teaching divided histories

MODULE 4.

THE EASTER RISING

An Educational Resource for
Key Stage 3 and Transition Year

nerve centre

CDETB

BRITISH COUNCIL

cea

CDU

European Union
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MODULE
4.

OVERVIEW

This module will explore the different ideals that were present amongst the Irish population before the Rising and how the militant ideals led them to launch an ambitious rebellion on Easter week, 1916.

The module identifies and analyses the different ideals that eventually led a small band of rebels to rise up and fight against British Rule in Ireland. Key personalities – male and female - will be highlighted and their significance to the Rising will be discussed. The module will document the events of Easter Week and the significance of the suppression of the rebellion had on the population. For the final lesson in the module, students will learn how the Rising has been commemorated throughout the years and consider how these events can be respectfully remembered.

Each lesson provides students with opportunities to learn through questioning and investigation based active learning methodologies and links to a series of archive images, audio and video. The digital tasks provided will enable students to form creative expressions of the learning that they have developed around the conflict in Northern Ireland.

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Developing pupils' Knowledge, Understanding and Skills	OBJECTIVE 1 Developing pupils as Individuals	OBJECTIVE 2 Developing pupils as Contributors to Society	OBJECTIVE 3 Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities to: Investigate the past and its impact on our world today through an understanding of: • Different perspectives and interpretations • Cause and effect • Continuity and change • Progression and regression **and by developing:** • The enquiry skills to undertake historical investigations • Critical thinking skills to evaluate a range of evidence and appreciate different interpretations • Creative thinking skills in their approach to solving problems and making decisions • Chronological awareness and the ability to make connections between historical periods, events and turning points • An ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses **through a broad and balanced range of:** • Historical periods • Irish, British, European and global contexts • Significant political, social, economic, cultural and religious development	**Pupils should have opportunities to:** Explore how history has affected their personal identity, culture and lifestyle ***(Personal Understanding)*** 1 2 3 4 5 6 Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions ***(Mutual Understanding)*** Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy ***(Moral Character)*** 1 2 Explore issues related to Personal Health ***(Personal Health)*** Explore issues related to Spiritual Awareness ***(Spiritual Awareness)***	**Pupils should have opportunities to:** Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points ***(Citizenship)*** 5 6 Investigate the impact of significant events/ideas of the 20th century on the world ***(Cultural Understanding)*** 1 2 3 4 5 Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual ***(Media Awareness)*** 5 Investigate critical issues in history or historical figures who have behaved ethically or unethically ***(Ethical Awareness)*** 2 3 4	**Pupils should have opportunities to:** Investigate how the skills developed through history will be useful in a range of careers ***(Employability)*** Explore issues related to Economic Awareness ***(Economic Awareness)*** Investigate the need to preserve history in the local and global environment ***(Education for Sustainable Development)***

LEARNING OUTCOMES

The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.

PUPILS SHOULD BE ABLE TO:

- research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate;
- show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

1 Lesson 1 : Before the Revolution

2 Lesson 2 : Aims and Ideals of the Rebels

3 Lesson 3 : Easter Week

4 Lesson 4 : The Suppression and Impact of the Rising

5 Lesson 5 : Women and the Rising

6 Lesson 6 : Commemoration

THINKING SKILLS AND PERSONAL CAPABILITIES

Through a selection of independent, group and digital tasks students are provided the opportunity to apply meaning, ideas and analysis to the information they have been provided and analyse patterns and relationships. Through using ICT students also have the opportunity to create, design and share knowledge and new ideas as well as evaluate and monitor their progress. Through learning and fostering ideas, students are encouraged to understand and manage not only the information available to them but also their emotions. Providing students with the means to research new information and ideas allows them to take the initiative and direct their own learning.

USING ICT

All 6 lessons of the module provide students the opportunity to develop skills in using ICT. The suggested additional resources available in each lesson encourage students to explore, critically think and reflect on the topic using a range of video, imagery and audio. The digital tasks available throughout the module give students the opportunity to learn both independently and collaboratively, as well as help develop their learning across the 5 Es (Explore, Express, Exchange, Evaluate, Exhibit) on a number of software packages.

Through using ICT, students are encouraged to be creative, think independently, collaborate with others and share what they have learned on a digital platform.

CROSS CURRICULAR TASKS

Lesson 1. Before the Revolution

Learning for Life and Work

In pairs, students will create a timeline of events which led up to the Easter Rising. Starting with the Act of Union, students will carry out research into the period 1800-1916. In their timeline students will highlight the Act of Union, Catholic Emancipation, The Great Famine, the Land War and the Home Rule Movement. Students should highlight at least two other events in the timeline that they have researched themselves.

Using Comic Creation Software (e.g. Comic Life), students will use images, speech bubbles/caption boxes to describe each event and how it impacted on Ireland socially, politically or economically.

Area of Learning: Local and Global Citizenship – Equality and Social Justice

Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity.

Lesson 2. Aims of the Rebels

English with Media Education

In pairs, students will research the words and poetry of Patrick Pearse and James Connolly. Pearse, Connolly and other rebels were well known for their beliefs through their writings and speeches. How would these public figures have communicated their beliefs today? Students will choose 3 pieces of writing/quotes from Pearse or Connolly and turn them into a series of social media posts. Each post will be a maximum of 140 characters, have a hashtag and an image attached.

Students will use Image Editing Software (e.g. GIMP) to create a digital image to highlight the social media posts. Students will use the text tool to place the posts on top of an image of Pearse or Connolly. Students may choose to use various font types and add additional effects and filters to their image. Students should then consider which form of communication is more effective.

(Objective 2) Developing students as Contributors to Society

Consider how meanings are changed when texts are adapted to different media

Key Element: Media Awareness

Lesson 3. Easter Week

Music

In pairs, students will carry out research into the three songs: 'A Row in the Town', 'James Connolly' and 'The Foggy Dew'. Through their research, students will listen to each song and document information about each song.

Students will create a slideshow in which they link to each song and answer the following questions: Who wrote the song? Provide a brief bio of this person.

What is the song about?

How do you think the song is trying to make the listener feel?

Highlight your favourite lyric and explain why.

After answering the questions, students will sum up the impact music can have when celebrating/commemorating an event/person.

(Objective 2) Developing students as Contributors to Society

Explore the power of music to evoke mood and atmosphere and to influence behaviour.

Listen to and discuss the expressive impact of music which celebrates human achievement.

Key Element: Citizenship

Lesson 4. The Suppression and Impact of the Rising

Learning for Life and Work

In pairs, students will carry out research into the killing of Francis Sheehy-Skeffington during Easter Week and discuss what effect the killing of innocent civilians may have had on the public after the Rising.

Using Video Editing Software (e.g. Movie Maker), students will profile Francis Sheehy-Skeffington and the events which surrounded his death at the hands of the British Army during Easter Week. As part of the movie, students will also discuss the effect this – and other killings – may have had on the general public in the aftermath of the Rising. Students will use still images (and where available video and audio) and captions to complete task.

Area of Learning: Local and Global Citizenship – Human Rights and Social Responsibility

Investigate local and global scenarios where human rights have been seriously infringed.

Lesson 5. Women and the Rising

English with Media Education

In pairs, students will research imagery such as posters, postcards and cartoons which promote women's suffrage and women's participation in the nationalist/republican movement (e.g. Inghinidhe na hÉireann, Na Fianna Éireann and Cumann na mBan).

Students will use Video Editing Software (e.g. Movie Maker) to highlight these promotional materials, describe their intention and discuss their effectiveness. Students will use still images and captions to complete task.

(Objective 2) Developing students as Contributors to Society

Explore the power of a range of communication techniques to inform, entertain, influence and persuade.

Key Element: Media Awareness

Lesson 6. Commemoration

Art and Design

Students will research murals which commemorate the Easter Rising. Students will create a digital display comprising of the images they have found through their research. Students will then evaluate these murals and discuss what each mural is trying to communicate. Could any of these murals be described as contentious? Is it possible to commemorate such an event without being contentious?

Students will use Image Editing Software (e.g. GIMP) to create a photographic display that highlights a number of murals which commemorate the Easter Rising. Students will import multiple images as layers and use the Eraser and Move Tools to create a montage.

(Objective 2) Developing students as Contributors to Society

Make an informed and critical response to a social/environmental issue.

Key Element: Citizenship