

LESSON  
**6.**



**LESSON DESCRIPTION**

The sixth and final lesson in the module will explore the ways that the Easter Rising has been commemorated. The lesson outlines the challenges of commemoration, with particular attention to the problems of public remembrance in a divided community. The lesson discusses the factors complicating commemoration of the events of 1916. Finally, the lesson looks at how the Easter Rising might be commemorated now, on the eve of the centenary.

**LESSON INTENTIONS**

1. Understand the concept of 'commemoration'.
2. Describe how the Easter Rising has been remembered in public spaces and events.
3. Demonstrate an understanding of the issues around the commemoration of the Easter Rising through the use of digital media.

**LESSON OUTCOMES**

- Be able to discuss the issues and challenges of commemorating the Easter Rising.
- 2. Employ ICT skills to express an understanding of the topic.

**HANDOUTS AND GUIDES**

- Lesson 6 Key Information
- Video Editing Storyboard
- Digital Imaging Design Sheet

**DIGITAL**

- Suggested Additional Resources
- Online interactive mapping: <http://www.zeemaps.com/>

**SOFTWARE**

- Video Editing Software e.g. Movie Maker
- Image Editing Software e.g. GIMP

**HARDWARE**

- Whiteboard
- PCs / Laptops

**MODULE 4. THE EASTER RISING**  
**6: COMMEMORATION**



| ACTIVITY  | LEARNING OUTCOMES   |
|---|---|
| <p><b>Starter</b> – Play <b>Suggested Additional Resources 1</b> which shows a clip of how the 50th anniversary of the Easter Rising was celebrated in Dublin.</p>  | <p>The selected video clip provides an example of an official state commemoration of the Rising. Students will be encouraged to think about the symbols, the people in attendance, and the tone of the event. Teachers will use the clip to discuss the nature of such official public remembrance.</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 encourages students to work in pairs to think about differing points of view when remembering an event. Students will search for examples of commemoration and opposition to commemoration and then collect their thoughts in the form of a mind map which they will then swap with another pair of students with the purpose of engaging in a discussion about the topic.</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> – Finish the lesson with a discussion revolving around the importance of commemoration. Encourage students to identify the positive and negative aspects of remembering the past and methods of remembering the past.</p>   | <p>The plenary discussion will focus on how and why we choose to commemorate and the possible side effects of doing so.</p>   |

KEY  
INFORMATION  
6.

1.))) DISCUSSION

What is the difference between private memory and public commemoration?

# COMMEMORATION

Commemoration is the public recollection of the past. The term commemoration can be used to describe objects, performances or rituals. Commemorative objects include statues, memorials, paintings and other works of visual art. Commemorative performances and rituals include parades, plays, songs, speeches or re-enactment of historical events. Although commemoration is often about mourning or honouring the dead, it is different to history because it is concerned with the meaning the past has for people in the present rather than attempting to understand the past in its own terms.

People have different experiences of events and understand those events differently; it is not surprising that individuals and groups want to remember different things, or to remember them in different ways. This means that there are both practical and ethical issues around commemoration. It is also the case that the same events are remembered differently at different times, reflecting the changing values of present-day society.

Commemoration is not just about remembering the past in a public and collective way. It is also a way of changing the present and the future, by changing people's attitudes to the past. In the process of publicly remembering events, we can make new stories and suggest new identities.



A mural in  
Belfast  
dedicated to the  
Easter Rising

## CHANGING THE WAY WE THINK ABOUT THE RISING

The Easter Rising, as a real historical event, was far more complex than the myth of the Easter Rising which has taken root over the last century. In fact, it would have been difficult, beforehand, to predict how the Rising turned out.

**MANY NATIONALISTS WHO TOOK PART IN THE RISING WERE FIGHTING FOR IRISH FREEDOM - NOT FOR AN IRISH REPUBLIC**

**THERE WAS A LACK OF PUBLIC SUPPORT FOR REPUBLICANISM BEFORE THE RISING**

**IN THE AFTERMATH OF EASTER WEEK, PUBLIC OPINION TOWARDS THE REBELS CHANGES TO ONE OF SYMPATHY AND SUPPORT**

**IN THE YEARS PRIOR TO THE RISING, MOST PEOPLE IN IRELAND DID NOT IDENTIFY THEMSELVES AS REPUBLICANS**

**THE BIGGEST INFLUENCES ON MANY REBELS WERE CULTURAL NATIONALISM, CATHOLICISM AND MILITARISM - NOT REPUBLICANISM**

**THE BIGGEST CHANGE THE RISING PRODUCED IN IRELAND WAS THE RISE OF ARMED REPUBLICANISM**

Another thing to consider, when commemorating the Rising, is that neither the Irish people nor the rebels themselves shared a single vision of the future.

The egalitarian (equality) and progressive words of the rebels, as seen in the Easter Proclamation, conflicted with the social conservatism (a traditional view of society) of many Catholic nationalists who supported armed struggle.

The Irish Republic that emerged from the events of 1916 was male-dominated, heavily influenced by the Catholic church and economically and socially conservative. These contradictions can be seen in commemoration. For example, although James Connolly was commemorated as a hero by the Irish state after 1916, his radical ideas were not implemented.

Finally, the Easter Rising needs to be remembered within the context of other events, both in Ireland and internationally. Most particularly, the Great War significantly affected what happened in Ireland. The Great War also affected events in Ulster, where the sacrifice of those killed in battles like the Somme reinforced a sense of British identity and added to the militancy of Ulster Unionism.

The Rising also influenced how the Great War was remembered. Many Irish nationalists who fought in the Great War returned to a transformed republican Ireland where their participation in the war was not honoured, and their dead comrades were not commemorated.



### >>> RESEARCH

How did the Great War create the conditions for the Rising in Ireland?

Memorial plate in Kilmainham Gaol commemorating the Rising leaders who were executed



**2.))) DISCUSSION**  
 How did the 'Troubles' affect the way the Rising was officially remembered in Ireland?

**HOW THE RISING WAS REMEMBERED**

Commemoration can be both official – the memorials and events organised by the state – and unofficial – those organised by other groups. In Ireland, the official commemoration of the Rising has changed over the last century. This reflects the changing view, in the present, of past events.

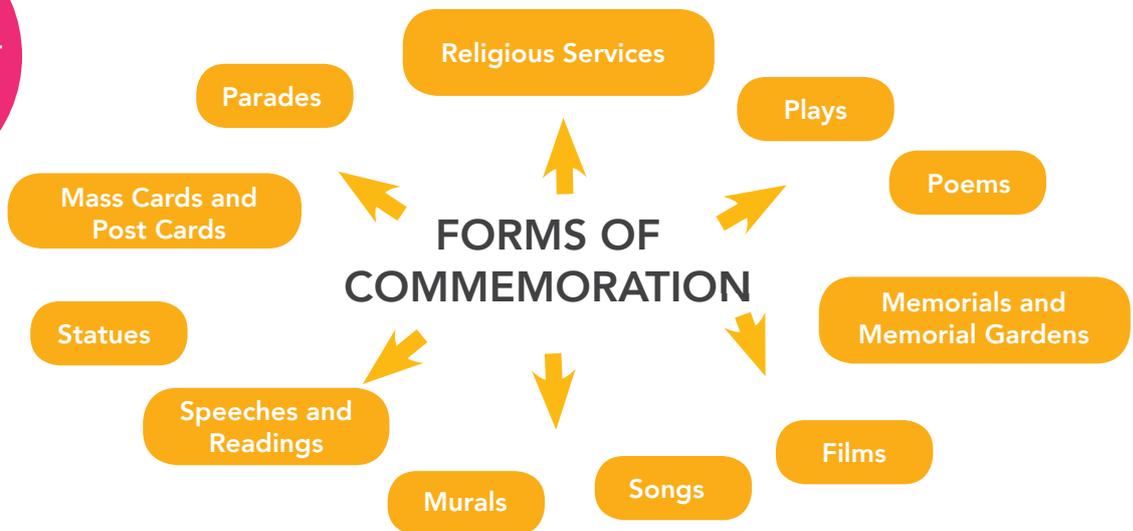
By the first anniversary of the Rising, public opinion had shifted to favour militant republicanism. Sinn Fein benefitted from the shift away from the Irish Parliamentary Party, and was able to win 70% of the available Irish seats at Westminster in the 1918 General Election. Sinn Féin's elected MPs refused to take their seats, instead establishing an Irish Assembly – Dáil Éireann – and proclaiming the establishment of an Irish Republic. From 1919 to 1923, Ireland was at war: first, the War of Independence (1919-1921) and then the Civil War (1922-1923).

The high point of Easter Rising commemorations came in 1966 on the 50th anniversary, but after this, the nature of Easter Rising commemorations changed drastically. In the late 1960s, the Troubles began in Northern Ireland, making the celebration of armed republicanism increasingly controversial. As well as this, historians were beginning to reconsider the myths of 1916 and they pointed out that legacy of the Easter Rising was more complicated than most nationalists believed. For example, how could the State celebrate the actions of the Easter Rebels who had used violence to free Ireland, while condemning the Provisional IRA for doing the same thing?

During the period from 1966-2005, the meaning and symbols of the Rising were very much contested, as people in the Republic and the North questioned the 'right way' to remember events that seemed more controversial in the current climate.



The Garden of Remembrance was opened in Dublin in 1966 to remember "all those who gave their lives in the cause of Irish Freedom"



## MODULE 4. THE EASTER RISING

### 6: COMMEMORATION

#### 1ST OFFICIAL COMMEMORATION

This took place in 1924 and was a small scale ceremony at the Garrison Church in Arbour Hill in Dublin. Because of the tensions remaining after the recent Civil War, some of those involved in the Rising were omitted from the invited guest list, while others refused to attend.

#### 19TH ANNIVERSARY

This anniversary was marked in Dublin with a large military parade, a public Mass, and the unveiling of a bronze statue of Cúchulainn in the GPO. Eamon de Valera was Taoiseach (prime minister), and his party, Fianna Fáil, were in government. De Valera (who took part in the Rising) used the anniversary as an opportunity to link Fianna Fáil, in people's minds, with the romantic myth of the Rising.

#### 20TH ANNIVERSARY

Officially celebrated with military parades not just in Dublin, but in towns across Ireland including Cork, Galway, Limerick, Letterkenny, Athlone, Carlow and Dundalk.

#### 25TH ANNIVERSARY, 'SILVER JUBILEE'

In the North, increased tensions complicated the memory of 1916. The official commemoration in Ireland was smaller than originally planned because of the outbreak of the Second World War and the Irish policy of neutrality. However, a number of events did take place, including religious services, a graveside memorial service for the executed leaders, the presentation of medals in an awards ceremony, a state-sponsored ceilidh dance, an exhibition at the National Museum, and the release of a commemorative postage stamp.

#### 50TH ANNIVERSARY, 'GOLDEN JUBILEE'

1966 saw the largest and most dramatic commemoration of the Rising. The state intended the Golden Jubilee to serve as a symbolic bridge between the Irish past and the increasingly modern Irish Republic, and they framed the Rising as a triumphant and patriotic victory for the Irish people. The emphasis in the official commemoration was on modernisation and on the younger generation. Events included a huge parade in Dublin, watched by almost 200,000 people, followed by a wreath-laying ceremony at Kilmainham Gaol (the gaol itself being restored as a memorial to the rebels). The Garden of Remembrance was opened in Dublin. Television programmes (such as RTE's drama *Insurrection*) and plays re-enacted the events of 1916. Items of commemorative memorabilia (such as stamps, coins and badges) were created and sold. There was an exhibition at the National Museum, and a heritage pageant at Croke Park, *Aiséirí Glóir Reim na Casca* (Resurrection, the Easter Pageant), retold the events in spectacular fashion.

#### 75TH ANNIVERSARY

Due to the impact of the Troubles commemoration of the Rising consisted of a simple ceremony outside the GPO, including the reading of the Easter Proclamation and the raising of the Tricolour. Only about 600 people were in attendance. While the official commemorative activity was low-key, the Rising was more visibly remembered in unofficial ways by artists and writers, and in the North, was marked by Sinn Féin and the Provisional IRA in a number of ceremonies and parades.

#### 90TH ANNIVERSARY

By 2006, public sentiment in both the Republic and the North was much more positive. The economy was booming, and there was an atmosphere of optimism after the IRA decommissioning in 2005. Taoiseach Bertie Ahern saw the anniversary of the Rising as a chance to once again reframe the events of the past in a positive and progressive way, emphasising pluralism, inclusivity, and hope for the future. His critics complained that he used the event to increase support for Fianna Fáil. It is certainly true that many present-day political parties exploit commemoration for their own political purposes.

## QUESTIONS

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

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

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

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

### EXTENSION ACTIVITY 1:

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

### 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)

## TASK 1

2016 marks the 100th anniversary of the Easter Rising. Looking at the 50th, 75th and 90th anniversary celebrations, and taking into consideration the current political climate, how do you think the Rising will be celebrated North and South of the border? Name any communities, political parties, politicians, people that you think will celebrate, or object to any celebrations.

Carry out research into the 100th anniversary of the signing of the Ulster Covenant to help you come to your conclusion.

## TASK 2

Study the diagram which states forms of commemoration. Carry out some research and find an example relating to the Easter Rising for each form of commemoration. Complete the task in the form of a presentation or word document using images, videos, audio, maps, etc...

With each example, state what it is, where it is located, what it means or any other information that you think is relevant.

From the research you have performed, what do you think is the most common form of commemoration? Which do you think is the most effective when remembering a person or event?

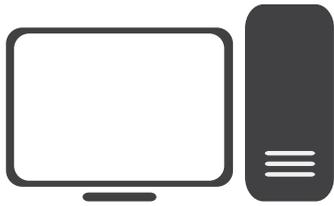


### ALTERNATE TASK

- In pairs, students will create two mind maps which reflect the feelings of both sides of the community to commemorations concerning the Easter Rising. How and why do republicans commemorate the Easter Rising? How do you think unionists feel about these commemorations?
- Students should carry out research to find examples of commemorations that people have supported in great numbers or taken offence to
- Completed mind maps will be swapped with another pair and discussed. Students should be encouraged to highlight anything that they agree/disagree with

### SUGGESTED ADDITIONAL RESOURCES

-  1) <http://www.rte.ie/archives/exhibitions/681-history-of-rte/704-rte-1960s/288127-cuimhneachain-1916-opening-ceremony/> - 50th Anniversary of the Easter Rising
-  2) [http://www.theirishstory.com/2010/11/18/a-tv-pageant-%E2%80%93-the-golden-jubilee-commemorations-of-the-1916-rising/#.U\\_dES\\_IdXh4](http://www.theirishstory.com/2010/11/18/a-tv-pageant-%E2%80%93-the-golden-jubilee-commemorations-of-the-1916-rising/#.U_dES_IdXh4) – A TV Pageant – The Golden Jubilee Commemorations of the 1916 Rising
-  3) <http://www.bbc.co.uk/history/british/easterrising/newspapers/> - Newspaper Archives
-  4) <http://www.belfasttelegraph.co.uk/debateni/blogs/declan-kearney/remembering-the-1916-easter-rising-means-discussing-the-future-30196109.html> - A republican's view on remembering the Rising
-  5) <http://www.irishtimes.com/news/social-affairs/children-killed-in-1916-rising-remembered-1.1757855> - Children killed in 1916 Rising remembered
-   6) <http://www.historyireland.com/20th-century-contemporary-history/1966-and-all-that-the-50th-anniversary-commemorations/> - 1966 and all that: the 50th anniversary commemorations
-   7) <http://www.dailymail.co.uk/news/article-2586742/Irish-Government-invite-member-Royal-Family-centenary-celebrations-1916-Easter-Rising-against-British-Rule.html> - Planning for the centenary commemorations
-  8) <http://www.thejournal.ie/in-pictures-crowds-gather-to-remember-the-1916-easter-rising-410948-Apr2012/#slide-show1> – Crowds gather to remember the 1916 Easter Rising (2014)
-  9) <http://www.theeasterrising.eu/100Postc/Postca.htm> - 1916 Postcards



# DIGITAL TASKS

## FILM MAKING TASK



### TASK DESCRIPTION

**Students will create a short audio-visual segment about an object, performance or event that was created to commemorate the Easter Rising.** Students will research images (and if possible video) and information from the internet which will be used in their movies. Students will choose and photograph (or alternately, draw) an existing commemorative article, from their own town where possible. They will produce their own audio track explaining what the article is, what symbols it uses, who and what it remembers, and who or what it leaves out.

### 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 video file. This may be completed in the form of a saved document.



# DIGITAL TASKS

## IMAGE EDITING TASK



### TASK DESCRIPTION

**Students will create a poster for an imaginary film about the Easter Rising.** Students will research existing movie posters. Images will be sourced from the internet or created by the student. The poster should be created in the style of an actual film poster. It should include a tagline and text. The poster should be created in a style similar to the researched examples.

### 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

## ZEE MAPS TASK



### TASK DESCRIPTION

Students will use ZeeMaps interactive mapping software to create a map of memorials. At least five locations should be mapped. A video or still image should be attached to each map point, depicting symbols or imagery used by the movement.

### PLAN

Students will register a ZeeMaps account from: <http://www.zeemaps.com/> (this is not essential as ZeeMaps allows you to create and save a free map). Students will then source information from the internet to be used in their map.

- 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 ZeeMaps account and begin to create their map. Students will use the information they have sourced and insert at least four entries into their map.

### 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 ZeeMap. This may be completed in the form of a saved document.

