

**LESSON**  
**1.**



**LESSON DESCRIPTION**

The first lesson in the module will explore the historical background to the Easter Rising by introducing students to the social, political and cultural factors that shaped Ireland before 1916. The lesson outlines the political tensions surrounding the introduction of Home Rule in 1912. We see how the Home Rule crisis was a pivotal event leading to the Easter Rising.

**LESSON INTENTIONS**

1. Discuss the range of views and experiences that shaped people's political views and activities.
2. Explain the origins of the Home Rule in 1912 and summarise the reactions to it.
3. Demonstrate an understanding of the political changes of the time through the use of digital media.

**LESSON OUTCOMES**

- Be able to discuss how the Home Rule crisis changed the nature of both the nationalist and unionist political movements, and led to the events of 1916.
- Employ ICT skills to express an understanding of the topic.

**HANDOUTS AND GUIDES**

- Lesson 1 Key Information
- M4L1Tasksheet
- Comic Creation Storyboard
- Digital Imaging Design Sheet

**DIGITAL**

- Suggested Additional Resources

**SOFTWARE**

- Comic Creation Software e.g. Comic Life
- Image Editing Software e.g. GIMP

**HARDWARE**

- Whiteboard
- PCs/laptops

**MODULE 4. THE EASTER RISING**  
**1: BEFORE THE REVOLUTION**



ACTIVITY	LEARNING OUTCOMES
<p><b>Starter</b> - Play <b>Suggested Additional Resource 4</b> from the Key Information. The animation will provide students with an explanation of the Ulster Covenant.</p>	<p>Watching the animation will give students an understanding of unionist opposition to Home Rule and act as an introduction to some of the information discussed in the lesson.</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 groups to research and discuss unionist opposition to Home Rule and profile three of the main political figures at the time.</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 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><b>Plenary</b> – discuss with students the reasons why unionists were opposed to Home Rule and whether or not their stance was justified.</p>	<p>The plenary discussion will focus on the opposition of unionists to Home Rule and challenge students to evaluate the reasons for this opposition.</p>

KEY INFORMATION  
1.

# BEFORE THE REVOLUTION

## THE DIVERSITY OF VIEWPOINTS

At the beginning of the twentieth century, a number of different political movements were active in Ireland, each with its own goals and its own ideas about the best future for the country.

In the decades that followed the **Act of Union**, political ideas developed along lines we can still recognise today. Many Protestants came to see the Union as the best means of preserving the link with Britain and defending their social, economic and religious privileges within Ireland. As Catholic influence began to develop within Ireland, Protestants came to fear that they would be at a disadvantage in a Catholic-dominated Irish Parliament. During the same period, Catholics gradually came to oppose the Union with Britain, but disagreed about the way forward.

### WHAT WAS THE ACT OF UNION?

The Act of Union was passed in 1800 as a result of the United Irishmen's rebellion of 1798. It abolished the Irish Parliament and created the new "United Kingdom of Great Britain and Ireland".

### 1.))) DISCUSSION

Compare the ideas and objectives of all these groups – Unionists, Nationalists, Trade Unionists, Women, Socialists – to those of the present day. Are there any similarities? Differences? How much has changed? Remained the same?

#### CONSTITUTIONAL NATIONALISTS

wanted to reform the Union. They sought self-government for Ireland, within the Union, through peaceful means.

#### REVOLUTIONARY NATIONALISTS

believed in an independent republic – achieved, if necessary, by force.

Both Unionism and Nationalism developed after the Act of Union in response to the increasing assertiveness of Catholics and their growing demands for self-government.

Meanwhile, some political movements were formed around other concerns:

- trade-unionists demanded more rights and improved pay and conditions for workers;
- women campaigned for the vote and greater equality with men;
- socialists sought to improve living conditions for ordinary people through both democratic and revolutionary means.



**Top: John Redmond, leader of the IPP // Bottom: Sir Edward Carson, leader of the Ulster Unionist Party (1910-21)**

## THE HOME RULE CRISIS

The 1916 Easter Rising would have been unthinkable was it not for two sudden and unpredictable events: the Home Rule Crisis and the Great War.

### THREE GROUPS ABOUT TO CLASH: THE IPP, THE ULSTER UNIONISTS, AND THE BRITISH PARLIAMENT

WHO?	HOME RULE?
The Irish Parliamentary Party (IPP) was formed in 1882 Its Members of Parliament (MPs) sat at the House of Commons at Westminster and it was led by John Redmond from 1900.	The IPP had one major goal: Home Rule. This would grant Ireland a limited form of self-government within the United Kingdom state (similar to the powers exercised by the present-day Northern Irish executive).  The party was made up of Irish nationalist MPs.
The Ulster Unionist Council was formed in 1905 as a kind of Ulster Parliament for Unionism.	Unionism was opposed to Home Rule as it meant a Dublin parliament which was a threat to their cultural identity and to the Union.
Under the Act of Union 1800 the United Kingdom of Great Britain and Ireland was formed. The British Parliament was based in Westminster, London and made all governing decisions for Great Britain and Ireland.	The Liberal Party (the largest party in Westminster) was sympathetic to the Irish Party's campaign for Home Rule. It had already introduced two Home Rule Bills - in 1886 and 1893 – but both were rejected at various points in the parliamentary process.

In 1905, the formation of the Ulster Unionist Council showed how unionism was becoming more democratic, more popular amongst ordinary people and more rooted in Ulster. Unionism also became more militant and sectarian as popular organisations like the Orange Order became a more important part of the movement. There were instances of discrimination against Catholics in Ulster; for example, Catholic workers were expelled from the Belfast shipyards during periods of political crisis. Outbreaks of violence were a feature of both the city and rural Ulster due to sectarian tensions and competition for jobs and resources.

In 1911 the Liberal Party needed the support of the IPP to form a new government in Westminster. Home Rule was seen as the best way to win that support. As a result, the third Home Rule Bill was introduced in 1912.

## MODULE 4. THE EASTER RISING

### 1: BEFORE THE REVOLUTION

#### 2.))) DISCUSSION

Why did the idea of Home Rule cause so much concern among Unionists in Ulster?



Top: Sir Edward Carson signing the Ulster Covenant // Bottom: The UVF on Ulster Day

## THE HOME RULE CRISIS: UNIONIST OPPOSITION

It now looked as though the Irish Party would finally achieve its goal of Home Rule. In response, the Ulster Unionist Council (UUC) began a strong campaign to oppose what they described as “Rome Rule”. Although Home Rule was a modest political reform, unionists feared losing their economic and social privileges, their sense of identity as part of the British Empire and their religious liberty.

The UUC was led by Edward Carson and James Craig. Although born in Dublin, Carson, a barrister, became the great figurehead of Ulster Unionist resistance to Home Rule. Craig, a Belfast stockbroker and veteran of the Boer War, played an important organisational role. The two leaders formed a tough political partnership and together they developed a strong unionist movement which involved many people from all walks of life. Their goal was to force the British government to drop the Home Rule bill altogether or, if that failed, to force it to exclude Ulster from the bill. They also worked with the Conservatives (who formed the opposition to the Liberals) in Britain to force the Liberal government from power. If these strategies failed, the Ulster Unionists were determined to prevent the implementation of Home Rule by violent means.

### UNIONIST RESISTANCE

The high-point of the UUC campaign against Home Rule was Ulster Day on 28 September 1912. The UUC organised a mass demonstration in Belfast, where Carson became the first to sign the ‘Ulster Covenant’ (the Solemn League and Covenant). The Covenant was also signed by members of the public: across Ulster, 237,368 men signed the Covenant, while 234,046 women signed the parallel Declaration. This was a striking propaganda spectacle, as well as a determined statement of intent: by signing the Covenant, Ulstermen promised to resist Home Rule and declared themselves “justified in taking or supporting any action” to oppose it.

The UUC mobilised against Home Rule in other ways, too. They set up a provisional government which made preparations to take over in Ulster once Home Rule was passed. They also created a military council to raise an armed resistance force. In January, 1913, the Ulster Volunteer Force (UVF) was created as a citizen militia. Around 100,000 men, a third of the adult male Protestant population in Ulster, joined the UVF. The UVF also received support from the British army and other sections of the British establishment who sympathised with their cause. A prime example of this was the **Curragh Mutiny** of March 1914 in which members of the British army refused to take part in any military action against the UVF.

## THE NATIONALIST RESPONSE

Although many Irish nationalists felt that Ulster Unionist resistance was little more than a bluff, the formation of the Ulster Volunteer Force gave nationalists, particularly militant republicans, the opportunity to form their own civilian militia, the Irish Volunteers (Óglaigh na hÉireann). The Irish Volunteers recruited its members from existing organisations like the Gaelic League, the Ancient Order of Hibernians, Sinn Féin and the Irish Republican Brotherhood (IRB) who secretly exerted much influence within the force. Following the successful landing of arms by the UVF at Larne, Donaghadee and Bangor, the Volunteers also engaged in gun-running to arm its members, landing German rifles at Howth and Kilcoole in the summer of 1914. The operation, a propaganda coup, resulted in the killing of three civilians by British army soldiers in Dublin.

The Irish Volunteers included many moderate supporters of the Irish Party, as well as a more radical minority that would, in a few years’ time, take part in the Easter Rising alongside members of the Irish Citizen Army, Cumann na mBan and Fianna Éireann. Eoin MacNeill, the leader of the Irish Volunteers, would play an important role in the events leading to Easter Week

# PERSPECTIVES

1. "I am not for a mere game of bluff, and, unless Ulster men are prepared to make great sacrifices which they clearly understand, the talk of resistance is no use."

**Sir Edward Carson in a private letter to Sir James Craig, 29th July 1911**

2. "If I may say so reverently, I personally thank God that I have lived to see this day. I believe (this Bill) will result in the greater unity and strength of the Empire."

**John Redmond addressing the House of Commons on the introduction of the Third Home Rule Bill on 11th April 1912**

3. "Being convinced in our consciences that Home Rule would be disastrous to the material well-being of Ulster as well as the whole of Ireland, subversive of our civil and religious freedom, destructive of our citizenship and perilous to the unity of the Empire, we, whose names are underwritten ... do hereby pledge ourselves in solemn Covenant throughout this time of threatened calamity to stand by one another in defending for ourselves and our children our cherished position of equal citizenship in the United Kingdom and in using all means which may be found necessary to defeat the present conspiracy to set up a Home Rule Parliament in Ireland ."

**The Ulster Covenant, 28th September 1912**

## QUESTIONS



### EXTENSION ACTIVITY 1:

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

### 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 city? (1 paragraph)

### TASK 1

Between the Act of Union in 1800 and the Easter Rising in 1916 Ireland was plagued by social and economic problems – two examples being the Great Famine (1845-1851) and the 'Land War' (1879-1882). These problems, combined with several other factors, led to large portions of Ireland's population becoming 'politicised'. 'Politicisation' refers to the process by which people become aware of the issues that affect their society. As they become politicised, individuals form opinions, discuss issues and take part in political activities.

In pairs, discuss and note down what factors would lead to you becoming more aware of the society you live in.

**What would make you become more interested in politics?**

**What would make you become more aware of social issues such as crime, the economy and identity.**

### TASK 2

As a result of the introduction of Home Rule in 1912, both nationalists and unionists formed citizen militias (the UVF and the Irish Volunteers). These militias were formed with the intention of defending their position within the UK/Ireland by armed means, if necessary.

**In pairs, discuss and note down the reasons why you think people were prepared to turn to violence in 1912 in defence of their beliefs.**

**Research the gun running activities of the UVF and the Irish Volunteers.**

### ALTERNATE TASK

- In groups, students will research unionist opposition to Home Rule.
- Students will answer the questions on the M4L1Tasksheet which address unionist opposition to Home Rule (as an extension activity, students may profile the three political figures also).
- Once research has been completed and the questions on the tasksheet answered, one student from each group will communicate the reasons why unionists opposed Home Rule and make a case as to why their fears were justified.
- As a source of wider discussion, ask students how they think unionist opposition laid the groundwork for partition.

### SUGGESTED ADDITIONAL RESOURCES

- 1)  <http://www.bureauofmilitaryhistory.ie/> - Accounts , documents, images and audio from 1913-21
- 2)  [http://www.proni.gov.uk/index/search\\_the\\_archives/ulster\\_covenant.htm](http://www.proni.gov.uk/index/search_the_archives/ulster_covenant.htm) - Public Records Office of Northern Ireland – information regarding the background, signing and aftermath of the Ulster Covenant
- 3)  <http://www.bbc.co.uk/news/uk-northern-ireland-17342745> - Home Rule and the Ulster Covenant
- 4)  <http://www.bbc.co.uk/news/uk-northern-ireland-19677742> - Understanding the Ulster Covenant

**MODULE 4. THE EASTER RISING**

**1: BEFORE THE REVOLUTION**

**LIST THE REASONS FOR UNIONIST OPPOSITION TO HOME RULE IN 1912**

Blank area for listing reasons for unionist opposition to home rule in 1912.

**HOW JUSTIFIED DO YOU THINK UNIONIST FEARS OF HOME RULE WERE IN 1912?**

Blank area for discussing how justified unionist fears of home rule were in 1912.

**BRIEFLY PROFILE THE FOLLOWING THREE POLITICAL FIGURES AND WHAT ROLE THEY PLAYED IN THE 'HOME RULE CRISIS'.**

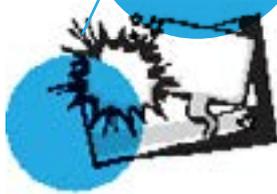
John Redmond	Edward Carson	James Craig





# DIGITAL TASKS

## COMIC CREATION TASK



### TASK DESCRIPTION

**Students will create a comic book version of the Ulster Covenant or the Declaration.** Students will create a 2 page comic with at least 8 images/panels and caption boxes/speech bubbles. Captions and speech bubbles should include the text of the Covenant itself. 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 detail information from the Ulster Covenant/Declaration. Students will use at least 3 images that they have sourced. 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 student's 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 an A4 flyer appealing to Ulster Unionists to attend 'Ulster Day' on Saturday, 28 September, 1912.** Students will research and source images from the internet and should include a minimum of 2 archival images and should also include at least two quotations from the archival documents and/or Carson's speeches.

### 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 student's 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

## TIKI TOKI TASK



### TASK DESCRIPTION

**Students will use Tiki-Toki web-based digital timeline software to design a timeline showing the pivotal events leading to the Home Rule crisis.** The timeline should include at least 8 entries and a background image. Each entry will consist of a date and a short summary of the event.

### PLAN

**Students will sign up for a Tiki-Toki account from the Tiki-Toki website: <http://www.tiki-toki.com/>. Students will then source information from the internet to be used in their timeline.**

- Students will be supplied with search terms by the teacher and source appropriate information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select text to use and save it 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 log into their Tiki-Toki accounts and begin to create their timeline. Students will use the information they have sourced and insert at least 8 entries into their timeline.**

Remind students to save their timelines as the progress.

### 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.