

teaching divided histories

MODULE

5.



THE BATTLE OF THE SOMME



An Educational Resource for
Key Stage 3 and Transition Year

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Teaching Divided Histories is a 3 year project which introduced new approaches to the study of conflict into the school curriculum in both Northern Ireland and the Republic, and also internationally. The Nerve Centre, lead partner on the project, worked in conjunction with the British Council, the Curriculum Development Unit of the City of Dublin ETB, CCEA and a range of other partners to transfer knowledge and expertise between Northern Ireland and other conflict affected societies on how the delivery of education and learning can be developed to promote a shared society. The Teaching Divided Histories project is supported by the European Union's PEACE III Programme, managed by the Special EU Programmes Body.

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MODULE
5.

OVERVIEW

This module will explore events leading up to the outbreak of the First World War and the large part played by Irish soldiers, particularly at the The Battle of the Somme.

Beginning with an insight into how the First World War began, the module will progress to offer a deep insight into divisions within an ever-changing Irish society and how Irish men from both sides of the political divide were recruited and felt compelled to join. Lessons will progress to examine the The Battle of the Somme and the significant impact made by the 36th (Ulster) Division and the 16th and 10th (Irish) Divisions. Students will then explore the impact the battle and the war had on families and society back in Ireland and how the battle is remembered and commemorated to this day.

Each lesson provides students with opportunities to learn through questioning and investigation based active learning methodologies and links to a series of archive images, audio and video. The digital tasks provided will enable students to form creative expressions of the learning that they have developed around the The Battle of the Somme and the First World War as a whole.



MODULE 5. BATTLE OF THE SOMME HISTORY STATUTORY REQUIREMENTS

Developing pupils' Knowledge, Understanding and Skills	OBJECTIVE 1 Developing pupils as Individuals	OBJECTIVE 2 Developing pupils as Contributors to Society	OBJECTIVE 3 Developing pupils as Contributors to the Economy and the Environment
<p>Pupils should have opportunities to: Investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"> • Different perspectives and interpretations • Cause and effect • Continuity and change • Progression and regression <p>and by developing:</p> <ul style="list-style-type: none"> • The enquiry skills to undertake historical investigations • Critical thinking skills to evaluate a range of evidence and appreciate different interpretations • Creative thinking skills in their approach to solving problems and making decisions • Chronological awareness and the ability to make connections between historical periods, events and turning points • An ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses <p>through a broad and balanced range of:</p> <ul style="list-style-type: none"> • Historical periods • Irish, British, European and global contexts • Significant political, social, economic, cultural and religious development 	<p>Pupils should have opportunities to: Explore how history has affected their personal identity, culture and lifestyle</p> <p>(Personal Understanding) 1 2 6</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions</p> <p>(Mutual Understanding) Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy</p> <p>(Moral Character) 1 2 4</p> <p>Explore issues related to Personal Health</p> <p>(Personal Health) Explore issues related to Spiritual Awareness</p> <p>(Spiritual Awareness)</p>	<p>Pupils should have opportunities to: Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points</p> <p>(Citizenship) 1 2 5 6</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world</p> <p>(Cultural Understanding) 1 2 3 4 6</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual</p> <p>(Media Awareness) 3 5</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically</p> <p>(Ethical Awareness) 1 3 4</p>	<p>Pupils should have opportunities to: Investigate how the skills developed through history will be useful in a range of careers</p> <p>(Employability) Explore issues related to Economic Awareness</p> <p>(Economic Awareness) Investigate the need to preserve history in the local and global environment</p> <p>(Education for Sustainable Development)</p>

MODULE 5. BATTLE OF THE SOMME HISTORY STATUTORY REQUIREMENTS

LEARNING OUTCOMES

The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.

PUPILS SHOULD BE ABLE TO:

- research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate;
- show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

1 Lesson 1 : Why did it take place?

2 Lesson 2 : Who were the Irish that fought?

3 Lesson 3 : The Course & Aftermath of the Battle of the Somme

4 Lesson 4 : The Irish Contribution to the Battle of the Somme

5 Lesson 5 : Reaction to the Battle of the Somme in Ireland

6 Lesson 6 : Legacy of the Battle of the Somme

THINKING SKILLS AND PERSONAL CAPABILITIES

Through a selection of independent, group and digital tasks students are provided the opportunity to apply meaning, ideas and analysis to the information they have been provided and analyse patterns and relationships. Through using ICT students also have the opportunity to create, design and share knowledge and new ideas as well as evaluate and monitor their progress. Through learning and fostering ideas, students are encouraged to understand and manage not only the information available to them but also their emotions. Providing students with the means to research new information and ideas allows them to take the initiative and direct their own learning.

USING ICT

All 6 lessons of the module provide students the opportunity to develop skills in using ICT. The suggested additional resources available in each lesson encourage students to explore, critically think and reflect on the topic using a range of video, imagery and audio. The digital tasks available throughout the module give students the opportunity to learn both independently and collaboratively, as well as help develop their learning across the 5 Es (Explore, Express, Exchange, Evaluate, Exhibit) on a number of software packages.

Through using ICT, students are encouraged to be creative, think independently, collaborate with others and share what they have learned on a digital platform.

CROSS CURRICULAR TASKS



Lesson 1. Why Did It Take Place?

Music

Focus on the Irish involvement in the First World War and study music which reflects their time on the Western Front. Students will listen to music which focuses on Ireland's involvement in the war and use sections of different songs to create a composition of tracks using Audio Editing Software (e.g. Audacity).

(Objective 2) Developing students as Contributors to Society

Explore the power of music to evoke mood and atmosphere and to influence behaviour.

Key Element: Citizenship



Lesson 2. Who Were The Irish That Fought?

English with Media Education

Students will watch **Suggested Additional Resources 2** and work in pairs to develop a news report to go along with the video footage. The news report will take the form of scripts explaining what is happening in the footage. Students will use language to explore different points of view and to persuade viewers to form a particular viewpoint.

Students will use Audio Editing Software (e.g. Audacity) to record their pre-scripted news reports.

(Objective 2) Developing students as Contributors to Society

Explore the power of a range of communication techniques to inform, entertain, influence and persuade.

Key Element: Media Awareness



Lesson 3. The Course And Aftermath Of The Battle Of The Somme

Art and Design

Students will read about the events of the Battle of the Somme and view a gallery of images of trenches from the front line (**Suggested Additional Resources 11**).

Students will use Image Editing Software (e.g. GIMP) to create a photographic display of photographs from trenches, using text and effects to repurpose the image and express their feelings of the event, including what they believe to be the most dangerous aspects of life in the trenches.

(Objective 1) Developing students as Individuals

Work with other students to produce a creative response to group expressions of identity

Key Element: Mutual Understanding



Lesson 4. The Irish Contribution To The Battle Of The Somme

Music

Look at popular music that emerged during the First World War about the actions of men in the trenches and on the battlefields.

Study music which reflects their time on the Western Front and how it depicted the conditions they faced.

Students will listen to music which focuses on the personal involvement of Irishmen in the war and use sections of different songs to create a composition of tracks using Audio Editing Software (e.g Audacity).

(Objective 2) Developing students as Contributors to Society

Explore the power of music to evoke mood and atmosphere and to influence behaviour.

Key Element: Citizenship

Lesson 5. Reaction To The Battle Of The Somme In Ireland

English with Media Education



In learning about the conscription crisis in Ireland in 1918, students will explore the various groups opposed to the act, including political parties and church leaders.

In pairs, students will use Audio Editing Software (e.g. Audacity) to record a pre-scripted radio broadcast from the perspective of one of the groups opposed to conscription. The broadcast must be informative – what is going on? – and persuasive – why shouldn't men join the war effort?

(Objective 1) Developing students as Individuals

Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion

Key Element: Mutual Understanding

(Objective 2) Developing students as Contributors to Society

Explore the power of a range of communication techniques to inform, entertain, influence and persuade

Key Element: Media Awareness

Learning for Life and Work



In groups, students will research the aftermath to the Battle of the Somme and debate its impact on Ireland and its people. Students will also discuss how similar battles could be avoided in future.

Students will use Comic Creation Software (e.g. Comic Life) to visualise their debates and discussions.

Students will use images, caption boxes and speech bubbles to present their thoughts into a comic.

Area of Learning: Personal Development - Relationships

Develop strategies to avoid and resolve conflict.

Lesson 6. Legacy Of The Battle Of The Somme



Art and Design

Focus on the involvement of Irish men at the Battle of the Somme and study the symbolism used on murals which commemorate their involvement.

Students will study current murals inspired by the Battle of the Somme and create their own using Image Editing Software (e.g GIMP). Existing images will be edited and combined to create a new mural on the battle.

(Objective 2) Developing students as Contributors to Society

Explore the diversity of various cultures that are expressed through Art and Design.

Key Element: Cultural Understanding