

**LESSON
4.**



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LESSON DESCRIPTION

The fourth lesson in the module looks at the aftermath of Easter Week. The lesson examines the British suppression of the Rising and the arrests and executions that followed Easter Week. The lesson also outlines the immediate impact of the Rising on Irish nationalism by considering how the British response changed public opinion in Ireland.

LESSON INTENTIONS

1. Describe the response of the British to the Easter Rising.
2. Describe the shift in Irish public opinion that occurred during this period.
3. Demonstrate an understanding of the events following Easter Week through the use of digital media.

LESSON OUTCOMES

- Be able to discuss the short-term and long-term effects of the Rising on the Irish nationalist movement.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 4 Key Information
- M4L4Tasksheet
- Comic Creation Storyboard
- Audio Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Audio Editing Software e.g. Audacity

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphones

MODULE 4. THE EASTER RISING
4: THE SUPPRESSION AND IMPACT OF THE RISING



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play Suggested Additional Resources 2 for the class. Discuss the soldiers' mixed feelings towards the rebels of the Easter Rising.</p>	<p>The selected video clip will give students an insight into the feelings of a serving WW1 Irish soldier at the time of the Rising. Students will be encouraged to think about the conflicting thoughts that the soldier had.</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 groups to study a selection of views to the Rising (it should be noted that these views have been fabricated for the purpose of the task). Students will discuss what person may have had those thoughts and then work together to explain what each person may have been thinking.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</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&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 – Ask students to consider how the rebels were viewed during the Rising by civilians and to also consider the thoughts of Redmond and Asquith. Play Suggested Additional Resources 3 for the class. After watching the video, discuss whether Redmond's and Asquith's fears were justified.</p>	<p>The plenary discussion will focus on the impact of the British response to the Rising. After considering the attitudes of civilians during the Rising and the thoughts of Redmond and Asquith in the aftermath, the video will give the students an opportunity to think about and discuss the impact of the British response to the Rising.</p>

KEY
INFORMATION
4.

THE SUPPRESSION AND IMPACT OF THE RISING



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The Rising ended on 28th April 1916 with the unconditional surrender of the rebels. Dublin was badly damaged in the fighting which partially destroyed the centre of the city. Over 450 people had been killed and over 2,600 were wounded, mostly civilians.

General Maxwell, in command of the British military in Ireland, was determined to punish those who had taken part, quickly and severely. Martial law was declared throughout Ireland. More than 3,500 people were arrested – not only those who participated in the Rising, but many others merely suspected of being republican supporters. Maxwell claimed that a hard-line response was needed, both to punish the rebels for the loss of life and property, and to discourage future disorder. Maxwell was concerned about the republicans' connection to Germany: some of the weapons used in the Rising had been smuggled from Germany, and the rebels had referred in their Proclamation to their 'gallant allies in Europe' (see **Perspectives 1**). Despite concerns from British Prime Minister Herbert Asquith and Irish Parliamentary Party leader John Redmond, Maxwell believed that a firm and uncompromising response was required: this would prove to be an error of judgement.

Maxwell ordered the execution of the leading rebels, despite growing political concern from London.

- On 2nd May, Patrick Pearse, Thomas Clarke, and Thomas MacDonagh were court-martialled and sentenced to death. They were shot in the yard at Kilmainham Gaol the next morning.
- Twelve more men were executed by firing squad over the next ten days. This included the other four men who had signed the Easter Proclamation - Seán MacDiarmada, Eamonn Ceannt, James Connolly and Joseph Mary Plunkett – as well as other prominent republicans. The bodies of the executed men were put into a mass grave without coffins at Arbor Hill cemetery.

Not all rebels involved in the Rising were executed.

- 97 others were sentenced to death, but had their sentences changed to imprisonment. Among these was Countess Markievicz (one of 70 women arrested after the Rising). Despite her active role in the Rising, the court-martial granted her leniency on the grounds that she was a woman.
- About 2000 of those arrested were deported and held in Great Britain, many of them at the Frongoch internment camp in Wales.

In a letter to Asquith following the Rising, Redmond wrote:

"...if any more executions take place, Ireland will become impossible for any Constitutional Party or leader." In turn, Asquith communicated to Maxwell that "anything like a large number of executions would sow the seeds of lasting trouble in Ireland."



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WHO WAS FRANCIS SHEEHY-SKEFFINGTON?

Sheehy-Skeffington was a well known pacifist in Dublin who supported Home Rule, but not armed revolution. During the Rising, he was arrested for no reason and executed without trial the next day.



The courtyard of Kilmainham Gaol where the leaders of the Rising were executed

Irish public opinion, which was already shifting, was strongly affected by the executions. In particular, the executions of the badly-injured Connolly – who was shot while tied to a chair as he could not stand for the firing squad – and John MacBride – who was a Boer War veteran – were seen as cruel. The publication of speeches from the docks and personal letters by the condemned rebels had a powerful propaganda impact, as did public revelations of British army involvement in the killing of Francis Sheehy-Skeffington and other innocent civilians during Easter week.

THE IRISH RESPONSE: FROM ANGER TO ADORATION

- Over the following months, the rebel leaders became folk heroes. The same men and women, who were jeered in the streets as they were arrested, were greeted with cheers on their release from imprisonment. Not only did the public see the Rising more favourably, public support for their republican cause began to grow.
- The Catholic Church had condemned the Rising and its leaders, but in the wake of the executions they showed more sympathy for the rebels.
- Many Irish newspapers which had taken a strong stance against the rebels now became more critical of the British response.
- The biggest loser of the Rising was the Irish Parliamentary Party. Moved by the events of Easter Week, many of their supporters – who had favoured Home Rule over armed rebellion – changed their view of the rebels.
- Those who had participated in the Rising were seen, increasingly, as brave and principled men and women who had been excessively punished for taking part in a fair fight. The British response persuaded many that violence was more effective than constitutional politics in bringing about political change.

Within months, nationalist opinion in Ireland was transformed, largely in response to what was seen as British cruelty in executing the rebel leaders, arresting over three thousand prisoners, and imposing martial law. In the end, those imprisoned served short sentences (the last prisoners were released in June 1917). Upon their release and return to Ireland, many would become prominent within the republican movement.

1.)) DISCUSSION

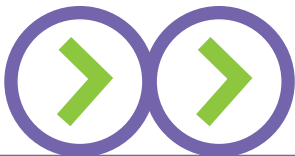
Why did Maxwell take such strong action against the nationalists and what were the fears of Redmond and Asquith?"

2.)) DISCUSSION

How were moderate nationalists influenced by the events of Easter Week?

3.))) DISCUSSION

How did the rise of Ulster Unionism change the direction of Irish nationalism?



>>> RESEARCH

How did the earlier deeds of the United Irishmen, Young Ireland and the Fenians compare to the Easter Rising rebels?



Éamon de Valera, Sinn Féin leader and future President of the Irish Republic

THE IMPACT ON IRISH NATIONALISM

As a military action, the Rising was a failure – but as a symbolic gesture, it was a success. The Rising came to be seen as the rebels' brave 'blood sacrifice', a propaganda triumph.

The Rising changed Irish nationalism. It provided a continuity with the past, linking the rebels with the earlier deeds of the United Irishmen, Young Ireland and the Fenians, the memory of which formed an important part of nationalist political culture. It revived the tradition of violence for political purposes. Most of all, the Rising established republicanism – the aim of an Irish Republic with no political links to the UK or British Empire – as the primary goal of mainstream nationalism. By replacing the more moderate aim of Home Rule supported by constitutional nationalists, the Rising brought the revolutionary tradition from the margins to the centre of Irish politics.

OTHER FACTORS

The Rising was the central event which changed the nature of Irish nationalism – but there were other crucial factors as well.

- The rise of Ulster Unionism: an increasingly radical and militarised form of unionism that had successfully confronted British authority during the Home Rule crisis.
- John Redmond's failure to achieve Home Rule in 1914, and his decision that the Irish Volunteers should support the British war effort, which disillusioned some moderate nationalists.
- The impact of the First World War which destabilised European society, justified Britain's harsh repression of the Rising, and led to widespread political turmoil in the aftermath of the war.

The Irish Parliamentary Party continued its efforts to attain Home Rule, but the party was in decline. In the general election of 1918, Sinn Féin - headed by Éamon de Valera and closely aligned with the Volunteers – were the overwhelming victors. They declared an independent Irish Republic, and set up a provisional government in Dublin. This would lead to the Anglo-Irish War (1919-1921).

PERSPECTIVES

2. "I and my fellow signatories believe we have struck the first successful blow for Irish freedom. The next blow, which we have no doubt Ireland will strike, will win through. In this belief, we die happy."

Thomas J. Clarke, the second of the rebel leaders to be executed, instructed his wife to deliver these words to the next wave of revolutionaries, 3rd May 1916

1. "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. "I have looked down the muzzles of too many guns in the South African war to fear death and now please carry out your sentence."

John MacBride speaking to his executioners after refusing to be blindfolded, 5th May 1916

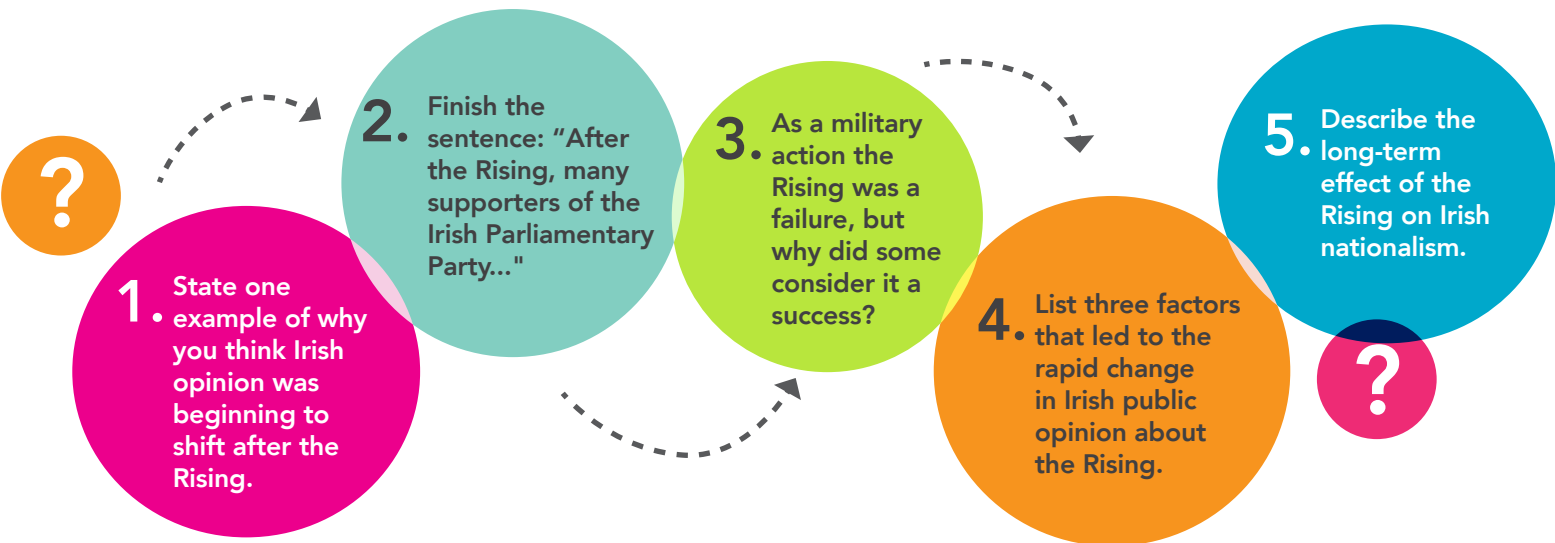
4. "...the cause is lost if some of us are not shot."

Seán MacDiarmada speaking to a fellow Volunteers on 28th April, 1916 after surrendering

5. "I feel happiness the like of which I have never experienced. I die that the Irish nation might live!"

Seán MacDiarmada, writing before his execution on 12th May 1916

QUESTIONS



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.

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).

TASK 1

Frongoch Internment Camp, situated in Frongoch, north Wales housed German prisoners of war during World War One. In the wake of the 1916 Easter Rising, these German prisoners were moved to make way for approximately 1800 Irish prisoners. Frongoch prison camp has sometimes been referred to as the "University of Revolution" and "Sinn Féin University".

Carry out online research into "Frongoch Internment Camp". Detail the following...

What were the conditions like?

What activities did the inmates take part in?

Name some of the famous inhabitants and what roles they went on to play after their release.

Why do you think the camp has been referred to as the "University of Revolution"?

TASK 2

Read **Perspectives 4 and 5**.

Explain what you think Seán MacDiarmada meant by these quotes.

Can you find any other quotes from Rising rebels that portrayed the same sentiments as MacDiarmada?

Consider the difference of opinion towards the rebels during and after the Rising. Discuss how successful the rebels' idea of a "Blood Sacrifice" was.

Think about the idea of a "Blood Sacrifice". What is your opinion of those who would die for an ideal? Why are these people hailed as 'heroes'?

ALTERNATE TASK

- The class will be split up into groups and each group will be given statements that have been cut out from M4L4Tasksheet.
- In their groups, students will discuss who they think said each statement and match the statement to the person.
- Students will then summarise and explain how each person may have felt at this time and share their answers with the rest of the class.

SUGGESTED ADDITIONAL RESOURCES



- 1) <http://www.rte.ie/archives/exhibitions/1011-ireland-and-the-great-war/1016-easter-rising/315364-and-in-the-morning/> - Veterans of the First World War discuss how they felt when they heard there was an armed rising in Ireland in 1916



- 2) <http://www.rte.ie/archives/exhibitions/1011-ireland-and-the-great-war/1016-easter-rising/315378-emmet-dalton-remembers/?page=1> - Reaction of Irish Soldier to the outbreak of rebellion in 1916



- 3) <https://www.youtube.com/watch?v=j1Y0TXYG19E> - Easter Rising Prisoners Released (1917)



- 4) <http://www.bbc.co.uk/history/british/easterrising/aftermath/af01.shtml> - Aftermath of the Rising – The Executions



- 5) <http://www.bbc.co.uk/history/british/easterrising/aftermath/af02.shtml> - Aftermath of the Rising – The Forgotten Soldiers



- 6) <http://www.historytoday.com/anthony-fletcher/young-nationalist-easter-rising> - A Young Nationalist in the Easter Rising



- 7) <http://www.easter1916.ie/index.php/rising/aftermath/> - Aftermath of the Rising

MODULE 4. THE EASTER RISING
4: THE SUPPRESSION AND IMPACT OF THE RISING

'Why are these rebels destroying our city? I'm a supporter of Home Rule but this is too far! Civilians are being killed and buildings are being damaged!'

'I was a Home Rule supporter before the Rising and I didn't agree with the way the rebels tried to seize control of the city but they fought bravely, fairly and gallantly against an Army that outnumbered them and who was much better equipped. The British response to the Rising is a disgrace. They have arrested innocent people and brutally executed those who were involved in the Rising. Maybe gaining Home Rule by peaceful means isn't an option?'

'I want to see an Ireland free of British tyranny, oppression and rule. Like Pearse said 'Ireland unfree shall never be at peace.' Our uprising may not be successful, but I am prepared to die to inspire others to join the revolution against the British.'

'When I left for the war, people were congratulating me and wishing me the best; now I'm being called a traitor? I fought for countries that couldn't defend themselves, I fought to protect Ireland! While I was away endangering my life, these rebels tried to take control of the country – and I'm the traitor?'

'Some people thought that we were wasting our time and that the Rising would be a failure...yes, our leaders have been executed but that is the sacrifice they made to inspire others. And inspired others they have. Our cause has never had so much sympathy or support.'

'Who are these rebels? What do they think they are trying to achieve? We have a bigger army and more weapons. They have no chance of succeeding. And why are they fighting us? Weren't they granted Home Rule?'

**REBEL AFTER
THE RISING**

**CIVILIAN AFTER
THE EASTER
RISING**

**BRITISH SOLDIER
DURING THE
RISING**

**IRISH SOLDIER
RETURNING
FROM WW1**

**REBEL BEFORE
THE RISING**

**CIVILIAN
DURING THE
EASTER RISING**



DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic book depicting the experience and sentiments of an arrested rebel leader. 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. Captions should include text drawn from the actual statements, speeches, or letters of the arrested rebel leaders. (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 describe each protest and why it happened. 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 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

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit an audio message to Prime Minister Asquith, arguing for or against the arrest and execution of those who participated in the Rising. Research the topic by listening to the Bureau of Military History's archive of witness statements. Each pupil will take an opposing side and will record a brief (30 seconds - 2 minutes) statement outlining their position. Arguments should draw on the text of statements and newspaper editorials. 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.



DIGITAL TASKS

TIKI TOKI TASK



TASK DESCRIPTION

Students will use Tiki-Toki web-based digital timeline software to design a timeline to show the evolving public and political response to the Rising. The timeline should include at least 8 entries (with at least 3 of those entries being media content) 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.