



The 'Decade of Centenaries' All Island History Competition for Primary and Post-Primary Schools 2021/2022

1. The Decade of Centenaries History Competition

The decade 2012–2023 is categorised as the 'Decade of Centenaries' as it marks the centenary of a number of important historical events and developments that occurred in the period 1912–1923, and which formed a vital role in the formation of modern Ireland.

As part of the commemoration programme for the 'Decade of Centenaries', students at all levels of primary and post-primary across the island of Ireland are invited, in the 2021-2022 school year, to enter the annual all-Island schools' history competition. The selected themes have a particular link to events of a century ago across the island of Ireland.

The Decade of Centenaries All-Island Schools' History Competition, for both primary and post-primary, is run by the Department of Education and University College Cork School of History. It is supported by Áras an Uachtaráin, the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media, and 'History Ireland'.

This competition is intended to complement the history curriculum at both primary and post-primary levels. It can also help support and promote the study of history by students. The competition is entirely optional and is not intended to place any additional burden on schools, teachers or students.

2. Primary/Post-Primary Categories

Essay Competition

The maximum word count for projects is **2,000 words** at **primary level** (i.e. for projects submitted by a class, group of pupils or an individual pupil), and **4,000 words** at **post-primary level** (i.e. for projects submitted by a class, group of students or individual student). Projects may be submitted in either English or Irish.

All projects must be submitted as **Word documents**. Other formats such as PowerPoint presentations **cannot be accepted**.

This year, at primary and post-primary levels, projects are invited under the following headings; **please note that all categories can incorporate a local/regional studies theme**.

Primary

In the primary category, while essays must be submitted in Word format, many also include appropriately referenced imagery selected by the pupils or photographs¹ of the pupils investigating the history in their local area. Evidence of the investigation process by pupils is encouraged. It is important that the essays are clearly written by the pupils, acknowledging any assistance given by parents/guardians, teachers and other adults. Pupils must display **an understanding of the topic**, must give **an unbiased account** and must display the **key skills of a historian** throughout their work.

- **Revolution in Ireland** – a study of a political/revolutionary event from the 1912–1923 period, a particular aspect of the event, or an individual/ group/ organisation associated with it.
- **Ireland and the First World War** – a study of the Irish experience of the war from the perspective of an individual or group. This could involve a focus on a particular battle, an individual participant’s story or a consideration of the entire 1914–1918 period.
- **Women during the revolutionary period in Ireland** – a study of a particular individual/group/organisation/movement striving to improve the quality of women’s lives or involved in revolutionary activity in Ireland in the 1912–1923 period
- **Conflict in Ireland 1912-1923** – a study of an event of political or cultural significance in any region of Ireland in the 1912-1923 period, a particular aspect of the event, or an individual/group/organisation associated with it.

Post-Primary

In the post-primary category, while essays must be submitted in Word format, many also include imagery selected by the students. Evidence of the investigation process by students is encouraged. It is important that the essays are clearly written by the students, acknowledging any assistance given by parents/guardians, teachers and other adults. Students must display **a clear understanding of the topic**, must give **an unbiased account** and must display the **key skills of a historian** throughout their work.

- **Revolution in Ireland** – a study of a political/revolutionary event from the 1912–1923 period, a particular aspect of the event, or an individual/ group/ organisation associated with it.
- **Ireland and the First World War** – a study of the Irish experience of the war from the perspective of an individual or group. This could involve a focus on a particular battle, an individual participant’s story or a consideration of the entire 1914–1918 period.
- **Women during the revolutionary period in Ireland** – a study of a particular individual/group/organisation/movement striving to improve the quality of women’s lives or involved in revolutionary activity in Ireland in the 1912–1923 period.
- **War of Independence**– a study of a political/revolutionary event from the 1919–1923 period, a particular aspect of the event, or an individual/group/organisation associated with it.
- **The Civil War** – a study of a particular individual/ organisation/ group/ movement/ event during the civil war in Ireland and its impact.

¹ In the case of photographs being used it is important to gain consent of both parents and pupils to share these images, all children involved in the project should complete the consent form available in Appendix A.

Transition Year Video Competition

This is the second year that we have a special video competition for Transition Year students. The video can be on any of the topics listed in the Post Primary category above. The video must be no more than **five minutes in length** and must cite all sources. It is important that the video is clearly produced by the students, acknowledging any assistance given by parents/guardians, teachers and other adults. Students must display **a clear understanding of the topic**, must give **an unbiased account** and must display the **key skills of a historian** throughout their work. This can be completed in groups, as a whole class or as an individual entry.

The video should take a creative approach. For example, it could take the form of a dramatisation, a re-enactment, an investigation, a news piece, an interview or any portrayal of the events displaying the historical context.

The video can be submitted in a number of ways:

- uploaded to a **private page** on YouTube, Vimeo or similar with the link and all supplementary information, references etc., emailed to historyvideocompetition@education.gov.ie
- A link can also be sent via WeTransfer to historyvideocompetition@education.gov.ie
- The video can be recorded on to a DVD and posted to *History Video Competition, Curriculum and Assessment Policy Unit, Department of Education, Marlborough St, Dublin 1.*

There are many websites available to give assistance to both teachers and students in the creation of a video project, among these are:

- digitalstory.ie
- fisfilmpostprimary.ie
- scoilnet.ie

References must be included on an accompanying word document. Candidates need to be aware of the copyright limitations on songs and images, as well as text. Further information in this regard can be found on icla.ie and via the Patents Office, www.iopi.gov.ie.

3. Criteria

All entries should focus on the 1912–1923 period, or a part of it. The project can be submitted by a class, a group of students, or an individual student. Full details, and the template cover sheet for projects, are available to download at <https://www.gov.ie/en/publication/cf8d7-history-competition/>

The cover sheet **must** accompany **all entries**. Each written project **must include** a cover sheet, as **part of the one submitted Word document**. Each video entry must include the cover sheet with the email when submitting the video file.

The closing date will be **Friday, 8 April 2022**, and prizes will be awarded in May that year.

Answers to some commonly asked practical questions about submitting projects will be provided on Scoilnet (www.scoilnet.ie) early in 2022.

All projects (including video projects for Transition Year) will be judged against the following criteria:

- **Understanding of the selected individual, event or development:** The extent to which the significance and the impact of the selected event/s or person on local or national history is examined and understood.
- **Presentation:** the overall presentation of the project should be coherent and accurate with a high standard of literacy. While the incorporation of multimedia resources such as pictures into a project is not compulsory they could enhance the overall presentation of a project. Any resources of this nature that are used are not counted in the word count of the project.
- **Research:** the extent of research evident in the project. School textbooks may be used as a starting point for the project but they must be supplemented by other sources, including books, local lore and primary sources like witness statements. Primary source documents could also be incorporated into the project where possible in order to enhance the quality of the project. (Due care should be taken that extensive passages are not copied from textbooks or other sources, including online sources, and inserted into the history project).
- **Overall quality:** the extent to which the project captures the imagination of the reader.

While not essential, a project might benefit from references to other areas of the curriculum that are relevant to the subject matter chosen. For example, references to drama, art, poetry, or literature of the time could be used to enrich a history project.

Efforts should be taken to include historical referencing of the sources on which the project is based. Projects that plagiarise (copy directly) sources, including web-based sources, will not be considered eligible to win the competition. Each project at the end that lists the main primary and secondary sources that have been consulted. The bibliography **does not** form part of the word count.

The projects will be assessed by a panel that will be comprised of representatives from the School of History in University College Cork and the Department of Education.

4. Prizes

There will be ten prizes in total. Four primary winners and five post-primary winners will be selected from the essay categories. An additional prize will be awarded for the best video entry submitted as part of the Transition Year video competition. Each prize will be of equal status, with no overall winner. It is also important to note that the winning entries will be those deemed to be the best projects, and judges will not be confined to awarding a prize under each of the headings outlined in Section 2 of this document. Naturally, the judges' decision is final and judges reserve the right not to award prizes whereby the entries received are not of sufficient quality.

Prizes will consist of the following:

- a certificate and medal to be awarded to each winner
- book token to the value of €200 to be awarded to the winning project from each category

- all winning written submissions will be digitised on www.scoilnet.ie and also on the UCC History website, including the winning video.
- **one** of the winners will be considered for publication in *History Ireland* and receive a year's subscription to the magazine. This will be judged separately by the History Ireland team

5. Links to other projects, examinations and competitions

It should be noted that success in the schools' history competition should not be considered as any indication of the likely performance by a student or group of students in a State examination, or in any other competition.

It is possible that a student or group of students may wish to use material uncovered during their research for a local project or competition, or for an ancestry or oral history initiative. For example, some education centres may run competitions in local historical studies. If so, and if an entry to such a competition relates to one of the headings and to the date parameters (1912–23) of this 'Decade of Centenaries' competition as well, there is no difficulty with a project being entered in more than one competition.

6. Submission of projects and announcement of winners

The deadline for receipt of completed projects is **8 April 2022** with the winners being announced, and prizes awarded, before the end of May 2022.

Projects must be submitted online to the following email address: historycompetition@ucc.ie. Each written project **must include** a cover sheet, as **part of the one submitted Word document** and a **bibliography** listing the sources consulted.

The video entries from Transition Year students should be sent to: historyvideocompetition@education.gov.ie. Each video entry **must include the cover sheet with the email when submitting the video file** and a **bibliography** listing the sources consulted.

A template cover sheet is attached to this letter and is also available to download at <https://www.gov.ie/en/publication/cf8d7-history-competition/>.

7. Queries

Information and application forms can be downloaded or obtained through the means indicated above i.e. the Department's website, or on Scoilnet.

Queries regarding the competition can also be directed to historycompetition@ucc.ie. Queries regarding the TY video competition can be directed to historyvideocompetition@education.gov.ie.

In the interests of fairness, no correspondence will be entered into regarding the potential merit of ideas or content in any project, at any stage.

8. Circulation

Please bring this information note to the attention of your principal, history teachers, class teachers and members of the school board of management.



Evelyn O'Connor
Principal Officer
Curriculum and Assessment Policy Unit
Department of Education,
October 2021

Appendix A: Possible sources for the schools' history project

A variety of sources are available to assist in researching the period 1912-1923. The sources of information listed below will provide a useful starting point for research.

Scoilnet

www.scoilnet.ie: this portal is funded by the Department of Education and provided through the Professional Development Service for Teachers, Technology in Education (PDST-TiE). It contains over 3,100 digital resources which are clearly linked to the history curriculum at both primary and post-primary levels. Scoilnet also provides licenced access within school, and at home for teachers to the Irish Newspaper Archive www.scoilnet.ie/scoilnet/tools-for-teachers/

Local public libraries

All public libraries across the island of Ireland provide access to a range of secondary sources that support the history curriculum. Each local library has an online catalogue that can be searched for relevant books, including biographies. All libraries have access to The Irish Times Newspaper Archive. Find your local library and the services they provide here: <https://www.librariesireland.ie/>

The Irish Newspaper archive

The Irish Newspaper Archive is an enormously valuable resource for any detailed study of the revolutionary period. <https://archive.irishnewsarchive.com>

Dictionary of Irish Biography

<https://dib.cambridge.org/>: contains the Dictionary of Irish Biography which is the most comprehensive and authoritative biographical dictionary yet published for Ireland. It contains biographical details of over 10,000 lives, including articles on individuals who had important careers in politics, law, religion, literature, journalism, architecture, the arts, the sciences, and sport. Access to the DIB is free online for schools funded by the Department of Education .

Military Archives

www.militaryarchives.ie: Highly recommended. The many testimonies and accounts of the surviving leaders, veterans and volunteers who took part in the events of the 1916 Rising and afterwards, up to 1923, and supporting documentation gathered from the participants through the unique collection that is the Military Service (1916-23) Pensions Collection (www.militaryarchives.ie/collections/online-collections/military-service-pensions-collection). This resource also enables access to Brigade activity reports, <http://www.militaryarchives.ie/collections/online-collections/military-service-pensions-collection-1916-1923/brigade-activities/> . The Bureau of Military History witness statements are another hugely valuable resource accessible from the military archives website. <http://www.militaryarchives.ie/collections/online-collections/bureau-of-military-history-1913-1921>. You can also access journal collection, image galleries, etc.

Letters of 1916

<http://letters1916.maynoothuniversity.ie/learn/> The 'Letters of 1916' project includes letters held at institutions (in Ireland and abroad), alongside those in private

collections. To date, we have collected over 1800 letters that comment on the Easter Rising, literature and art, the Great War, politics, business, and ordinary life.

100 Objects

www.100objects.ie contains on-line resources for primary schools based around selected objects from the 'A history of Ireland in 100 objects'.

National Museums of Northern Ireland

www.nmni.com: The home of the National Museums of Northern Ireland, containing links to the Ulster Museum, the Ulster Folk and Transport Museum and the Ulster American Folk Park, each of which contains large amounts of images, documents and information. The Ulster Museum has a number of historical sources including a specific section dealing with events in the decade 1912-1923. This includes an excellent selection of images from the period.

National Archives

www.nationalarchives.ie : The website of the National Archives in Dublin provides a number of digitised resources relating to the history of modern Ireland. There is also an online exhibition relating to the Anglo-Irish Treaty of 1921. The site also allows free access to the 1911 census. It also hosts the witness statements from the Bureau of Military History for the period 1912 to 1923.

National Library of Ireland

www.nli.ie: The website of the National Library of Ireland includes a guide for post primary students on how to use the numerous resources available in the library. There are also online case studies of the 1913 lock out, as well as an online exhibition relating to 1916.

Public Record Office of Northern Ireland

<https://www.nidirect.gov.uk/proni>: The Public Record Office of Northern Ireland offers a range of resources that students may find useful. These include a searchable database of the Ulster Solemn League and Covenant.

Commonwealth War Graves Commission

<http://www.cwgc.org/> the website of the Commonwealth War Graves Commission provides a number of resources on the events of WW1 and a searchable database of soldiers who died while fighting in the British Army.

BBC History

- http://www.bbc.co.uk/history/events/ulster_covenant: the BBC website provides a number of historical resources. In particular, it provides a very readable account of the Ulster League and Covenant with information on the background and other events happening at the time.
- www.bbc.co.uk/history/british/easterrising/: This is a special site on the events, personalities, and impact of the 1916 rising, and includes interviews with witnesses and historians.

RTÉ

<https://www.rte.ie/centuryireland/>: this is a website supported by the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media which provides a range of resources to support study of the period 1912-1923.

Decade of Centenaries Site

The Decade of Centenaries has a website dedicated to the programme of commemorations relating to the significant events in Irish history that took place between 1912 and 1923. It is supported by the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media and History Ireland.

- <https://www.decadeofcentenaries.com/ucd-online-exhibition-the-finest-men-alive-documents-of-imprisonment-protest-1916-17> Developed by UCD Archives and funded by the Irish Research Council, this online exhibition contains a wide range of documents written by prisoners detained in Ireland and Britain in 1916-17.
- Further links for exploring the Decade of Centenaries can be found at: <https://www.decadeofcentenaries.com/links/>

MNÁ100

Mná100 is a new online resource highlighting the role women played in the revolutionary period. Curated by Historian Dr Sinéad McCoole, the site offers articles, short films, podcasts and more for you to explore.

Find out about the women who shaped our politics for the past one hundred years in our [virtual tour](#).

Discover a lesser known side of Constance de Markievicz in our [podcast](#).

Explore the role of women fundraising and advocating for Ireland in America in our short film [Toward America](#).

Learn more at www.mna100.ie

Glasnevin Cemetery Learning Portal

The Glasnevin Cemetery Learning Portal is an online platform that enables schools/students to discover the origins and history of Glasnevin Cemetery. The cemetery reflects two centuries of Irish history. The portal has a focus on the years of the Decade of Centenaries and direct links to the curriculum. The resources on the portal can be used by students in their investigation process and can provide a basis for researching a wide range of topics relating to the Decade of Centenaries.

The resources include:

- an interactive Timeline and Map to learn about the lives of individual people in the past;
- a Story Gallery containing a series of short films and a collection of gallery images providing further information; and
- Links for students between their locality and national/international events.

The Learning Portal is available in Irish and English at -

<https://www.dctrust.ie/experience-glasnevin/education.html>

Machnamh

Machnamh 100 is an initiative of President Higgins that builds on his extensive work to date during Ireland's Decade of Commemorations that has examined and explored seminal events such as the Lockout of 1913, the First World War, The Easter Rising, the Flu Pandemic, the election of 1918 and the first Dáil. *Machnamh 100* is being supported by the Government and by RTÉ.

The term "Machnamh" is an ancient Irish concept encompassing reflection, contemplation, meditation and thought. In the context of this initiative, President Michael D. Higgins decided to host seminars in order to invite reflections on the War of Independence, the Treaty Negotiations, the Civil War and the emergence of new administrations. Leading scholars, with an array of perspectives, have shared their insights and thoughts on the context and events of that formative period of a century ago and on the nature of commemoration itself.

Machnamh 100, Part 1, took place over three seminars: Challenges of Public Commemorations (4 December 2020), Empire: Instincts, Interests, Power and Resistance (25 February 2021), and Recovering Imagined Futures (27 May 2021). In November 2021 we will commence Part 2 of the series of six seminars which will focus on subsequent events including the Civil War and the formation of two new administrations on the Island. Seminar four is entitled: Settlements, Schisms and Civil Strife.

Through *Machnamh 100*, President Higgins has facilitated presentations and discussions on specific themes, explored more fully the various aspects of that period in Ireland's journey, and its legacy for the societies and jurisdictions that were to emerge subsequently.

Appendix B

Template cover sheet which must be included at the front of all projects

Title of project:

Category for which you wish to be entered (i.e. Revolution in Ireland, Ireland and World War 1, Women's history, or a War of Independence category)

Name(s) of class / group of students / individual student submitting the project

School roll number (this should be provided if possible)

School type (primary or post-primary)

School name and address (this must be provided even for projects submitted by a group of pupils or an individual pupil):

Class teacher's name (this must be provided both for projects submitted by a group of pupils or an individual pupil):

Teacher's contact phone number:

Teacher's contact email address

Template cover sheet and permission slip which must be included at the front of all projects. **In the case of a group project permission will be required from all students and their parent/guardians.**

Title of project:

Category for which you wish to be entered (i.e. Revolution in Ireland, Ireland and World War 1, Women's history, or a War of Independence category)

Name(s) of class / group of students / individual student submitting the project

School roll number (this should be provided if possible)

School type (primary or post-primary)

School name and address (this must be provided even for projects submitted by a group of pupils or an individual pupil):

Class teacher's name (this must be provided both for projects submitted by a group of pupils or an individual pupil):

Teacher's contact phone number:

Teacher's contact email address

Permissions:

1. I give my permission for my work (essay or video, including my image) to be reproduced, as it was submitted, and hosted on Scoilnet.ie in the event that I am successful in winning this competition.

Signed by student/s:

Date:

2. I give my permission for my child's/children's work (essay or video, including their image) to be reproduced, as it was submitted, and hosted on Scoilnet.ie in the event that they are successful in winning this competition.

Signed by parent/guardian:

Date:

Note: There is no obligation for Transition year students who are competing in the video competition to include their own image in the video. However, if there are images of students present in the video, permission will need to be gained from each student shown (whether or not they are part of the group competing) and their parents/guardians in advance of submitting the video to the competition. Videos where there are students present **will not be considered without relevant permissions.**