

MODULE 5. THE BATTLE OF THE SOMME
6: THE LEGACY OF THE BATTLE OF THE SOMME

LESSON
6.



LESSON DESCRIPTION			
<p>Lesson Six identifies ways in which the Battle of the Somme has been remembered and commemorated in Ireland following the end of the First World War. The lesson will look at specific events, parades and monuments that have been established to help remember the actions of Irishmen and also explores the role of those opposed to commemorating the First World War in Ireland and the actions they have been involved in as a result.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Understand the various methods of commemoration employed in Ireland today 2. Understand the role of remembrance amongst unionists and nationalists 3. Demonstrate objectives 1&2 through digital media 		<ul style="list-style-type: none"> • Students will be able to express their opinions on how the Battle of the Somme and the First World War are remembered today and why. They will also understand the feelings of different groups involved in the battle and the role of Ireland's changing political landscape. • Employ ICT skills to express an understanding of the topic 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 6 Key Information • Digital Imaging Design Sheet • Audio Editing Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Image Editing Software • Audio Editing Software 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops • Headphones / Microphone

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ACTIVITY	LEARNING OUTCOMES
<p>Starter – As a background to the topic show students some war specific murals from throughout Northern Ireland (source these from the internet before the lesson). Communicate how and why murals exist and in what areas they are commonly found.</p>	<p>By seeing the types of imagery used in murals students will get an insight into the types of commemorations that take place in certain areas of the country and how and why the actions of certain groups and Divisions are remembered more than others.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Introductory / Progression Questions as group discussion questions or to test individual knowledge.</p> <p>The active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Being the last lesson in the module, sum up the key Battle of the Somme moments from recruitment through to legacy and provide a brief summary of key dates and events.</p>	<p>Offering a brief summary may encourage students to carry out more independent research and learning on the topic and wider history of the period.</p>

KEY
INFORMATION
6.

1.)) DISCUSSION

How do you think events following the First World War, such as the War of Independence, had a direct impact on how nationalists commemorated the Battle of the Somme?



WHAT WAS THE WAR OF INDEPENDENCE?

In 1919, the Irish Republican Army began an armed conflict against British authorities in Ireland. Lasting for two years, the war led to over 1,300 deaths and the signing of the Anglo-Irish Treaty which eventually established the Irish Free State.

Islandbridge Memorial, Dublin



THE LEGACY OF THE BATTLE OF THE SOMME

Unionists have viewed the battle and the contribution of the 36th (Ulster) Division as something to be proud of. The bravery and sacrifices of the men who fought, who were injured or who lost their lives are respectfully memorialised in a number of ways. The legacy of the nationalist soldiers who fought at the Somme is a little more complicated. The Easter Rising of 1916 was followed by a complete change in the political allegiances and thinking of the nationalist population of Ireland. Irish Republicans fought the **War of Independence** against the British state in 1919 and were involved in direct conflict with British soldiers. After the Irish Free State was formed, those who fought for the Republic were hailed as heroes, while those who had joined the British Army were ignored and did not feature in commemorations. However, this opinion has shifted somewhat during the 21st century. The Battle of the Somme and soldiers are today remembered in a number of ways, including:

EVENTS & PARADES

Commemorations of the Battle of the Somme and the war became politicised in the decades that followed. Those who commemorated the war dead in Northern Ireland were mainly from a unionist background and who felt a great sense of pride in the 36th (Ulster) Division. Most nationalists in Northern Ireland did not attend commemorations which they viewed as being a part of unionist culture and history. As divisions in Northern Irish society became more intense in the later 20th century, republicans were openly hostile to commemorations.

In the south of Ireland, commemoration has had an evolving history. Commemorative parades took place in Dublin from 1919 and attracted large crowds of supporters. In the Ireland of the 1920s though, those who attended these parades were often viewed as supporters of British imperialism, and republicans were known to attack parades. The Irish government also attempted to commemorate the war dead by building memorial gardens and monuments at Islandbridge in Dublin which, although built by 1939, were not officially opened until 2006.

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One of the worst atrocities of the Troubles occurred when the Provisional IRA planted a bomb at the cenotaph in Enniskillen on Remembrance Sunday, 1987. 11 people were killed and 63 injured.

As the political situation in Northern Ireland began to stabilise in the early 21st century, Irish soldiers were commemorated more widely. At the 90th anniversary of the Battle of the Somme in 2006, the President of Ireland, the Taoiseach, and politicians from the north and south of Ireland attended an official state commemoration. Queen Elizabeth II and President Mary McAleese laid memorial wreaths together at Islandbridge when the Queen visited Ireland in 2011. With relative peace in Northern Ireland, commemorations of the Battle of the Somme have become much less contentious. Significantly, the Sinn Féin Mayor of Belfast attended a Remembrance Day ceremony in 2013 - the first time such a gesture had been made (See **Perspectives 4**).

PHYSICAL MEMORIALS

As well as physical memorials in Northern Ireland, there are also a number of memorials situated in Northern France. The Ulster Tower at Thiepval, opened in 1921, is perhaps the most famous. It commemorates the men of the 36th (Ulster) Division and inside the tower are the names of the nine members of the division who were awarded the Victoria Cross. There is also a dedication to the role played by members of the Orange Order during the battle.

The Island of Ireland Peace Park, located near Messines in Belgium, commemorates all Irish soldiers from across the island that were killed, lost or injured throughout the war. Messines was the site of another significant battle where Irishmen fought in large numbers. This site includes a number of different plaques and pillars including the numbers of killed, missing and injured as well as a peace pledge. President Mary McAleese and Queen Elizabeth II opened the park in 1998 (See **Perspectives 2**).





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Mural commemorating the 36th (Ulster) Division

2.))) DISCUSSION

Do you think murals are an accurate and appropriate way of commemorating the Battle of the Somme?

MURALS

There are unofficial memorials, such as murals, that mainly commemorate the 36th (Ulster) Division and its role during the Battle of the Somme. These are predominantly located in working class unionist/loyalist areas of Northern Ireland and are often seen, like flags, as marking out the cultural identity of an area. Mainly created by paramilitary organisations, murals contain links with the present and past such as the importance of bravery and military discipline.

WIDER LEGACY OF THE BATTLE

The Battle of the Somme is remembered internationally as the event that encapsulates the brutality and loss of life of the First World War. The fact that around 1.1 million people died during a battle that made little tactical difference to the outcome of the war means it is often viewed as an example of the futility of war. Some may argue that the battle had an effect on the overall outcome of the war, but most believe that the huge loss of life was not worth small gains. The battle also shows that the manner in which war was fought was in a process of change. The Somme was the first battle that saw the deployment of tanks while trench warfare was reaching its end as wars became a much more industrialised affair. The differences in how the Second World War was fought show that new techniques, such as aerial bombing and the use of heavy artillery and tanks, became much more common place after they were first tested at the Somme.



PERSPECTIVES

1. "There should be no hiding place in any country for these people. It's really desecrating the dead and a blot on mankind."

Margaret Thatcher in the aftermath of the Enniskillen bombing

2. "All those untold human stories that we lost in the first World War and more recently in the conflict in Northern Ireland, must be remembered. And, in remembering, they must not be told for nothing. They must not be told to deepen divisions. They must be told to inspire us to overcome them."

Dermot Ahern, Irish Minister for Foreign Affairs, on the opening of the Island of Ireland Peace Park in Messines

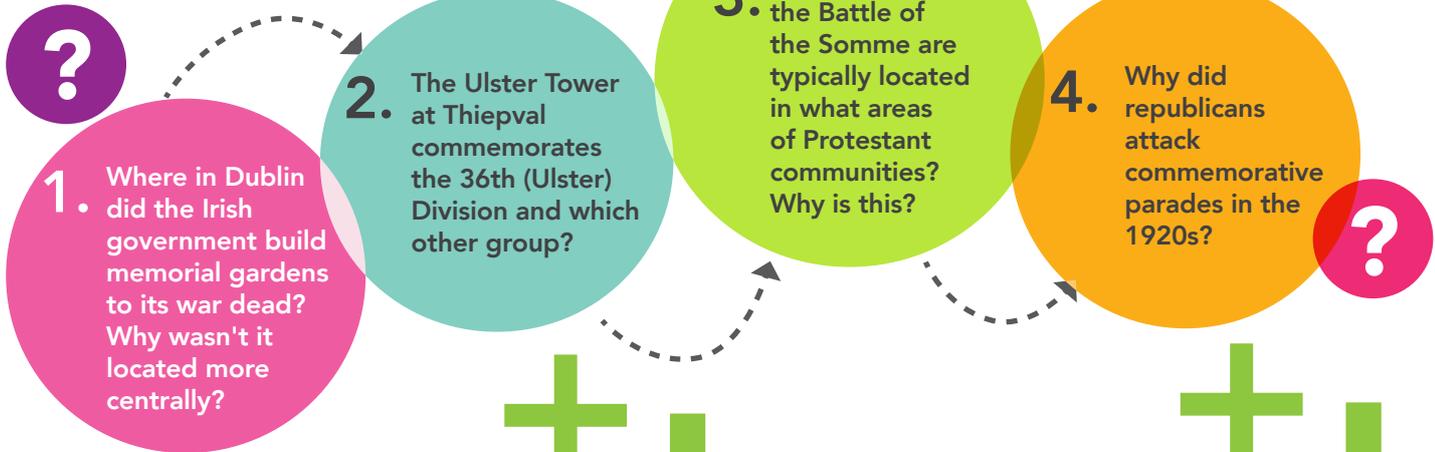
3. "I think it is an extraordinary moment in Irish history, a phenomenal sign and signal of the success of the peace process and absolutely the right moment for us to welcome onto Irish soil."

Former Irish President Mary McAleese speaking ahead of the Queen's arrival in Ireland

4. "I think that while it was a tough decision, it was the right decision. I think we have to really double down on the pledge to build bridges with unionists. I have tried to do that throughout the days I have been in office."

Sinn Féin mayor, Mairtin O Muilleoir, attends Armistice Day ceremony in 2013

QUESTIONS



EXTENSION ACTIVITY 1:

Imagine you are a nationalist soldier who has returned to Ireland following the war. As the 10th anniversary of the Battle of the Somme approaches, write a letter to a unionist soldier who you fought alongside detailing your feelings and emotions. Do you feel a sense of pride in what you helped to achieve or are you afraid to take part in commemorations?

EXTENSION ACTIVITY 2:

Imagine you are writing a newspaper article detailing the visit of Queen Elizabeth II to the memorial gardens at Islandbridge in Dublin in 2011. Research the events of the visit and complete a short newspaper story on what took place.

TASK 1

2016 will mark the 100th anniversary of the Battle of the Somme. Looking at the 10th, 25th, 50th, 75th and 90th anniversary celebrations, and taking into consideration the current political climate, how do you think the Somme will be commemorated across Ireland? Name communities, political parties, politicians, people that you think will celebrate, or object to any celebrations. Examine changing opinions to Irish involvement in the First World War including actions carried out by political parties, such as Sinn Fein, at remembrance ceremonies in recent years.

Carry out research into commemorations taking part for the 100th anniversary of the outbreak of the First World War to help you come to your conclusion.

TASK 2

Study the various forms of commemoration for the Battle of the Somme. Carry out some research and find a new example relating to the battle for each form of commemoration. Complete the task in the form of a presentation or word document using images, videos, audio, maps, etc...

With each example, state what it is, where it is located, what it means or any other information that you think is relevant.

From the research you have performed, what do you think is the most common form of commemoration? Which do you think is the most effective when remembering a person or event?



ALTERNATE TASK

- Working in groups, students will come up with a new idea for a peace park/peace centre that commemorates the actions of both unionist and nationalist soldiers during the Battle of the Somme and the First World War.
- Based somewhere in Northern Ireland, the fictitious peace park/peace centre should be due to open in 2016 to commemorate the centenary of the Battle of the Somme.
- Students must plan their park/centre to be inclusive and commemorative to both sides of the Irish community and should consider if it will contain a physical memorial to the dead or commemorative gardens, for example. Look at previously established memorials and examine what works best.
- Students will form their idea into a presentation and present their suggestion to the class. A discussion and vote can take place to agree on which approach is best.

SUGGESTED ADDITIONAL RESOURCES



1) <http://www.bbc.co.uk/programmes/p0107ydc> - Video looking at event of the Enniskillen bombing



2) <http://www.telegraph.co.uk/news/uknews/queen-elizabeth-ii/8521118/Queen-lays-wreath-at-Irish-war-memorial.html> - Queen Elizabeth lays a wreath at Islandbridge in 2011



3) <http://www.bbc.co.uk/programmes/p01zn55b> - Newtownards residents make their own war memorial



4) <http://www.creativecentenaries.org/war-independence> - An interactive timeline of Irish War of Independence



5) <http://www.belfasttelegraph.co.uk/news/local-national/northern-ireland/historic-day-as-sinn-fein-mayor-attends-armistice-day-ceremony-in-belfast-29743016.html> - Sinn Féin mayor attends Armistice Day ceremony



6) <http://www.newsletter.co.uk/news/a-welcome-approach-to-the-past-where-all-sacrifice-is-marked-1-6153379> - A shared heritage in Northern Ireland



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will use image editing software (e.g. GIMP) to manipulate an image of a First World War mural located somewhere in Northern Ireland and add text to make it tell a different story. Students will research an image and information from the internet which will be used for their piece of work

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing the work of others.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Using Queen Elizabeth II's visit to Ireland as a backdrop, students will work in pairs to script, record and edit an interview with an Irish nationalist giving their opinion on the visit. The script will detail the person's feelings and whether or not they are angry or happy with the visit. Research the topic by looking at news reports, videos, eye witness accounts, etc. The pair will then write a script based on the information they have researched for a radio interview between a reporter and an Irish nationalist. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function on the audio editing software (e.g. Audacity) to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room listening to the work of others.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.