

Soldiers and Chiefs
Activity Books for Schools

Teacher's Notes



A guide for teachers to accompany the
Soldiers and Chiefs Books for Schools 1–12.

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Introduction

This guide for teachers is developed to accompany the set of 12 books based on themes inherent in the exhibition *Soldiers and Chiefs: The Irish at War at Home and Abroad since 1550*.

The books aim to:

- Develop themes not explored in detail in the exhibition but which are historically significant and link with relevant curricula
- Provide opportunities to develop primary students' historical understanding through a self directed, enquiry approach
- Engage primary students in the exhibition and its artefacts, and encourage students to look for evidence
- Encourage primary students to challenge their thinking about military history, and to provide them with opportunities to empathise with and relate to personal stories within the exhibition
- Promote primary students' oral and written language skills and provide an introduction to the skills historians require

The 12 books are colour coded to indicate broadly a series of levels:

- Green 1 – 4 Introductory (Primary and Post Primary curriculum links)
- Blue 5 – 8 Intermediate (Primary and Post Primary curriculum links)
- Orange 9 – 12 Advanced (Post Primary and some Primary curriculum links)

Teachers are advised to read through the Books and choose the levels and themes most appropriate to their group.

A Glossary entitled **Military Speak** is also available, it includes:

- Words used to denote different kinds of soldiers
- Explanations of the range of army ranks, showing the hierarchy of command
- Names and definitions for weapons used by armies over time

Teachers are advised to use this book to accompany any of the other books.

The Themes

Although each of the 12 booklets explores one main idea, the themes are interconnected because they draw upon the scope of history presented in *Soldiers and Chiefs*. Following the principles of the spiral curriculum and 'scaffolding', each theme begins from the students' experience, moving beyond this into an exploration of the theme through the exhibition galleries.

The themes are:

- Symbols of Ireland (Green and Orange versions)
- Far from home (Green and Blue versions)
- Garrison Communities
- Horsepower (Green and Orange versions)
- Army women, Army children
- Clothes make the soldier
- Why soldiers enlist
- What is a Hero?

See pages 14–31 for detailed description of each theme.

Primary SESE History Curriculum Links at a Glance

	Symbols of Ireland	Far from home	Garrison communities	Horsepower
Working as a historian				
Local studies				
Story				
Life, society, work & culture in the past				
Continuity and change over time				
Eras of change and conflict				
Politics, conflict and society				
Human Environments (Geography)				
Natural Environments (Geography)				
Geography skills				
English skills				
Art, Craft and Design skills				

Army women army children	Clothes make the Soldier	Why Soldiers enlist	Experience of battle	What is a Hero?

Junior Certificate History Curriculum Links at a Glance

	Symbols of Ireland	Far from home	Garrison communities
2.1 General study General introduction to historical Methods Exploration of different types of sources and evidence			
2.4 Plantation in Ireland - Changes in land ownership Munster and Ulster Plantations Munster and Ulster Plantations			
2.5 Revolutionary movements - A study of political change. A study of the life of one revolutionary in Ireland in the late 18th and/or early 19th centuries			
2.6 Industrial England and rural Ireland - A study of social change. Living and working conditions in rural Ireland in the first half of the 19th century			
Section 3: Understanding the modern world			
3.1 General study General introduction to historical Methods Exploration of different types of sources and evidence			
3.2 Political developments in Ireland in the 20th century A. 1912-1945			
1916 Rising			
Independence struggle, 1919-1921			
Treaty and Civil War, 1921-1923			
Political evolution of the two states, 1922-1932			
World War II, North and South, 1939-1945			
3.2 Political developments in Ireland in the 20th century B. Post-1945 Ireland in the UN and EEC – Ireland’s peacekeeping missions in the Congo and Cyprus			
3.3 Social change in 20th century Ireland - Changing life-styles in Ireland from c.1900 to 2000. A study of changes in the local area or a national study under the following headings: role of women transport and communications			
African and Asian nationalism - identify the main causes and consequences of an independence struggle in either Africa or Asia between 1945 and the 1990s with specific reference to the stages identified in the description of topic			

Horsepower	Army women army children	Clothes make the Soldier	Why Soldiers enlist	Experience of battle	What is a Hero?



How to use the Activity Books

- Book your visit to use the Activity Books – contact bookings@museum.ie
- Note that **you must book your visit** through the Museum's Booking Office in order to guarantee that your group can work in the Galleries – if you do not book, any group that has booked will take precedence over your group.
- Each book is designed to guide students through a number of the galleries in sequence and can take from 40 minutes to one hour to complete.
- Class groups can use one or all types of sheet depending on how you want to divide up the group.
- Students can undertake the activities for a topic either **on their own or with a fellow student**. The activity books have however, been designed for **one person** to complete, therefore each student requires a copy of an activity sheet.
- We recommend a teacher student ratio of **1 adult to 15 students** for all Museum visits.
- Please note that **teachers must remain with their group** while in the Museum.

A note about the themes that have two versions:

Three of the themes are developed in two versions to allow for these themes to be accessed at a number of levels – these are:

- **Symbols of Ireland** Book 1 Green/ Introductory & Book 11 Orange/ Advanced
- **Far From Home** Book 2 Green / Introductory & Book 7 Blue / Intermediate
- **Horsepower** Book 4 Green / Introductory & Book 9 Orange/ Advanced

Teachers are advised to read through both versions to determine which level is more appropriate to their group.

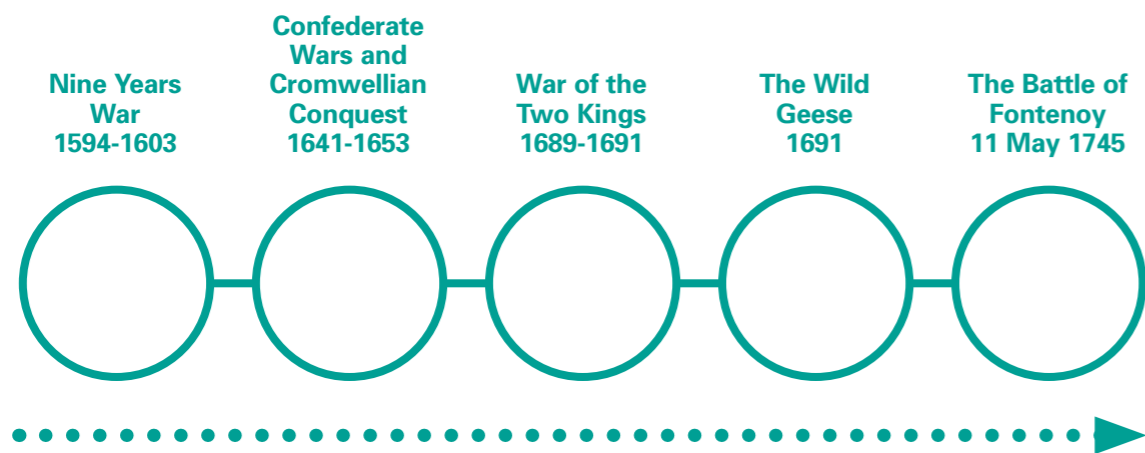
Before your visit:

- If you can, try to visit the exhibition before bringing a group on tour
- Read the activity books and the accompanying answer sheets
- Do some of the recommended pre-visit activities that are outlined in these guidelines
- Use the glossary, **Military Speak** before or during the visit to help students understand the terminology used in the exhibition

At the Museum:

- Check in at the main Museum reception on arrival, to collect your set of Activity Books.
- When you are in the galleries, please use them as your temporary 'classroom', for example, ask questions, have discussions and encourage plenty of interaction. Be aware that it is a public space and you may be sharing it with other members of the public. It is our experience that public visitors enjoy encountering groups in the galleries. Please respect other visitors' right to enjoy and share the space with you.

Time Line for Primary Books



Explanatory Notes

1594-1603: Nine Years War: Hugh O'Neill and Hugh O'Donnell were northern leaders who led the Irish in resisting the Elizabethan English. Defeat at the Battle of Kinsale (1601) led to the surrender of O'Neill and O'Donnell (1603), the Flight of the Earls (1607) and the Plantation of Ulster (1609 onwards), strengthening English control over Ireland. See exhibition 2 in Soldiers & Chiefs for displays that relate to the Nine Years War. See Exhibition 16 (Warfare in Ireland) for displays that relate to the Nine Years War.

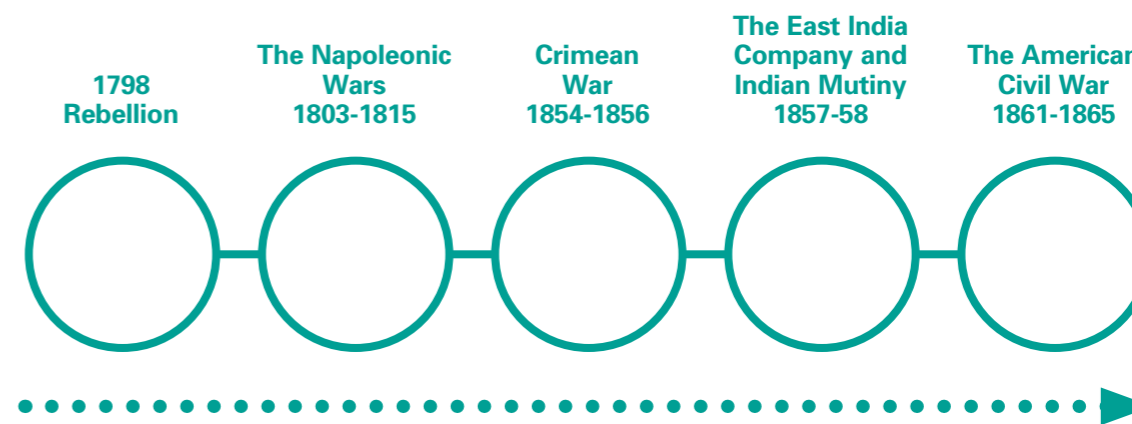
1641-1653: Confederate Wars and Cromwellian Conquest: What was at first an Irish rebellion was commanded from 1645 by a Confederation whose leaders included James Butler, Duke of Ormonde and Owen Roe O'Neill. The Confederation supported the English Royalists against Parliament. Oliver Cromwell landed in Ireland in 1649 and defeated the Confederation. The result was penal laws against Catholics and the completion of British colonisation of Ireland. See Exhibition 16 (Warfare in Ireland) for displays that relate to the Cromwellian Conquest.

1689-1691: War of the Two Kings: War between James II and William III. James was supported by Irish Catholics who wanted to reverse the Cromwellian settlement and by French troops. After defeats at the Battle of the Boyne and the Battle of Aughrim, the Irish Jacobite army went to France (Flight of the Wild Geese) and served in armies all over the continent. In Ireland, the Protestant Ascendancy resulted from the victory of William. See Exhibition 16 (Warfare in Ireland) for displays that relate to the War of the Two Kings.

The Wild Geese is the romantic term traditionally applied to the men who left Ireland to join the armies of European countries. After 1691, large numbers of Irishmen enlisted in the armies of Spain, France, Austria, Russia and other countries. These soldiers came from all over Ireland and from every social class. Often several generations served in European armies. See Exhibition 17 (The Wild Geese) for displays that relate to the Wild Geese.

The Battle of Fontenoy of 11 May 1745 was a French victory over the Anglo-Dutch-Hanoverian "Pragmatic Army" in the War of Austrian Succession. It was fought near Fontenoy in the Austrian Netherlands, in present day Belgium. Five Irish regiments (perhaps 3,000 men) counter-attacked the British infantry at the Battle of Fontenoy, saving the day for the French. See Exhibition 17 (The Wild Geese) for displays that relate to the Battle of Fontenoy.

Time Line continued on the following spread



1798 Rebellion: The United Irishmen rebelled against English rule in Ireland, inspired by the ideals of the French Revolution and with the aid of a small number of French troops. The rebellion was defeated and the Act of Union of 1800 abolished the Ascendancy Irish Parliament and created the United Kingdom. See Exhibition 16 (Warfare in Ireland) for displays that relate to 1798 Rebellion.

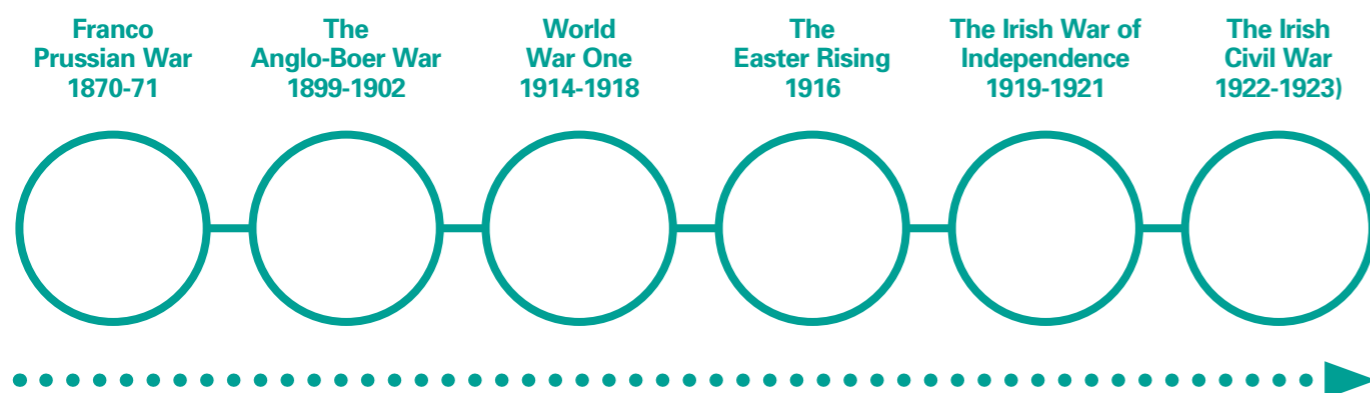
The Napoleonic Wars were a series of conflicts declared against Napoleon's French Empire and changing sets of European allies by opposing coalitions that ran from 1803 to 1815. As a direct result of the Napoleonic wars the British Empire became the foremost world power for the next century. In 1803 French leader Napoleon Bonaparte created an Irish Legion, composed mostly of Irish exiles granted commissions in the French Army. These men were intended to become the officers for new regiments to be formed when the French invaded Ireland, however the invasion was cancelled. See Exhibition 17 (The Wild Geese) for displays that relate to the Irish in Napoleon's armies.

In the **Crimean War**, Britain, France and Turkey became allies fighting against Russia. The war was fought mainly in the Crimean peninsula, from 1854 - 1856. The Crimean war was one of the most important events of the nineteenth century and is seen by many as the first 'modern' war, foreshadowing later events in World War 1. See Exhibition 18 (The Irish in the British Service) for displays that relate to the Irish in the Crimean War.

The East India Company and Indian Mutiny(1857-8); The East India Company was given monopoly privileges to trade with India by Queen Elizabeth I in 1600 and gradually extended its power to rule the entire country. The company maintained three armies, one in each of the Presidencies of Madras, Bombay and Bengal and many Irishmen fought with the Company. After the Indian Mutiny in 1857-8, the British sent additional soldiers to control the sub-continent. The 1st Madras Fusiliers, a mostly Irish unit were involved in the Indian Mutiny and eventually became the 1st Battalion, Royal Dublin Fusiliers. The East India Company was stripped of its powers in 1858. See Exhibition 18 (The Irish in the British Service) for displays that relate to the Irish involvement in the East India Company.

The American Civil War lasted from 1861 to 1865. The conflict was between the Union, typically northern and anti slavery and the southern, pro-slavery Confederacy. The issue of slavery was the main issue that had driven the war but like many wars there were other issues such as how states were governed. The Civil War cost more than 500,000 lives and left 400,000 wounded. In preserving the Union and ending slavery, the war expanded the meaning of freedom and equality. When the war broke out in 1861, thousands of Irish-born men enlisted on both sides. Since most of these immigrants had settled in the cities of the northern states, the majority of Irish served in the Northern armies. They often formed units that were identified as distinctly 'Irish', and these were prominent in some of the bloodiest battles. See Exhibition 17 (The Wild Geese) for displays relating to the American Civil War.

Time Line continued from previous spread



Franco Prussian War (1870-71) was a conflict between the Second French Empire and the Kingdom of Prussia. The French were defeated, leading to the fall of Emperor Napoleon III and the Unification of Germany under King Wilhelm I. Napoleon was captured at the Battle of Sedan. Marshal McMahon (descendant of Wild Geese) was an influential French commander. [See Exhibition 17 \(The Wild Geese\) for displays relating to the Franco-Prussian War.](#)

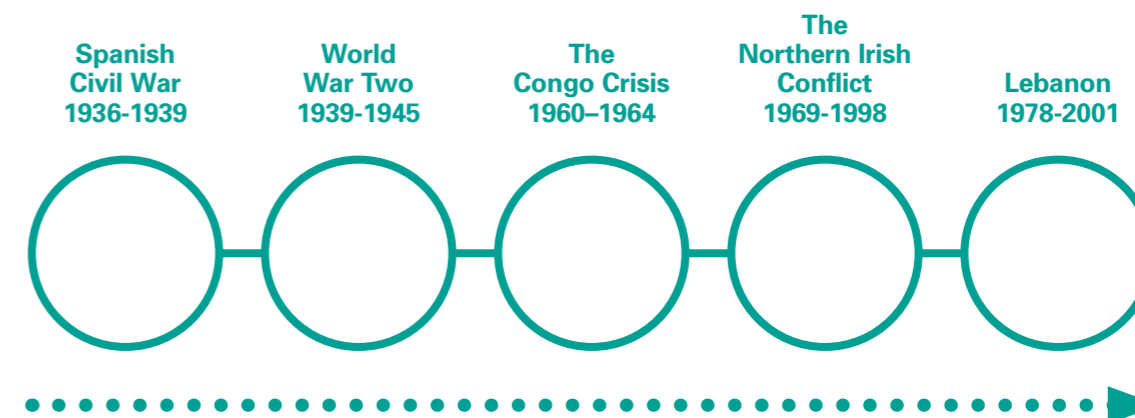
The Anglo-Boer War, 1899-1902, was the British Empire's biggest and bloodiest conflict since the Crimean War (1853 – 1856). The Boers' independence was challenged by the British and the South African Republic and the Orange Free State were defeated and converted into British colonies, with a promise of limited self-government. The Boer War saw the arrival of machine-warfare. [See Exhibition 18 \(The Irish in the British Service\) for displays that relate to the Anglo-Boer War.](#)

World War One (1914-1918): A major war fought in Europe and around the world between the Allied Powers (main members the United Kingdom, France and the Russian Empire) and the Central Powers (the German Empire, the Austro-Hungarian Empire, the Ottoman Empire and Bulgaria). Irishmen fought for the Allied Powers in the United Kingdom Army; with the estimated figures of 30,000 killed and over 100,000 wounded. Roger Casement's attempt to raise an Irish Brigade to fight for Germany was unsuccessful. After the War many ex-servicemen felt they had to conceal their military record in the newly independent Ireland. [See Exhibitions 19/20 \(The First World War/ The 1916 Rising/ The Irish Wars\) for displays that relate to World War One.](#)

The Easter Rising 1916 National Service Act in January 1916 which threatened the conscription in Ireland was one of the causes of the Easter Rising. The 1916 Rising represented the first major outbreak from the Irish people since the United Irishmen Rising of 1798. There was a plan for a general rebellion during the Easter season. Support had been received from the German government and a ship landed on the Irish coast of the Friday of Easter weekend. British soldiers found the contents of the German ship and with the result reduced the capacity of the Irish troops. News of the 1916 Rising had reached America and President Wilson was briefed about the issues that were happening. The Irish had thought that it was a good time to challenge the British rule considering that Britain was fighting in World War I. [See Exhibitions 19/20 \(The First World War/ The 1916 Rising/ The Irish Wars\) for displays that relate to the 1916 Easter Rising.](#)

The Irish War of Independence (1919-1921): Was a guerrilla war mounted by the Irish Republican Army (IRA) against the British government and its forces in Ireland. This resulted in the Anglo-Irish Treaty, which ended British rule in most of Ireland and established the Irish Free State. However, six northern counties would remain within the United Kingdom as Northern Ireland. The signing of the Treaty triggered a short but bitter Civil War, during which more than 1,000 Irish people died. [See Exhibition 20 \(The Irish Wars\) for displays that relate to the War of Independence.](#)

The Irish Civil War (1922-1923): A result of the signing of the Anglo-Irish treaty and the establishment of the Irish Free State. The conflict was waged between two opposing groups of Irish nationalists: the forces of the "Provisional Government" who supported the Anglo-Irish Treaty and established the Free State in December 1922, and the Republican opposition, for whom the Treaty represented a betrayal of the Irish Republic. The war was won by the Free State forces. [See Exhibition 20 \(The Irish Wars\) for displays that relate to the Civil War.](#)



Spanish Civil War (1936-1939): Started when a group of generals led by General Franco attempted a coup against the government, leading to the Civil War between the Spanish government (Republicans) and the generals (Nationalists). The Nationalists won, aided by Nazi Germany and Fascist Italy, the republicans were aided by Communist Russia. Irish fought on both sides, the Catholic Church supported the Nationalist generals, and the majority of Irish soldiers enlisted in an Irish 'bandera', part of the Spanish foreign legion, while the Irish support for the republicans came from the ranks of Irish socialists forming the 'Connolly Column' in the Abraham Lincoln Brigade of international volunteers. [See Exhibition 21 \(Claiming the Future\) for displays that relate to the Spanish Civil War.](#)

World War Two (1939-1945): Global military conflict which involved most of the world's nations, including all of the great powers, organised into two opposing military alliances: the Allies (led by the British Empire, the Union of Soviet Socialist Republics, and the United States of America) and the Axis (major powers, Germany, Japan and Italy). The newly established Irish Free State kept the country neutral throughout the Second World War, a period called 'the Emergency'. As many as 120,000 Irish people from both North and South, however, chose to enlist in the British forces. The 38th (Irish) Brigade, formed in January 1942, consisted of the 1st Royal Irish Fusiliers, the 6th Royal Inniskilling Fusiliers and the 2nd London Irish Rifles. With the exception of a single bomber dropping four bombs across the city of Dublin on May 31, 1941, Ireland was on the sidelines of World War Two conflict. [See Exhibition 22 \(The Emergency\) for displays that relate to World War Two.](#)

The Congo Crisis (1960-1964): In July 1960 the Irish Army made its first major commitment to a United Nations peacekeeping mission, contributing two battalions to a UN force whose goal was to bring stability to the newly independent Congo. Over a four-year period, 6,191 Irish soldiers volunteered to serve in the Congo. Their experience provided valuable lessons for the Army, though at a high price, as 26 Irish soldiers died in UN service, far from home. [See Exhibition 23 \(Training for Peace\) for displays that relate to the Irish Defence Forces peacekeeping in the Congo.](#)

The Northern Irish Conflict (1969-1998): For 30 years 'the Troubles' dominated Irish political life. Between 1969 and 1998, more than 3,500 people lost their lives in the conflict, and more than 25,000 were injured. The violence grew out of a campaign for Catholic civil rights in the late 1960s. By the mid- 1970's the conflict had settled into a long war of attrition between extreme Protestant groups, the British Army, and various branches of the IRA. Only in the late 1990s did new political developments lead to ceasefires that reduced the level of violence. [See Exhibition 23 \(Training for Peace\) for displays that relate to the Northern Ireland conflict.](#)

Lebanon 1978-2001: For 23 years (from 1978 to 2001), more than 30,000 Irish men and women risked their lives to keep hostile groups apart in southern Lebanon. The situation was complicated and difficult; it involved dealing with various paramilitary Palestinian and Lebanese groups, and with the Israeli Army, which sought to control the area to prevent attacks on Israel. In addition to peacekeeping the Irish forces also provided humanitarian aid to the local population - for example aiding the orphanage at Tibnin. [See Exhibition 23 \(Training for Peace\) for displays that relate to Lebanon.](#)

Symbols of Ireland

Book 1 Green Introductory Book 11 Orange Advanced

Overall theme

Irish men and women have fought for hundreds of years under different flags but what did those flags or symbols mean to them? What are the various symbols that have been used to portray Ireland and, do they all mean the same thing?



This book encourages students to think about the relationship between symbols and the people who follow them by exploring the symbols displayed in the galleries.

Learning Outcomes introductory

- To encourage pupils to explore how symbols give them a sense of identity with their locality.
- To foster pupils' appreciation of national symbols which are intended to unite people by creating visual, verbal, musical or iconic representations of the nation and its people, values, goals and history.
- To give pupils the opportunity to explore how symbols are designed to be inclusive and representative of all the peoples of the national community.
- To introduce pupils to the political nature and significance contained in symbols

Learning Outcomes Advanced:

In addition to the introductory learning outcomes:

- To allow pupils investigate the changing meaning of symbols and their adaptations through time. For example the connected and interwoven use of British and Irish symbols (as seen in the Stokes Tapestry) is an excellent way to illustrate the political relationships between the two countries. The history of a symbol is one of many factors in determining a particular symbol's apparent meaning. Old symbols become reinterpreted, due perhaps to environmental, societal or political changes.
- To encourage students to reflect on symbols which can have contested meanings
For example, the Red Hand of Ulster seen as both a Unionist and an old Irish symbol.
- To explore how symbols can be used as a powerful act of attack in war.
For example, the breaking of the Tullyhogue Chair or the capturing of the French Eagle standard at the Battle of Waterloo depicted on the Stokes Tapestry.

See pages 4-7 for History Curriculum Links at a Glance

Other Curriculum Links

- Geography skills
- English skills
- Art, Craft and Design skills

Suggestions for pre-visit classroom discussion

Answers to these questions could be retained for comparison with the post visit classroom discussion.

- What is a symbol?
- What symbols can you think of in your day-to-day life?
- Are you part of a sports team which has a symbol?
- Why do you think sports teams have symbols?
- Do you think two different groups of people with different ideas ever used the same symbol? Why? (The Red Hand of Ulster can be used as an example, used by both the Gaelic O'Neill dynasty and the Ulster Unionists)

Suggestions for post-visit classroom discussion/ activities and projects:

Symbols are often visual but language and music can also be used as symbols. Think of as many examples of different kinds of symbols as possible.

- Why are symbols important?
- What are some of the symbols used to show Ireland?
- Why might soldiers on two different sides of a conflict use the same symbol?

Activity/Project:

- Design a symbol to represent Ireland now. Explain what this symbol means to you. How is your symbol different to symbols in the past? How is it similar to past symbols?
- What would represent you best: a visual symbol or a motto, or song? Design or write a symbol (visual, motto or song) – about you/ your class group/ for the school.
- Look at the coins in your pocket? What is their symbolism designed to say to you? Ask older people about the symbols on coins in the past when British currency circulated in Ireland. Can you see any symbols of British influence in Ireland in the past? (Post boxes are a good example: VR per 1901, ER 1901-1910, GR after 1910.)

Far From Home

Far From Home Book 2 Green Introductory Book 7 Blue Intermediate

Overall theme

Irish men and women have travelled widely across the globe. Today you can find Irish people in virtually any country in the world. Some men or women joined foreign armies for ideological reasons. For many the army, whether British, French, Spanish or even Russian offered regular food, a wage and a place to sleep at night.

But what was life like for them in these strange countries with a different language, culture, food and lifestyle? Why did they leave? Did they ever intend to come home?

Learning outcomes introductory

- To develop student awareness of the variety of foreign armies in which Irish men and women served.
- To encourage students to empathise with the men and women who ended up far from home.
- To engage students in thinking about the soldiers' lives in their historical context
- This includes the differing experiences of differing social classes
- To enable students to reach a balance of relating to people in the past while being aware of their different historical context.

Learning outcomes intermediate

In addition to introductory outcomes:

- To promote student awareness of the reasons Irish men and women volunteered to serve in armies abroad.
- To demonstrate to students continuity and change in history by placing emigration today in the context of past emigration
- To encourage students to contextualise different conflict situations at the same time period.

See pages 4-7 for History Curriculum Links at a Glance



Other Curriculum Links

- Human Environments (Geography)
- Natural Environments (Geography)
- Geography skills
- English skills
- Art, Craft and Design skills.

Suggestions for pre-visit classroom discussion

Answers to these questions could be retained for comparison with the post visit classroom discussion.

- Why might someone need or want to leave Ireland in the past?
- Why might someone need or want to leave Ireland today?
- Can you name any places where Irish people have ended up?
- What do you think the experience was like for these men and women?
- How might the experience differ for men and women?
- What reasons might someone have for joining a foreign army?
- Name periods in Irish history when there was been an increase in the number of people who left the country

Suggested questions for post-visit classroom discussion/ activities and projects

- What were the main reasons why people left Ireland to join a foreign army?
- How might the experience be different between a poor person and a rich person?
- How would the experience be different between the soldiers [men] and the women who were with the army?
- Do you think many of them wanted to come home?
- How is leaving Ireland and living abroad different now compared to the past?
- Did any of the Irish in foreign armies do anything in order to try to remember that they were Irish?
- Do you think the soldiers encouraged others to leave Ireland and join them? How would they do this?

Activity/imagination:

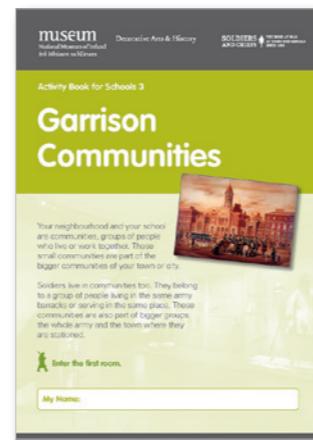
Imagine you are one of the characters who are far from home, either in the Irish Army or in a foreign army. Send a letter home, describing how you feel and what is happening. Use the notes you made in your Book to help you. Compare messages sent by a soldier emailing from Lebanon, or writing a letter home from an earlier conflict.

Garrison Communities

Garrison Communities Book 3 Green Introductory

Overall theme

For many soldiers serving in Dublin, Collins Barracks was home. It was part of a community. The barracks was like a small town with men and women of all trades required. Families of the soldiers resided here and schools were set up to teach the children. The barracks was also part of a wider community. Some local women married soldiers stationed here. The local shops sold food, drink or even postcards to those residing in the Barracks. Soldiers and locals played sports together. The life of the community at and around Collins Barracks reflected life in garrison towns all across Ireland.



Learning outcomes

- To encourage students to think about the range of different requirements of a barracks
- To explore how the barracks community interacts with the people in the local area.
- To introduce students to the lives of women, men and children in and outside the barracks from a range of social and cultural backgrounds.
- To foster an appreciation of the mind-set of former generations through allowing students to contrast their own life and surroundings to those of the soldiers and contemporary people around the barracks.

See pages 4-7 for Curriculum Links at a Glance

Other Curriculum Links

- Human Environments (Geography)
- Natural Environments (Geography)
- Geography skills
- English skills
- Art, Craft and Design skills

Explanatory Notes

A garrison is a collection of troops, which are located together in one area. There are many Garrison towns and cities and towns throughout Ireland. Examples of garrisons are Collins Barracks, Kilkenny Barracks and Athlone Barracks.

Suggestions for pre-visit classroom discussion

Answers to these questions could be retained for comparison with the post visit classroom discussion.

- What is a community?
- What makes up your community?
- What is needed for a successful community?
- What is a barracks and who lives there?
- What place does/ did a barracks have in the wider community?

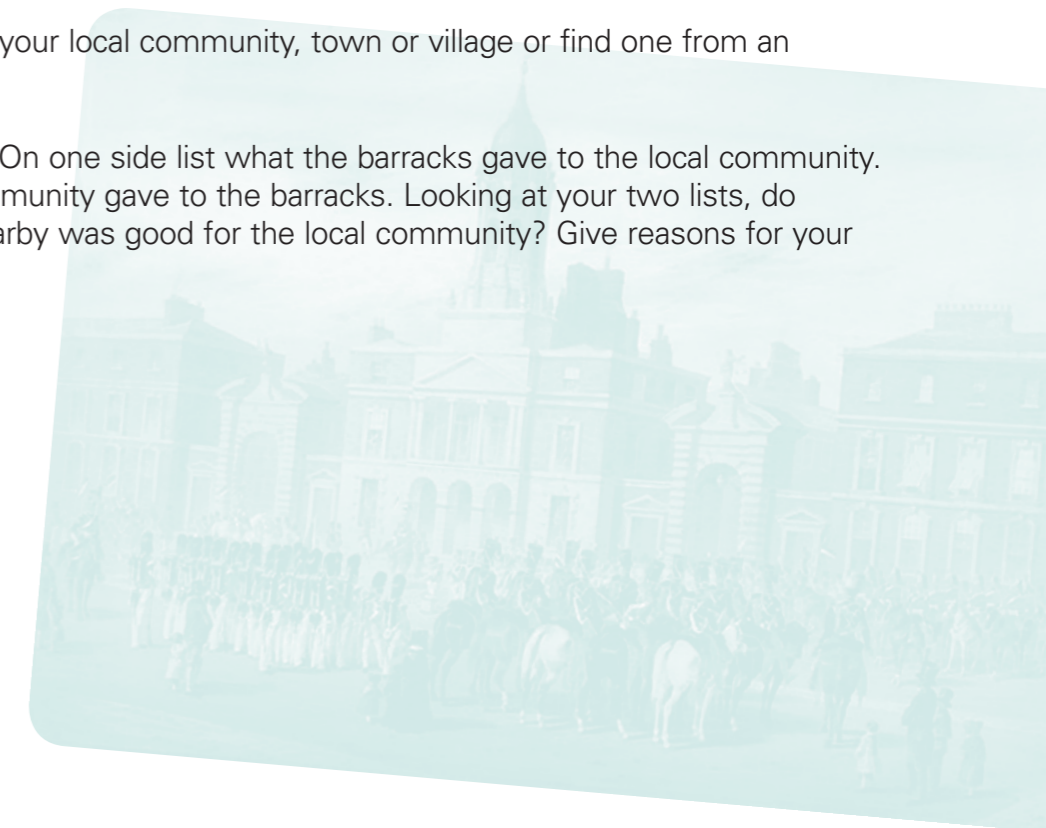
Suggestions for post-visit classroom discussion

- Who lived in the barracks as well as soldiers?
- What were some of things which a barracks needed from the local community?
- What did the soldiers do in their spare time?
- How has the barracks' relationship with the local community changed?

Projects/ Activities

Map Making – Make a map of your local community, town or village or find one from an existing map and draw this.

Divide a page into two halves. On one side list what the barracks gave to the local community. On the other list what the community gave to the barracks. Looking at your two lists, do you think having a barracks nearby was good for the local community? Give reasons for your answer.



Horsepower

Horsepower Book 4 Green Introductory Book 9 Orange Advanced

Overall theme

For hundreds of years (until the 20th century) army horses were an important part of military operations. This can be seen from the pictures, uniforms, and horse equipment in the museum as well as representations such as the Stokes Tapestry. However, horses have all but disappeared from armies today.



Learning outcomes introductory:

- To uncover the various roles of the horse over time, both in armies and in society as a whole.
- To illustrate the roles of soldiers and others who fought with and cared for the horses, showing this aspect of life, society, work and culture in the past.
- To explain how technological developments caused armies to stop using horses
- To encourage students to reflect on the ceremonial and sporting role of army horses today.

Learning outcomes advanced:

In addition to introductory learning outcomes:

- To investigate the association of status in the army with the horse.
- To allow students to appreciate how the replacement of the horse led to abrupt changes in military practices and tactics and in the roles of soldiers, using the example of those who worked with horses.

See pages 4-7 for History Curriculum Links at a Glance

Other Curriculum Links

- Natural Environments (Geography)
- English Skills

Suggestions for pre-visit classroom discussion

Answers to these questions could be retained for comparison with the post visit classroom discussion:

- Do people use horses for transport today? Where? Why?
- Why was a horse valuable in Ireland in the past?
- How do you think armies used horses in battle in the past?
- In what other ways (apart from battle) were horses essential to armies?
- What kind of evidence do you think you might find that armies used horses?
- With what did armies replace horses in the 20th century?

Suggestions for post-visit classroom discussion

- How were horses used in battle?
- What other uses had horses in an army?
- Did some armies use animals other than horses? [e.g. camels, elephants]
- How has the disappearance of the horse from everyday life affected the lifestyle of ordinary people in the 20th century, in Ireland? In other countries?
- How has the disappearance of the horse from armies affected the work of soldiers?
- What evidence is there in the galleries that horses used to be important in the army?
- The cavalry [soldiers on horseback] had higher status than ordinary soldiers. What items in the museum would tell you this?
- Why do you think the cavalry had higher status?
- When horses disappeared from armies, what replaced them?

Activity/Project

Form small groups in the class to discuss different means of transport in the army. Each group can discuss a different means of transport: horses, tanks, bicycles, planes etc. Consider what it would be like for you to use this means of transport: the equipment you would need, the skills you would develop, the clothes you would wear, the speed at which you would travel, the way you would face the enemy in battle. Now prepare a 5 minute presentation to the class. Use these presentations to compare how different means of transport affected the everyday lives of soldiers.

Army Women Army Children

Army Women Army Children Book 5 Blue Intermediate

Overall theme

In the 19th century a barracks was a home to not only soldiers but often their wives and children.

What was life like for them, living amongst soldiers? Ordinary soldiers' wives would live in the same rooms as other soldiers and even share toilet facilities. In contrast, officers' wives had a comparatively luxurious lifestyle having their own room and proper furniture.

While women could not become official soldiers, some children as young as nine served in the army as drummer boys. By the 20th century roles changed. While children no longer served in the army, women and children worked in factories to equip the soldiers at the front. Eventually women joined men in the Irish defence forces.

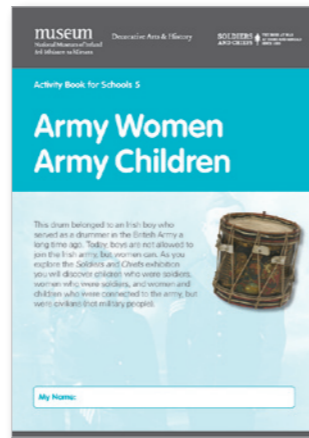
Learning outcomes

- To encourage students to empathise with the daily lives and experiences of army women and children in the past and to compare and contrast their roles at different times.
- To explore the attitudes, beliefs and motivations which determined and defined the roles and activities of army women and children.
- To investigate how women's roles were affected by their social class
- To broaden students' awareness of the impact of army life on families.

See pages 4-7 for History Curriculum Links at a Glance

Other Curriculum Links

- Human Environments (Geography)
- English skills



Suggestions for pre-visit classroom discussion

Answers to these questions could be retained for comparison with the post visit classroom discussion.

- What age do you have to be to join the Irish Defence Forces? [answer: 17 years]
- Why don't young children become soldiers in Ireland?
- What do you think life was like for a soldier's wife in the past?
- How have men and women's roles in the army changed over the years?
- Are women allowed to be soldiers nowadays?
- Do children become soldiers anywhere in the world today?

Suggestions for post-visit classroom discussion

- What was life like for a soldier's family one hundred years ago?
- What was life like for an officer's family one hundred years ago?
- How did the role of army women change in European armies between 1800 and 2000?
- How did the role of army children change in European armies between 1800 and 2000?
- Can you name one place where women have served in armies acting as peacekeepers?
- Can you name any woman who was involved in military conflict in Ireland in the twentieth century? [Countess Markievicz]

Activities/Projects

Even though most women were not allowed to be soldiers in official armies in the past, what part did they play in wars?

Prepare a question and answer session where one member of the class occupies the 'hot seat' acting as a person from the past such as Anne Devlin, Elizabeth O'Farrell [1916 nurse], Countess Markievicz, Dr. Kathleen Lynn, an army washerwoman or a army drummer boy. The person in the 'hot seat' answers questions about his or her life asked by other class members.

Do you think that child soldiers in the past were treated differently to adult soldiers? Imagine you are a child soldier 200 years ago. Write home to tell your parents what your life in the army is like.

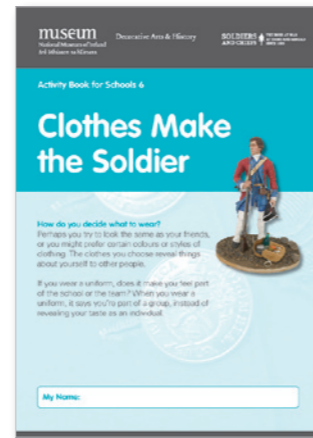
Many soldiers' wives remained at home with their children. Discuss how war affected their lives. [Themes could include women and children having to rely on absent soldiers for money, the absence of the father figure for long periods, the ever present danger that the soldier would be killed and their income would die with him and the effect on the family when a soldier was wounded and disabled.]

Clothes Make the Soldier

Clothes make the Soldier Book 6 Blue Intermediate

Overall theme

Irish soldiers who served in different armies over the past few hundred years wore the uniforms that are now on display in the Soldiers and Chiefs exhibition. In some ways a uniform makes all the soldiers in the same army look the same. In other ways, the uniform shows the differences among those soldiers.



Learning outcomes:

- To foster student appreciation of the need for uniforms in the army.
- To encourage students to examine uniforms more closely in order to understand differences of function, rank and status within the army.
- To investigate how uniforms were adapted to suit the environment of combat and how they reflect technological advances which affected the nature of warfare.
- To explore how changes in uniforms mirrored changes in clothing in general and to investigate how fashion influences and is influenced by military uniforms

See pages 4-7 for History Curriculum Links at a Glance

Other Curriculum Links

- Human Environments (Geography)
- English skills
- Art, Craft and Design skills

Suggestions for pre-visit classroom discussion

Answers to these questions could be retained for comparison with the post visit classroom discussion.

- Do you wear a uniform at school? If so, why?
- Apart from soldiers, who else wears a uniform?
- Why do you think soldiers need a uniform?
- Are there different types of uniforms in your school?
- What are the differences between uniforms soldiers wear?
- Why have some uniforms different colours or materials from others?

Suggestions for post-visit classroom discussion

- What are the different ways that you can tell what rank a soldier is?
- What differences did you notice between uniforms of soldiers in different armies?
- How did uniforms show the difference between regiments in the same army?
- What are the different conditions under which people need to change uniforms?
- How does a formal ceremonial uniform compare with a soldier's ordinary uniform?
- How did Irish soldiers modify their uniforms abroad to express their Irish identity?
- Irish soldiers who fought in the Irish War of Independence did not wear a uniform. Does this mean they were not soldiers?

Activities/ Projects

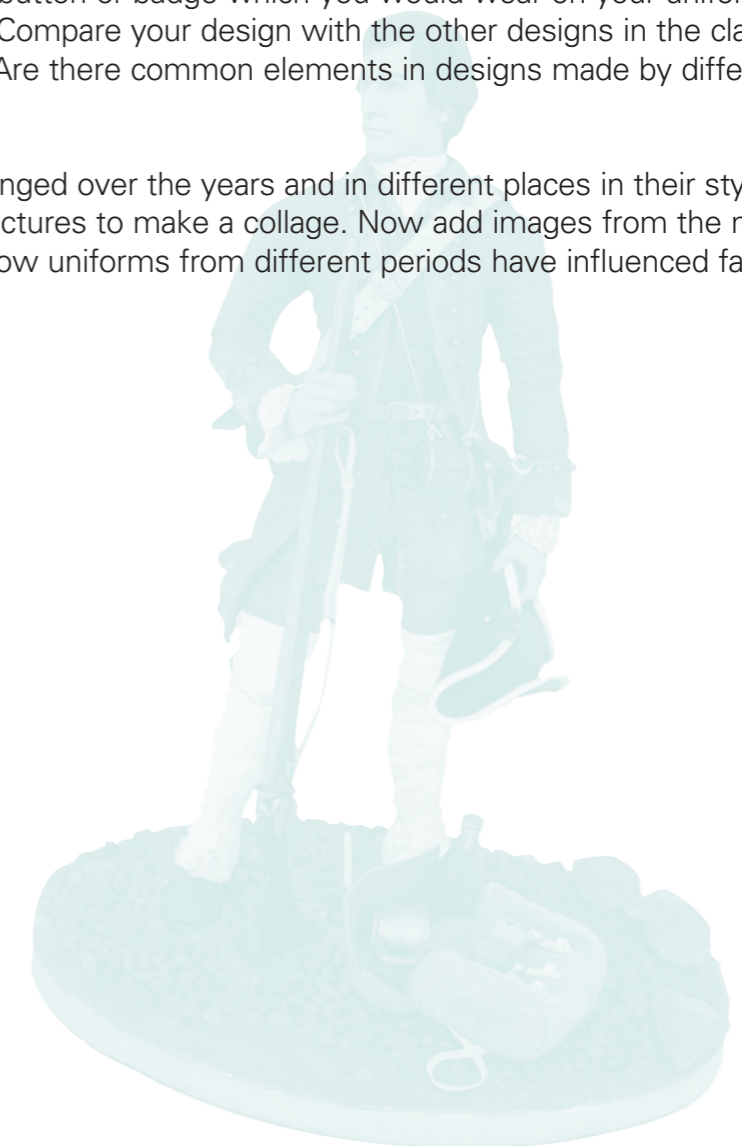
In the museum

If you get a chance, try on the sample uniforms in the Barracks Life Room. How do these uniforms feel different to your ordinary clothes?

Back in the classroom

Irish soldiers serving in armies abroad sometimes adapted parts of their uniform to reflect their Irish identity. Design a medal, button or badge which you would wear on your uniform if you were an Irish soldier abroad. Compare your design with the other designs in the class. Are there many different designs? Are there common elements in designs made by different students?

Draw pictures of how uniforms changed over the years and in different places in their style, colour, materials etc. and use the pictures to make a collage. Now add images from the media based on army uniforms to show how uniforms from different periods have influenced fashion.



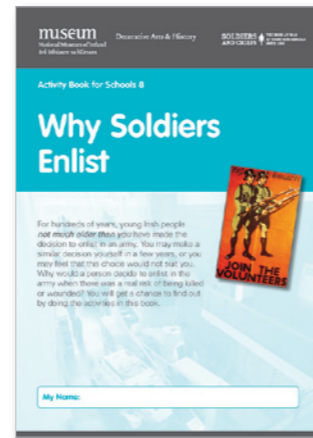
Why Soldiers Enlist

Why Soldiers Enlist Book 8 Blue Intermediate

Overall theme

For hundreds of years Irish men and women have been fighting in different armies for different causes all over the world. Some have called us the “fighting Irish” because of our apparent willingness to travel across the globe in search of a fight, but what are the real motives behind this?

By exploring this booklet students will not only get a snapshot of some of the most significant conflicts in Irish history but also the more complex reasons why the Irish often fought against their country men and women. To understand the reasons “Why soldiers enlist” is to understand many of the central themes of Irish history.



Learning outcomes:

- To allow students gain an understanding of the variety of armies and places in which Irish men and women served as soldiers.
- To assist students to develop an understanding of the different reasons why Irish men and women joined foreign armies in the past
- To encourage students to empathise with soldiers as they made the decision to fight abroad
- To explore the differing reasons why people went to fight abroad in the same army
- To investigate why Irish men and women sometimes fought against each other in foreign armies
- To develop in students a sense of personal, national, European and wider citizenship.

See pages 4-7 for History Curriculum Links at a Glance

Other Curriculum Links

- Human Environments (Geography)
- Geography skills
- English skills.

Suggestions for pre-visit classroom discussion

Answers to these questions could be retained for comparison with the post visit classroom discussion:

- Why might someone want to join the army?
- What might one type of person be more inclined to do this than others?
- Why might people fight in other countries' armies?
- Why do you think so many Irish people fought in foreign armies?

Suggestions for post-visit classroom discussion:

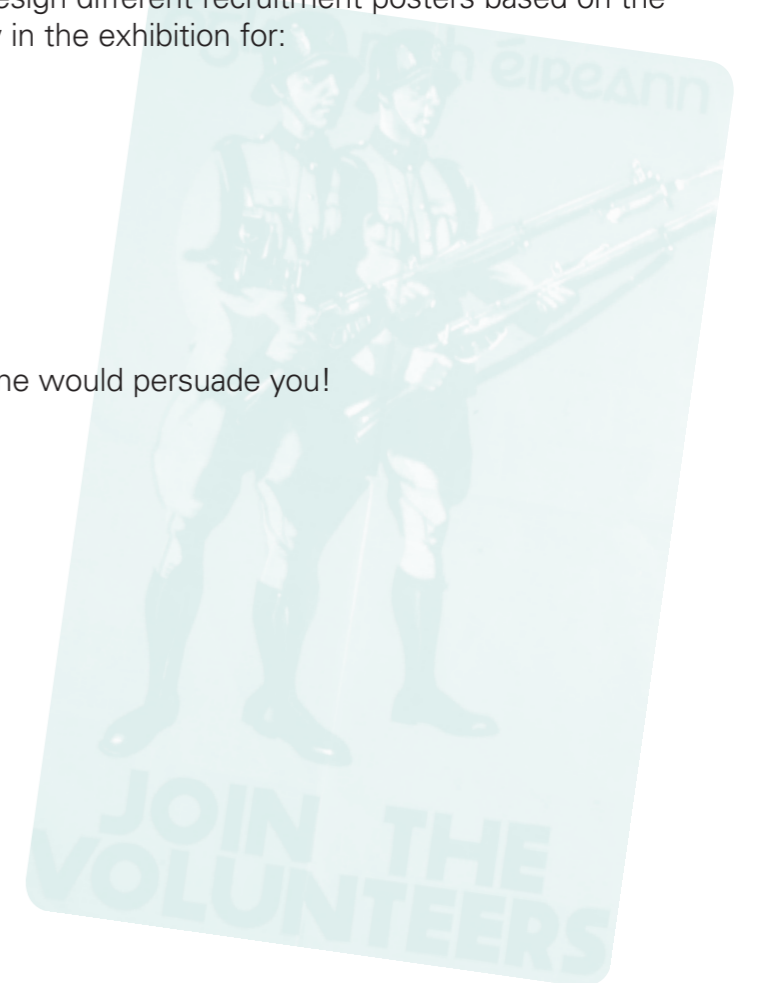
- What were the main reasons why Irish people joined foreign armies in the past?
- Why do you think people join the Irish Defence Forces today?
- Do you think conflicts can involve people who fight for the same side but for different reasons?
- Why did Irish men and women sometimes fight on opposite sides in foreign armies?
- Would you join the Defence Forces when you grow up, if so why?

Activities

Organise different groups in the class to design different recruitment posters based on the ideas in army recruitment posters you saw in the exhibition for:

- Your school sports team
- A local club
- The Irish Defence Forces
- A foreign army at any time in the past
- The Irish Volunteers in 1915

Compare the posters and vote on which one would persuade you!

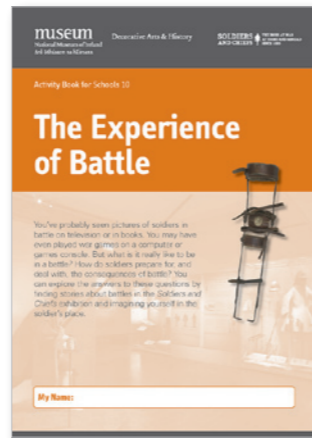


The Experience of Battle

The Experience of Battle Book 10 Orange Advanced

Overall theme

The reality of battle is often extremely different to its depiction in fiction, film or computer games. The activities presented here are designed to demonstrate the reality of fighting in battle in the past and to encourage students to empathise with the soldiers whose stories they discover during the visit. The booklet explores six different aspects of life in the army that any soldier in the past would have experienced. The six aspects are: training, friendship, killing enemy soldiers, being wounded, being captured and surviving. The student is directed to objects, images and personal audio accounts together with some 'hands-on' activities to explore what happened to the soldiers and what the soldiers thought of their experiences.



Learning outcomes

- To allow students to return to the past and empathise with the feelings and circumstances of the characters portrayed.
- To show how experience of battle is not confined to soldiers but can impact on a wide variety of people such as civilians and the families of soldiers.
- To explore the differing experience of battle of officers, soldiers and those who have specialised functions such as medical personnel.
- To demonstrate how the experience of battle can be seen through the effects it has on the environment, the landscape, buildings and heritage.

Note: Teachers are advised that this theme may be the least suitable for working with Primary students but it may be an interesting Booklet for teachers to have read in advance of visiting with their students as the booklet, like the overall exhibition, aims to put into a realistic and objective context what battle, and life after battle, is really like and it aims to challenge some of the myths about war, which are often perpetuated through films and video games.

See pages 4-7 for History Curriculum Links at a Glance

Other Curriculum Links

- Human Environments (Geography)
- Geography skills
- English skills

Suggestions for pre-visit classroom discussion:

Answers to these questions could be retained for comparison with the post visit classroom discussion:

- What kind of training did soldiers do? Why?
- How do soldiers depend on each other in battle?
- What do you think it feels like to kill an enemy soldier?
- Is it worse to be wounded in battle or to be captured?
- What does it feel like to be a survivor after a battle?

Suggestions for post-visit classroom discussion:

- Discuss the experiences of soldiers in one of the wars/ conflicts you have studied
- Describe what happened to people who lived in central Dublin during the Easter Rising. Did people in other cities have similar experiences? Where?
- How is real battle different to a film or game?

Activities:

See if anyone in the class has a relative or knows someone who served in an army in a conflict situation. Ask the soldier to come and talk to the class or send members of the class to interview him/her and report back.



What is a Hero?

What is a Hero? Book 12 Orange Advanced

Overall theme

This topic explores the themes of how we decide people are heroes. Students are encouraged to consider the information about the different historical figures in the exhibition and to think independently about what makes an individual a hero.

By thinking about Possible Heroes, students can decide for themselves some of the reasons why people were awarded medals or became famous, while at the same time including the influence of bias. The task of ranking their idea of hero on the Hero Scale provides a stimulus for discussion in the post-visit session.



Learning outcomes

- To introduce students to a selection of major personalities in the history curriculum as well as less well known participants in conflicts.
- To encourage students to critically examine why some individuals were awarded medals or regarded as heroes and to explore the influence of bias in deciding who is regarded as a hero
- To enable students to reflect on how events can change the popular perception of who is a hero and to challenge students to decide whether heroes are defined by official approval or by general admiration or by both
- To foster empathy by presenting students with examples of individuals who are heroes to some people and terrorists to others
- To engage students in examining the extent to which the definition of a hero has remained constant/changed over time

See pages 4-7 for History Curriculum Links at a Glance

Other Curriculum Links

- English skills

Suggestions for pre-visit classroom discussion

The answers to these questions could be retained to compare with answers in the post-visit classroom discussion:

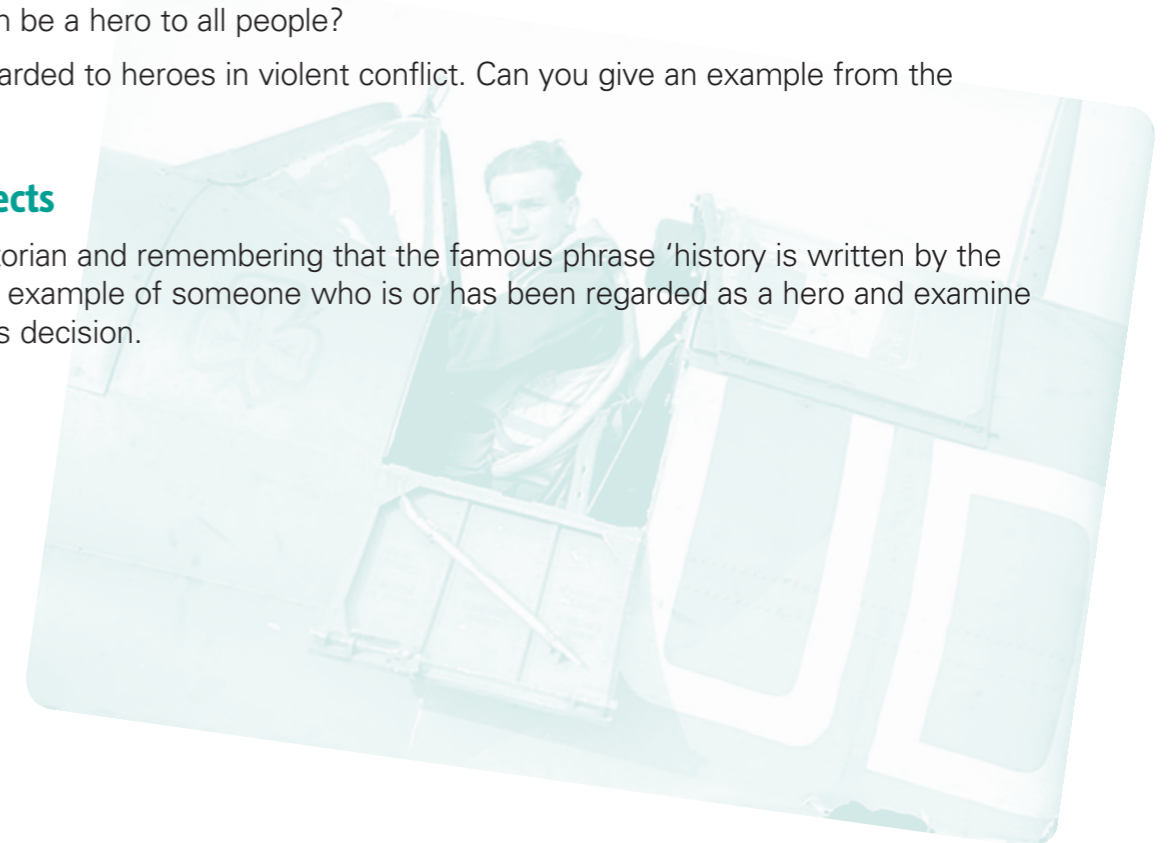
- Who are your heroes?
- Why are they your heroes?
- What makes a hero?
- Can you name heroes from the past?
- Why they were considered heroic?
- Are there any places in your locality named after people?
- Why were they called after these people?
- Are there any local monuments or memorials to heroes?
- Who decided that places, monuments or memorials should be named after these people?

Suggested questions for post-visit classroom discussion

- What are the characteristics that define a hero?
- Would you still consider your own personal hero a hero or would you chose someone else and why?
- Do you think the characteristics of what's considered to be heroic have changed over time?
- Many heroes in Irish history are only seen as heroes in hindsight. Why is this? What does this tell us about the selective choice of who is commemorated in history?
- Can one person be a hero to all people?
- Medals are awarded to heroes in violent conflict. Can you give an example from the exhibition?

Activities/Projects

Working as a historian and remembering that the famous phrase 'history is written by the victors', take one example of someone who is or has been regarded as a hero and examine and challenge this decision.



Soldiers and Chiefs
Activity Books for Schools

Teacher's Notes

Want to know more?

For more information on exhibitions and education programmes, contact the Education and Outreach Department of the National Museum of Ireland.

Tel: 01 648 6453 **Fax:** 01 679 1025

email: bookings@museum.ie

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Cover image: Model of an Irish soldier in the Regiment Irlanda in the Spanish Army c.1768.
Ken Hayes created this model.

