



of hope and change BY REVO. CANON MICHAEL

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#FlagDay

Compelling message that's built to last

As the Thomas F. Meagher Foundation celebrates its 10th anniversary, the guiding principles of peace and diversity have ensured a lasting appeal, writes Robbie Brevnon

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Seamed Elvenn and co-founder of the Thomas E. Measter Foundation



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EDSTOR Media huje heland Design Studio, Bellium CONTRIBUTION:

PICTURES Massel Photography Nich Cavanagh & Noel Brayer









CIF sharing awareness of Foundation's important work





Mali more civil for further details whose

GPO Witness History: a window into our past

The GPO Museum, in association with the Thomas F. Meanhar Foundation, launched the 6. How did is the SPOP A The CPP deer spread to Aces or O'Chestel Stock in BBI, 10th years up. It is not within in approvide specific tag perty. 6. What do the odes to of the blatching npresent? A Green moneyease Carlorico, firanse

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)) Contract of the Association of Community & Companion of School, Law delighted to lead our region















Protocol for the National Flag



Thank March









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A powerful symbol of a nation's identity

Teacher, Joan Morrissey (HTAI) outlines the story of



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Lesson plan outline: A literacy lesson based on

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Thomas Meagher and the Tricolour Werean Popos Images of Thomas T. Waspine strong with the Internation and Promot Page and all students on high deaths who the first

Here are some of the key terms from the article

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hist Republican Bratherhood	A second arread flatte which sixed to countries or formshifted in helpful.
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Union Valueties Force	A Unicode army charted to fight any attempt by this politicism to giab independence from the Ended Encyclery.
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The War of Independence	A two year long quartitioner against Billioth farms such as The Billioth and Dans Represents installed Bloody Scinition Scinitionalities Anthony, Ethnich and Ambook and the Barking et Code.
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Read the article and then test yourself with the following quiz:

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Thomas Marche

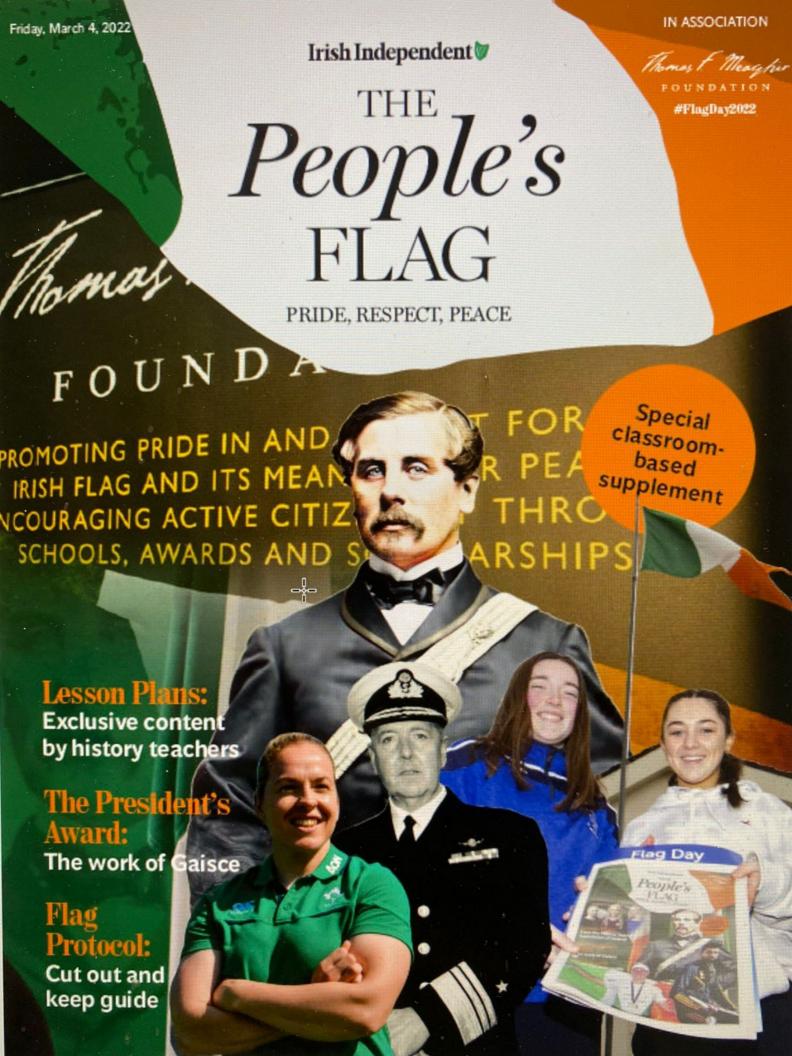
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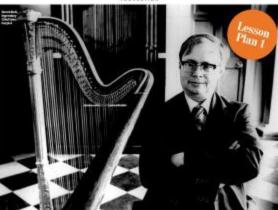
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Symbols of the new Free State

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Countess Markievicz - Biography and Revolutionary activity

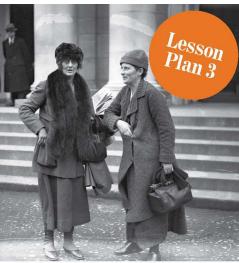
BY JOAN MORRISSEY, HTAI

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



Countess Markievicz is a key personality on the Leaving Certificate history syllabus. Studying Markievicz can help familiarise students themselves with key concepts on starting point for a Leaving Certificate as well as syllabus elements, that is: the 1916 Rising; the rise of the second Sinn

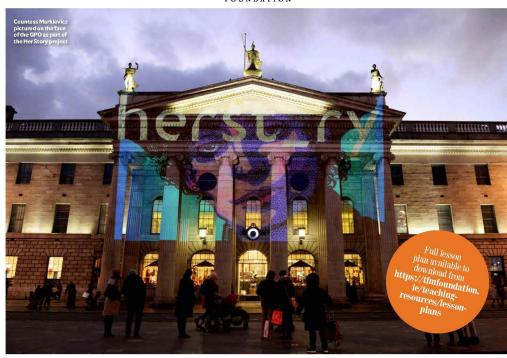
Fein party; the 1918 election; the War of Independence; Partition; Treaty and the Civil War. This would also be an excellent the syllabus namely: sovereignty; partition; allegiance; physical force; discrimination, are compiled here . This mini-scheme of work has been designed to be taught over three lessons.



Left: recreating Markievicz and, above, Countess Markievicz pictured on the left in 1921

LESSON STAGE	METHODOLOGY	ASSESSMENT	
LESSON ONE			
initial Stimulus Material (10 minutes)	Learning Outcomes: investigate a repository of historical evidence; digital archive. Project this video British Pathe Countess Markievicz Sinn Fein https://www.youtube.com/watch?v=VmqU_e_XicA	Ask students what impression they form of this historical character? Ask students to brainstorm one advantage and one disadvantage about videos as source Written: Students write one fully developed sentence about Markievicz. Use the 'Look, Cover, Write, Check' method for students to self-assess they can spell Markievicz's name.	
Developing historical consciousness Skills of a historian - Identifying Bias (20 minutes)	Presumptions and prejudices. Learning Outcomer develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance Pre-test students' prejudices and presumptions by having them complete this fact or opinion activity before learning more about Markievicz Project or kandout the twenty statements below. Students should have the statements in their copies by the end of the activity so they have some biographical information noted Students decide which of these statements is a fact or an opinion.		
information notes. Sudents decide which of these statements is a fact or an opinion. Fact or Opinion - Sentences: 1. Constance Mardieveize was born in Britain and died in Ireland. 2. Her sister was a posh lesbian. 3. She was a ferminst. 4. She married a Polish Count. 5. Her husband was from the Ukraine. 6. Her husband was from the Ukraine. 7. She fought in the Easter Rising of 1916 and was given the death sentence. 8. She supported the Labour provement. 9. She was right to say women should wear shorts and boots, not dresses. 10. She was laughed at for wearing pants. 11. She was great because she was the first Irish female politician. 12. She believed in granting women the vote. 13. She spent much time in prison in Cork and Dublin. 14. While in prison she enjoyed drawing. 15. She was sery brave. 16. She was elected in 1918 but didn't attend. 17. She was the first woman elected to the Dail and the House of Commons at Westminster. 18. She was to subborn about the Anglo-Irish Treaty. 19. She supported the Labour Parry. 20. She died a Catholic. Students discuss using think-pair-share to compare answers. (5 minutes) To reduce teacher talking time, give the weakest four or five students the answers and let the multiply their result by five to calculate a percentage without using a calculator. (5 minutes) To reduce can then Calmy Mys some statements are facts and some opinions. (5 minutes)		18. Opinion 19. Fact: 20. Fact: vers and let them check with their fellow students in groups . For numeracy, students should r. (5 minutes)	
Biography Visual literacy: cartoons (15 minutes)	Reinforce with an alternative mode: A 1918 Election images (Google Arts	Assessment: List three freedoms and three groups Markievicz supported. Use the www.wheelofnames.com to select students to answer the questions on the comic strip.	
Homework: Make notes on the video (10 minutes) (100 words)	Assign as homework if class-time is tight. This is a well-made video but the source is not as reputable as the others, and (Search Countess Markievicz on Youtube) https://rb.gy/hjxgt5 www.edpuzzle.com monitors if students have viewed videos, and for hoe long	d this would be an effective way of briefly discussing source credibility with students.	





LESSON TWO	Learning outcomes: Explain how the experience of women in Irish society changed during the twentieth century.		
Homework check & Assigning historical writing (10 minutes)	Sudents discuss their homework questions. Then, project the past exam questions or distribute printours for students with dyslexia who may struggle to take notes from the whiteboard. Success criteria. Advise students each incident/episode/event and or group should be planned as its own bullet point and written as its own paragraph. For TY and senior cycle; students should aim to include the LC elements for this syllabus module in their answers. The excellent history teacher and examiner Patrick Hickey has very useful marking pubrics for essays on his social media too.	Project or write the assessment questions before reading. 1. What did Countess Markievic contribute to ink affains? (or) 2. What part did Countess Markievicz play in Irish affairs between 1913 and 1922? Due the end of class four.	
Active reading (15 minutes)	Distribute hand or electronic copies these sources ask students to actively read with a pen or ideally highlighter in hand. Highlight organisations Markievicz belonged to in response to the past exam paper posed. This Dictionary of Irish Biography by the Royal Irish Academy is available from Scoilet (pages 190-192) https://th.gy/sqhftc	Think pair-share assessment; students transfer their highlighted notes into bullet points under their essay titles in their copies, Number them to check they have identified the various organisations.	
Differentiation	For weaker students, ESL or I2LP students; the Oireachtas Lesson Plan (page 8) has a brief, bullet-pointed biographical document on Markievicz https://rb.gy/8p0hva This would also help if students were absent from class.		
Investigating online repositories (25 minutes) Teacher Modelling Note-taking	Give students the assessment questions before looking at the online sources. 1. Who were the suffrageties? 2. How were they different from suffragists? 3. What organisations was Countess Markievicz involved in? 4. Who were Cumann na Mban? 5. What did they want to achieve? Sources: 6. Who was Cumann na Mban? (Article & video) https://rb.gy/eg/src 7. https://www.rt.eie/radio/radio//clips/20555311/16 minute podcast introduction to Cumman na Mban	s. Students think-pain-share before whole-class discussion and feedback	
Whole class discussion (10 minutes)	Project these images and elicit responses: Women's Votes - a historical time 'Google Arts and Culture - Violence Ridicule and Silence' https://th.gy/t0xq8d	Oral assessment, discussion and feedback. How have women's rights changed?	
Differentiation	Further research for leaving cert students or students researching Markievicz Research Study: The History Show Suffrages (49 minusels) https://hds.y/vlcoxb. BBC 4 podcast (30 minutes) https://www.bbc.couk/programmes/b0952qq7 History Ireland Podcast (thour 15mins) https://rdv.gy/qk/tar6		
Homework: Audio-visual revision	In the minute animated overview of the period introducing The Easter Rising of 1916. https://rb.gy/lpvzuq		

Friday, March 4, 2022 IRISH INDEPENDENT IRISH INDEPENDENT Friday, March 4, 2022 18 THE PEOPLE'S FLAG THE PEOPLE'S FLAG 19 Thomas F. Meagher



Cultural Identity and Unionism

What is the Significance of the Apprentice Boys of Derry to Unionist Identity? By Michael Doran

The Apprentice Boys
The Apprentice Boys of Derry are one of the
most important expressions of Protestant and Unionist identity within Northern Ireland. They describe themselves as a Christian, historical and cultural organisation. The Apprentice Boys were established to commemorate one of the key historical events in Irish history, the Protestant defence of Derry in 1688-1689. The celebration of this late 17th century event has shaped and continues to shape the Unionist sense of identity. For the Apprentice Boys, the events of 1688-1689 resonate to the present day. Thy serve as a reminder of past efforts to defend religious liberty and the Protestant identity of Ulster.

Historical Background In 1688-1689, the city of Derry found itself

in the frontline of a power struggle. At stake was control of the government of England, Scotland and Ireland. On one side was the Catholic ruler, James II. On the other side was his Protestant daughter Mary and her husband William of Orange Protestants feared that victory for James would lead to a Catholic tyranny and the destruction of Protestant liberties. The issue would be settled

In contrast with Britain, the majority of people in Ireland were Catholic. This was not the case in Ulster. In that province, the Protestant population had rapidly grown during the 17th century because of the Ulster Plantation. Thousands of Protestant settlers had settled across much of Ulster. They had established new communities but had an uneasy relationship with the Catholic population. For Protestants, fears of Catholics were shaped by the events of 1641. In that year, a Catholic rebellion led to the deaths of thousands of Protestants. In 1688, Ulster Protestants feared a repetition of 1641.

Shutting of the Gates

The original event from which the Apprentice Boys are based on occurred in Derry in December 1688. As the risk of religious conflict spread, Derry was recognised as a vital strategic link for the control of Ireland. In early December 1688, a Catholic military force advanced on the town. The Protestant neonle in Derry were terrified they would be massacred. To stop the town falling to Catholic forces, thirteen apprentice boys decided to take matters into their hands



Apprentices were young men who were training to become skilled craftsmen. It was they who took the fateful decision to shut all the gates allowing access into the town. In doing so, they refused to submit to Catholic control. They took action due to frustration with the indecision of the town leaders as the Catholic force approached. For them, the closing of the gates was an act of defiance to protect religious liberties. These

thirteen apprentice boys came to represent ordinary Protestant people. Their action is commemorated every year on the first Saturday in December.

The Burning of Lundy's Effigy

For many of those who participate in the Apprentice Boys commemoration every December, a highpoint is the burning of the effigy of Robert Lundy. He was Governor of Derry in early 1689. In April 1689, as the Derry came under siege, Lundy seemed to believe that the continued defence of Derry was pointless. He made decisions that led many of the town's defenders to suspect that he was actively working to support the enemy. Lundy proposed that the town be surrendered. When this became known, Lundy escaped over the town walls. The defence of Derry was reorganised in preparation for a long siege. For Unionists, the name of Lundy has come to symbolise betrayal and treachery. In modern times, Unionist leaders who were accused of compromising too much on Unionist principles have been accused of being a Lundy', e.g., Terence O' Neill, Brian Faulkner,

The main commemoration that the Apprentice Boys organise is the celebration of the Relief of Derry. This occurs as a parade through the city on the second Saturday in August. In 1689, Derry had become the main centre of Protestant resistance in Ulster.
Thousands of Protestant refugees flocked to
the city for protection. For 105 days, the city was besieged. At one point, James II arrived outside the city. He was met with shouts of 'No Surrender 'from the defenders. The besieged Protestants endured starvation and disease but remained defiant. Up to four thousand people died. When ships carrying food supplies reached Derry, the besieging Catholic army withdrew. The defence of Derry became an inspiration for generations of Unionists, 'No Surrender' became the rallying cry for Unionists when confronted with political challenges.

Apprentice Boys
The Apprentice Boys of Derry club were formally established in 1814. They expanded and now include eight parent Londonderry clubs. They have up to 10,000 members around the world. They are committed to 'maintaining the spirit of courage and liberty displayed by the Defenders of Londonderry in 1688-1689. At the centre of this commitment is the determination to remember the daring action of the original thirteen apprentice boys, the treachery of Lundy and the resilience of the besieged people during the Siege of Derry. The annual parades are important in uniting Unionists by bringing different social classes together. The parades continue to be important in raising the morale of the Unionist community and keeping a sense of identity. The past provides their inspiration for the present and future

Above left: a Derry parade; main, the burning an effigy of Robert Lundy and, inset, Ulster Unionist leader Edward Carson

The Relief of Derry

The Cultural Significance of the

Leaving Certificate History - Lesson Plan Later Modern Field of Study - Irish History 1815-1993, Topic 5: Politics and society in Northern Ireland, 1949-1993; Culture and Religion - Religious affiliation and cultural Students will come across similar themes in Later Modern Field of Study- Irish History 1815-1993, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949: **History Course** Culture and Religion – State and culture, North and South: language, religion and education; promotion of cultural identity Students will have established a background knowledge of this topic from their study of the Junior Certificate History Course. The learning outcomes forms the basis for study at Links to Junior Certificate Strand One – The Nature of History – Learning Outcomes: 1.1 - 1.11 Strand Two – The History of Ireland – Learning Outcomes: 2.1, 2.4, 2.5, 2.10. Before starting this topic, ask students to consider the following: How do past historical events shape our present identity' Are people trapped by how they interpret the past? How is cultural identity expressed in Northern Ireland today? Initial Stimulus . What are the political views of Unionists?



Lesson Development	Students can learn about the Apprentice Boys of Derry by considering the following? • The importance of parades in Unionist culture. • What instorical events of the Apprentice Boys commemorate? • What are the principal beliefs of the Apprentice Boys: • What is the organisational six structure of the Apprentice Boys. • Examine primary and secondary sources relating to the Apprentice Boys. • Examine the Nationalist community past and present viewpoint on the Apprentice Boys.	
Effective Questioning	As students begin to develop their knowledge of this topic, the teacher can stimulate learning through identifying important questions that the students can consider. This will help students develop their learning skills. Examples of questions include? - Who care the original Apprentice Boys? - What are the links between them and the Orange Order? - Who cannot become a member of the Apprentice Boys? - What exactly do Unionists mean by 'No Surrender? - Why dal Nationalists view the Apprentice Boys as sectarian? - What is the significance of calling the city Deny or Londonderry?	
Answering the Document Based Question	Students should become familiar with the structure of the Documents-Based Question. A range of documentary sources should be examined, e.g., newspaper accounts, photographs, cartoons, etc. Students should practise comprehension skills within a time limit. Students will consider different historical sources for comparison. Students will consider different historical sources for comparison. Students will learn the usefulness and limitations of various primary and secondary sources. For contextualisation questions, students will be given guiding questions which they will construct an answer. Examples of these questions include; What was the significance of the activities of the Apprentice Boys of Derny in Influencing the Identity of Unionists? What was the significance of the activities of the Apprentice Boys of Derny in Influencing the Identity of Unionists?	
Differentiation	The teacher must be able to cater for a range of student abilities. Use whole-group questions to help students to open up class discussion, different viewpoints, etc. Allow a wait time to allow students to consider the question. Help weaker students with concepts, answer structure, etc. The class can be divided up to examine different sources of information. Each group can present their interpretation of sources.	
Learning Outcomes	Students should understand the contribution of the Apprentice Boys to the development of the Unionist cultural identity. Students should understand the overlap between culture and politics within Northern Ireland. Students should understand with the activities of the Apprentice Boys would prove controversial in the Catholic majority city of Derry. Students learn to make use of primary and secondary sources as part of their learning process. Students build critical thinking skills. Develop learning through active discussion.	
Learning Key Concepts	Students should make sure that they understand key concepts that relate to the course. These include the following: - Sectarianism - Tolerance and intolerance - Cultural Identity - Propaganda - Cerum (Rights - Colvi (Rights	



22 THE PEOPLE'S FLAG Friday March 4, 2022 IDISH INDEPENDENT IDISH INDEPENDENT Friday, March 4, 2022 THE PEOPLE'S FLAG 23







Bunús, Siombalachas agus Stádas Amhrán Náisiúnta na hÉireann: foghlaim ar bhonn fiosraithe do dhaltaí sinsearacha

LE SHANE FITZGERALD (HTAI)

RÉASUNAIOCHT

Bhī Saorstāt Éireann roinnt blianta ar an bhföd i ndeireadh na 1920idí nuair a bhíothas ag féachaint le féiniúlacht náisiúnta níos làidre a chruthú dō trī mhodhanna sīochānta agus siombalacha. Chuige sin níor mhór sraith siombailí agus traidisiún a mhúnlú a bheadh suaithinseach uasal agus a d'aithneofai go näisiúnta agus go hidirnäisiúnta. Cé go raibh an Chláirseach agus Bratach na hÉireann in úsáid go coitianta ag an Stát faoin tráth sin, nī raibh aon amhrān nāi siúnta ai theanta go fáill a bheadh airiúnach d'ácáidí Stáit Tacás formhör na dtiortha nua-aoiseacha, lèirionn an t-amhrān nāisiúnta na luachanna, an stair agus an fhéiniúlacht atá i gcoiteann ag an bpobal náisiúnta ar fad. Níorbh amhlaidh sa stät nua Éireannach, afach. Bhí Éire faoi smacht na Breataine leis na cèadta bliain agus bhí an Bhreatain dìreach tar èis tacú le crìochdheighilt an oileain freisin, rud a chuir bac ar an stàt nua cultúr agus nósanna suaithinseacha a chruthú dó féin. Ní den iontas è nach rabhthas ar aon tuairim faoin amhrán nái siúnta ach oiread agus gan ach cúpla bliain ann ó tháinig deireadh leis an gcogadh cathartha gangaideach. Conas a thải nig Amhrán na bhFlann chun cinn mar amhrān nāisiúnta mar sin? Is fiú eo mör taighde a dhèanamh ar scèal 'Amhran na bhFiann', ar an stair a bhaineann leis, ar an úsāid a bhaintear as agus ar an gcao

ar glacadh leis go hoifigiúil mar amhrán năi siúnta. Is fiú an t-eolas seo a roinnt le daltai staire freisin. Bhain conspōid leis an amhrān nuair a glacadh leis, go hàirithe mar gheall ar na dearcthaí míleataíocha a cuireadh in iúl ann. Réitigh na dearcthaí sin le hi déil a bhí ag poblachtaigh agus náisiúnaigh le blianta fada ach bhí siad ina gcúis cáinte ag Aontachtaithe agus ina gcúis amhrais ag nua-aoisithe a bhí ag iarraidh an t-athmhuintearas a chur chun cinn in Éirinn.

Chum Peadar Ó Cearnaigh agus Pádraig Ó hÉanna 'A Soldier's Song' as Bearla' thart ar an mbliain 1910. Foilsíodh téacs an amhráin sa nuachtān radacach Irish Freedom sa bhliain 1912 Rhi an nuachtán sin faoi stiúir Rulmer Hobson, a bhí ina bhall de Bhráithreachas Phoblacht na hÉireann. De rèir mar a thàinig borradh faoin ngluaiseacht ar son na saoirse leath an chàil a bhí ar an amhrán féin tar ēis d'Óglaigh na hÉireann glacadh leis mar amhrán máirseála. Agus iad ar tí Ard-Oifig an Phoist a thréigean ag deireadh Sheachtain na Cásca 1916, chan baill d'Óglaigh na hÉire ann, d'Arm Cathartha na hÉireann agus de Chumann na mBan 'A Soldier's Song' le chèile. Chantai an t-amhrán go minic sna campai gèibhinn le linn Chogadh na Saoirse agus ina dhiaidh. Ba è Liam Ó Rinn a d'aistrigh an t-amhran go Gaeilge mar 'Amhran na bhFiann' agus foilsíodh an leagan seo den chéad uair sa bhliain 1923. Chuaigh cuid acu siúd a bhí i ngëibheann le linn Chogadh na Saoirse isteach i rialtas an tSaorstäit agus ba dheacair leo teacht ar amhrán cui seasta d'ocaidí stáit



agus d'ōcāidī idirnāisiúnta, iad ag baint leas as Let Erin Remember, 'God Save Ireland' agus 'A Nation Once Again' ar bhonn sealaí ochta. Tugtar le fias sna miantuairisci a chruinniú d'Ard-Chomhairle Shaorstat Éireann ar an 12 Iúil 1926 gur cinneadh glacadh le 'Amhrán na bhFiann' mar amhrán náisiúnta oifigiúil na tîre. Nî dhearnadh aon fhôgra poiblí foirmealta ina leith seo ag an am, afach, agus is don taifead oifi giúil amháin a rinneadh an cinneadh. Ba lag an tús é, d'fhéadfaí a rá. Tá an ceacht seo feiliúnach le haghaidh

daltaï sinsearacha agus cuideoidh sè leo

scileanna fiosraithe agus scileanna taighde a fhorbairt, foinsí a mheas, anailís a dhéanamh ar bhunús foinsí agus úsáid a bhaint as an Idirlian ga heiticiúil Féadfar an ceacht a dhéanamh mar chuid de mhodúl Idirbhliana nő é a chur in oiriúint do dhaltaí sins earacha a bheidh ag dèanamh staidèir ar Thòraiocht an Cheannais agus ar Chrìochdheighilt na hÉireann. Tá iarracht déanta agam oiread solúbthachta is féidir a thabhairt don mhúinteoir agus don dalta araon. Is fúinn féin atá sé an todhchaí a mhúnlú agus an t-am atá thart a



FIOSRÚ TOSAIGH

Comparáid idir 'A Soldier's Song' agus 'Amhrán na bhFiann'

			Fad an cheachta (rang aon uaire)
Spreagthach tosaigh	Déanfaidh na daltaí plé (Smaoinigh-Péireáil-Roinn) ar an tuiscin faoin Amhrán Náisiúnta cheana féin agus ar mhíniú gairid a dhéi	t atá acu air seo bunaithe ar an eolas atá acu anfaidh an múinteoir.	15 noim.
	Roinntear focail 'Amhrán na bhFiann' leis na daltaí (Smaoinigh-Péireáil-Roinn)		
Forbairtan Cheachta	Anailis ar na focail Ghaeilge agus na focail Bhéarla araon, ar an mbrí atá leo agus ar a dtugtar le tuiscint leo. 30 nóim.		
	Déanfaidh na daltaí anailís ar fhoinsí maidir leis na hamhráin a úsáideadh sular roghnaíodh an t-amhrán náisiúnta féin		
	Tabharfaidh an múinteoir treoir do na daltaí maidir le tuiscint a fháil ar an éagsúlacht laistigh den amhrán		
	Déanfaidh gach grúpa/na daltaí ag gach bord measúnú ar na sonraí agus tabharfaidh siad breithiúnais stairiúla agus úsáid á baint acu as ceisteanna atá le fáil in Ceistiú Éifeachtach		
Deireadh an Cheachta	Scríobhfaidh na daltaí gearrchuntas machnamhach ar ar fhoghlaim siad ón gceacht agus léirmhíneoidh siad tuiscint nua ar an gcaol ar glacadh le 'Amhrán na bhFiann' mar amhrán náisiúnta		
	Déanfaidh na daltaí abairt thábhachtach amháin as a gcuntas r rang.	nachnamhach a roinnt leis an gcuid eile den	
Cuspoirí foghlama	1. Gheobhaidh na datai tuiscint ar an ngá le hamhrán náisiúnta a tháinig chun cinn i Saorstát Éireann 2. Tabharfaidh na daltaí a meas ar an tionchar a bhí ag an amhrán ar Éirinn ag an am 3. Tabharfaidh na daltaí a mbreithiúnas ar na himpleachtaí a bhain leis an amhrán do thraidisiún an Aontachtais in Éirinn.		
Tortha í Foghlama	Gheobhaidh na dàtai tuiscint ar an ról a bhí ag P. Ó Cearnaigh agus P. Ó hÉanna i gcumadh an amhráin Beidh na daltai in ann a meas a thabhairt ar theacht chun cinn 'Amhrán na bhFiann' trí úsáid a bhaint as bunfhoinsí Tabharfaidh na daltail braithúnas ar an siombalachas a bhain le glacadh an amhráin. Bannfah na daltail leas as an isinfíon chun traighde a dhéannn go heiticiúil		
Critéir ratha	Beidh na daltaí in ann fóinsí éagsúla a úsáid chun measúnú oiblachtúil a dhéanamh ar bhunús amhrán náisiúnta na hÉireann, ar na himpleachtaí a bhain lena ghlacadh ar an tábhacht a bhain leis maidir le Saorstát Éireann a mhúniú agus ar an tábhacht a bhain leis maidir le cúrsaí féiniúlachta sa stát nua sin		
Difreálú	1. Cad as a n-eascraíonn an gá le hamhrán náisiúinta? 2. Cad lad na hamhráin hamhnán ha chanschle leas acu sular glacadh leis an amhrán náisiúnta oifigiúil? 3. Cad lad na hamhráin hamhnán hamhnán leas acu sular glacadh leis an amhrán náisiúnta oifigiúil o Shaostát Éireann? 5. Cén fáth nach dócha go dtaitheodh an t-amhrán leo siúd a bhfuil idáimh acu leis an aontachtas? 6. Cé chomh tábhachtach a bhí na nithe seo a leanas maidir le 'Amhrán na bhFiann' a roghnú mar amhrán náisiúnta: an creideamh, an eitneacht, an cultúr agus uailmhlianta polaitúil? 7. Cad lad na diffriochtaí idir na leaganacha Gaeilge agus Bárair? 8. An raibh tábhachta thí limáisiúnta ag baint le 'Amhrán na bhFiann' a roghnú? 9. Cad lad na bearta a chuir an Riaitas i bhfeidhm d'fhonn cosaint chilthúilli a thabhairt don Amhrán Náisiúnta? 10. An bhfuil an siombalachas céanna ag baint le 'Amhrán na bhFiann' agus a bhaineann leis an gCláireach agus le Bratach na hÉireann? 11. Agus an pholaitíocht as an áireamh, conas cuireadh an fhéiniúilach Eireannach in úil san amhrán?		
Litea rthacht	11. Rigus an pholantocht, as an aireann, coias a cumeann an meimbliacht circeiniach in bhain ainmair. Dìreofar ar na forail thábhachtacha seo a leanas: Amhrán Náisiúnta, Suntasach, Náisiúnachas, Cultúr, Eitneacht, Poblachtach, An Bhreatain, Reachtaíocht, Rialtas, Stát, Flaitheasach, Siombalachas, Cúlrise.		
Machnamh na nDaltaí	I ndeireadh an cheachta déanfaidh na daltaí machnamh ar ar fho	ghlaim siad trí phlé a dhéanamh ar shiombala	nchas an amhráin náisiúnta
Naisc le SSM	Snáithe 1 – Nádúr na Staire: baineann 1.1 – 1.11 le hábhar.	Ráitis Foghlama an SSM	
	Snáithe 2 - Stair na hÉireann: 2.3, 2.4, 2.9, 2.10, 2.11	· RF3: Déanann an scoláire réimse leathan	téacsanna a chruthú, a mheas agus a léirmhíniú go
Cuidíonn an ceacht agus an modúil seo le SSM	Príomhscileanna SSM Fanacht Folláin Mé féin a bhainistiú A bheith Liteartha A bheith Liteartha Obair le cáoine eile Eolas agus Smaointeoireacht a Bhainistiú Cumarsáid	criticiali. RF 6: Tulgeann an scolaire rember leathar teatanna a criticitus, a meas agus traidisiúin éagsúla leis na pobal agus leis an gcultúr ina maireann sé/sí agus ta meas alge/aci orthu. RF 8: Tá meas ag an scoláire ar an oidhreacht átiúil, náisiúinta agus tinnáisiúnta agus tuigeann sé/sí an tábhacht atá ga an ngaoil dhreachtraí ad fahr atgus eachtraí reatha agus tábhacht na bhfórsaí is ciú le le hathrú. RFIS: Athroinn an scoláire an úsáid is féidir a bhaint as eolas, scileanna agus tuiscint mhatamaiticiúil r fimis uile na foghlainna. RFIT: Déanann an scoláire ártatásía d'heapadh agus a mheas chun fadhbanna a fhiosrú agus a réiteach ag baint úsáid as eolas, réasúnaíocht agus scileanna matamaiticiúil a RFIC4: Usáid as eolas, réasúnaíocht agus scileanna matamaiticiúil a RFIC4: Usáid as eolas, réasúnaíocht agus scileanna matamaiticiúil a RFIC4: Usáid as eolas, réasúnaíocht agus scileanna matamaiticiúil chuir cumarsáid a dhéanamh, chun obair agus chun smaoineamh go comhoibríoch agus go cruthatheach ar bhealacht freagarch agus etcitiúil.	
Naisc leis an Ardteistiméireacht	Stair na hÉireann Topaic 3 - Arthóir an fhlaithis & tionchar na criochdheighilte Tuairisc ar Staidéar Taighde – scóip le haghaidh fiosrú		
Taighde TST/MRB	Is féidir go mbeidh roinnt daoine/imeachtaí tábhachtacha feiliú nach do MRBI – An tAm atá Thart i m'Áit. I measc na ndaoine/n-eacht raí tábhachtacha sin, tá: Feadar Ó Cearnaigh agus an IRB Pádraig Ó hÉanna agus 1916 Tomás Ó Mórdha agus Let Eirin Remember' Llam Ó Rinna agus Lathaín na bhFiann' Siombaill de chuid Shaorstát Éireann Tradiciúin cheol na hÉireann 1920-1940 Cumadóirí Shaorstát Éireann Prisosinaigh Phoblachtachtacha Frongoch		
An Ceacht ar lean	Colonel Wilhelm Fritz Brase, an chéad Stiúrthóir ar Scoil Cheoil Óglaigh na hÉireann Siombaill Shaoistát Éireann Bunrascht na hÉireann 1937 Bulmer Hobson agus an tAmhrán Náisiúnta Foróga Phoblacht na hÉireann Foróga Phoblacht na hÉireann 'God Save he (Nig' versus 'Amhrán na bhFlann' an t-achrann faoin amhrán náisiúnta i gColáiste na Tríonóide in 1929 agus an pholaitíocht í Saoistát Éireann		

20 THE PEOPLE'S FLAG Friday March 4 2022 IDISH INDEPENDENT IDISH INDEPENDENT Friday March 4, 2022 THE PEOPLE'S FLAG 21



Ideals of our national flag

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Our flag flies for all The work of the Thomas F.Meagher Foundation has inspired thousands of Irish children as it prepares for next year's 175th anniversary of the first flying of our belowed tripolous. BY ANDROADISTY

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2022 Irish American Partnership Awards & Scholarships Programme

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Local Authorities lend their support to annual Flag Day

he Thomas F. Meagher Foundation was once again delighted to receive the support of the Mayors and Cathaoirleachs of the Local Authorities in Ireland for the Foundation's annual Flag Day, held in registered schools on the eve of St. Patrick's Day. Schools have the opportunity to celebrate active citizenship and inclusivity in their school by raising the Irish flag and recognising the flags of all nationalities in their school communities. Local authorities with an ever-keen interest in active citizenship

play an important role supporting their local communities and voluntary initiatives and have been supportive of the Foundation's Flag Day throughout the last few years. Thomas F. Meagher flew the first tricolour flag from 33 The Mall in Waterford and in 2014 the Foundation presented flags to all Mayors and Cathaoirleachs to hang in all city and council chambers in the State. In 2015, the Foundation, along with the Councils of Waterford and Kilkenny, renamed the largest bridge in the State as the Thomas F.

Meagher Bridge. President of Ireland Michael D. Higgins, dedicated this bridge in March 2015 as part of the Foundation's first Flag Presentation Ceremony, held in Waterford.

Last year, due to the covid pandemic, Mayors and Cathaoirleachs were unable to attend local schools in person, however the Foundation is delighted that this year will be different and the wonderful opportunity to attend Flag Day events in person in their local communities has once again returned.

































1 Carlow, Cathaoirleach Fintan Phelan 2 Cavan, Cathaoirleach Clifford Kelly 3 Clare, Cathaoirleach PJ Ryan 4 Cork County, Mayor Gillian Coughlan 5 Cork, Lord Mayor Colm Kelieher 6 Donegal, Cathaoirleach Latte McKurray 7 Dublin, Lord Mayor Allison Gilliand 8 Dun Laoghaire Rathdown, Cathaoirleach Lettie McCarthy 9 Fingal, Mayor Seána Ó Rodaigh 10 Galway, Cathaoirleach Peter Keaveney 11 Galway, Mayor Colette Connoil y 12 Kerry, Mayor Jimmy Moloney 13 Kildare, Mayor Naoise O Ceardil 14 Kilkenny, Cathaoirleach Ded Doherty 15 Laois, Cathaoirleach Conor Bergin 16 Letrim, Cathaoirleach Paddy O'Rourie 17 Limerick City & County, Mayor Daniel Butler 18 Longford, Cathaoirleach Pegy Nolan 19 Louth, Cathaoirleach Pio Smith 20 Mayo, Cathaoirleach Michael Smyth 21 Meath, Cathaoirleach Pio Smith 20 Mayo, Cathaoirleach Marie Murphy 21 Meath, Cathaoirleach Pio Smith 20 Mayor, Cathaoirleach Marie Murphy 28 Naterford City & County, Mayor Joe Kelly 29 Westmeath, Cathaoirleach Franki Keenan 30 Westord, Cathaoirleach Barbara-Amen Murphy 31 Wicklow, Cathaoirleach Marie Murphy 28 Waterford City & County, Mayor Joe Kelly 29 Westmeath, Cathaoirleach Franki Keenan 30 Westord, Cathaoirleach Barbara-Amen Murphy 31 Wicklow, Cathaoirleach Marie Murphy 28 Waterford City & County, Mayor Joe Kelly 29 Westmeath, Cathaoirleach Franki Keenan 30 Westord, Cathaoirleach Barbara-Amen Murphy 31 Wicklow, Cathaoirleach Sarbara-Amen Murphy 31 Wicklow, Cathaoirleach Sarbara-Amen Murphy 31 Wicklow, Cathaoirleach Sarbara-Amen Murphy 31 Wicklow, Cathaoirleach Sarbara-Marie Marie Marie



In full bloom: small actions making a big impact Galacete #BubuFarBang

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In a changing landscape, programmes like Gaisce are becoming only more relevant and vital'

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