

TEACHERS' NOTES

POST-PRIMARY



**PROCLAIMING
A REPUBLIC**

- THE 1916 RISING -

VIRTUAL TOUR

museum

National Museum of Ireland
Ard-Mhúsaem na hÉireann



Introduction

This set of Teachers' Notes has been created by the Education Department of the National Museum of Ireland at Collins Barracks in order to aid the teaching and interpretation of the *'Proclaiming a Republic: the 1916 Rising'* Virtual Tour.

The virtual tour aims to:

- Provide teachers and students with an engaging and thought-provoking learning resource based around the 1916 Easter Rising and the National Museum of Ireland's expansive 'Easter Week' collection of artefacts and images.
- Provoke discussion and reflection upon key themes reflected in the exhibition. These include the roles of ordinary people during the Rising, in particular children, young people and women – the choices they had to make and what motivated those choices.

These Teachers' Notes aim to:

- Provide further information about the key artefacts on each stop of the Virtual Tour, as well as a brief historical context.
- Suggest potential discussion points in order to aid classroom discussion, and to suggest possible solo and group activities for students to engage in, which will enhance their understanding of the material presented.
- Provide teachers with the relevant curriculum links, highlighting why each section of the tour was chosen and to explain what we hope to achieve for students at each location.

Themes

A number of themes are highlighted and explored throughout the virtual tour, and include:

1. The theme of choices – what motivated those who took part in the Rising and why others did not participate? We also consider those who had no choice but were impacted by, or caught up in the Rising. We ask students to think about what choices they might have made, and to consider the complexities inherent in these choices.
2. The roles played by women and children during the rebellion.
3. The experiences of ordinary rebels during the Easter Rising, alongside those of the key leaders.
4. The experience of the British Army and Administration during the rebellion
5. The experiences of the Dublin population during Easter Week.





Artefacts

Central to the **Proclaiming a Republic** Virtual Tour is the importance of artefacts, and their potential to tell the history of the period.

These artefacts allow us to tell individual stories from the Rising; some are tragic, many dramatic; some are extraordinary and some convey the everyday and even mundane aspects of the rebellion. The Virtual Tour presents the history of the rebellion through these artefacts, all of which come from the National Museum of Ireland's extensive **Easter Week** Collection, offering students unique, object-based learning experiences about the 1916 Rising.

Curriculum Links: Post-Primary History

Junior Cycle:

- Development of Historical Consciousness
- Working with Evidence
- Acquiring the “big picture”
- The History of Ireland

Senior Cycle:

- Working with Evidence
- Movements for political and social reform, 1870-1914.
- The pursuit of sovereignty and the impact of partition, 1912-1949.

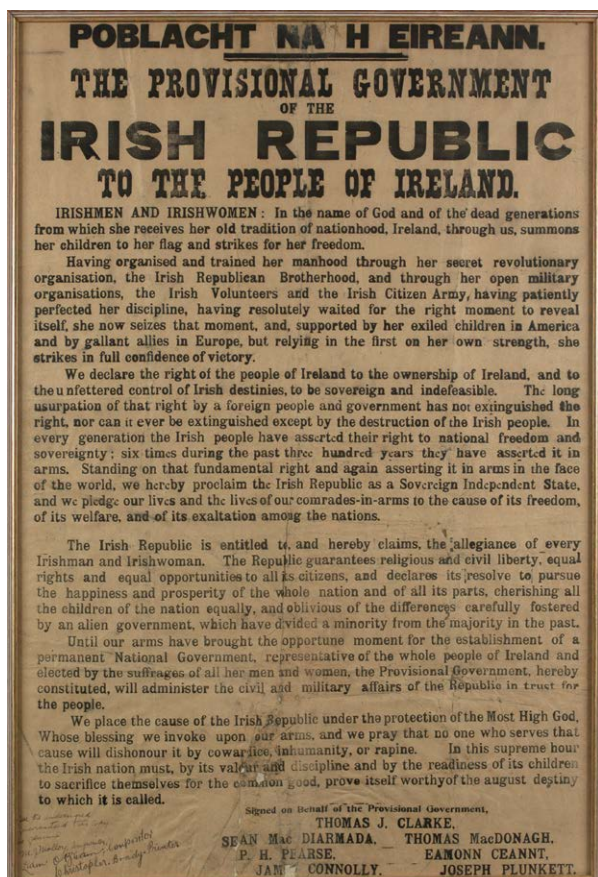
Proclamation of the Irish Republic

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- This Proclamation is one of approximately 2,500 that were printed the night before the 1916 Easter Rising by Christopher Brady (Printer) and Michael Molloy and Liam Ó Briain (Compositors). The three men signed the bottom left corner of this copy.
- The pressure the three men were under – as well as the lack of all the necessary printing materials – meant that every genuine Proclamation is filled with mistakes. Famously, the Proclamation has one upside-down “e” and the “C” in Republic in the title was an “O”.
- The copy in the exhibition belonged to Kathleen Lynn, the Chief Medical Officer of the Irish Citizens Army. After the rebellion, she was arrested and taken to Mountjoy Prison with 10 other women. The 11 signed the back of this copy.
- The Proclamation declared an Irish Republic, completely independent from Britain. It included a declaration of equal rights, and civil liberties. It was read by Padraig Pearse outside the GPO at 12.45pm on the first day of the Rising.

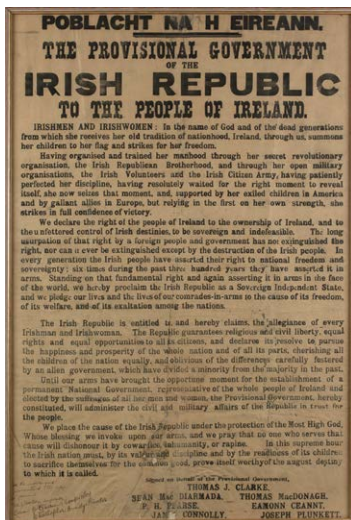
Learning Outcomes

- To consider the roles played by lesser-known individuals during the Easter Rising
- To improve understanding of the importance and significance of the Proclamation of the Irish Republic and what it represents
- To understand the significance of object-based learning, and the meaning of artefacts and museums in our understanding of the past



Suggested Discussion Topics

- The Proclamation was addressed to 'Irishmen and Irishwomen'. Why was this such a significant declaration, and how does it relate to women's rights at this time?
- We have seen the evidence of the incredible pressure the men at Liberty Hall were under to print 2,500 copies of the Proclamation in one night. Why do you think it took so long for the signatories to agree on what was being put in the Proclamation?
- Reflect on the ephemeral nature of posters like the Proclamation, which was printed for April 1916 on paper that was not very durable. Can you think of posters that have a short life span and are displayed in public spaces today which transport a message?



Suggested Classroom Activities

- Organise a classroom debate, discussing the key themes and policies in the Proclamation, and whether they have been achieved in modern Ireland.
- Create your own Proclamation. What would you include and remove? What would be important for you?
- Recreate the reading of Proclamation in the classroom. Cast some students as rebels, and some of civilians. Focus on what the reaction of the civilians would have been and how they would have felt about what was happening.

Images: This original Proclamation was owned by Dr Kathleen Lynn who fought in the 1916 Rising. Its authenticity was confirmed by its printer, Christopher Brady, and composers, Michael Molloy and Liam Ó Briain, who signed their names to the document, HE:EWL.2. Printing type from Liberty Hall, HE:1998.29 (Allen).

Nationalist Walking Stick & Unionist Collarette

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- At the beginning of the 1900s, the two main political groups in Ireland were the Unionists (who wanted Ireland to remain in the British Empire, with the parliament in Westminster making the laws). and Nationalists (the majority of whom supported the idea of Home Rule, to be achieved by peaceful means).
- The collarette belonged to a member of the Loyal Orange Lodge, who were Unionists, and primarily based in the north of Ireland. The Orange Order was founded in 1795 in Antrim and the many badges on the collarette relate to the Order's community and tradition, including the depiction of King William III and symbols from the Old Testament.
- The walking stick represents the Nationalist tradition, and this would have been carved and carried by an individual for a Home Rule rally. The stick is carved with Nationalist motifs such as the harp and shamrock. It also bears the names of Nationalist politicians, including Daniel O'Connell, Isaac Butt, Charles Stewart Parnell, and John Redmond.

Learning Outcomes

- To learn about the different social and political groups which were prevalent in Ireland prior to the Easter Rising
- To think about the question of choices vs circumstances, and how many people of all ages joined or aligned to groups based on their background, locality, or their families' political beliefs
- To gain an understanding of the militarisation of the period



Suggested Discussion Topics

- What choice do you think the owners of these artefacts had in joining these groups? What potential pressures would have been placed on them?
- How do these groups vary from organisations that are in existence today? What are the similarities and differences?
- Both these objects were used to represent organisations and a set of particular political and cultural beliefs. Think about objects that are used today in a similar way, for example banners and badges, or virtual objects such as social media posts. How do these objects convey messages and do you think they can be effective?

Suggested Classroom Activities

- Organise a debate between different political groups in Ireland at this time. They could include Home Rule Nationalists, Unionists, Republicans, the Labour movement, or the Suffrage movement. Discuss what these groups would want for the future of Ireland politically but also socially and economically.
- Design your own artefact! Choose an everyday object (such as an item of clothing or an accessory like a bag), and insert symbols which are important in your life.
- Write the diary entry of a young boy or girl who was a member of Na Fianna Éireann. Aspects you could discuss include your experience in handling weapons, the comradery with other young people and what you think or understand about what is happening in Ireland at this time.



Images: Engraved on this walking stick are the names of Nationalist political leaders. As the object is rotated they can be read: O'Connell, Butt, Parnell, Biggar, Davitt, Devlin, Dillon, [T.P.] O'Connor, Harrington, HH:1976.1. Orange and purple collarette of the Loyal Orange Lodge 106, HH:1979.38.

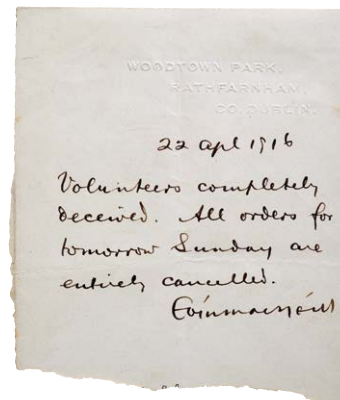
Roger Casement's Coat, Eoin MacNeill's Countermanding Order, Table from Liberty Hall

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- Plans had been in place since January 1916 for a Rising to take place at Easter. In order for this to succeed, the rebels would need additional men and weapons. Sir Roger Casement was sent to Berlin in Germany with the aim of obtaining this support. He received just a small number of weapons however, and no extra troops, though he was allowed to attempt to form an Irish Brigade from captured Prisoner of War soldiers but this proved largely unsuccessful. Casement arrived back in Ireland on 21 April, however was captured at Banna Strand, while the ship containing weapons, the Aud, was scuttled.
- Eoin MacNeill was Commander-in-Chief of the Irish Volunteers. He believed that an armed Rising was only necessary as a retaliation to the government attempting to suppress the movement or introduce conscription. He was informed about the Rising at a very late stage and was initially persuaded to provide his support.
- When MacNeill learnt of the sinking of the Aud and arrest of Roger Casement, he issued a countermanding order on Saturday 22nd of April, telling Volunteers not to mobilise on Easter Sunday. Having now lost a huge section of their planned army, the rebels had no choice but to cancel their plans on Easter Sunday. Instead, they chose to rebel on Easter Monday, despite their depleted numbers. Famously, James Connolly said in Liberty Hall that 'we are going out to be slaughtered'.

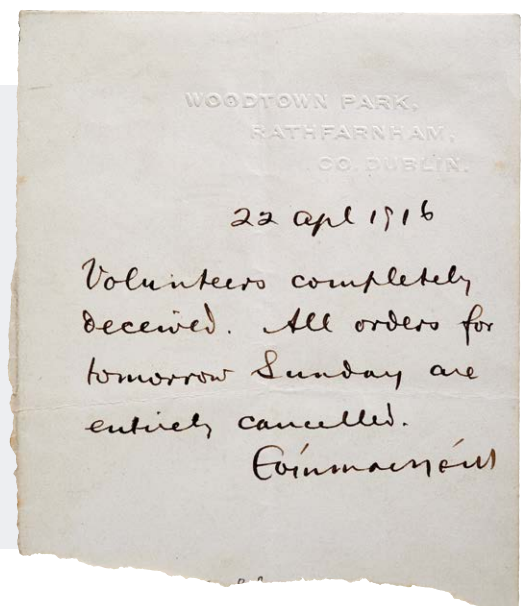
Learning Outcomes

- To understand the decision-making behind why the rebels wanted to fight, and why Eoin MacNeill was against it
- To analyse the theme of choice in the build-up to the rebellion
- To comprehend the complexities, confusion and chaos that were prevalent in the planning of the 1916 Rising



Suggested Discussion Topics

- Should the rebels have gone out and fought if they did not have a mandate, and only had approximately 1,600 men and women fighting?
- Roger Casement had been sent to Germany to try and get weapons and soldiers for the rebellion. Why do you think the rebels thought Germany would help their cause?
- How do you think organising a rebellion would be different now in comparison to the beginning of the 20th Century?



Suggested Classroom Activities

- Prepare a question and answer session where one member of the class occupies the 'hot seat' acting as either Roger Casement or Eoin MacNeill. The person in the 'hot seat' answers questions about their life asked by other class members.
- Divide a page into two sections. On one side write all the reasons why the Rising should go ahead. On the other side, write a list of reasons why it should not go ahead. Compare the two afterwards and determine whether you think Eoin MacNeill was right in his decision to cancel the rebellion.



Images: The trestle top table in Liberty Hall around which the leaders sat on Easter Monday morning and may have gathered around for their emergency meeting on Easter Sunday afternoon, HE:EWL.132. The countermanding order issued by Eoin MacNeill on 22 April 1916, HE:EW.1127.3. The Irish frieze overcoat worn by Roger Casement on landing at Banna Strand, HE:EW.61.

Countess Markievicz's Uniform, Watch and Bandolier

Historical Background

Learning Outcomes

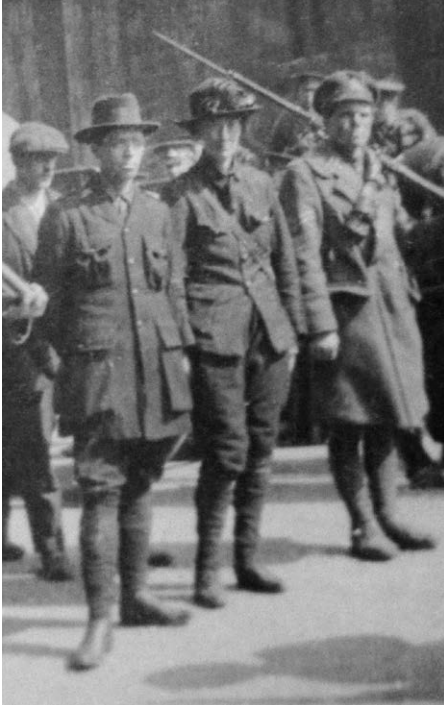
Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- While the Proclamation of the Irish Republic may have declared equality between men and women, it was only the former who were primarily allowed to physically fight during the rebellion. Women played a variety of different roles in the Rising. Many women took up arms with the Irish Citizen Army and Cumann na mBan, many more worked as nurses administering first aid to the wounded as well as cooking and carrying messages. While some garrisons were completely against having women play a part in the rebellion, it was more common to see female rebels at locations such as St. Stephen's Green.
- Countess Markievicz had played a role in the planning and preparation of the Rising including the forming and training of the youth movement Fianna Éireann. During Easter Week she was at St. Stephen's Green and the Royal College of Surgeons as second in command to Michael Mallin.
- As a member of the Citizen's Army, Markievicz wore a Citizen's Army uniform during Easter Week. She also wore a wristlet watch which controlled the times that all despatches were sent from the College of Surgeons during Easter Week. Finally, she wore a bandolier draped across her shoulder. This was made of leather and had small pouches where ammunition could be stored. While she was one of the only women to wear one of these, they were common amongst the men during the rebellion.



Learning Outcomes

- To learn about Countess Markievicz and other key women during the rebellion
- To understand the roles women would have played during the rebellion
- To learn about different aspects of military uniforms and their importance in wartime

Suggested Discussion Topics

- There were some people fighting in the rebellion who could not afford their own uniforms, and had to make their own. Why do you think having a uniform was so important to them?
- Why do you think very few women would have been allowed or able to have a weapon and engage in physical fighting during the rebellion?
- Why was the election of Countess Markievicz both a significant and difficult situation for the British government?

Suggested Classroom Activities

- Research and present a short presentation on the life of Countess Markievicz both before and after the rebellion.
- Choose a female rebel from 1916 and research their story and experiences from Easter Week.
- As many uniforms in the rebellion were homemade, design your own. What features would you want to include which you feel would be important?



Images: Michael Mallin and Countess Markievicz pictured outside the Royal College of Surgeons after the surrender of the St Stephen's Green garrison, HE:EW.78b. The wristwatch worn by Countess Markievicz during Easter Week, HE:EWL.5. Countess Markievicz's bandolier with pouches for ammunition, HE:EWL.222.2.

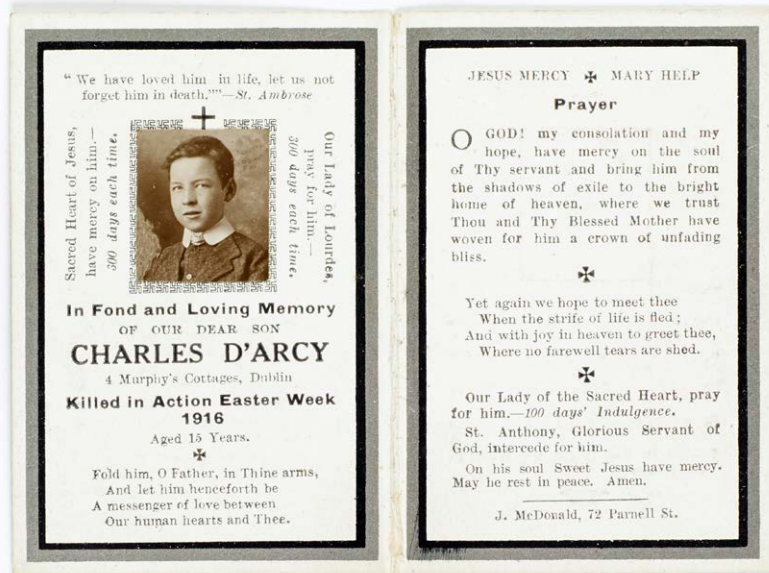
Charles D'Arcy's Memorial Card

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- Charles D'Arcy was a member of the Irish Citizen Army. When the Rising began, he was aged 15 and was part of the group charged with taking Dublin Castle. After the failed attempt to take the Castle, D'Arcy was part of group holding the Henry and James clothiers store in Parliament Street. He was shot dead on the roof of the store on the evening of Easter Monday. He lived at 4 Murphy's Cottages, Dublin 2.
- His mother, Elizabeth, submitted an application for a medal for Charles for his services in the Rising, and he was awarded the 1916 Service Medal in 1941, which has the recipient's name and the number '22' engraved on the reverse.
- Charles had to leave school and get a job at the age of 13. His Headmaster, Mr Scully at the Pro-Cathedral Schools, Lower Rutland Street, wrote:

"The bearer, Charles D'Arcy, has attended at the above schools since their opening in 1912. During that time I have found him obedient and respectful to his teachers, regular and punctual in attendance, attentive to his lessons and well conducted in every respect. He is a member of the Boys' Sodality attached to the Pro-Cathedral, Marlboro St. and attends regularly to his religious duties. He is enrolled in the Seventh Std. and exempt from further attendance at school. I have much pleasure in bearing testimony to his good character and shall be always pleased to hear of his success in life".

After leaving school, Charles worked at Pims Department Store on South Great Georges Street.
- Charles was one of 38 children who were killed during the 1916 Rising, many of whom were not involved in the conflict. Those that took part through choice, acted as messengers, carrying letters or smuggling weapons across the city.

Learning Outcomes

- To understand the roles that children played during the Easter Rising
- To gain a deeper understanding of the significance of personal objects and the meanings that they might hold
- To develop an understanding of the high cost of conflict

Suggested Discussion Topics

- What do you think were the reasons why Charles D'Arcy joined the Irish Citizen's Army?
- Do you think that children as young as Charles D'Arcy should be allowed to fight in conflicts?
- Is there any cause that you feel so strongly about that you would be willing to fight for it, like Charles did?

Suggested Classroom Activities

- Imagine that you are 13 years old, and have to do a job interview. Have one student interviewing another. Preparation for this can include thinking about what skills the interviewee believes they would need, what can they bring to the job, and what experience they might have.
- Write a short diary entry from the perspective of a young boy or girl who is involved in the Rising.

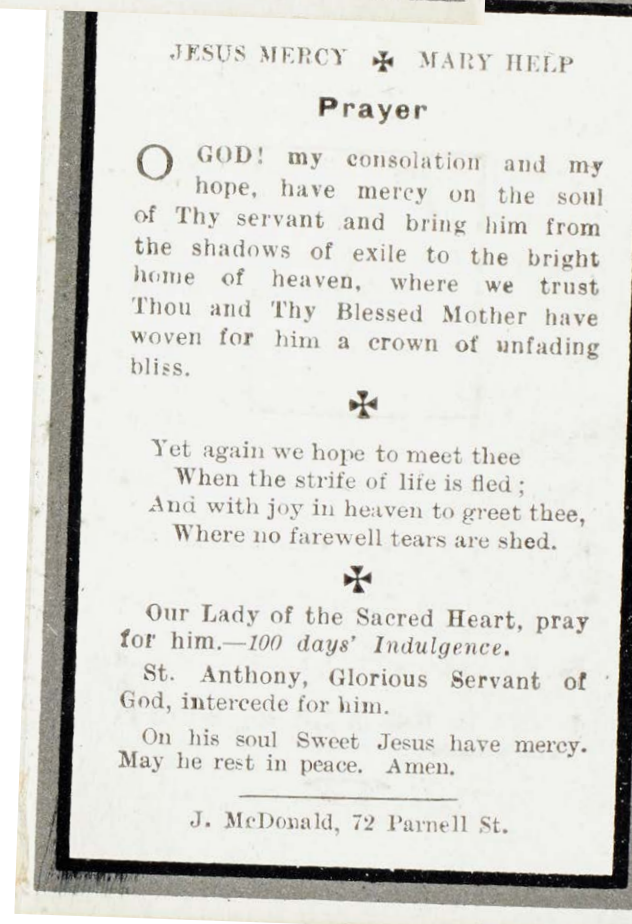
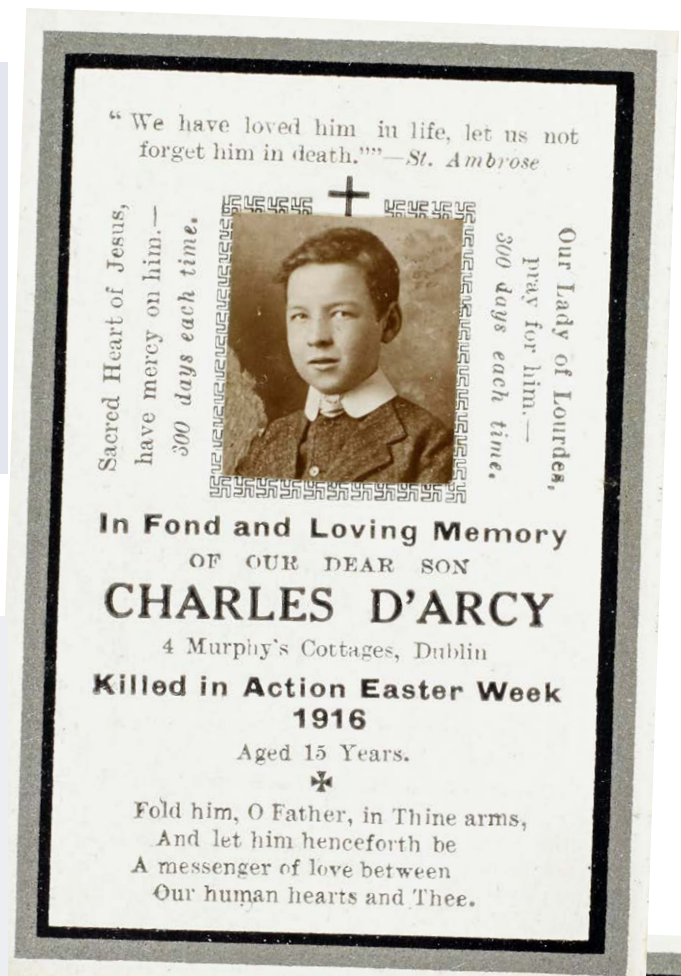


Image: Memorial Card of 15 year-old Charles D'Arcy, HE:EW:4147.

Asgard, Gun Running and the Battle of Mount Street

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- On 26 July 1914, the Irish Volunteers brought 900 Mausers guns and 20,000 rounds of ammunition into Dublin from Germany on the yacht Asgard, which belonged to Molly and Erskine Childers. The Mauser was a single shot rifle, which at the time was an out of date weapon. They had a low rate of fire (four or five rounds per minute); in comparison the British Army were being trained to fire fifteen bullets a minute with the Lee-Enfield rifles. Powder cartridge that once fired would give away the firers position with a large cloud of smoke.
- The area around Mount Street was taken over by members of the 3rd Battalion of the Irish Volunteers, who had been connected to the Boland's Mill Garrison. They took over several houses in the area, and were to act as snipers for any British troops who were marching into the city.
- British troops from the Sherwood Foresters arriving from Kingstown, now called Dún Laoghaire walked into the Mount Street area on the 26th of April. They were soon involved in a bloody battle against the Irish snipers, with over 200 British troops being badly wounded. The Irish snipers were eventually forced out of their locations the next day by British machine guns and explosives.



Learning Outcomes

- To gain an understanding of the kind of weaponry used during the rebellion
- To understand the importance of the Asgard and gun-smuggling in Ireland
- To learn of the personal stories and tragedies that occurred during the rebellion

Suggested Discussion Topics

- Why do you think the Battle of Mount Street was more successful than any other attack in Dublin?
- How do the stories of individuals like Frederick Dietrichsen and Michael Malone enhance our knowledge of the Rising?



Suggested Classroom Activities

- Many of the weapons used by the rebels had to be snuck around the city by women and children. Imagine you are smuggling arms through Dublin City Centre. Write an account or create a cartoon script describing your journey across the city. It is the job of another student to figure out where it might be.
- Dún Laoghaire, where the British troops arrived, used to be known as Kingstown. Research other locations where the names have been changed since Ireland became independent.

Images: Mauser bullets used by the republican forces during the Battle of Mount Street bridge, HE:EW:898c. The Asgard Ship, photographed in Collins Barracks, NMI, 2014, HE:EW:2005.12.

Liam Mellows' Veil

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- Eoin MacNeill's countermanding order meant that, on Easter Sunday, many people around the country did not know whether they were meant to mobilise or not. This confusion led to some Volunteer brigades meeting, but subsequently deciding to disband and return home. On Easter Monday, and throughout Easter Week, there was some sporadic fighting outside of Dublin; however, these were usually small-scale in comparison to what was happening in the capital.
- In Enniscorthy, there was immense confusion about whether the men were to rebel or not, and it was only on the Thursday morning that they took over the town, when 200 men took over the town hall, the castle, and cut off water and gas supplies to the RIC barracks. There was very little fighting in the city however, with only four people wounded. Enniscorthy would be the last location to surrender after Patrick Pearse sent down an official surrender note.
- In Galway, Liam Mellows led 100 rebels to Clarinbridge, where they attacked an RIC barracks. Later, another 100 men attacked a similar barracks at Oranmore. The men barricaded roads, and began to merge at Athenry. There were between 500-700 men there by the end of the week. A British warship shelled areas around Galway City, and martial law was declared, to stop any possible rebellion in the city centre. Mellows made his escape wearing the veil discussed in the virtual tour.

Learning Outcomes

- To learn about the various locations where the Rising occurred outside of Dublin
- To understand the repercussions of the confusion caused by MacNeill's countermanding order around the country
- To see some of the consequences of fighting in a rebellion, through the story of Mellows

Suggested Discussion Topics

- Do you think the rebellion would have had more chance of success if other counties had had the same opportunity to rebel as Dublin had?

Suggested Classroom Activities

- Undertake some research into your local history and find out what was the nearest location to your school where there was fighting during 1916?
- Disguise yourself – come up with an everyday costume that you could wear that you think no one would recognise you in, akin to Liam Mellows.
- Every county in Ireland has its own 1916 story, even if it is very small. Divide your class up and give each person a county to study and present on.



Image: The nun's veil used by Liam Mellows to escape arrest by the RIC, HE:EW.1108.

The Irish Republic Flag

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- The Irish Republic flag was flown over the General Post Office (GPO) during the Easter Rising, along with the Irish tricolour. The flag was made in the home of Countess Markievicz in Rathmines, Co. Dublin, and was painted by a man named Theobald Wolfe Tone Fitzgerald. The flag is made from wool and house paint, with the words 'Irish Republic' painted in white and orange, and the background painted green.
- The flag was raised on the first day of the rebellion. One rebel, Eamon Bulfin, later claimed to have raised it, recalling that: 'I can't recollect who gave it to me but I think it was Willie Pearse. The thing I remember most clearly about its hoisting is that I had some kind of hazy idea that the flag should be rolled up in some kind of a ball, so that when it would be hauled up, it would break out. As a matter of fact, I did it that way because it did open out in the proper manner when hoisted'
- Other people have also claimed to have raised the Republic flag, including Gearóid O'Sullivan. For more information, see this [scoilnet link](https://www.scoilnet.ie/irishflag/post-primary/stories/stories/eamon-bulfin-on-the-green-bannerette/), which gives the two accounts:
<https://www.scoilnet.ie/irishflag/post-primary/stories/stories/eamon-bulfin-on-the-green-bannerette/>
- While the flag was a target for the British troops during Easter Week, it survived the rebellion relatively unscathed. The British Army, many of whom were Irish, captured it after the rebellion, where a photograph was taken of the troops with the flag at the Parnell Monument – the flag being held upside down as a mark of disrespect.
- The flag was given back to the Irish State in 1966 on the 50th anniversary of the Rising.

Learning Outcomes

- 'to consider the significance of flags as symbols, and to explore their meanings and importance to those who they represented
- To learn about the "homemade" elements of parts of the rebellion
- To learn more about the events taking place in the GPO during Easter Week, including its destruction and the chaos at the end of week



Suggested Discussion Topics

- Why do people use flags?
- Why do you think this particular flag was so important to the rebels? (This can link in to discussions around the various different groups fighting in the rebellion with their own individual symbols)
- Research different historic and contemporary versions of the Irish flag, for example the Tricolour and the green flag with a harp or sunburst. What do the colours and images of these flags symbolise?

Suggested Classroom Activities



- Research the history of the Irish tricolour. Where did it come from, who designed it, and what symbolism did it have prior to the 1916 Rising?
- Design a symbol for an Irish Republic flag today. In your opinion, what aspect(s) of Irish society or history would it need to represent?
- Develop a design for a flag to represent a group you belong to or for a flag that you would fly to demonstrate a cause. Focus on the symbolic meaning of images and colour you may use.

Images: The British Army's Royal Irish Regiment pose for a photograph with the captured Irish Republic flag at the Parnell Monument on Sackville Street on the day of the surrender, HE:EW.3533. The 'Irish Republic' flag flown over the Prince's Street corner of the GPO during Easter Week, HE:EW.3224.

Surrender Notes

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities

In order to prevent the further slaughter of Dublin citizens, and in the hope of saving the lives of our followers now surrounded and hopelessly outnumbered, the members of the Provisional Government present at Headquarters have agreed to an unconditional surrender, and the Commandants of the various districts in the City and Country will order their commands to lay down arms.

P. J. Pearse
29th April 1916
3.45 p.m.

I agree to these conditions for the men only under my own command in the Moore Street District and for the men in the Stephen's Green Command.

James Connolly
April 29/16

In consultation with Commandant Connolly and other officers I have decided to agree to unconditional surrender.

James P. O'Farrell



Historical Background

- After six days of the rebellion, Elizabeth O'Farrell took a white handkerchief and met Brigadier-General Lowe, in order to ask for a cease-fire. She was informed that the rebels would have to formally surrender represented by Patrick Pearse. At 2.45pm, Pearse, accompanied by O'Farrell, met Lowe and his son, and officially surrendered.
- Patrick Pearse was taken to prison and over the coming days the rebels were forced to leave their locations. While arrested, Pearse wrote the official surrender, which O'Farrell had to bring to all the different garrisons in Dublin in order to get them to stand-down. The final location surrendered the next day.
- There were some who refused to do so, in particular those garrisons containing Irish Citizen Army men and women, who would only obey orders from their leader James Connolly. Consequently, O'Farrell had to bring one surrender note to him in Dublin Castle hospital (where he had been brought after the surrender), in order to write a note getting the Irish Citizen Army to surrender as well.

Learning Outcomes

- To understand how and why the rebellion ended
- To understand the complexities and realities of trying to end a rebellion
- To understand the public reaction to the rebellion and to the rebels immediately afterwards

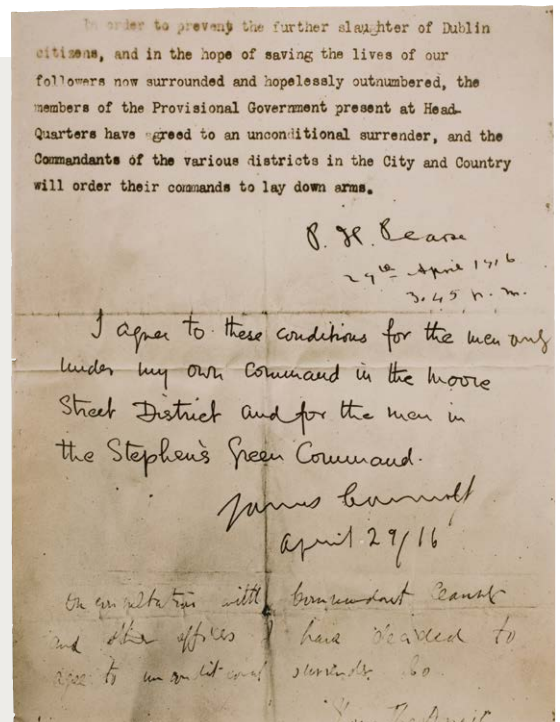
Suggested Discussion Topics

- Can you understand why the reaction from the Dublin people would have been so negative towards the rebels by many Dubliners?
- During the film, we saw the official photograph of the surrender, with O'Farrell standing beside Pearse, however only her feet were visible. When this appeared in newspapers, she had been removed, in order to tidy up the image. What does it tell us about the perception of the role of women at this time?
- Letters and notes are a hugely significant archival resource for those interested in the past as they can tell us exactly what someone is thinking at a specific moment. What do you think the benefits and potential problems with this type of source is?



Suggested Classroom Activities

- Re-create the official surrender. Cast four students to be the four individuals (Pearse, O'Farrell, Brigadier General Lowe, and John Lowe) and act out their conversations. You can also imagine their thoughts and decision making before and afterwards.
- What would Pearse be thinking as he writes the surrender note? Write a diary entry for Pearse in his prison cell immediately after finishing his surrender note to the garrisons.
- Do you think the rebels should have surrendered? Divide the class up and debate this, considering the numbers fighting on both sides, the reactions of the Dublin people to the fighting, and the rebellion in the rest of the country.



Images: The surrender of Patrick Pearse, with Elizabeth O'Farrell, to General Lowe and his son Lieutenant John Lowe. O'Farrell's shoes and skirt can be discerned behind Pearse. The first publication of the photograph in the Daily Sketch on 10 May 1916 did not include O'Farrell in the image, HE:EW.1740. Patrick Pearse's typed order for the unconditional surrender of the republican forces. The document was dictated and signed by Pearse. The note is timed 3.45 p.m., HE:EW.992.24.

Objects relating to the Executions

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- After the rebellion, most of the rebels were taken to Richmond Barracks in Dublin on Sunday, 30th of April, where the court martials took place. More than 3,000 men and 77 women were imprisoned. Public opinion was mixed after the Rising, many had seen their city destroyed for a minority cause, civilians had been fatally wounded. Those with family members in the British Army, fighting in World War One may also have felt betrayed – in particular those who were relying on a weekly payment that they could not access during the fighting.
- Fourteen of the leaders, among them the seven signatories of the Proclamation of Irish Independence, were executed in Kilmainham Gaol between 3rd and 12th May 1916. After the executions, they were buried anonymously on Arbour Hill. Thomas Kent was executed in Cork and Roger Casement was later executed in London.
- While public support for an armed rebellion was not widespread in Ireland prior to the Rising, the executions of the sixteen rebels caused a shift in public opinion, as well as the arrest of so many men and women.
- This section of the Virtual Tour contains an array of objects, which represent the lives left behind by those executed. Family members had no graveside to mourn their loved ones so objects such as their hat or rosary beads became their only connection to remember those who were killed. The letters that the men wrote, or the death certificates created by personnel in the British Authorities, also allow us to see first-hand accounts of their final hours, as well understanding the value of primary sources in our knowledge of the past.

Learning Outcomes

- To consider the British reaction to the Easter Rising and the effects of choices to execute leaders, as well as to halt the executions, after 15 had been killed
- To understand how these decisions played a role in public perception of the rebellion
- To understand the significance of objects belonging to lost loved ones



Suggested Discussion Topics

- What choice did the British Military have in its response to the Rising? What could they have done differently, if anything?
- Why do you think the executions had such an impact on Irish society if, as we have seen, the rebellion was not supported by the Irish people at large?
- Read the famous W.B. Yeats Poem 'Easter 1916'. Discuss the language and imagery presented, as well as analysing the well-known last line 'All Changed, Changed Utterly'. What do you think he was trying to convey in this?



Suggested Classroom Activities

- The objects for each of the executed men are simple, everyday objects, which had a significance to them. Find an object at home that has a deep meaning for you and write a short essay on why this is.
- Organise a classroom debate, set just after the rebellion, where the British Authorities discuss what their response to the rebellion should be.
- Write a diary entry from the perspective of one of the executed men, written from their cell, the night before they are due to be executed.

Images: The bloodstained vest of James Connolly, showing the location of his first wound, HE:EWL.292.2. The rosary beads given by Joseph Plunkett to Sergeant W. Hand, a member of the firing squad, before his execution, HE:EW.5368.

Frongoch Rugby Ball

Historical Background

Learning Outcomes

Suggested Discussion Topics

Suggested Classroom Activities



Historical Background

- While the executions are the most discussed element of the British reaction to the rebellion, the role of arrests and detainments was significant as well. Although only approximately 1,500 people fought in the rebellion, roughly 3,500 were arrested in the aftermath – the majority of whom had not been involved in the conflict. Of this, approximately 3,000 were sent to internment camps in England and in Wales.
- Many of those in prison later went on to be key figures in the what is termed the Irish war of Independence and the resulting Civil War leading to the prisons and internment camps being termed ‘Universities of Revolutions’. The men were involved in activities including sports, arts and crafts and learning the Irish language.
- Many of those took objects home from the prisons and camps; everyday things such as cutlery and cups became souvenirs of their time in captivity. Objects that were collected from Frongoch include a rugby ball which was turned into a Gaelic Football (famously naming a field ‘Croke Park’ and hosting the ‘Barbed-Wire All Ireland’).
- Carving was one of the most popular artistic undertakings in the camp. Harps were very common, and usually carved from the shoulder bones of cows. One internee commented on how he would see men “bent over bone carvings, some of which were quite beautiful on their representations of Celtic tracery”. These were generally done with broken dinner knives ground into shape. Other artefacts created in Frongoch included a foot high Celtic cross carved from the bones of an animal, as well as rings, with many artefacts engraved using a broken needle stuck in a wooden handle.



Learning Outcomes

- To develop an understanding of the aftermath of the rebellion
- To consider the experience that internment had on the men, and the Irish population
- To consider the significance of objects used as commemoration

Suggested Discussion Topics

- Why do you think learning about Irish culture and games would have been so important in Frongoch? Was 'University of Nationalism' an appropriate name?
- What would have been the key impacts that having men over in Frongoch would have had on the population back home, in particular the families they left behind?
- What is an interment camp, and how does it differ from other wartime camps?

Suggested Classroom Activities

- Design and make your own homemade ornament, similar to those that the men would have made while interned in Frongoch.
- Working as a historian and remembering that the famous phrase 'history is written by the victors', take one example of someone who was arrested after the rebellion, who is or has been regarded as a hero and examine and challenge this decision.
- Write a diary entry of a prisoner in Frongoch, focusing on what activities they did that day, what the conditions in the camp are like, and how they feel about the rebellion in hindsight.



Images: A rugby ball used by the internees at Frongoch, HE:EW.1617. A sculpture in memory of Seán Connolly made out of cattle bone, HE:EW.5013.

Glossary of Terms in Virtual Tour

- **Apprentices**
Someone who has agreed to work for a skilled person for a particular period of time and often for low payment, in order to learn that person's skill.
- **Céilí**
A social event with traditional Irish or Scottish music and dancing.
- **Compositor**
A person whose job is to arrange the letters, words, sentences, etc. of a book or a magazine before it is printed.
- **Countermand**
To change an order that has already been given, especially by giving a new order.
- **Curator**
A person in charge of a museum collection. The word 'curator' has its origins in the Latin word cura meaning 'care'. The curator makes decisions regarding what objects to collect and put on display as well as researching objects and sharing that research with the public.
- **Dispatches**
To send something, especially goods or a message, somewhere for a particular purpose.
- **Field-Court Martial**
A trial on a military court of a member of the armed forces who is charged with breaking a military law.
- **Garrisons**
A group of soldiers living in or defending a town or building, or the buildings that the soldiers live in.
- **Home Rule**
A political arrangement in which a part of a country governs itself independently of the central government of the country.
The Irish Parliamentary Party (also known as the Irish Home Rule Party) was established by Isaac Butt in 1874, and led by John Redmond by the outbreak of the First World War.
- **Interned**
To be put in prison for political or military reasons, especially during a war.
- **Mobilised**
To be given orders to prepare for a conflict.
- **Monstrance**
A vessel in which the Eucharistic host is carried in processions and is exposed during certain devotional ceremonies.
- **Nationalism**
 1. A nation's wish and attempt to be politically independent.
 2. A great, or two great love of your own country.
- **Scuttled**
To intentionally sink a ship, especially your own, in order to prevent it from being taken by an enemy.
- **Seditious**
Intending to persuade other people to oppose their government.
- **Tenements**
A large building divided into apartments, usually in a poor area of a city.
- **Treason**
(The crime of) showing no loyalty to your country, especially by helping its enemies or trying to defeat its government.
- **Unionism**
Two or more political or national units joined or remaining together.
In 1913, this meant keeping Ireland in the United Kingdom, and not accepting Home Rule.
- **Zeppelin**
A large aircraft without wings, containing gas to make it lighter than air, and with an engine.