

# 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

Gráinghraf le ceadúnas ó Mhúsaem an Chláir / Image Courtesy of Clare Museum

## Primary Learning Resources

SANDFORD  
AWARD



WINNER

### 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](mailto: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.

Explore the exhibition themes by using the downloaded information panels and associated activity pages in this booklet:

**Section A:** Students are encouraged to use the information provided on the panels to answer specific questions.

**Section B:** Students select the meaning of the highlighted word to encourage understanding of new terminology.

**Section C:** Questions that encourage comprehension and empathy.

**Section D:** Ideas for discussion, debate, creative writing, art and drama.

## At the Exhibition

Your students can use the activity pages and the **Working as an Historian** worksheet to discover more about the objects and literature on display and deepen their understanding of the topic.

## CURRICULUM LINKS

PRIMARY LEVEL (3rd to 6th Class)

### CURRICULUM LINKS

**Strand:** Life Society Work and Culture in the past.

**Strand Unit:** Life in the 19th Century.

### ENGLISH

**Strands:** Oral language, writing.

**Strand Unit:** Emotional and imaginative development change through language.

### GEOGRAPHY

**Strand:** Human environment.

**Strand Unit:** People and other lands.

### S.P.H.E.

**Strand:** Myself and the Wider World.

**Strand Unit:** Developing citizenship.

### DRAMA

**Strand:** Drama to explore feelings, knowledge and ideas, leading to understanding.

**Strand Unit:** Co-operating and communicating in making drama.

### OBJECTIVES

**To begin to work as a historian.**

- To become familiar with the story of policing on the island of Ireland from 1814 - 2014.
- To understand the need for and the value of policing in Ireland (1814-2014).
- To appreciate how policing and punishment changed over the years.
- To learn about the RIC, the RUC, the Garda Síochána, the PSNI.
- To empathise with a policeman who lived from 1887-1975.
- To recognise the connections between life in the past and life now between the years 1814-2014.

### SKILLS

#### Time and Chronology

Recording information about policing in Ireland using a timeline.

#### Cause and Effect

Discussing why certain events happened and the effects they had.

#### Empathy

Developing a sense of what life was like in the 19th and 20th centuries in relation to crime and punishment.

#### Synthesis and Communication

Using evidence and looking at objects to learn about policing crime and punishment in Ireland.

#### Continuity and Change

Discussing how policing and attitudes to it changed in the years 1814-2014. Discussing also how some aspects of policing remained the same.

## PUNISHMENT IN VICTORIAN IRELAND

LEVEL  
B

A.

### Can you remember?

1. When did Queen Victoria become Queen? \_\_\_\_\_
2. Where were convicts transported to? \_\_\_\_\_
3. What did Acts of Parliament in 1842 and 1861 do? \_\_\_\_\_
4. When did the last execution in Ireland take place? \_\_\_\_\_
5. What varied in severity according to rules drawn up in 1882? \_\_\_\_\_

B.

### Choose the correct answer.

1. There was widespread **revulsion** of public hangings.  
a) approval b) distaste c) ignorance.
2. There was new thinking in **criminal** reform  
a) law breaking b) court c) prisoners
3. The execution and **corporal** punishment of prisoners continued.  
a) mental b) physical c) animal
4. People convicted of capital **offences** continued to be hanged  
a) misdeeds b) mishandle c) mistake.

C.

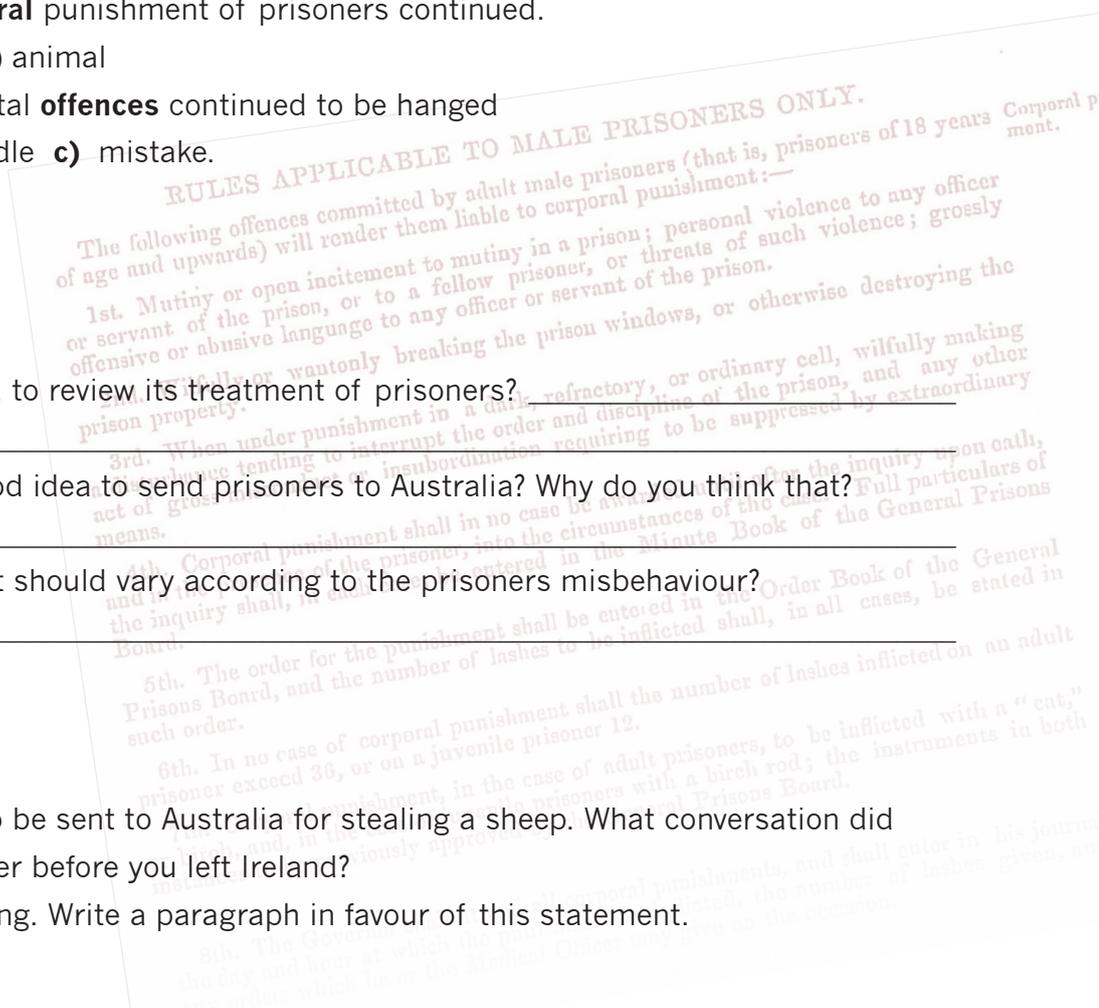
### Think about it.

1. Why was the state forced to review its treatment of prisoners?  
\_\_\_\_\_
2. Do you think it was a good idea to send prisoners to Australia? Why do you think that?  
\_\_\_\_\_
3. Do you think punishment should vary according to the prisoners misbehaviour?  
Why do you think that? \_\_\_\_\_

D.

### Get Creative.

1. 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?
2. The death penalty is wrong. Write a paragraph in favour of this statement.



## POLICING IN THE LATE 1700s

A.

### Can you remember?

1. What was established in 1814? \_\_\_\_\_
2. What was a rattle used for? \_\_\_\_\_
3. Who organised the yeomanry? \_\_\_\_\_
4. When were the Napoleonic Wars? \_\_\_\_\_
5. What happened in 1798? \_\_\_\_\_



B.

### Choose the correct answer.

1. Law and order were maintained by garrisoned **regiments** of the army  
a) captains b) generals c) units.
2. A policeman could **summon** help when in trouble  
a) reject b) send for c) insert
3. Trained bands of men were called on when an area was in **distress**  
a) trouble b) on fire c) delight



C.

### Think about it.

1. Why do you think the local watchman wore a special coat? \_\_\_\_\_  
\_\_\_\_\_
2. How were the militia different from the yeomanry? \_\_\_\_\_  
\_\_\_\_\_
3. Why do you think the baronial police needed help from the army? \_\_\_\_\_  
\_\_\_\_\_

D.

### Get Creative.

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



## CRIME

A.

### Can you remember?

1. Why have policing organisations had to adapt and develop their practices? \_\_\_\_\_  
\_\_\_\_\_
2. When did faction fighting take place? \_\_\_\_\_
3. What was the Peace Preservation Force? \_\_\_\_\_  
\_\_\_\_\_
4. In what way is today's policing the same as in the 1800s? \_\_\_\_\_  
\_\_\_\_\_
5. How does Ireland's modern police service divide crime? \_\_\_\_\_  
\_\_\_\_\_

B.

### Choose the correct answer.

1. Irish policing has been shaped by its criminal **environs**  
a) surroundings b) members c) background.
2. Policing organisations have had to **adapt** their practices  
a) ignore b) modify c) keep
3. As crime **evolves** so too does the police  
a) develops b) disappears c) begins
4. The police need **resources** to fight crime  
a) food b) water c) supports



C.

### Think about it.

1. Why do you think police have to evolve as crime evolves? \_\_\_\_\_  
\_\_\_\_\_
2. How do you think advances in technology help the police? \_\_\_\_\_  
\_\_\_\_\_
3. Can you name three crimes from today that also took place in the 1800s? \_\_\_\_\_  
\_\_\_\_\_

D.

### Get Creative.

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

## POITÍN

A.

### Can you remember?

1. What is poitín? \_\_\_\_\_  
\_\_\_\_\_
2. Why did the authorities want to clamp down on poitín making? \_\_\_\_\_  
\_\_\_\_\_
3. What happened in 1661? \_\_\_\_\_
4. What was the mash created from? \_\_\_\_\_
5. What was the turf fire used for? \_\_\_\_\_

B.

### Choose the correct answer.

1. Poitín is an **illegally** distilled spirit  
a) beautifully b) unlawfully c) exciting
2. Poitín can be a serious health **hazard**  
a) benefit b) supplement c) danger
3. Stills were hidden in **remote** rural areas  
a) busy b) beautiful c) secluded
4. Fermented mash was **made into alcohol**  
a) boiled b) distilled c) burned



C.

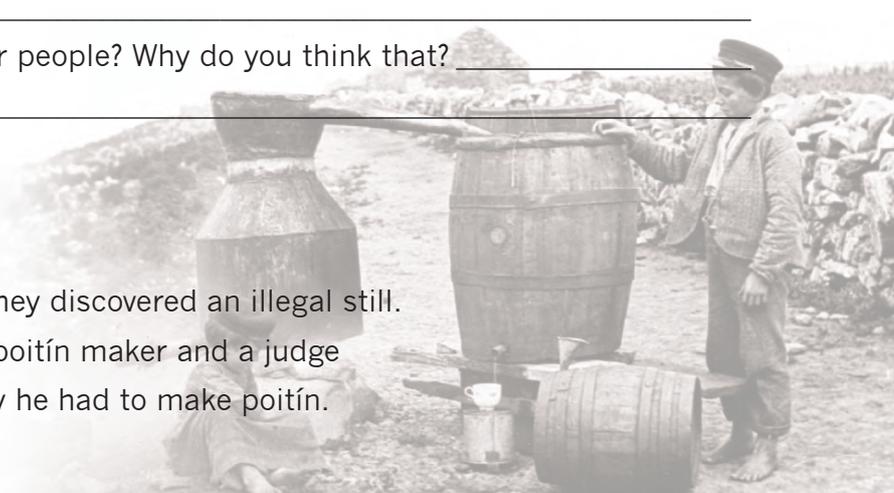
### Think about it.

1. Why do you think people wanted to make poitín? \_\_\_\_\_  
\_\_\_\_\_
2. Why was the risk of capture high? \_\_\_\_\_
3. Do you think poitín was a good drink for people? Why do you think that? \_\_\_\_\_  
\_\_\_\_\_

D.

### Get Creative.

1. Draw a picture of the police just after they discovered an illegal still.
2. 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 (PPF) COUNTY CONSTABULARY (1814 - 1836)

A.

### Can you remember?

1. Who was Sir Robert Peel? \_\_\_\_\_
2. What was the PPF? \_\_\_\_\_
3. Where was the PPF controlled from? \_\_\_\_\_
4. Was the PPF stationed throughout Ireland? \_\_\_\_\_
5. What was established in 1822? \_\_\_\_\_

B.

### Choose the correct answer.

1. Traditional policing **measures** needed to be changed  
a) weapons b) uniforms c) methods
2. The new force was **overseen** by one official  
a) supervised b) educated c) ignored
3. The PPF was **available** to distressed areas  
a) unknown b) accessible c) useful
4. The PPF struggled to contain large scale **disturbances**  
a) dances b) events c) upheavals



C.

### Think about it.

1. Why do you think the Irish authorities felt that new methods of policing were needed by 1800?  
\_\_\_\_\_
2. Do you think one full time police official overseeing the force was a good idea? \_\_\_\_\_
3. Can you think of any advantages in having a County Constabulary? \_\_\_\_\_  
\_\_\_\_\_

D.

### Get creative.

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

## IRISH CONSTABULARY (RIC) ROYAL IRISH CONSTABULARY (1836 – 1922)



A.

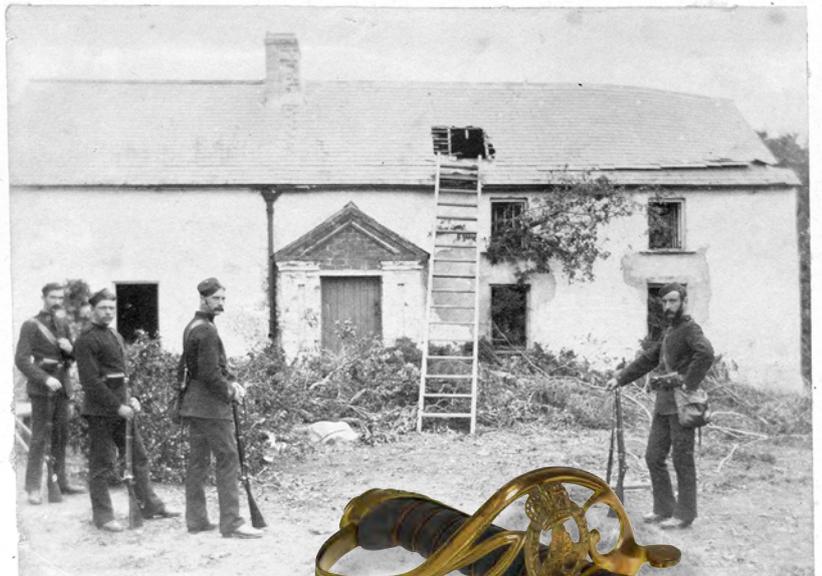
### Can you remember?

1. What happened between 1826 and 1830? \_\_\_\_\_
2. What happened in 1836? \_\_\_\_\_
3. What was the name RIC? \_\_\_\_\_
4. What was the Dublin Police force known as? \_\_\_\_\_
5. When was the War of Independence? \_\_\_\_\_

B.

### Choose the correct answer.

1. Agrarian **violence** caused some deaths  
a) fighting b) peace c) ideas
2. The new force had many **challenges**  
a) songs b) difficulties c) changes
3. The PPF was **disbanded**  
a) armed b) asleep c) abolished
4. The Fenian rebellion was **suppressed**  
a) put down b) rewarded c) investigated



C.

### Think about it.

1. Why was there a need for more organised policing in 1836? \_\_\_\_\_
2. Why do you think Dublin had its own police force? \_\_\_\_\_
3. Why do you think the RIC needed extra help in 1922? \_\_\_\_\_

D.

### Get Creative.

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



## ROYAL ULSTER CONSTABULARY (RUC) POLICE SERVICE OF NORTHERN IRELAND (PSNI) (1922 - PRESENT)

A.

### Can you remember?

1. What happened in 1921? \_\_\_\_\_  
\_\_\_\_\_
2. Where was the RUC in operation? \_\_\_\_\_
3. Who were the B Specials? \_\_\_\_\_
4. What happened in 1943? \_\_\_\_\_  
\_\_\_\_\_
5. What happened in 2001 in Northern Ireland? \_\_\_\_\_  
\_\_\_\_\_

B.

### Choose the correct answer.

1. The Ulster Special Constabulary was a **voluntary** organisation  
a) an unpaid b) a strange c) an exciting
2. Membership of the RUC was **predominantly** Protestant  
a) completely b) mainly c) barely
3. The RUC were busy **combating** IRA activity  
a) opposing b) agreeing c) looking at
4. The RUC was **replaced** by the PSNI  
a) sold b) changed c) substituted

C.

### Think about it.

1. Why do you think RUC membership was predominantly Protestant?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why do you think the PSNI was established?  
\_\_\_\_\_  
\_\_\_\_\_

D.

### Get creative.

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



## AN GARDA SÍOCHANA (1922 - PRESENT)



A.

### Can you remember?

1. What replaced the RIC in the Republic in 1922? \_\_\_\_\_
2. What was the Dublin Metropolitan Police replaced with? \_\_\_\_\_
3. What happened in 1959? \_\_\_\_\_
4. What happened in 1925? \_\_\_\_\_
5. When was the Garda Reserve established? \_\_\_\_\_

B.

### Choose the correct answer.

1. The RIC was replaced **initially** by the armed Civic Guard  
a) at first b) later c) at last
2. The force was **restructured** in 1923  
a) reorganised b) disbanded c) increased
3. The work of the Garda Síochána is **supplemented** by the Garda Reserve  
a) liked b) disliked c) supported
4. There is close **co-operation** between the Garda Reserve and the PSNI  
a) opposition b) concern c) assistance



C.

### Think about it.

1. Do you think it was a good idea to disarm the Garda Síochána? Why do you think that? \_\_\_\_\_
2. Why do you think it took until 1959 to have female Gardaí? \_\_\_\_\_
3. Do you think it's important that the police forces North and South help each other? Why do you say that? \_\_\_\_\_



D.

### Get creative.

1. Design a uniform for the Garda Síochána.
2. Dramatise a conversation between a Garda and a PSNI officer.



## MICHAEL JOHN CARNEY (1887 - 1975; RIC No. 62529)

A.

### Can you remember?

1. Where was Michael John Carney born? \_\_\_\_\_
2. When was Michael transferred to Co. Tipperary? \_\_\_\_\_
3. When was Michael married? \_\_\_\_\_
4. Where was Michael living between 1919 and 1922? \_\_\_\_\_
5. What did Michael work at after 1922? \_\_\_\_\_

B.

### Choose the correct answer.

1. Michael was **transferred** to Co Tipperary  
a) forced b) taken c) changed
2. The Great War **engulfed** Europe  
a) escaped b) swallowed up c) jumped
3. Michael **enlisted** in the Royal Irish Regiment  
a) left b) joined c) deserted
4. Michael **qualified** as an accountant  
a) trained b) failed c) worked



C.

### Think about it.

1. Why do you think Michael felt he had to go to Europe to fight in the Great War? \_\_\_\_\_  
\_\_\_\_\_
2. How do you think Michael felt in France? \_\_\_\_\_
3. Why do you think Michael left the police in 1922? \_\_\_\_\_  
\_\_\_\_\_

D.

### Get creative.

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

## WORKING AS A HISTORIAN

### A. Fill in the blanks. Use the work box.

Stills, order, transportation, punishing, policing, spirit, constables, barley

At the beginning of the reign of Queen Victoria the purpose of \_\_\_\_\_ convicted prisoners was being questioned. The new thinking brought an end to convict \_\_\_\_\_ to Australia. Prior to 1814 the maintenance of law and \_\_\_\_\_ was the role of locally organised part time \_\_\_\_\_ . The Police Preservation Force was a \_\_\_\_\_ body available to distressed areas throughout Ireland. Potín is an illegally distilled \_\_\_\_\_ with a high alcoholic content. A mash was created from mixing water and \_\_\_\_\_. The poitín \_\_\_\_\_ were hidden in remote rural areas.

### B. Match the event to the year.

- |                                          |         |
|------------------------------------------|---------|
| 1) The Anglo - Irish Treaty was signed.  | A) 2001 |
| 2) Female recruits joined the RUC.       | B) 1998 |
| 3) The PSNI was formed.                  | C) 1922 |
| 4) The RUC was set up.                   | D) 1921 |
| 5) The Good Friday Agreement was signed. | E) 1922 |
| 6) The Garda Síochana were established.  | F) 1943 |

### C. Match each action / event to its effect.

Robert Peel pushed for Reform	They were executed up to 1961
Membership of R.U.C was mostly protestant	He wanted to sideline local policing arrangements
Parties to the Good Friday Agreement agreed to introduce a new police force	This alienated Catholics
People were convicted of capital offences	The PSNI was formed

### D. Imagine you were a member of the RIC in 1922.

The Irish free state has just got a new government. What would you do? Would you join the new Garda Síochana or would you do to Belfast to join the RUC? Write a paragraph about your decision.

## WORKING AS A HISTORIAN

### E. Unscramble the words from the list below and match the word with its definition.

stab les con

tip oin

lit aaim

reel on lib

man roy ye

den silte

**Yeomanry:** Non-professional, inefficiently trained bands of men (usually landed gentry) who could be called upon when an area was deemed in distress.

**Militia:** Fighting force that is composed of non-professional fighters.

**Poitín:** Traditional distilled beverage of high alcohol content.

**Enlisted:** Enrol or be enrolled in the armed services.

**Constables:** A constable is a person holding a particular office, most commonly in law enforcement.

### F. Crack the code and find the answers.

**Example:** 2.20.11.19.20.11.4.21 **punishment** 24.4.11.5.15.3 **in** 23.15.24.15.11.5.10.26 **in the 19th century.**

1	2	3	4	5	6	7	8	9	10	11	12	13
G	C	D	A	I	K	N	M	Q	T	R	W	X
14	15	16	17	18	19	20	21	22	23	24	25	26
H	E	F	B	J	P	O	L	U	S	V	Z	Y

### G. Find these words in the word search.

Inspector, Recruits, Disturbance, Disband, Policing, Alcohol, Criminal, Technology, Military, Lantern.

I	D	I	S	T	U	R	B	A	N	C	E
N	A	L	H	G	J	K	F	L	G	R	G
S	B	M	I	F	L	M	E	C	H	I	F
P	O	L	I	C	I	N	G	O	I	M	E
E	C	N	O	E	N	O	D	H	J	I	D
C	D	P	Q	D	P	Q	C	O	M	N	C
T	E	R	S	C	R	S	B	L	I	A	B
O	F	T	U	B	T	U	A	K	L	L	A
R	E	C	R	U	I	T	S	L	I	Q	Z
G	H	V	W	A	V	W	Z	P	T	R	Y
I	D	I	S	B	A	N	D	M	A	S	X
J	K	X	Y	Z	X	A	Y	P	R	T	W
T	E	C	H	N	O	L	O	G	Y	U	V



