibition by placing a replica of the plaque for the Washington Monument there.



Last year the Thomas F. Meagher Foundation worked with Shannon Heritage and GPO Witness History to install the first ever permanent exhibition on the Irish Flag. This exhibition includes the protocol of the Irish Flag which the Foundation were delighted to work on with the Department of An Taoiseach as part of the 2016 Commemoration Programme. This protocol is available as a pull-out poster on page 12/13 of this supplement. The Foundation is delighted to be working with Prospect Flags to ensure schools and community groups can show respect to the Irish Flag by replacing any worn out or faded Irish Flags. Prospect Flags can be contacted at (01) 4753452 or email kenn@prospectflagsireland.com and if you would like any further information on the protocol of the Irish Flag please do not hesitate to contact the Foundation on info@tjcthistory.org or on the website thomasmeagherfoundation.org



PRIDE RESPECT PEACE

Thomas F. Meagher

FOUNDATION

WOULD LIKE TO THANK

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