

QUESTIONS & ANSWERS

LESSON 1 // BEFORE THE REVOLUTION

1. Explain the difference between constitutional and revolutionary nationalism.

Constitutional nationalists wanted to reform the union using peaceful means and wanted self-government for Ireland within the Union. Revolutionary nationalists wanted an independent republic and were willing to use force if necessary to achieve it.

2. Explain the goals of the three political forces – the IPP, the Liberal government and the Ulster Unionists - that clashed to create the Home Rule crisis.

The IPP's one major goal was Home Rule; the UUC was opposed to Home Rule which it believed was a threat to unionists' cultural identity; and the Liberal government was sympathetic to the IPP's campaign for Home Rule as the Liberals needed the support of the IPP to remain in power.

3. Describe the two forms of unionist resistance to Home Rule. How were these forms of resistance different?

The UUC carried out an opposition campaign against Home Rule with its high point being Ulster Day on 28th September 1912 – almost 500,000 people turned out to sign the Ulster Covenant and Declaration. In January 1913, the Ulster Volunteer Force was created as a citizen militia. The purpose of the UVF was to act as an armed resistance force to Home Rule. These forms of resistance were different as the signing of the Covenant and Declaration was a peaceful opposition whereas the creation of the UVF carried with it the threat of violence.

4. Discuss how the Home Rule crisis radicalised Nationalism and Unionism.

Students' answers will highlight the creation of the UVF in response to Home Rule and then the creation of the republican militia group the Irish Volunteers (Óglaigh na Éireann).

EXTENSION ACTIVITY 1

When partition did eventually occur, why do you think that 6 of the 9 counties in Ulster became Northern Ireland?

Students should be able to glean from the text that Ulster had a majority unionist population and that if unionists could not block Home Rule, then they would request to have much of Ulster removed from it.

EXTENSION ACTIVITY 2

Imagine you are a Catholic shipyard worker living in Belfast in 1912. How do you feel about the prospect of Home Rule? What do you think about the response of the unionists living in your town? (1 paragraph)

Putting themselves in the shoes of a Catholic shipyard worker in 1912, students will reflect on how a Catholic who lives and works amongst a majority of unionists feels about Home Rule being introduced. Some students may consider the economic arguments against Home Rule.



LESSON 2 // THE AIMS AND IDEALS OF THE REBELS

1. Who secretly formed a Military Council within the IRB to plan the Easter Rising?

Tom Clarke and Sean MacDermott secretly formed a Military Council within the IRB to plan the Easter Rising.

2. Why may Pearse's beliefs have not appealed to unionists?

Pearse's vision for Ireland was Gaelic and Catholic – ideals that would not appeal to most unionists.

3. List the key organisations and individuals that supported and were involved in planning the Easter Rising.

Going through the Key Information, students will identify and list the following:

Organisations

The Irish Republican Brotherhood
 The Irish Volunteers (split on rebellion)
 The Citizen Army

Individuals

Tom Clarke
 Sean MacDermott
 James Connolly
 Patrick Pearse
 Thomas MacDonagh
 Joseph Mary Plunkett

4. Explain why some revolutionary nationalists opposed the idea of the Rising.

Students will identify groups and individuals who opposed the Rising and explain why some IRB members were opposed to a Rising unless it was supported by a majority of the Irish people and had a realistic chance of success. Even though the Irish Volunteers remained fiercely opposed to British rule, they were also divided on the merits of the Rising. Eoin MacNeill and Bulmer Hobson, two important Irish Volunteer leaders, believed that because the Rising had little chance of success it would be both immoral and impractical.

EXTENSION ACTIVITY 1

Give a brief explanation as to why the Irish Republican Brotherhood and Irish Citizen Army supported the Rising. Why were the Irish Volunteers divided on the Rising?

Students will read the information regarding the groups involved in the Rising and explain why they supported the Rising or in the Volunteers case, divided about the Rising. Students should explain how...

...the IRB were split in their support – moderate members were opposed to a Rising unless it was supported by a majority of the Irish people and had a realistic chance of success. More radical members of the IRB – Clarke and MacDermott - saw the Rising as the opportunity to make a dramatic gesture that would encourage the nationalist cause in Ireland. They also wanted to destroy popular support for Home Rule which would have meant that Ireland remained within the UK.

..the Citizen Army supported the idea of armed insurrection as they were a socialist republican organization. They disagreed with those who wanted to delay the Rising.

(The Citizen Army's reasons for supporting the Rising will be more difficult for some students to explain. Due to their adoption of the socialist beliefs of

Connolly, they were fighting not just for independence but against capitalism and social inequality.)

...the Irish Volunteers were divided on the merits of the Rising. Eoin MacNeill and Bulmer Hobson, two important Irish Volunteer leaders, believed that because the Rising had little chance of success it would be both immoral and impractical from a political point of view. They wanted to wait until there was more public support for violence; for example, if the British authorities imposed conscription.

EXTENSION ACTIVITY 2

Discuss the key differences in the ideas of Pearse and Connolly.

Students will read the profiles of Pearse and Connolly and consider how their ideas and views differed. Students may also reference the quotes in the Perspectives section of the Key Information. Students should identify as the key difference how each viewed a future Irish Republic – Pearse wanted a progressive, Gaelic and Catholic Ireland whilst Connolly sought a socialist state with a focus on class unity and not religious division.

TASK 1

Who do you think said each quote? Justify the reason for your choice by explaining how the quote matches the ideal of Pearse or Connolly.

“They have thought of nationality as a thing to be negotiated about as men negotiate about a tariff or about a trade route, rather than as an immediate jewel to be preserved at all peril, a thing so sacred that it may not be brought into the market places at all or spoken of where men traffic.”

Pearse

“‘Those who live by the sword shall perish by the sword’ say the Scriptures, and it may well be that in the progress of events the working class of Ireland may be called upon to face the stern necessity of taking the sword (or rifle) against the capitalist class...”

Connolly

Student’s answers should be based on the content of each quote and what ideology it represents. The first quote reflects nationalist thinking, an ideology adopted by Patrick Pearse. The second quote reflects socialist beliefs, an ideology adopted by James Connolly.

LESSON 3 // EASTER WEEK

1. Describe how Eoin MacNeill was persuaded to set aside his opposition to the Rising.

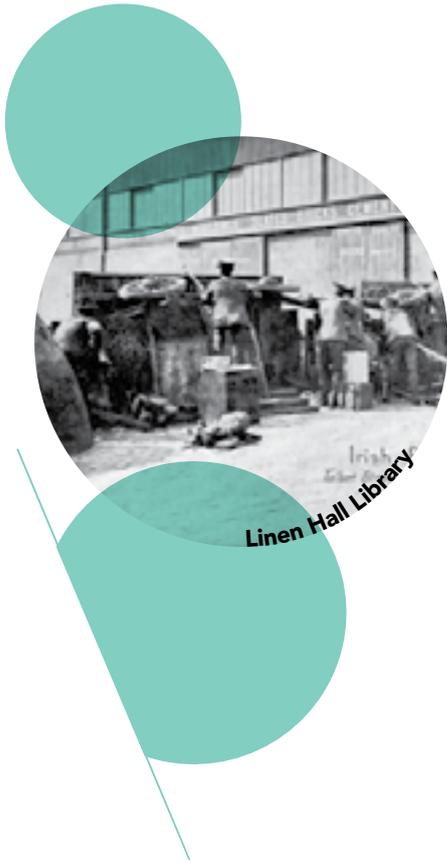
MacNeill was persuaded to set aside his opposition to the Rising when he learned of Roger Casement’s attempt to smuggle German arms into Ireland aboard the ship, the Aud. MacNeill had also been influenced by the ‘Castle Document’ – a letter supposedly smuggled out of Dublin Castle which indicated that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

2. Summarise the reasons for the poor turnout of Volunteers for the Rising.

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.

3. Explain the circumstances that created a state of confusion on Easter weekend.





When MacNeill was opposed to the Rising, he was tricked into going along with the Rising. When MacNeill discovered he was tricked, the day before the Rising MacNeill issued an order to the Irish Volunteers that no parades, marches or movements would take place. These orders contradicted the Military Council's plans. The Volunteers who had been prepared to act were now confused and uncertain about what to do next.

4. Describe the public reaction to the rebels and the Rising during Easter Week.

Most civilians in Dublin were not supportive of the Rising or the rebels. As a result of looting and disorder there were conflicts on the streets between civilians and both armies. Most of the wounded were civilian and 250 civilians were killed in the fighting and large parts of Dublin city centre were destroyed – most people reacted negatively due to the impact of the Rising which caused great disruption and hardship for the people of Dublin. Others saw the Rising as a betrayal of the Irish fighting on the Western Front.

EXTENSION ACTIVITY 1

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

Students will explain why exactly they think that most of the public had a negative response to the Rising. Students will highlight the destruction to Dublin city centre, food shortages and the death of civilians during the fighting.

EXTENSION ACTIVITY 2

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

Students will write a firsthand account of an incident they have witnessed from the point of view of a civilian during the Easter Rising. The feelings expressed in students' answers should reflect that of most civilians during the Rising.

LESSON 4 // SUPPRESSION AND IMPACT OF THE RISING

1. State one example of why you think Irish opinion was beginning to shift after the Rising.

Students will state one of the reasons listed in "The Irish Response: From anger to adoration" section of the Key Information.

2. Finish the sentence: "After the Rising, many supporters of the Irish Parliamentary Party..."

Students will finish the sentence, explaining how the IPP lost much of its support to Sinn Féin. Students will highlight how after the Rising, the IPP's former supporter started to become more radical and republican.

3. As a military action the Rising was a failure, but why did some consider it a success?

Students will explain that some considered the Rising as a success symbolically, in that it was a propaganda success and attracted more supporters to the republican cause.

4. List three factors that led to the rapid change in Irish public opinion about the Rising.

Students will list three factors that led to a change in opinion about the Rising

from "The Irish Response: From anger to adoration" section of the Key Information.

5. Describe the long-term effect of the Rising on Irish nationalism.

Reading "The Impact on Irish Nationalism" and "Other Factors" sections of the Key Information, students will describe how the Rising turned many moderate, constitutional nationalists into revolutionary republicans.

EXTENSION ACTIVITY 1

Summarise the reasons why people who were opposed to the Rising beforehand, may have started to become more radical in their thinking afterwards.

Students will summarise the reasons detailed in "The Irish Response: From anger to adoration" section of the Key Information.

EXTENSION ACTIVITY 2

Imagine you are an Irish soldier in the Great War, reading about the Rising at home. What are your concerns or feelings? (1-2 paragraphs).

Students will write a first-hand account from the point of view of an Irish soldier fighting in World War 1. Students will consider how an Irish soldier at that time may have felt about what was going on in Ireland - e.g. what are these rebels trying to achieve? Why aren't they fighting in the Great War?

LESSON 5 // WOMEN AND THE RISING

1. What was meant by "Women's suffrage"?

Women's suffrage is the right for women to vote on equal terms with men.

2. How did Inghinidhe na hÉireann differ from Cumann na mBan?

Inghinidhe na hÉireann was primarily a cultural organisation that wanted to promote Irish culture and language, and was more concerned with Irish separatism than with feminism or suffragism. Cumann na mBan was a female paramilitary organisation that aimed to support the male Irish Volunteers.

3. Describe what roles were given to women during the Rising.

From the Key Information, students will describe the various roles of women in the Rising. Students should identify roles such as fighting, messenger, cooking, nursing and washing up.

4. List the three important organisations set up by republican women in the years prior to the Rising. How did each contribute to the events of Easter Week?

The three main organisations were Inghinidhe na hÉireann, Na Fianna Éireann and Cumann na mBan. Inghinidhe na hÉireann radicalised parts of Irish society, promoted Irish culture and language and then merged with Cumann na mBan in 1914. Na Fianna Éireann gave its members (mostly boys) military training, uniforms, and equipment. Na Fianna Éireann took part in gun-running operations, and played a part in the Rising: some boys acted as messengers during Easter Week or even fought in the rebel garrisons. Cumann na mBan was formed in 1914 as a woman's organisation that aimed to support the male Irish Volunteers. A handful of female rebels, including Countess Markievicz, took up arms but most helped by cooking or running messages.

EXTENSION ACTIVITY 1

What was different about how the Irish Citizen Army treated women?

Most Irish rebels believed that women should be confined to roles considered suitable to their gender. The Irish Citizen Army gave its female members a greater

military role: most ICA women were armed, although few took part in combat. The most prominent role of the female rebels was that of messenger: women carried orders, weapons and ammunition through the Dublin streets during the fighting – a dangerous task.

EXTENSION ACTIVITY 2

Imagine you are a member of Cumann na mBan, reporting for duty on Easter Monday. Describe your experience when you arrive (1 paragraph).

Students will write a firsthand account from the point of view of a Cumann na mBan member on Easter Monday. In their account, students should describe things such as: what they have seen, who they have seen, how they feel about what is happening, what role they have been given and how they feel about this role.

LESSON 6 // COMMEMORATION

1. What is meant by the word "Commemoration"? Can you think of any examples of a commemoration that has happened recently?

Commemoration is the public recollection of the past. The term commemoration can be used to describe objects, performances or rituals. After defining Commemoration, students will try to provide an example of a commemoration they have seen recently.

2. State 3 forms of commemoration. Give an example of how you have seen each of these being used.

From the diagram in the Key Information, students will state three forms of commemorations and provide an example as to how they have seen this form of communication being used.

3. Why was the official commemoration smaller than originally planned on the 25th Anniversary of the Rising?

The commemoration was smaller than originally planned because of Southern Irish neutrality and increased tensions in Northern Ireland.

4. Discuss the way the Easter Rising has been commemorated in the past century, and how this commemorative activity has changed.

Studying the list of commemorations, students will summarise and discuss how the Rising has been celebrated and describe how these commemorations have evolved throughout the years.

EXTENSION ACTIVITY 1

Can you think of any reasons why commemorating such events as the Easter Rising may be contentious?

From reading through the Key Information and list of commemorations, students will highlight any reasons as to why commemorations may be contentious. Students should relate their answer to the muted Rising commemorations as a result of the Troubles.

EXTENSION ACTIVITY 2

Think of an event or person that is commemorated in your own home (this could be a public event or historical figure, or it could be a family event or relative). How is this event or person remembered? Are there any ceremonies, images or objects used to help your family remember? (1 paragraph)

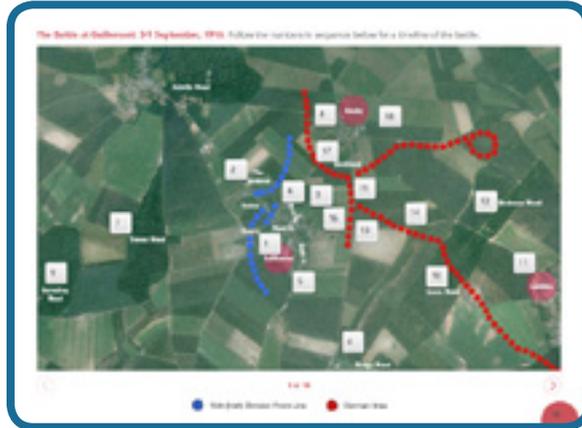
After studying what commemoration is, and forms of commemoration from the Key Information, students will describe a person or event that is commemorated at home.





1916: A YEAR THAT SHAPED IRELAND iBook

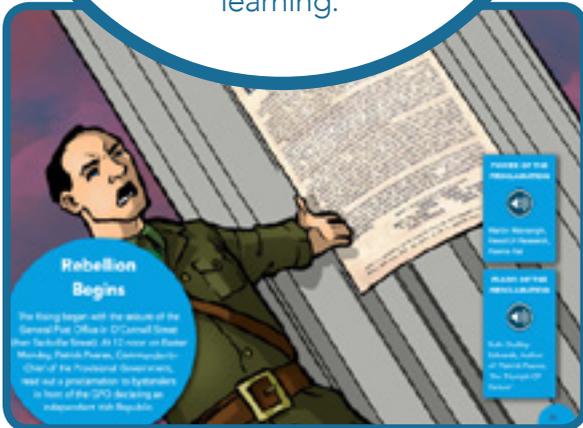
The 1916 period is further explored in the Nerve Centre's free iBook **1916: A Year That Shaped Ireland**. The innovative resource builds upon the award-winning content from the Nerve Centre's Symbols CD-ROM, developing an interactive experience that explores Ireland and its people as it approached 1916 and how the events of that year shaped the future of the island. The new resource has been developed in conjunction with Creative Centenaries, a new initiative led by the Nerve Centre which explores creative and cultural approaches to events in Ireland 100 years ago.



The iBook includes easy to understand text, interactive pictures, galleries and maps, audio content from a range of historians and commentators and exclusive video content from the time. It also includes interactive learning aids to test the reader's knowledge throughout as well as suggested creative tasks to aid extended learning.

The iBook explores key events of 1916 and their legacy through chapters including:

- >> An Island Divided
- >> The Easter Rising
- >> The Battle of the Somme
- >> Ireland Post-1916



For more information and resources, and to download your free iBook, visit www.creativecentenaries.org

teaching divided histories

www.nervecentre.org/teachingdividedhistories

