

MODULE 4. THE EASTER RISING
2: AIMS AND IDEALS OF THE REBELS



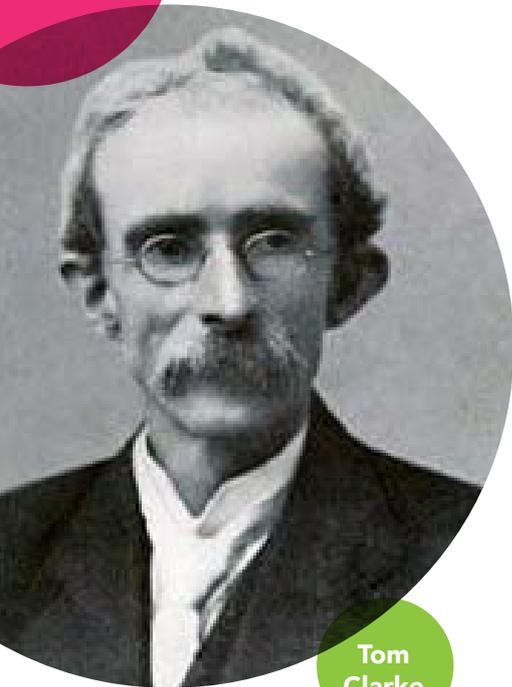
ACTIVITY	LEARNING OUTCOMES
<p>Starter – Start the lesson by engaging in a discussion with the students centered around the different attitudes in Ireland at this time. Ask pupils to define cultural nationalism and socialism. Most of the students may not know or be able to define these terms, so the end of the discussion should include a definition of each.</p>	<p>The discussion will act as an introduction to the themes in the lesson. Students will have an idea of what cultural nationalism and socialism are at the end of the discussion, with the Key Information content ready to put these definitions into context.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</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 discuss the different ideologies at play during the Rising. Students will then collate the information they have found in the form of a digital mind map.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning intentions.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&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>Plenary – as a class, draw a diagram of the key organisations and the leaders</p>	<p>The plenary discussion will focus on the major players in the preparations for the Rising. The discussion will encourage students to think about the internal politics of the revolutionary nationalist movement.</p>

KEY
INFORMATION

2.

AIMS AND IDEALS OF THE REBELS

By 1916, the stage was set for armed insurrection in Ireland. Not all revolutionary nationalists wanted or expected the same things. Some thought the Rising could be a military success; others expected the Rising to be crushed but believed a 'blood sacrifice' would create martyrs for the Irish nationalist cause, or felt committed to make a stand to assert their nationalist beliefs. Not all the rebels wanted the same kind of Irish **republic**, either. The individuals who participated in the Rising did so for many different reasons, both personal and **ideological**.



Tom
Clarke

What is a Republic?

A Republic is a form of government which is led not by a monarch but an elected head of state; leaders are chosen by the people and the people are seen as the 'owners' of the nation.



What is a Political Ideology?

A Political ideology is a set of beliefs about how society should work, and what methods should be used to achieve that society. *For example, James Connolly wanted a socialist society and believed that an armed insurrection could achieve it.*



ORGANISING THE RISING

Three different groups participated in the 1916 Rising: the Irish Republican Brotherhood (IRB), the Irish Volunteers, and the Citizen Army.

Sean Mac-Dermott



Linen Hall Library



An Irish Citizen Army group, Liberty Hall, Dublin, 1914

THE IRISH REPUBLICAN BROTHERHOOD

The most influential figure within the IRB (also called the Fenians) was Tom Clarke. Although the IRB had a long tradition of resistance to British rule in Ireland, the organisation was divided about the idea of armed rebellion. Clarke, along with the IRB Secretary Sean MacDermott, saw the Rising as the opportunity to make a dramatic gesture that would encourage the republican cause in Ireland. They also wanted to destroy popular support for Home Rule which would have meant that Ireland remained within the UK. More moderate 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. As this was not the case in 1916, many within the IRB were reluctant to rise.

Clarke and MacDermott came up with a plan to bypass their opponents within the IRB. They appointed a Military Council to secretly plan and organise the Easter Rising.

THE IRISH VOLUNTEERS

The Irish Volunteers had split in 1914 over John Redmond's support for the British war effort. Those who remained with the Irish Volunteers (rather than joining Redmond's National Volunteers) formed a radical minority. 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. They wanted to wait until there was more public support for violence; for example, if the British authorities imposed conscription.

THE CITIZEN ARMY

The Citizen Army was originally formed by James Larkin and Jack White in order to defend striking trade-union members from the police. In 1914, James Connolly took over the leadership of the Citizen Army, and reorganized it to be a revolutionary military organization. The Citizen Army, under Connolly, was a socialist republican organization that supported the idea of armed insurrection and disagreed with those who wanted to delay the Rising.

MODULE 4. THE EASTER RISING

2: AIMS AND IDEALS OF THE REBELS

1.)) DISCUSSION

What did the rebels have in common? What did they disagree about?

STRATEGY AND SACRIFICE

The ideology behind the Rising can be explored through the writings and speeches of two of the most influential participants, **Patrick Pearse** and **James Connolly**.

PATRICK PEARSE

Patrick Pearse, an educator and Irish language activist, was deeply influenced by both Catholicism and Irish mythology. He admired the compassion of Christ and the strength of Cúchulainn. Pearse, like some of the other rebels including Thomas MacDonagh and Joseph Mary Plunkett, believed in the idea of 'blood sacrifice' and martyrdom. By dying for Ireland, he hoped to gain historical and spiritual immortality. Pearse has been often referred to as a cultural nationalist.

Pearse's growing militancy was also a response to the events of the time, particularly the Ulster Unionists' threat to use violence to prevent Home Rule and secure partition. He also had a romantic view of the military and the idealised soldier. Pearse imagined a relatively progressive Irish Republic, with a greater emphasis on individual freedoms. He supported educational reform, universal suffrage [the right of every citizen to vote], and more rights for workers and trade union members. He saw Ireland as Gaelic and Catholic, a vision that did not appeal to unionists.

One of the significant events leading to the Rising was the funeral of O'Donovan Rossa in 1915. Rossa was a founding member of the IRB. He died in New York, and IRB leader Tom Clarke arranged to have his body sent home to Ireland for public burial. The funeral was intended to stir up public support for radical nationalism. Patrick Pearse gave a speech at the funeral, declaring passionately the need for armed rebellion to achieve an Irish Republic.



JAMES CONNOLLY

By 1914, when he reorganised the Citizen Army, James Connolly was the leading figure in the Irish trade-union movement and within socialist and labour politics (labour politics refer to workers' rights and employment conditions).

As a socialist, Connolly imagined a different sort of Irish Republic in which the nation belonged to the working-class people of Ireland and in which the religious divide was overcome by class unity – regardless of religion, this new Irish Republic would belong to all citizens.

Through his writings and speeches, Connolly tried to combine socialist thought with Irish republicanism - he believed that not only British rule, but capitalism itself, must be overthrown to achieve real independence.

Connolly did not at first embrace the idea of a 'blood sacrifice'. After the start of the Great War, he became more radical and formed an alliance with the more militant members of the IRB like Clarke and MacDermott - in 1916, he joined the IRB's Military Council. Although Connolly's primary goal was the overthrow of capitalism in Ireland, he saw how an alliance with republicans – who wanted to overthrow British rule – could help to achieve his aims.



2.))) DISCUSSION

Does the idea of 'blood sacrifice' persist in nationalist images we can see today?



The flags that were flown above the GPO on Easter Monday



3.))) DISCUSSION

What is meant by self-determination?

ON THE EVE OF THE RISING

In the days leading up to Easter, 1916, there was still disagreement about whether armed rebellion was the right move. The IRB Military Council, Citizen Army and some members of the Irish Volunteers were committed to armed action. In the end, the rebels were united by the idea that action was better than inaction, and by the hope that even defeat would bring about some positive outcomes. But even among those who were poised to take up guns for an Irish Republic, there were different views about what that Republic would look like.

What would a new Republic look like?



When the rebels took over the General Post Office on Easter Monday, Patrick Pearse read out the Easter Proclamation. This document, which is often seen as the blueprint of the modern Irish nation, briefly spells out the goals of the rebels.

The Proclamation contains four key principles. These are:

- Self-determination
- Equality
- A better standard of living
- Cultural nationalism

PERSPECTIVES

1. "They think that they have pacified Ireland. They think that they have purchased half of us and intimidated the other half. They think that they have foreseen everything, think that they have provided against everything; but, the fools, the fools, the fools! — They have left us our Fenian dead, and while Ireland holds these graves, Ireland unfree shall never be at peace."

Pádraig Pearse at the funeral of O'Donovan Rossa, 1st August 1915



2. "If you remove the English army tomorrow and hoist the green flag over Dublin Castle, unless you set about the organization of the Socialist Republic your efforts would be in vain. England would still rule you. She would rule you through her capitalists, through her landlords, through her financiers, through the whole array of commercial and individualist institutions she has planted in this country and watered with the tears of our mothers and the blood of our martyrs."

James Connolly writing in Shan Van Vocht (radical nationalist newspaper) in January 1897



QUESTIONS



EXTENSION ACTIVITY 1:

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

EXTENSION ACTIVITY 2:

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

TASK 1

Pearse and Connolly had very different views on what they wished to achieve through the staging of a revolution. Below are two quotes: one from Pearse and one from 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."

"'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..."

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.

TASK 2

Consider the following... What if the Easter Rising was successful?

Compare the different ideals of Pearse and Connolly (cultural nationalism vs. socialism). What do you think would have been the outcome of a successful Rising?

Also consider the effect of a new Irish Republic on the unionist population in Ireland. How do you think this unionist population would have responded to no longer being part of the Union?

ALTERNATE TASK

- In pairs, students will create two digital mind maps. Each mind map will explore what it means to be a cultural nationalist and what it means to be a socialist.
- Students will carry out research into each ideal and their mind map will be made up of keywords, quotes, images, videos, audio, hyperlinks, etc...
- This task can be presented in the form of a word document, interactive PDF or interactive slide show.
- When completed, students will share/display their mind map with the rest of the class.

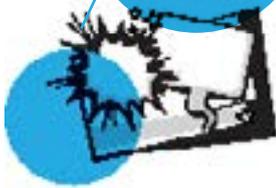
SUGGESTED ADDITIONAL RESOURCES

-  1) <http://historyhub.ie/why-was-there-an-easter-rising> - Why was there an Easter Rising?
-  2) http://www.1916rising.com/pic_timeline.html - Timeline of Events Leading up to The Easter Rising
-  3) <https://www.marxists.org/archive/connolly/1911/xx/visitkng.htm> - James Connolly on the visit of King George V, 1910
-  4) <http://www.nationalarchives.ie/digital-resources/online-exhibitions/jacobs-biscuit-factory-1916-2006/witness-statements-and-commentaries/> - The National Archives of Ireland – Witness Statements and Commentaries
-  5) <http://www.bbc.co.uk/history/british/easterrising/prelude/pr02.shtml> - Cultural Nationalism



DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic book version of the Easter Proclamation.

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 Proclamation 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 create the Proclamation. 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 anti-imperial or separatist postcard. Students will source images from the internet (or alternatively, the postcard may be created using the text tool and effects and filters). Search for archival examples on the internet. The postcard should be created in a style similar to archival examples. Student's postcards should have a clear theme i.e. does it represent the thoughts of a militant/cultural nationalist or a socialist?

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

FILM MAKING TASK



TASK DESCRIPTION

Students will create a visual representation of Pearse's funeral oration for O'Donovan Rossa. The movie will be at least 30 seconds and use titles to convey excerpts from the speech. Students will research images (and if possible video) and information from the internet which will be used in their movies.

PLAN

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, videos, audio and information 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.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using various editing tools (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their piece of work by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions 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 viewing selected pieces of 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.