

LESSON  
3.



LESSON DESCRIPTION			
<p>The third lesson in the module will detail the events of Easter Week. The lesson traces the chronology of the events in Dublin. It outlines the major confrontations of the insurrection, and looks at the British military response. The lesson also looks at the casualties incurred and the experience of civilians.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> <li>1. Review the chronology of the events leading up to, and throughout, Easter Week.</li> <li>2. Describe the response to the rebellion by the British authorities and by the Irish public.</li> <li>3. Demonstrate an understanding of the events of Easter Week through the use of digital media.</li> </ol>		<ul style="list-style-type: none"> <li>• Be able to discuss how the events of Easter Week unfolded for the rebels and for Dublin civilians.</li> <li>• Employ ICT skills to express an understanding of the topic.</li> </ul>	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> <li>• Lesson 3 Key Information</li> <li>• Lesson 3 Geography of the Rising</li> <li>• Comic Creation Storyboard</li> <li>• Audio Editing Storyboard</li> <li>• Digital Imaging Design Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested Additional Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Comic Creation Software e.g. Comic Life</li> <li>• Audio Editing Software e.g. Audacity</li> <li>• Image Editing Software e.g. GIMP</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• PCs/laptops</li> </ul>



ACTIVITY	LEARNING OUTCOMES
<p><b>Starter</b> – Open <b>Suggested Additional Resources 7</b> and look at the reactions of the Belfast and Dublin media to the Rising. Did they agree/disagree? Did their opinions change over time?</p>	<p>Looking at the selected newspaper reactions, students will have an opportunity to see some of the media reactions to the Rising at the time and in the years after.</p>
<p><b>Using the Key Information, teachers will have a choice of activities to engage students.</b></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 Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in pairs to research and document events during Easter Week and to collaborate to create a timeline.</p> <p><b>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</b></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&amp;A.</p> <p>The questions on the Key Information are designed to meet the learning objectives through the students understanding 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><b>Plenary</b> – review a digital (Tiki-Toki) timeline showing the events immediately preceding the Rising and during Easter Week (See <b>Suggested Additional Resources 8 &amp; 9</b>).</p>	<p>The plenary discussion will focus on the timeline of the events of Easter Week. The discussion will encourage students to think about the response to these events by the British government and within Ireland.</p>

KEY  
INFORMATION

3.

# EASTER WEEK



## WHO WAS ROGER CASEMENT?

Roger Casement was born in Dublin on 1st September 1864. Casement's father, a Protestant, was a Captain in the British Army. Through his work as a British consul, he became famous for his activities against human rights abuses in the Congo and Peru. Having witnessed these atrocities at the hands of imperialist forces (Belgium and Britain), Casement became anti-imperialist in his views and turned to Irish Republicanism. In November 1913, he helped to form the Irish Volunteers with Eoin MacNeill. He was tried for treason due to his role in the rebellion and executed on 3rd August 1916.

## 1.))) DISCUSSION

Why did MacNeill change his orders?

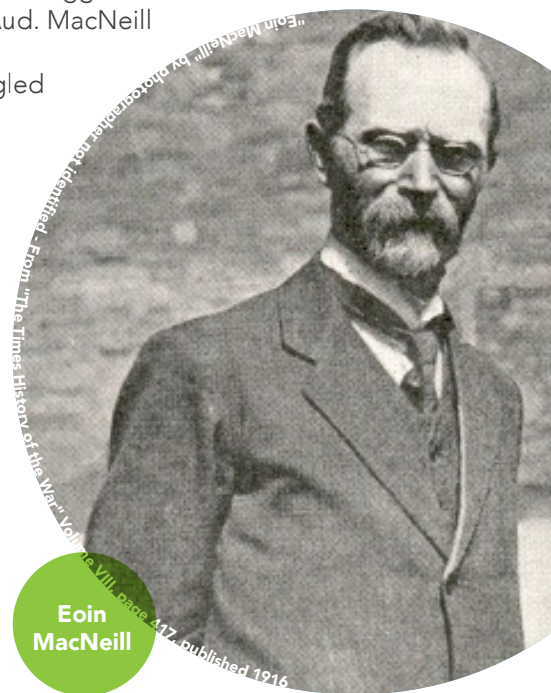
The Easter Rising changed the course of Irish history – but in the days before the Rising, no one could have predicted how it would turn out, or even if it was to go ahead. By Easter Sunday, it was clear that the Rising had virtually no chance of being a successful military operation. Most importantly, it lacked public support. Within the ranks of the revolutionary nationalists, there was intense disagreement about whether the Rising should take place at all.

## PREPARING FOR THE RISING

The Military Council of the Irish Republican Brotherhood (IRB) was made up of seven members: Thomas Clarke, Sean MacDermott, Patrick Pearse, Eamonn Ceannt, Joseph Plunkett, James Connolly, and Thomas MacDonagh. They secretly planned the insurrection, scheduling it for Easter Sunday (April 23). Pearse had ordered the Volunteers to report for “field manoeuvres” that day, a clever way of mobilising his men without alerting the authorities about the planned rebellion. The leaders of the IRB, Bulmer Hobson and Denis McCullough, and the leader of the Irish Volunteers, Eoin MacNeill, were not told about the real plans. When MacNeill did learn what the Military Council was planning, he refused to go along with their plans.

MacNeill was persuaded to set aside his opposition to the Rising when he learned of Roger Casement's attempt to smuggle German arms into Ireland aboard the ship, the Aud. MacNeill had also been influenced by the ‘Castle Document’ – a letter supposedly smuggled out of Dublin Castle which indicated that the British were planning to arrest MacNeill and other nationalists.

Things changed again when the Aud was intercepted by the British navy, and Casement was arrested. MacNeill had also discovered that the ‘Castle Document’ had been forged by the rebel leaders to trick him into supporting the planned Rising. On Saturday 22 April, the day before Easter, MacNeill issued a countermanding order, declaring that “no parades, marches or other movements of the Irish Volunteers will take place”.



Eoin  
MacNeill

## THE RISING: DAY BY DAY



### Easter Sunday, 23rd April: Confusion

MacNeill's orders, which directly contradicted the Military Council's plans for Easter Sunday, were published in the press, and delivered by messenger to units outside Dublin. The Volunteers who had been prepared to act were now confused and uncertain about what to do next. The Military Council, although disappointed by MacNeill's orders, was not prepared to abandon its plans for an insurrection. They decided to delay the Rising by just one day, and Pearse, Connolly and the rest of the Volunteer leadership spent Easter Sunday trying to get the word out to Volunteers in Dublin and across Ireland. They printed copies of the Easter Proclamation, and prepared for the next day.

### Tuesday, 25th April: The British Response

British Army reinforcements arrived in Dublin from Belfast, the Curragh, Athlone and Templemore. The rebel positions came under fire, with the British shelling the buildings heavily. The British retook Stephen's Green, placing machine guns on the upper floors of the tall buildings around the park. Five Volunteers were killed. City Hall was retaken.

Meanwhile, looting spread across Dublin. Lord Wimbourne, the Lord Lieutenant of Ireland, declared martial law. Most civilians in Dublin were not supportive of the Rising or the rebels, and there were conflicts on the streets between civilians and both armies.

The British were moving in on the rebels with force. By the end of the week, there would be over 16,000 British soldiers in Dublin.

#### 2.))) DISCUSSION

How did the British military respond to the Rising throughout the week?

### Easter Monday, 24th April: Occupying the City

Around 1200 Volunteers, Irish Citizen Army members and Cumann na mBan (a republican women's organization created to support the Irish Volunteers) women assembled in Dublin. The number was lower than had been hoped. The poor turnout was due partly to the confusion about the orders and the change of dates, and partly to the fact that the plans had been kept so secret that many did not even realise the Rising was planned in the first place. Some Volunteers, who did know there was to be a Rising, were not prepared to risk their lives for what they saw as a futile gesture.

The rebels planned to seize and occupy a number of key buildings in Dublin, and wait for the rest of the country to rise up in support. After assembling at Liberty Hall, where they had stored guns and ammunition, the rebels split up and set off to the locations they had selected. The rebels' headquarters was the General Post Office (GPO), where the leaders of the Rising were stationed.

### Wednesday, 25th April: Destruction of Dublin

Wednesday was a day of heavy fighting between the rebels and the British Army, which received more reinforcements. General Maxwell arrived in Ireland to take over British operations. A cordon was set up to isolate the rebel garrisons and weaken their resistance.

A British gunboat, the Helga, had been sent up the Liffey to help retake the city. Wrongly believing that Liberty Hall was a rebel headquarters, the Helga destroyed the building which was actually empty.

In south Dublin, the 3rd Battalion was involved in a prolonged street battle with the British Army's Sherwood Foresters on Mount Street. Some 220 British soldiers and officers were killed or wounded before the Foresters succeeded in retaking the buildings.



## MODULE 4. THE EASTER RISING

### 3: EASTER WEEK

#### Thursday, 26th April: British Control

By Thursday, the British had control of most of the city. The shelling of the rebel positions continued, and General Maxwell demanded the unconditional surrender of the rebels. Fighting intensified at the locations still held by the rebels. At the GPO, James Connolly had been badly wounded.

#### Saturday 28th April: Surrender

On Saturday, Pearse issued an unconditional surrender. Connolly also surrendered on behalf of the Irish Citizen Army. Cumann na mBan nurse Elizabeth O'Farrell carried the orders for surrender to the other rebel locations.

#### Friday, 27th April: The End in Sight

On Friday morning, Pearse ordered the women of Cumann na mBan to leave the GPO; a few refused to go. By Friday evening, it was clear that the GPO could no longer be held, and Pearse gave orders that it be abandoned. The rebels left the burning GPO and attempted to reach the Four Courts, which was still in rebel hands.

Much of the centre of Dublin had been destroyed by fires, and there were food shortages across the city. Many civilians had been killed, most of them coming from the poorest slums in the city centre. Although most Dubliners remained hostile to the rebellion, opinion was beginning to shift because the rebels were believed to have fought a fair and courageous fight.

#### Sunday 29th April: Suppression and Arrests

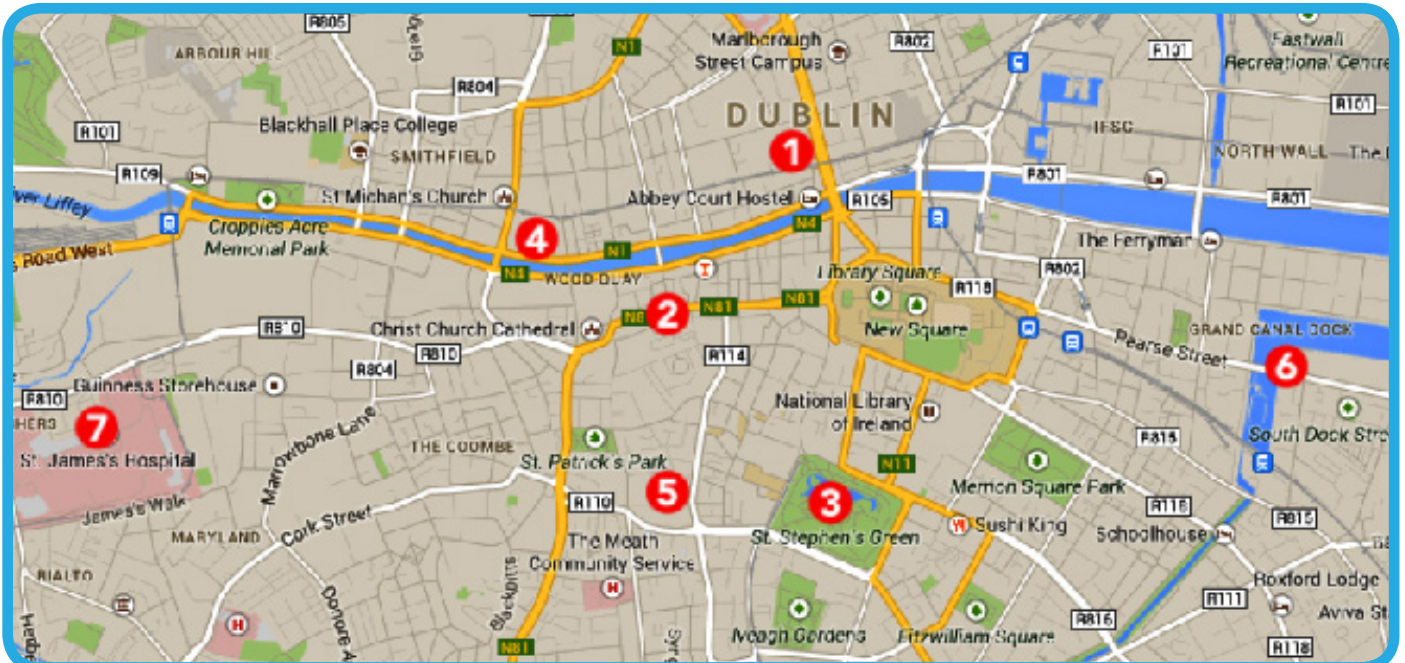
News of the surrender spread to areas outside Dublin. Meanwhile, General Maxwell moved to firmly suppress the Rising and to punish those who had taken part. In fact, many more were arrested than had participated in the Rising: over 3,500 nationalists. The hardline response to the Rising would have a great effect on public opinion.

By the time the fighting ended, large parts of Dublin's centre had been badly damaged with over **170 buildings destroyed**. **485 people died** as a result of the fighting; **over 2,600 were wounded**, mostly civilians. Among the dead were **262 civilians**; **126 soldiers** and **19 police**; and **78 rebels** (15 of those were executed in Kilmainham Gaol including the seven signatories of the Proclamation). The reaction of most Irish people to the Rising was negative. Public opinion, however, was about to be transformed by the British government's actions towards the insurgents.



## MODULE 4. THE EASTER RISING

### 3: EASTER WEEK



### GEOGRAPHY OF THE RISING

- 1) **The General Post Office**, on Sackville Street, was the central headquarters for the rebels: five members of the Provisional Government (Connolly, Pearse, Clarke, Plunkett and MacDiarmada) occupied the GPO, along with 350 other rebel men and women. On Monday afternoon, Pearse read out the Proclamation and raised the tricolour flag over the **GPO**, officially establishing the new Irish Republic. Connolly, the military leader of the Rising, issued commands to the Volunteers and Citizen Army – now merged as the Army of the Irish Republic – from the **GPO**.
- 2) Meanwhile, Sean Connolly and his smaller detachment of Citizen Army members took over **City Hall** and several buildings nearby, including a newspaper office. Dublin Castle, just next to **City Hall**, was not taken by the rebels: the first casualty of the Rising occurred here, when an unarmed police sentry was shot and killed. Connolly himself was killed later that day.
- 3) Michael Mallin, along with his second-in-command Countess Constance Markievicz, led members of the Citizen Army to occupy **St. Stephen's Green**.
- 4) Strategically, perhaps the most important site occupied by the rebels was **the Four Courts** area. Edward Daly led the 1st Battalion to occupy this site, which witnessed some of the fiercest fighting of Easter Week.
- 5) Thomas MacDonagh and his 2nd Battalion took over **Jacob's Biscuit Factory**.
- 6) Eamon de Valera was the leader of the 3rd Battalion, which occupied **Boland's Mill**.
- 7) Eamonn Ceannt led the 4th Battalion to the **South Dublin Union**, a complex of buildings that included an infirmary and hospital.

The Volunteers were divided into four Battalions. Although many Volunteers did not show up on Easter Monday, more would report and join the fighting throughout the week, as news of the Rising spread.

The British were unprepared for the Rising, and their initial response was disorganized. By evening, however, the British were attempting to retake the locations seized by the rebels, and the military was ready to react decisively to the Rising.

### THE RISING THROUGHOUT IRELAND

Although the most intense fighting took place in Dublin, Volunteers also mobilised outside the capital. In Ashbourne, County Meath, Enniscorthy, County Wexford, and Galway, rebels attacked police barracks and seized weapons. The mobilisation in Ulster, as in many other parts of the country collapsed, while in Cork, and many other places, Volunteers mobilised but did not have any clear instructions to implement.

#### 3.))) DISCUSSION

What sort of locations did the rebels occupy on Easter Monday, and why might they have chosen these places?

# PERSPECTIVES

1. "Self-government is our right, a thing born in us at birth; a thing no more to be doled out to us or withheld from us by another people than the right to life itself."

**Roger Casement, speaking from the dock after his conviction on 29th June, 1916.**

2 "I wish to emphasize that the responsibility for the loss of life, however it occurred, the destruction of property and other losses, rests entirely with those who engineered this revolt, and who, at a time when the empire is engaged in a gigantic struggle, invited the assistance and cooperation of the Germans."

**Official Report by General Sir John Maxwell on the Easter Rising, April 1916**

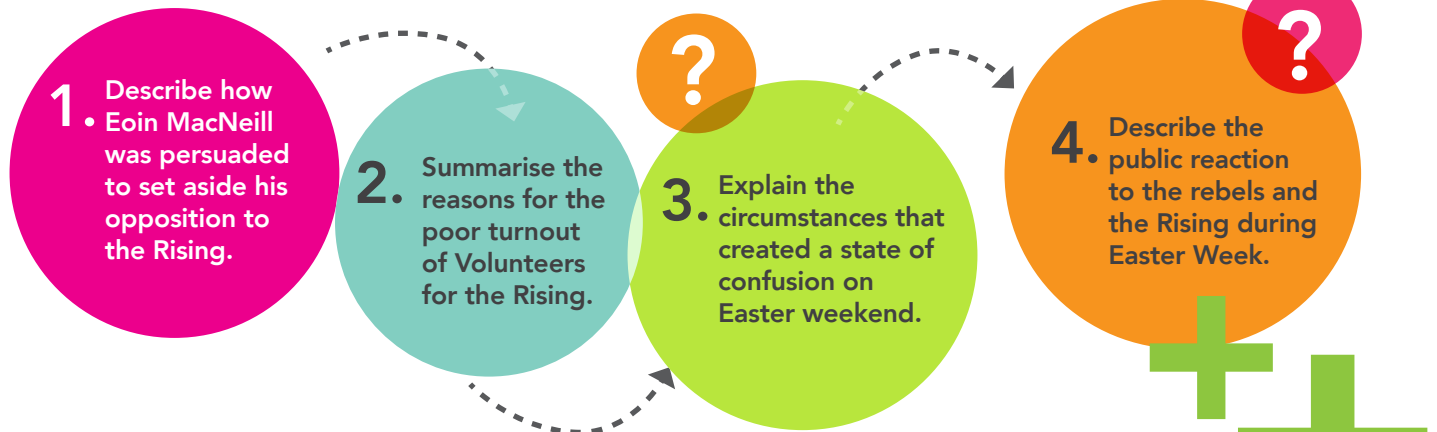
3 "When we are all wiped out, people will blame us. ...In a few years they will see the meaning of what we tried to do."

**Patrick Pearse, Easter Monday, 1916.**





## QUESTIONS



### EXTENSION ACTIVITY 1:

Explain why you think most Irish people had a negative response to the Rising.

### EXTENSION ACTIVITY 2:

Imagine that you are a civilian in Dublin on Easter Monday. Describe an incident you have witnessed. (1 paragraph)

### TASK 1

On Tuesday 25th April, the British military Captain J.C. Bowen-Colthurst arrested three Irish civilians: Thomas Dickson, Patrick McIntyre, and Francis Sheehy-Skeffington, a well-known pacifist. Despite the fact that they had not taken part in the Rising, all three were executed the next morning.

It was well documented that the Rising did not have popular support before it commenced in April 1916 but the tide began to turn both during the fighting and after it was crushed.

**1) Using the above incident as an example, write a firsthand account from the point of view of a moderate nationalist in Dublin during the Rising. Before hearing of the above incident, you did not agree with the Rising but you did have support for Home Rule. How has this incident affected you?**

**2) In 1916, there was no radio news broadcasts, television or social media. How differently do you think the Rising would have turned out if it had occurred today, rather than 1916?**

Your answer should reference the planning of any potential Rising and the response to the Rising (i.e. think about your answer to part 1 of this task – how many more people would have heard of this incident?).

### TASK 2

From day one, the rebels' chose to occupy buildings with symbolic rather than strategic importance, and engaged in what they saw as conventional fighting (head on), rather than guerrilla warfare (ambushes, sabotage, raids, hit and run attacks, etc...).

This reinforces the idea that the rebels believed the Rising would be more successful as a symbolic gesture than as a ruthless military action.

**Do you agree with this statement? Explain the reasons why you agree or disagree.**

Before answering the question, carry out some research on the Rising e.g. numbers of soldiers on each side, number of casualties, locations of fighting – why were these locations strategic/symbolic?










Create a word document/slide show to answer your question and include any figures or images that you have found.

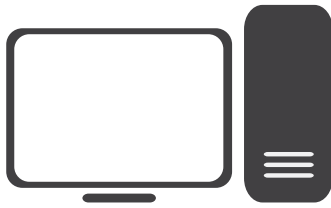


## ALTERNATE TASK

- As a class, students will work together to create an interactive timeline of events. Students will carry out research and compile information relating to each day's events e.g. major battles, important incidences, loss of life, etc...
- The class will be separated into pairs, with each pair designated a day of the Rising.
- Starting on Easter Sunday and ending Saturday 28th April, students will create an interactive timeline using presentation software (or tiki-toki.com if registered) which comprises of profiles, locations, quotes, figures, images, audio and video.
- Upon completion, students work should be shared and if possible (presentation software only), combined. What do the students believe were the major incidents or turning points in the Rising?

## SUGGESTED ADDITIONAL RESOURCES

-   1) [http://www.nli.ie/1916/1916\\_main.html](http://www.nli.ie/1916/1916_main.html) - Online exhibition - National Library of Ireland – The 1916 Rising: Personalities & Perspectives
-  2) <http://www.bbc.co.uk/history/british/easterrising/gallery/index.shtml> - Easter Rising Gallery
-  3) <http://www.easter1916.ie/index.php/gallery/photos/> - Images of 1916
-  4) <http://www.bbc.co.uk/history/british/easterrising/witnesses/index.shtml> - **Witnesses to History** – First hand accounts of the events of the Rising
-  5) <http://www.nli.ie/1916/map.html> - A map showing locations in Dublin where action took place on Easter Week, 1916
-  6) <http://www.easter1916.ie/index.php/people/a-z/francis-sheehy-skeffington> - Profile of Francis Sheehy-Skeffington
-  7) <http://www.bbc.co.uk/history/british/easterrising/newspapers/> - Newspaper reactions from Belfast and Dublin in 1916, 1941, 1966, 1991 and 1996.
-  8) [http://www.tiki-toki.com/timeline/entry/78861/Easter-Rising-1916#vars!date=1916-04-25\\_07:13:28!](http://www.tiki-toki.com/timeline/entry/78861/Easter-Rising-1916#vars!date=1916-04-25_07:13:28!) – Timeline of the events of the Easter Rising
-  9) [http://www.tiki-toki.com/timeline/entry/248367/Easter-Rising-1916/#vars!date=1916-04-26\\_07:02:49!](http://www.tiki-toki.com/timeline/entry/248367/Easter-Rising-1916/#vars!date=1916-04-26_07:02:49!) – Timeline of the events of the Easter Rising



# DIGITAL TASKS

## COMIC CREATION TASK



### TASK DESCRIPTION

**Students will create a comic book depicting the events that occurred on Easter Monday, focusing on the start of the Rising at midday and throughout that day.** Students will create a 2 page comic with at least 8 images/panels and caption boxes/speech bubbles. Research images and information from the internet which will be used in your comic. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

### PLAN

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

- 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.
- 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.
- Students will use the images and information they have sourced and design their comic on a storyboard.

### DO

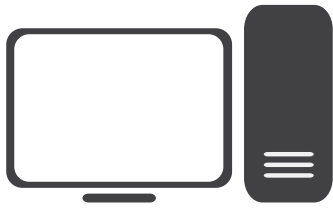
**Students will use images and speech bubbles/caption boxes to depict the events of Easter Monday. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).**

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used 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.**

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



# DIGITAL TASKS

## IMAGE EDITING TASK



### TASK DESCRIPTION

**Students will create a mock 'front page' of a newspaper, reporting on the Rising in Dublin.** Students will research front pages from that time, source 1 image from the internet and use the text tool to populate the page with writing. The front page should be created in a style similar to the archival examples. Text may be taken from the sources provided or created by the student. [sources provided in the lesson Key Information] .

### 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.**

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

*Students will work in pairs to script, record and edit a radio broadcast, in which a participant in (or witness to) the Easter Rising discusses an event or events experienced during Easter Week.* Research the topic by listening to the Bureau of Military History's archive of witness statements. Based on these, the students will write and record a first-person statement about Easter Week. 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 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.*

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.