

TOPIC DESCRIPTION

The 1918 General Election provided Sinn Féin with its first electoral victory since its foundation in 1905. Prior to 1916 (and the Easter Rising), the Irish Parliamentary Party had dominated Irish politics whilst Sinn Féin had favoured a more peaceful approach to nationalism; 1917 brought a new leader in Éamon de Valera and a more radical approach to nationalism.

INTENTIONS

1. Explain the reasons why Sinn Féin adopted a more radical policy after the Easter Rising.
2. Compare Sinn Féin under the leadership of Arthur Griffith and Éamon de Valera.
3. Explain how the Anglo-Irish Treaty caused deep divisions within Sinn Féin.

OUTCOMES

- Be able to summarise the evolution of Sinn Féin as a political entity between 1905-1926.
- Recognise the significance of events such as the Easter Rising, Anglo-Irish Treaty and the Civil War in this evolution.
- Employ ICT skills to express an understanding of the topic.

AREAS OF LEARNING

ENVIRONMENT AND SOCIETY : HISTORY

(Objective 1) Developing pupils as Individuals

Explore how history has affected their personal identity, culture and lifestyle.

(Personal Understanding)

Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy.

(Moral Character)

(Objective 2) Developing pupils as Contributors to Society

Investigate the impact of significant events/ideas of the 20th century on the world.

(Cultural Understanding)

Investigate critical issues in history or historical figures who have behaved ethically or unethically.

(Ethical Awareness)

LANGUAGE AND LITERACY : ENGLISH WITH MEDIA EDUCATION

(Objective 1) Developing pupils as Individuals

Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential.

(Personal Understanding)

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

Develop the ability to use language (including body language) effectively in communicating with and relating to others.

(Mutual Understanding)

LEARNING FOR LIFE AND WORK : LOCAL AND GLOBAL CITIZENSHIP

Diversity and Inclusion

Investigate factors that influence individual and group identity;

Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.

Investigate ways of managing conflict and promoting community relations, reconciliation.

THE ARTS : DRAMA

(Objective 1) Developing pupils as Individuals

Express themselves emotionally and imaginatively through drama and improvisation.

(Personal Understanding)

Explore and respond to the views and feelings of others.

(Mutual Understanding)

(Objective 2) Developing pupils as Contributors to Society

Explore how drama is used to educate about and resolve issues of social concern.

(Citizenship)

Explore the effects of media and ICT.

(Media Awareness)

CROSS CURRICULAR SKILLS

COMMUNICATION

Talking and Listening

Pupils should be enabled to:

listen to and take part in discussions, explanations, role plays and presentations;

contribute comments, ask questions and respond to others' points of view;

communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;

structure their talk and speak clearly so that ideas can be understood by others;

adapt ways of speaking to audience and situation;

and use non-verbal methods to express ideas and engage with the listener.

Reading

Pupils should be enabled to:

read a range of texts for information, ideas and enjoyment;

use a range of strategies to read with increasing independence;

find, select and use information from a range of sources;

understand and explore ideas, events and features in texts;

and use evidence from texts to explain opinions.

Writing

Pupils should be enabled to:

talk about, plan and edit work;

communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;

develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;

and write with increasing accuracy and proficiency.

USING ICT

The ICT task allows pupils to develop their knowledge, understanding and experience of the topic through the desirable features of:

>> Research

>> Working with Sound

THINKING SKILLS AND PERSONAL CAPABILITIES

Managing Information

Pupils have the opportunity to:

*ask focused questions;
use their own and others' ideas to locate sources of information;
select the most appropriate method for a task;
and communicate with a sense of audience and purpose.*

Thinking, Problem-Solving and Decision-Making

Pupils have the opportunity to:

*sequence, order, classify, and make comparisons;
make links between cause and effect;
justify methods, opinions and conclusions;
use different types of questions;
and make connections between learning in different contexts.*

Being Creative

Pupils have the opportunity to:

*experiment with ideas and questions;
make new connections between ideas/information;
see opportunities in mistakes and failures;
and take risks for learning.*

Working with Others

Pupils have the opportunity to:

*listen actively and share opinions;
give and respond to feedback;
take personal responsibility for work with others and evaluate their own contribution to the group;
be fair;
and respect the views and opinions of others and reach agreements using negotiation and compromise.*

Self-Management

Pupils have the opportunity to:

*be aware of their personal strengths, limitations and interests;
organise and plan how to go about a task;
review learning and some aspect that might be improved;
seek advice when necessary;
and compare their own approach with others' and in different contexts.*