

Thursday, March 16, 2023

Irish Independent 

IN ASSOCIATION WITH

*Thomas F. Meagher*  
FOUNDATION

#FlagDay2023

Special  
175th  
anniversary  
edition!

# THE *People's* FLAG

PRIDE, RESPECT, PEACE

## Flag Day events:

School winners & pictures

## Lesson plans:

History uncovered

## Ukraine:

Special classroom  
translation for students







## Investing in Ireland's future

The Irish-American Partnership awards and scholarship programme enhances their mission, empowering and educating the next generation of young people in Ireland.

**S**cholarship awards in Ireland are a testament to the commitment of the Irish-American Partnership awards and scholarship programme.



Irish-American  
Partnership  
Awards & Scholarship  
Programme

These awards are a testament to the commitment of the Irish-American Partnership awards and scholarship programme. The awards are presented to young people who have demonstrated exceptional academic achievement and leadership skills. The programme is a testament to the commitment of the Irish-American Partnership awards and scholarship programme.

6699

We have loved seeing their creativity and hard work.

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St. John's Patriotic Society, Dublin



Three young children engaged in a craft activity.



A woman presenting a large award certificate to another woman in a classroom setting.



## Proud winners at 2022 awards and scholarship presentation

**S**cholarship awards in Ireland are a testament to the commitment of the Irish-American Partnership awards and scholarship programme. The awards are presented to young people who have demonstrated exceptional academic achievement and leadership skills.



A group of people holding award certificates.



A group of people holding award certificates.



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Children taking the part in Thomas F. Meagher Foundation making the GPO Museum in Dublin.

**T**he GPO Witness History is one of Ireland's most treasured historical artefacts. The original flag (GPO) was a state-owned flag that was used in the GPO from 1919 to 1922. It was the first flag to be used in the GPO. The flag was designed by the GPO. It was the first flag to be used in the GPO. It was the first flag to be used in the GPO. It was the first flag to be used in the GPO.

## GPO Witness History: a window into our past

The GPO Museum, in association with the Thomas F. Meagher Foundation, launched the first-ever exhibition on the Irish flag in 2018 and its popularity has grown since then.

- A. How did it all begin?**
- A. The GPO flag was created in 1919. It was the first flag to be used in the GPO. It was the first flag to be used in the GPO. It was the first flag to be used in the GPO.**
- A. What are the colours of the Irish flag?**
- A. Green represents Catholicism, Orange represents Protestantism, and White represents Neutrality. The white stripe is a symbol of unity between the Orange and the Green.**
- A. Where was Michael Collins during the 1916 Rising?**
- A. Michael Collins was in the GPO at the time of the 1916 Rising. He was the first flag to be used in the GPO.**
- A. Which flag was hoisted above the GPO during the 1916 Rising?**
- A. The Irish flag was hoisted above the GPO during the 1916 Rising. It was the first flag to be used in the GPO.**

- A. How did the flag come to be used in the GPO?**
- A. The flag was used in the GPO from 1919 to 1922. It was the first flag to be used in the GPO. It was the first flag to be used in the GPO.**
- A. What is the significance of the flag's design?**
- A. The flag's design is significant because it represents the three main religious groups in Ireland: Catholics, Protestants, and Neutrals. The white stripe is a symbol of unity between the Orange and the Green.**
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For school fees enquiries, email [enquiries@meagherfoundation.ie](mailto:enquiries@meagherfoundation.ie) or 01 852 0174.



## CIE sharing awareness of Foundation's important work

**C**onnecting Citizens of Ireland (CIE) to the Foundation's important work is a key objective of the Foundation's awareness-raising work. Through a series of activities, the Foundation is working to ensure that the public is aware of the Foundation's important work. The Foundation is working to ensure that the public is aware of the Foundation's important work. The Foundation is working to ensure that the public is aware of the Foundation's important work.

With more info for further details about CIE's sustainability strategy visit to explore the group's history, including an update of our 10th annual report.

## Flag Day is a family affair for us at Prospect Design!



**P**rospect Design Ltd. (Flag Ireland) is delighted to announce that it is proud to be a member of the Foundation's awareness-raising work. The Foundation is working to ensure that the public is aware of the Foundation's important work. The Foundation is working to ensure that the public is aware of the Foundation's important work.

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## NAPD: flag is special for our schools

**F**or children in the Thomas F. Meagher Foundation's NAPD (National Awareness Promotion Day) programme, the flag is a special part of their lives. The flag is a symbol of unity and represents the three main religious groups in Ireland: Catholics, Protestants, and Neutrals. The white stripe is a symbol of unity between the Orange and the Green.

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## ACCS is proud to support promotion of our flag



ACCS President Anwar Hagan

**I**n behalf of the Association of Companies and Corporations (ACCS), I am pleased to announce that we are proud to support the promotion of the Irish flag. The flag is a symbol of unity and represents the three main religious groups in Ireland: Catholics, Protestants, and Neutrals. The white stripe is a symbol of unity between the Orange and the Green.

**THE PRESIDENT'S CHALLENGE**

On 12th October 2024, the President's Challenge was held at the University of Limerick. The event was a day-long competition for young people across the country, designed to challenge their physical, mental, and emotional resilience. The President's Challenge is a national initiative that aims to inspire young people to reach their full potential. It is a day-long competition that challenges young people to push themselves to their limits. The event is held in a variety of locations across the country, and it is open to young people of all ages and abilities. The President's Challenge is a great opportunity for young people to test their skills and abilities, and to learn from their experiences. It is a day of fun, challenge, and achievement. The President's Challenge is a great way for young people to get involved in a meaningful activity, and to learn from their experiences. It is a day of fun, challenge, and achievement. The President's Challenge is a great way for young people to get involved in a meaningful activity, and to learn from their experiences. It is a day of fun, challenge, and achievement.

## Gaisce – The President's Award: supporting youth to realise their dreams

The vision of Gaisce is an Ireland where every young person, no matter their circumstances, ability, creed or gender, has equal access to participate in and take on the President's Challenge so they can 'dream big' and fulfil their potential.

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**6699**  
The reason why I'm making this art is to inspire the world to look forward.

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Mr. Pendergrass and Mr. Decker present the Thomas F. Meagher Foundation Award to Mr. Pendergrass, Mr. Decker, Mr. Pendergrass and Mr. Decker standing with Mr. Pendergrass and Mr. Decker.



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## Celebrating the 175th anniversary of the first flying of the Irish flag

The world marks the 175th anniversary of the first flying of the Irish tricolor flag in Boston, Ireland on March 17, 1848. Celebrating this historic anniversary is a proud tradition for the Irish people and the Irish diaspora around the world. The Thomas F. Meagher Foundation is proud to celebrate this historic anniversary by presenting the Thomas F. Meagher Award to the recipient of the Thomas F. Meagher Award.

Each year, the Thomas F. Meagher Foundation presents the Thomas F. Meagher Award to the recipient of the Thomas F. Meagher Award. The award is presented to the recipient of the Thomas F. Meagher Award. The award is presented to the recipient of the Thomas F. Meagher Award.

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Students gathered for the award ceremony at the Thomas F. Meagher Foundation.



Students holding a large sign for Flag Day at the Thomas F. Meagher Foundation.



Students receiving the Thomas F. Meagher Award.



A student receiving the Thomas F. Meagher Award during the presentation ceremony.

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A national flag is the most sacred thing a nation can possess

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Students holding a small Irish flag during the presentation ceremony.







INTRODUCTION

On the night of 1963, Ireland was eagerly awaiting the arrival of the 35th President of the United States, John F. Kennedy, as he arrived in Dublin for an official state visit. The visit was the first time an American president had visited Ireland, and it was a historic moment for the Irish people. Kennedy's visit was a symbol of the growing relationship between the United States and Ireland, and it was a testament to the shared values of freedom, democracy, and the rule of law that both nations held dear.

The Ronald Reagan Library features a collection of JFK's 1963 Presidential State Visit to Ireland, which includes a video of Kennedy's arrival in Dublin, Ireland, on June 15, 1963, and a video of Kennedy's departure from Dublin, Ireland, on June 17, 1963. The video of Kennedy's arrival in Dublin, Ireland, shows Kennedy and his wife, Jacqueline, walking through the streets of Dublin, Ireland, and being greeted by a large crowd of Irish people. The video of Kennedy's departure from Dublin, Ireland, shows Kennedy and his wife, Jacqueline, walking through the streets of Dublin, Ireland, and being greeted by a large crowd of Irish people.

## JFK's Irish visit 1963: Four days sixty years on

By SHARON HUGHES/RTÉ

The lightbulb American President John F. Kennedy's visit to Ireland in 1963 was a historic moment for the Irish people. It was the first time an American president had visited Ireland, and it was a testament to the growing relationship between the United States and Ireland.

On June 15, JFK arrived in Dublin to the cheers of thousands of Irish people who had gathered to see the president. He was met by the Irish Taoiseach, Sean Lemass, and they walked together through the streets of Dublin.



JFK's grand tour of Ireland includes the 1963 visit to the family of a World War II veteran

OBJECTIVES

1. Analyze Kennedy's "New Frontier" policies, focusing on the New Deal, Social Security, and the Interstate Highway System.
2. Examine Kennedy's foreign policy, including the Bay of Pigs invasion, the Cuban Missile Crisis, and the New Frontier's role in the Vietnam War.
3. Analyze Kennedy's domestic policy, including the Civil Rights Act, the New Frontier's role in the Great Society, and the New Frontier's role in the Space Race.
4. Analyze Kennedy's leadership style, including his use of the media, his relationship with Congress, and his role in the assassination of Martin Luther King Jr.

5. Analyze the impact of Kennedy's policies on the United States and the world, including the New Deal, Social Security, and the Interstate Highway System.
6. Analyze the impact of Kennedy's foreign policy on the United States and the world, including the Bay of Pigs invasion, the Cuban Missile Crisis, and the New Frontier's role in the Vietnam War.
7. Analyze the impact of Kennedy's domestic policy on the United States and the world, including the Civil Rights Act, the New Frontier's role in the Great Society, and the New Frontier's role in the Space Race.
8. Analyze the impact of Kennedy's leadership style on the United States and the world, including his use of the media, his relationship with Congress, and his role in the assassination of Martin Luther King Jr.



Top: Kennedy, JFK's wife and Kennedy, JFK's grand tour of Ireland includes the 1963 visit to the family of a World War II veteran

of the state to Ireland, the Kennedy family, including JFK's wife, Jacqueline, and JFK's children, were in Ireland for the first time. The Kennedy family's visit to Ireland was a historic moment for the Irish people, and it was a testament to the growing relationship between the United States and Ireland.

CRITICAL THINKING

## Ireland in the early 1960s

Unit Overview	Key Objectives (Cross-Curricular)
<p><b>Unit Overview</b> Students discuss the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</p> <p><b>Course Development</b> Students explore the political and social conditions in Ireland during the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</p> <p><b>Course Evaluation</b> Students analyze the historical significance of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</p>	<p><b>Key Objectives (Cross-Curricular)</b>  <ul style="list-style-type: none"> <li>• History</li> <li>• Civics</li> <li>• History</li> </ul> </p>
<p><b>Learning Objectives</b>  <ul style="list-style-type: none"> <li>1. Students understand the historical context of Ireland in the early 1960s.</li> <li>2. Students analyze the political and social conditions in Ireland during the early 1960s.</li> <li>3. Students evaluate the historical significance of Ireland in the early 1960s.</li> </ul> </p> <p><b>Learning Objectives</b>  <ul style="list-style-type: none"> <li>1. Students understand the historical context of Ireland in the early 1960s.</li> <li>2. Students analyze the political and social conditions in Ireland during the early 1960s.</li> <li>3. Students evaluate the historical significance of Ireland in the early 1960s.</li> </ul> </p>	
<p><b>Student Objectives</b> Students can use primary sources to identify and describe the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</p>	
<p><b>Differentiation</b> Students can use primary sources to identify and describe the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</p>	
<p><b>Assessment/Assessing</b>  <ul style="list-style-type: none"> <li>1. What is the context of the Great Famine?</li> <li>2. How did the Great Famine impact Ireland?</li> <li>3. How did the Catholic Church impact Ireland?</li> <li>4. How did the Catholic Church impact Ireland?</li> <li>5. How did the Catholic Church impact Ireland?</li> <li>6. How did the Catholic Church impact Ireland?</li> <li>7. How did the Catholic Church impact Ireland?</li> <li>8. How did the Catholic Church impact Ireland?</li> </ul> </p>	
<p><b>Activities</b> Using a variety of primary sources, students will identify and describe the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</p>	
<p><b>Student Reflection</b> Students will reflect on the significance of the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</p>	
<p><b>Appendix A</b>  <ul style="list-style-type: none"> <li>1. The History of Ireland, 1169-1700</li> <li>2. The History of Ireland, 1700-1800</li> <li>3. The History of Ireland, 1800-1900</li> <li>4. The History of Ireland, 1900-1960</li> </ul> </p>	<p><b>A1) Overview of Learning</b>  <ul style="list-style-type: none"> <li>1. Students will understand the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</li> <li>2. Students will analyze the political and social conditions in Ireland during the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</li> <li>3. Students will evaluate the historical significance of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</li> <li>4. Students will use primary sources to identify and describe the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</li> <li>5. Students will reflect on the significance of the historical context of Ireland in the early 1960s, including the impact of the Great Famine and the role of the Catholic Church.</li> </ul> </p>
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<p><b>Appendix C</b>  <ul style="list-style-type: none"> <li>1. The History of Ireland, 1169-1700</li> <li>2. The History of Ireland, 1700-1800</li> <li>3. The History of Ireland, 1800-1900</li> <li>4. The History of Ireland, 1900-1960</li> </ul> </p>	
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## A powerful symbol of a nation's identity

Teacher Joa Morriarty (HTA) outlines the story of Thomas F. Meagher and the origins of the national flag

The 1848 Proclamation created Irish nationalism and patriots. An ex-Protestant, Meagher's question was: 'What Irish flag was the symbol of our nation's identity?' The Irish Tricolour was the only one that survived the 19th-century repression when it was the symbol of Ireland (March 12, 2018).

The tricolour flag was green with an off-white stripe. The Tricolour was presented to the Irish people in 1848, during a time of civil unrest and political chaos in Ireland and reflected on the events of the 1840s.

The Tricolour was presented to Ireland by Thomas Francis Meagher, an Irish nationalist and politician who was the first Irish nationalist to be elected to the House of Commons by the British people. He was a member of the Young Ireland movement, which sought to establish an independent Irish state. The flag consisted of three vertical stripes: green, white and orange, representing the three main religious groups in Ireland: Catholics, Protestants and the United Irishmen. The flag was also a symbol of the Irish people's struggle for independence.

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**Top: The Fighting with Regard, Ireland, 1848. Photo: John Meagher, John Meagher**

Meagher was a member of the Young Ireland movement, which sought to establish an independent Irish state. The flag consisted of three vertical stripes: green, white and orange, representing the three main religious groups in Ireland: Catholics, Protestants and the United Irishmen.



**John Meagher (left) talking to a group of supporters of Thomas F. Meagher**

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## Lesson plan outline: A literacy lesson based on Thomas Meagher and the Tricolour

**Learning Objective:** To develop a sense of national identity by understanding the role of the flag in Irish history and culture.

**Learning Objective:** To investigate the role of the flag in Irish history and culture.

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### FLASHCARDS

Here are some of the key terms from the article – then photocopy or cut up and match

Irish Republican Brotherhood	A secret army that sought to overthrow British rule in Ireland.
The Parliament Act	Act of the House of Commons in 1911 which limited the power of the House of Lords to veto bills passed by the House of Commons.
Irish Volunteer Force	A secret army created by the IRL to fight against British rule in Ireland.
Ulster Volunteer Force	A secret army created to fight against British rule in Ulster.
Young Ireland	A secret army created to fight against British rule in Ireland.
The Young Ireland Movement	A secret army created to fight against British rule in Ireland.
The Government of Ireland Act	Act of the House of Commons in 1920 which created the Government of Ireland.
The Anglo-Irish Treaty	An agreement between British and Irish nationalists which ended the 20 years of Irish independence.
The Irish Civil War	A secret army created to fight against British rule in Ireland.
The IRL Irish Constitution	A secret army created to fight against British rule in Ireland.

## Read the article and then test yourself with the following quiz:

1. The Irish Tricolour flag was green with a white stripe.
2. Thomas Meagher was a member of the Young Ireland movement.
3. The flag was presented to the Irish people in 1848.
4. The flag was a symbol of the Irish people's struggle for independence.
5. The flag was a symbol of the three main religious groups in Ireland: Catholics, Protestants and the United Irishmen.
6. The flag was a symbol of the Irish people's struggle for independence.
7. Thomas Meagher was a member of the Young Ireland movement.
8. Meagher was a member of the Young Ireland movement.
9. Meagher was a member of the Young Ireland movement.
10. Meagher was a member of the Young Ireland movement.

11. The flag was a symbol of the Irish people's struggle for independence.
12. The flag was a symbol of the three main religious groups in Ireland: Catholics, Protestants and the United Irishmen.
13. The flag was a symbol of the Irish people's struggle for independence.
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19. The flag was a symbol of the Irish people's struggle for independence.
20. The flag was a symbol of the three main religious groups in Ireland: Catholics, Protestants and the United Irishmen.

# Історичне значення ірландського прапора

Діагонолі Мюррей вивчає коротку історію Томаса Фі. Мінер та покращивши ірландського прапороносця прапора

Ірландський прапороносець є символом ірландського націоналізму. Прапороносці були вперше представлені в 1848 році на Французькому Конгресі у Версалі. Вони були вивчені як представники ірландського народу. Ірландський прапороносець є символом ірландського народу. Прапороносці були вперше представлені в 1848 році на Французькому Конгресі у Версалі. Вони були вивчені як представники ірландського народу.



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Джон Кейді та Томмі Фінлі при відкритті національного прапора в 1912 році в місті Сент-Джеймс, Ірландія.



Історія ірландського прапора є важливою частиною ірландської культури. Прапороносці були вперше представлені в 1848 році на Французькому Конгресі у Версалі. Вони були вивчені як представники ірландського народу.



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## Короткий урок: Як навчати грамоти на мові іноземній? Топік Мінер і прапороносець

Тема	Висновок
Тема: Історія ірландського прапора	Ірландський прапороносець є символом ірландського народу.
Тема: Історія ірландського прапора	Прапороносці були вперше представлені в 1848 році на Французькому Конгресі у Версалі.
Тема: Історія ірландського прапора	Прапороносці були вивчені як представники ірландського народу.
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Тема: Історія ірландського прапора	Прапороносці були вивчені як представники ірландського народу.

### Прочитай історію, а потім поспрашай себе на даному-ж темі історично:

- 1. Як навчати грамоти на мові іноземній?
- 2. Як навчати грамоти на мові іноземній?
- 3. Як навчати грамоти на мові іноземній?
- 4. Як навчати грамоти на мові іноземній?
- 5. Як навчати грамоти на мові іноземній?
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- 9. Як навчати грамоти на мові іноземній?
- 10. Як навчати грамоти на мові іноземній?

Відповіді:
1. Як навчати грамоти на мові іноземній?
2. Як навчати грамоти на мові іноземній?
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9. Як навчати грамоти на мові іноземній?
10. Як навчати грамоти на мові іноземній?

Fearú agus eolas curtha ar fáil ag John Dwyer



John Dwyer  
Dwyer is a 60-year-old man with short grey hair, wearing a dark suit, white shirt, and patterned tie. He is looking directly at the camera with a neutral expression.

**Beirte na n-éirí**  
Dwyer is a 60-year-old man with short grey hair, wearing a dark suit, white shirt, and patterned tie. He is looking directly at the camera with a neutral expression.



Comhaltas Ceann-Deirne

# Féiniúlacht na hÉireann

Le Cianín Ó Murchú (PDST)

**Beirte na n-éirí**  
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McClintock Collection, Limerick



William Maguire, William and Pauline Maguire

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James Maguire

**Beirte na n-éirí**  
Dwyer is a 60-year-old man with short grey hair, wearing a dark suit, white shirt, and patterned tie. He is looking directly at the camera with a neutral expression.

**CÚLA 4**  
LÉINEOIR ÁRSPRAOI

# SÚILEILE

**ARSPRAOI**

**TG4**

Friday, March 4, 2022

IN ASSOCIATION

Irish Independent 

*Thomas F. Meagher*

FOUNDATION

#FlagDay2022

# THE *People's* FLAG

PRIDE, RESPECT, PEACE

*Thomas*

FOUND

PROMOTING PRIDE IN AND  
IRISH FLAG AND ITS MEANING  
ENCOURAGING ACTIVE CITIZENSHIP THROUGH  
SCHOOLS, AWARDS AND SCHOLARSHIPS

Special  
classroom-  
based  
supplement

## Lesson Plans:

Exclusive content  
by history teachers

## The President's Award:

The work of Gaisce

## Flag Protocol:

Cut out and  
keep guide





## Symbols of the new Free State

CHERRY MAC BRIDGWAN FRCI  
Finance Teacher/Inspector of Ireland

In an address to the National Economic Development Authority (NEDA) in 1992, Douglas Hyde likened his nation's people to a "brave and noble race" who had "a sense of duty and a sense of honour" and "a sense of duty and a sense of honour" and "a sense of duty and a sense of honour".

After the signing of the Anglo-Irish Treaty in 1921, the new Free State was established. The new state was a constitutional monarchy, with the British monarch as the head of state.

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The poster is a historical document, likely a political or social statement, featuring a large harp and a woman playing it. The text on the poster is in Irish and English, and it is dated 1922.

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The harp is a symbol of Ireland, and it is often used in official documents and public events. The photograph shows a woman playing the harp in a formal setting, surrounded by men in suits.

# Countess Markievicz - Biography and Revolutionary activity

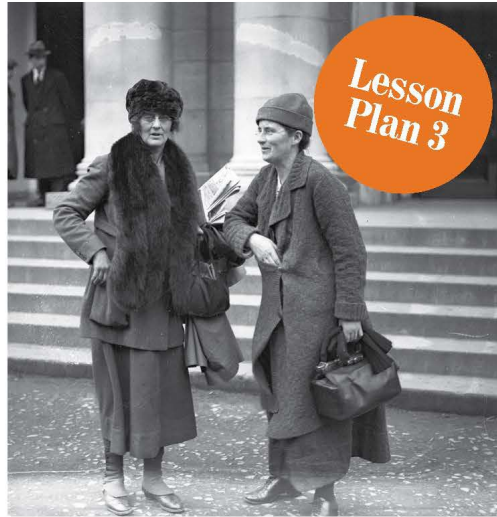
BY JOAN MORRISSEY, HTAI

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 the syllabus namely: sovereignty; partition; allegiance; physical force; discrimination, as well as syllabus **elements**, that is: the 1916 Rising; the rise of the second Sinn

Fein party; the 1918 election; the War of Independence; Partition; Treaty and the Civil War. This would also be an excellent starting point for a Leaving Certificate student's research project as the sources are compiled here. This mini-scheme of work has been designed to be taught over three lessons.



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

LESSON STAGE	METHODOLOGY	ASSESSMENT
<b>LESSON ONE</b>		
Initial Stimulus Material (10 minutes)	Learning Outcomes: investigate a repository of historical evidence; digital archive. Project: this video British Pathe Countess Markievicz Sinn Fein <a href="https://www.youtube.com/watch?v=VnqU_e_XiA">https://www.youtube.com/watch?v=VnqU_e_XiA</a>	Ask students what impression they form of this historical character? Ask students to brainstorm one advantage and one disadvantage about <b>videos as sources</b> . 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 Outcome: 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 handout the twenty statements below. Students should have the statements in their copies by the end of the activity so they have some biographical information noted. - Students decide which of these statements is a fact or an opinion. Fact or Opinion - Sentences: 1. Constance Markievicz was born in Britain and died in Ireland. 2. Her sister was a posh lesbian. 3. She was a feminist. 4. She married a Polish Count. 5. Her husband was from the Ukraine. 6. She was a good mother. 7. She fought in the Easter Rising of 1916 and was given the death sentence. 8. She supported the Labour movement. 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 very 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 too stubborn about the Anglo-Irish Treaty. 19. She supported the Labour Party. 20. She died a Catholic. Students discuss using think-pair-share to compare answers. (5 minutes)	Answers: 1. Fact 2. Opinion 3. Fact 4. Fact 5. Fact 6. Opinion 7. Fact 8. Fact 9. Opinion 10. Fact 11. Opinion 12. Fact 13. Fact 14. Fact 15. Opinion 16. Fact 17. Fact 18. Opinion 19. Fact 20. Fact
	To reduce teacher talking time, give the weakest four or five students the answers and let them check with their fellow students in groups. For numeracy, students should multiply their result by five to calculate a percentage without using a calculator. (5 minutes) The teacher can then clarify why some statements are facts and some opinions. (5 minutes)	
<b>Biography</b> Visual literacy: cartoons (15 minutes)	- Students: scroll this comic biography <a href="https://rb.gy/v77nl">s://rb.gy/v77nl</a> Reinforce with an alternative mode: A <b>1918 Election images</b> (Google Arts and Culture: You Never Saw Such Excitement) <a href="https://rb.gy/r8k2y">https://rb.gy/r8k2y</a>	<b>Assessment:</b> List three freedoms and three groups Markievicz supported. Use the <a href="https://www.wheelofnames.com/">www.wheelofnames.com/</a> to select students to answer the questions on the comic strip.
Homework: Write 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 this would be an effective way of briefly <b>discussing source credibility with students</b> . (Search Countess Markievicz on YouTube) <a href="https://rb.gy/hjpu15">https://rb.gy/hjpu15</a> <a href="http://www.edpuzzle.com">www.edpuzzle.com</a> monitors if students have viewed videos, and for hoe long	



Countess Markievicz pictured on the face of the GPO as part of the HerStory project

Full lesson plan available to download from <https://tfnfoundation.ie/teaching-resources/lesson-plans>

LESSON TWO	Learning outcomes: ● Explain how the experience of women in Irish society changed during the twentieth century.	
<b>Homework check &amp; Assigning historical writing</b> (10 minutes)	Students discuss their homework questions. Then, project the past exam questions or distribute printouts for students with dyslexia who may struggle to take notes from the whiteboard. <b>Success criteria:</b> 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 rubrics for essays on his social media too.	Project or write the assessment questions before reading. 1. What did Countess Markievicz contribute to Irish affairs? (or) 2. What part did Countess Markievicz play in Irish affairs between 1913 and 1922? Due the end of class four.
<b>Active reading</b> (15 minutes)	Distribute hard or electronic copies these sources ask students to actively read with a pen or ideally highlighter in hand. Highlight organisations Markievicz belonged to in response to the past exam paper posed. <b>This Dictionary of Irish Biography</b> by the Royal Irish Academy is available from Scollot (pages 190-192) <a href="https://rb.gy/qh1e">https://rb.gy/qh1e</a>	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.
<b>Differentiation</b>	For weaker students, ESL or L2LP students; the Oireachtas Lesson Plan (page 8) has a brief, bullet-pointed biographical document on Markievicz <a href="https://rb.gy/8p0hva">https://rb.gy/8p0hva</a> This would also help if students were absent from class.	
Investigating online repositories (25 minutes) Teacher Modelling Note-taking	Give students the assessment questions before looking at the online sources. 1. Who were the suffragettes? 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? <b>Sources:</b> 6. Who was Cumann na Mban? (Article & video) <a href="https://rb.gy/eg9src">https://rb.gy/eg9src</a> 7. <a href="https://www.rte.ie/radio/radio1/clips/2055631/16">https://www.rte.ie/radio/radio1/clips/2055631/16</a> minute podcast introduction to Cumann na Mban	Students think-pair-share before whole-class discussion and feedback
Whole class discussion (10 minutes)	Project these images and elicit responses: Women's Votes - a historical timeline 'Google Arts and Culture - Violence Ridicule and Silence' <a href="https://rb.gy/t0xq8d">https://rb.gy/t0xq8d</a>	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 Suffragettes (49 minutes) <a href="https://rb.gy/vlc0xb">https://rb.gy/vlc0xb</a> BBC 4 podcast (30 minutes) <a href="https://www.bbc.co.uk/programmes/b0952qq7">https://www.bbc.co.uk/programmes/b0952qq7</a> History Ireland Podcast (1hour 15mins) <a href="https://rb.gy/ql3rx6">https://rb.gy/ql3rx6</a>	
Homework: Audio-visual revision	Five minute animated overview of the period introducing The Easter Rising of 1916. <a href="https://rb.gy/lpvuzq">https://rb.gy/lpvuzq</a>	



Lesson Plan 4

# 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. They 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 Ireland. 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 people 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.



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

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 Berry 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'Neil, Brian Faulkner, etc.

**The Relief of Derry**  
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.

**The Cultural Significance of the 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.

Leaving Certificate History - Lesson Plan	
<b>Leaving Certificate</b>	<b>Later Modern Field of Study – Irish History 1815-1993, Topic 5: Politics and society in Northern Ireland, 1949-1993: Culture and Religion</b> - Religious affiliation and cultural identity; ecumenism; cultural responses to the "Troubles".
<b>History Course</b>	Students will come across similar themes in <b>Later Modern Field of Study- Irish History 1815-1993, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949: Culture and Religion</b> – State and culture, North and South: language, religion and education; promotion of cultural identity
<b>Links to Junior Certificate</b>	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 Leaving Certificate Level. <ul style="list-style-type: none"> <li>Strand One – The Nature of History – Learning Outcomes: 1.1 - 1.11</li> <li>Strand Two – The History of Ireland – Learning Outcomes: 2.1, 2.4, 2.5, 2.10.</li> </ul>
<b>Initial Stimulus</b>	Before starting this topic, ask students to consider the following: <ul style="list-style-type: none"> <li>How do past historical events shape our present identity?</li> <li>Are people trapped by how they interpret the past?</li> <li>How is cultural identity expressed in Northern Ireland today?</li> <li>What are the political views of Unionists?</li> </ul>

<b>Lesson Development</b>	Students can learn about the Apprentice Boys of Derry by considering the following: <ul style="list-style-type: none"> <li>The importance of parades in Unionist culture.</li> <li>What historical events do the Apprentice Boys commemorate?</li> <li>What are the principal beliefs of the Apprentice Boys?</li> <li>What is the organisational structure of the Apprentice Boys.</li> <li>Examine primary and secondary sources relating to the Apprentice Boys.</li> <li>Examine the Nationalist community past and present viewpoint on the Apprentice Boys. Why were their parades controversial?</li> </ul>
<b>Effective Questioning</b>	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? <ul style="list-style-type: none"> <li>Who were the original Apprentice Boys?</li> <li>What are the links between them and the Orange Order?</li> <li>Who cannot become a member of the Apprentice Boys?</li> <li>What exactly do Unionists mean by 'No Surrender'?</li> <li>Why did Nationalists view the Apprentice Boys as sectarian?</li> <li>What is the significance of calling the city Derry or Londonderry?</li> <li>How many members are in the Apprentice Boys?</li> <li>Who can join the Apprentice Boys?</li> <li>Who do the Apprentice Boys believe is a threat to liberty?</li> <li>What Unionist leaders have been accused of being a Lundy?</li> <li>Why were Apprentice Boys parades controversial?</li> </ul>
<b>Answering the Document Based Question</b>	<ul style="list-style-type: none"> <li>Students should become familiar with the structure of the Documents-Based Question.</li> <li>A range of documentary sources should be examined, e.g., newspaper accounts, photographs, cartoons, etc.</li> <li>Students should practise comprehension skills within a time limit.</li> <li>Students will consider different historical sources for comparison.</li> <li>Students will learn the usefulness and limitations of various primary and secondary sources.</li> <li>For contextualisation questions, students will be given guiding questions which they will construct an answer. Examples of these questions include:                             <ul style="list-style-type: none"> <li>What was the significance of the activities of the Apprentice Boys of Derry in influencing the identity of Unionists?</li> <li>Why were the activities of the Apprentice Boys of Derry controversial?</li> </ul> </li> </ul>
<b>Differentiation</b>	The teacher must be able to cater for a range of student abilities. <ul style="list-style-type: none"> <li>Use whole-group questions to help students to open up class discussion, different viewpoints, etc.</li> <li>Allow a wait time to allow students to consider the question.</li> <li>Help weaker students with concepts, answer structure, etc.</li> <li>The class can be divided up to examine different sources of information. Each group can present their interpretation of sources.</li> </ul>
<b>Learning Outcomes</b>	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 why 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.
<b>Learning Key Concepts</b>	Students should make sure that they understand key concepts that relate to the course. These include the following: <ul style="list-style-type: none"> <li>Secularism</li> <li>Tolerance and intolerance</li> <li>Cultural identity</li> <li>Propaganda</li> <li>Civil Rights</li> <li>Bigotry</li> <li>Cultural Traditions</li> <li>Ecumenism</li> <li>Gerrymandering</li> </ul>











Presenting CEO, Mary Soper with Chairman, Peter O'Connell and President, Christy Kelly



Presenting CEO, Mary Soper with CEO, Peter O'Connell and President, Christy Kelly



Students participating in a program titled 'Understanding the World' program

## 2022 Irish American Partnership Awards & Scholarships Programme

Investing in Ireland's Future

The year's most distinguished awards and honours have been bestowed upon individuals and organisations who have made a significant contribution to the promotion of the Republic. The programme is designed to honour individuals who have made a significant contribution to the promotion of the Republic. The programme is designed to honour individuals who have made a significant contribution to the promotion of the Republic.



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Three 2022 Educational Scholars, Ms. Catherine McArdle, Ms. Eileen O'Connell and Ms. Eileen O'Connell

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## GPO Museum, O'Connell Street, Dublin

The GPO Museum is a unique experience for all ages and is located in the heart of Dublin. It is a must-visit for anyone interested in Irish history and culture. The museum is located in the heart of Dublin, in the heart of the city. It is a must-visit for anyone interested in Irish history and culture.



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## 2022 Award Winners

We are delighted with the diversity and quality of the entries in the 2022 award programme. The winners of the 2022 award programme are as follows:

**1. Partnership - General Winner**  
The winners of the 2022 award programme are as follows:



**2. Best Special Award Winner**  
The winners of the 2022 award programme are as follows:

**3. Best Special Award Winner**  
The winners of the 2022 award programme are as follows:



**4. Best Special Award Winner**  
The winners of the 2022 award programme are as follows:

**5. Best Special Award Winner**  
The winners of the 2022 award programme are as follows:



**6. Best Special Award Winner**  
The winners of the 2022 award programme are as follows:

**7. Best Special Award Winner**  
The winners of the 2022 award programme are as follows:





## Local Authorities lend their support to annual Flag Day

The 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-green 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.



#FlagDay2022



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 Kelleher 6 Donegal, Cathaoirleach Jack Murray 7 Dublin, Lord Mayor Allison Gilliland 8 Dun Laoghaire-Rathdown, Cathaoirleach Lettie McCarthy 9 Fingal, Mayor Seána Ó Rodaigh 10 Galway, Cathaoirleach Peter Keaveney 11 Galway, Mayor Colette Connolly 12 Kerry, Mayor Jimmy Moloney 13 Kildare, Mayor Naoise Ó Cearúil 14 Kilkenny, Cathaoirleach Fidelis Doherty 15 Laois, Cathaoirleach Conor Bergin 16 Leitrim, Cathaoirleach Paddy O'Rourke 17 Limerick City & County, Mayor Daniel Butler 18 Longford, Cathaoirleach Peggy Nolan 19 Louth, Cathaoirleach Pío Smith 20 Mayo, Cathaoirleach Michael Smyth 21 Meath, Cathaoirleach Sean Drew 22 Monaghan, Cathaoirleach Aidan Campbell 23 Offaly, Cathaoirleach Declan Harvey 24 Roscommon, Cathaoirleach Joe Murphy 25 Sligo, Cathaoirleach Paul Taylor 26 South Dublin, Mayor Peter Kavanagh 27 Tipperary, Cathaoirleach Marie Murphy 28 Waterford City & County, Mayor Joe Kelly 29 Westmeath, Cathaoirleach Frankie Keenan 30 Wexford, Cathaoirleach Barbara-Anne Murphy 31 Wicklow, Cathaoirleach Shay Cullen

Three young people from St. Vincent's Music and Dance Ensemble with their school's Best of the Best award for their performance at the Dublin City Arts Festival 2020.



# In full bloom: small actions making a big impact

In the absence of CEO Graham – The President's award is presented to the winners of the competition. The award is presented to the winners of the competition. The award is presented to the winners of the competition.



Garrett Kelly and the award-winning team from St. Vincent's Music and Dance Ensemble.

Garrett Kelly's award-winning team from St. Vincent's Music and Dance Ensemble.

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Garrett Kelly's award-winning team from St. Vincent's Music and Dance Ensemble.



Paul O'Connell, President of the Renaissance Foundation, with the winners of the competition. The award is presented to the winners of the competition.

The award-winning team from St. Vincent's Music and Dance Ensemble.



Paul O'Connell, President of the Renaissance Foundation, with the winners of the competition.



**'In a changing landscape, programmes like Gaisce are becoming only more relevant and vital'**  
VIVienne MEDINA, CEO Gaisce – THE PRESIDENT'S AWARD

In a rapidly changing landscape, programmes like Gaisce are becoming only more relevant and vital. Vivienne Medina, CEO of Gaisce, discusses the importance of the President's Award in today's world.