

AN tSÍOCHÁIN A CHOIMEÁD

PRESERVING THE PEACE



**An Póilíníú ar Oileán na
hÉireann: 1814-2014**

Taispeántas sealadach
Meitheamh 2014 – Aibreán 2015

**Policing on the Island
of Ireland: 1814-2014**

Temporary exhibition:
June 2014 – April 2015

Gráinghrial le cospóirheadh ó Mhúsaem an Chláir / Image Courtesy of Clare Museum

Post-Primary Learning Resources

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Winners of the Sandford Award for Heritage Education 2014

The Heritage Education Trust independently assesses museums and heritage sites across Britain and Ireland and has recognised the National Museum of Ireland - Country life for the high quality of its learning programmes.

National Museum of Ireland - Country Life Opening Hours:

10am to 5pm Tuesday to Saturday
2pm to 5pm Sundays
Closed Mondays, Good Friday & Christmas Day
To arrange a visit to the Preserving the Peace
exhibition contact the Bookings Office:
Tel: 094 90 31751
Email: educationtph@museum.ie

museum

National Museum of Ireland
Ard-Mhúsaem na hÉireann

Country Life



How Do I Use These Resources?

Use these resources in the classroom and at the exhibition to explore the topic of policing in Ireland. Don't worry if you are not able to visit the exhibition, as you have everything you need to create imaginative lessons using this booklet and the online resources.

In the Classroom

Download the exhibition information panels (.pdfs) from

<http://www.museum.ie/en/exhibition/preserving-the-peace.aspx> to use in conjunction with this booklet. Here, you will also find lots of supplementary information about policing in Ireland.

The **Pre-Visit Activities** introduce your students to the different eras of policing, the state organisations and terminology associated with this topic.

The **Post-Visit Activities** will encourage your students to critique the exhibition and provide a range of topics for deeper exploration through discussion, debate, creative writing, art and drama.

At the Exhibition

Your students can use this worksheet to discover more about the objects and literature on display and deepen their understanding of the topic. If you cannot visit the exhibition as a class then use this worksheet as a basis for research and discussion.

Post-Primary Teacher Information

These resources will prepare your students for their visit to the Museum's new exhibition, *Preserving The Peace: Policing on the Island of Ireland: (1814-2014)*. This is an exciting new exhibition that can be linked to the curriculum in a number of ways:

Junior Certificate Cycle

The student will gain a greater understanding of:

- What life was like during the Famine through images and explanations of changes in the police force at that time.
- The Rebellions against British rule in the late 1800s and early 1900s.
- The British used auxiliary forces to attempt to 'keep the peace' in Ireland in the 1900s.
- How life in Ireland was predominantly agricultural until very recently.
- How the new leaders of Ireland under Free-State rule adapted the police force by amalgamating the various forces.
- The Ireland we live in today.

Overall, your students will gain a greater appreciation of history as a subject by developing their ability to manage information and think critically.

Leaving Certificate Cycle

Students will build on the previous knowledge gained from Junior Cycle, and increase their understanding of history generally. This is particularly useful if they are studying the topics in Later Modern Irish History, 1815-1993.

Skills

- The documents, images and artefacts students encounter will enable them to deepen their appreciation of primary sources. They will develop their critical thinking skills by interpreting evidence, in preparation for the document-based study.

Increasing students' knowledge

- The exhibition spans from the 1700s to the present, providing students with an excellent opportunity to explore how the present has been affected by previous generations. It highlights the importance of law and order and though it focuses on the Irish dimension, it can be applied to a broader international context as this is a crucial part in any society. There is also the potential to develop fundamental concepts that are necessary for the writing of history, including procedural, interpretive and substantive, that will ultimately lead to more well-rounded essays and deeper critical thinking skills.

Preparing them for life and citizenship

- Students will be encouraged to think critically, thus developing life skills that will help them in all subject areas. In looking at the policing of Ireland and the ways in which Ireland has changed, students will be encouraged to evaluate their historical inheritance by evaluating visual and written sources, as well as artefacts.

Pre-Visit Activities

Teacher's Information

Download the *Preserving the Peace* text panel PDF's relating to the following questions:



Use *Punishment in Victorian Ireland* panel

1. Why did public hangings and public humiliations for petty crimes stop? _____
2. What did the Acts of Parliament in 1842 and 1861 do? _____
3. When did the last execution in Ireland take place? _____

Use *Policing in the Late 1700's* panel

Match the information with the correct jobs associated with maintaining law and order before 1814.

Yeomanry	Non-professional, inefficiently trained bands of men who could be called upon when an area was deemed in distress (such as the 1798 Rebellion).
Militia	Usually an older town resident. Clearly identifiable by his large coat, hat, lantern at night, wooden truncheon, and a rattle to summon help when in trouble.
Watchmen	Organised by large land owners, mostly taken from their own tenants. More common in North East Ireland.

Use *Peace Preservation Force* panel

1. Why was the Peace Preserving Force (PPF) set up? _____
2. What was the name of the British Chief Secretary for Ireland that brought in the PPF? _____
3. Where was the new police force controlled from? _____
4. Was it organised the same way the Guards are now? _____
Explain your answer. _____

Use *Poitín* panel

1. In what year was poitín made illegal? _____
2. Why do you think there was a clampdown on poitín making? _____

Use *Irish Constabulary* panel

1. The Irish Constabulary was formed in 1836. What event caused it to be renamed the Royal Irish Constabulary (RIC)? Why do you think the British Government used the word Royal? _____
2. What was the name of the British recruits that helped the RIC during the War of Independence (1919-1921)? _____
3. Why did Sinn Fein set up the Republican Police around this time? _____

At The Exhibition

Teacher's Information

Preserving The Peace: Policing on the Island of Ireland: (1814-2014) is located on Levels B & D within the museum galleries. The answers to the following questions can be found on the text panels, the object labels and associated literature.



Level B:

- Read the General Prison Rules, 1882. Give two reasons why a prisoner would receive corporal punishment.
A _____
B _____
- Could juveniles receive corporal punishment? _____
- List two differences between modern handcuffs and the manacles in the *Punishment in Victorian Ireland* section.
A _____
B _____

Level D:

- What's written on the Garda badge from 1922? _____

- There is a picture of two Gardaí. What is the main difference in uniform between theirs and those of modern Gardaí?

- There is a picture taken outside Dublin Castle in 1953 of the new motorcycle Garda squad. How many motorbikes are in the picture? _____
- What is the name of the weapon that has four holes, located beside the pistol? _____

- Find the £500 reward poster for John Francis O'Reilly and complete the following grid:

AGE	
BORN	
HEIGHT	
HAIR	
EYES	
WEARING	
REWARD OFFERED BECAUSE	



At The Exhibition



9. Find the image of the County Constabulary button from 1822. What symbols are on the button? _____

10. Find the picture of the Sub Constable County Constabulary Police, 1822-1836. How many weapons does he have? _____
What do you think is on his back? _____
11. Why do you think the Constables hats are so high? _____

12. What is poitín, and how is it made? _____

13. Find a picture of the Gardaí after seizing poitín stills. How many Gardaí are in the photo? _____
14. From looking at the various pictures of poitín stills, how do you think the people making it were caught?

15. There is a silver medal given to Major Lindsey. What are the letters on it and what do you think they mean?

16. Find the watchman's baton and rattle. Where is the baton from? _____
What do you think the watchman's rattle was used for? _____

17. Find the picture of the Waterford Militiaman. How many straps are on his jacket? What do you think he is carrying in his bag? _____
18. What is the first thing you noticed about the Yeomanry Cavalry Trooper? _____

19. How many buttons are on the Yeomanry Coatee (with the red collar)? _____
20. Find the picture of the woman constable in the RUC, 1980. How does her uniform differ from that of the male constables? _____

Post-Visit Activities

Teacher's Information

These questions will encourage your students to critique the exhibition, suggest topics for discussion or debate and will inspire creative writing.



- Did you enjoy the *Preserving the Peace* exhibition? What elements did you enjoy the most?
- List as many artefacts as you can.
- What was your favourite artefact? Why?
- In what way was life in the 1700s and 1800s different from today? Would you have liked to live back then?
- Are you surprised at how the Garda force has evolved? Why?
- Did you have a favourite uniform? Describe it.
- Were you surprised to see the PPF and RIC carrying guns? Why?
- Do you have a greater appreciation of the Garda Síochana? Why?
- Would you consider a career with the Garda Síochana? Why?
- List five new things you learned after visiting this exhibition.



Post-Visit Activities: Get Creative

Teacher's Information

Use the following to encourage creative expression through writing, art and drama.



Punishment in Victorian Ireland

- Imagine you are about to be sent to Australia for stealing a sheep. What conversation did you have with your mother before you left Ireland?
- The death penalty is wrong. Write a paragraph in favour of this statement.

Policing in the late 1700's

- Draw a picture of the local watchman at night, with his lantern, truncheon and rattle.
- Write a paragraph describing a busy night for the policeman around the town.

Crime

- Imagine you are investigating a robbery in your local town. What questions would you ask the public?
- Write a newspaper report describing a faction fight.

Poitín

- Draw a picture of the police just after they discovered an illegal still.
- Dramatise the conversation between a poitín maker and a judge, when the poitín maker is explaining why he had to make poitín.

Peace Preservation Force

- Design a poster encouraging people to join the PPF.
- Imagine you are Robert Peel. Write a short paragraph outlining reasons you are in favour of the PPF.

Royal Irish Constabulary

- Imagine you are a policeman during the War of Independence. Describe what happened on a typical day.
- Dramatise a conversation between a Dublin policeman and a country policeman comparing their work.

Royal Ulster Constabulary

- Look at the police service of Northern Ireland badge. What do you think each of the symbols represent?

An Garda Síochana

- Design a uniform for the Garda Síochana.
- Dramatise a conversation between a Garda and a PSNI officer about a robbery across the border.

Michael John Carney

- Tell the story of Michael's life in a comic strip.
- Dramatise a conversation between Michael and another soldier in the trenches.