Subject Support

History

Approaches to teaching History in Transition Year

October, 2013

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Note: Every effort has been made to ensure the accuracy of the historical data contained herein. Any inadvertent errors are regretted.
# APPROPRIATE TO TEACHING HISTORY IN TRANSITION YEAR

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1.1 PREFACE

The production of this resource for teachers of Transition Year (TY) History and Transition Units in History marks a significant step in the work of the team of teachers working together to support their colleagues under the auspices of the Professional Development Service for Teachers (PDST). Following a period when the focus was on Leaving Certificate History and the revised syllabus introduced in 2004, in more recent years support has also focused on the work of Junior Certificate History teachers. With the publication of this resource, we address an area in respect of which many history teachers have expressed the need for support – support which reflects the unique characteristics of Transition Year but which are still in tune with the other elements of the History curriculum in junior and senior cycle.

Current priorities

It seems particularly apt to present this resource in a context where many elements of the learning and teaching approaches discussed are clearly in line with currently identified priorities of our education system. In the context of the Literacy and Numeracy strategy, it is clearly established that the kinds of active learning strategies detailed herein have a major role to play in developing students’ literacy and numeracy. Listening, talking and writing are integral elements of students’ literacy development and many of the strategies included here involve a focus on one or more of these. For example, in the section on the use of song in teaching TY History listening skills are fundamental, and the points for discussion that follow allow good scope for student talk (ideally through structured discussion – perhaps combining pair work and group work) and, beyond that, for student writing. In developing students’ ability to write well in the History class, it is widely recognized that ‘scaffolding’ has an important role to play: the section on using the internet to scaffold student writing offers an engaging approach that can help students to write in more structured and focused ways.

In the context of School Self-Evaluation, the range of approaches exemplified herein offer teachers the opportunity to ‘benchmark’ their own approaches in Transition Year against that of the teachers/facilitators who have contributed to this resource. For those who have yet to become involved in Transition Year History, a series of approaches is outlined which serve as useful models towards good practice and educationally robust exemplars. As history teachers, we regularly review our practices and approaches for relevance and effectiveness. Transition Year is a programme where there are opportunities to try out different teaching and learning approaches in ways that may contribute subsequently to our teaching of history elsewhere in senior cycle and in junior cycle also.

Another key area addressed is the development of the Key Skills for senior cycle identified by the National Council for Curriculum and Assessment. Close consideration of these skills makes evident that History is strongly placed to help students develop expertise in each of the identified areas – and particularly History as taught in the ways outlined in these pages: with a strong focus on the integration of Information and Communication Technologies (ICT); with the active involvement of students in their own learning – whether through interviewing family members, engaging in group work tasks; taking digital photographs linked to sources examined in class; or one of the many other instances of active learning approaches detailed herein; with a constant focus on history as an enquiry into available evidence, an enquiry in which critical thinking skills are honed and refined.

One important area of focus here is constructing a history blog. The opportunities for collaborative support and creative development in this area are legion. It is hoped that the presentation of this resource plays a part in helping to realize some of those opportunities.
1.2 TRANSITION YEAR HISTORY IN CONTEXT

Importance and validity of Transition Year

- Broad educational experience

Importance in continuity of history education for students

- Continuity of experience from Junior to Leaving, a vital bridge for the future of school history.
- Promotion of positive benefits of history
- For some this will be their last experience of history

TY programmes in History

- not centrally mandated, presented in spirit of the programme

Methods and Approaches

- TY should offer students space to learn, mature and develop.
- The Department of Education and Science encourages each school to design its own TY programme to meet the needs of its students. Typically, a Transition Year programme offers students the possibility of learning experiences inside and outside the classroom.
- Throughout TY, teachers are encouraged to promote activity-based learning, research skills and self-directed learning.
- TY, like the other years of a six-year cycle through second-level schooling, has its own unique contribution to make to each student’s development and education.
- TY students may be asked to undertake projects, assignments, interviews, research and other demanding tasks.
- While TY presents opportunities to learn without the pressure of external examinations, assessment in a broad sense has to be an essential part of every TY programme.
- Where possible, TY should included study visits and field trips.
- Structure and planning are essential for a successful experience of history.
- Given the wealth of materials now available in a variety of technology formats, the TY history programme should familiarise students with a degree of research in a digital environment.
Background in terms of teacher renewal

John Coolahan has commented as follows on the teacher in an era of lifelong learning:

- The teacher needs to have a deep understanding of her/himself, and of the nature of her/his work.

- She/he needs to have developed a wide range of professional skills in teaching, planning, assessment and personal relationships.

- She/he needs to have flexibility, be open to self renewal and be a lifelong learner …

- The teacher needs a repertoire of teaching skills…

- The teacher needs skills in the application of ICT to education.

- The teacher ought to have a good understanding of young people’s intellectual and affective development and to be sympathetic to their culture and problems.

- Within a lifelong frame of reference, new planning processes are required internal to the life of the school.\(^1\)

- The extraordinary and accelerating impact of the information and communications technology revolution presents new ways of providing knowledge, assessing knowledge and disseminating knowledge, which is altering many features of contemporary living.\(^2\)

- Learning to learn has to be a central concern of policy and that includes motivation, capacity and opportunity. The cultivation of self-reliant learners who have the confidence and competence to become lifelong learners becomes the guiding aim of the process.\(^3\)

---


Drawing up suitable aims for a TY module in history

A critical step for history teachers is to establish appropriate and reasonable aims and objectives for a TY module. The Junior Certificate and the Leaving Certificate history syllabi provide very sensible guidance in this area. The Council of Europe has also provided useful guidance to history teachers. It issued two statements or recommendations on the teaching and learning of history, the first in 1996, the second in 2001.

How can this selection from these recommendations assist teachers in establishing appropriate aims for a TY module?

1996 recommendations

People have a right to their past, just as they have a right to disown it. History is one of several ways of retrieving this past and creating a cultural identity. It is also a gateway to the experiences and richness of the past and of other cultures. It is a discipline concerned with the development of a critical approach to information and of controlled imagination.

History also has a key political role to play in today's Europe. It can contribute to greater understanding, tolerance and confidence between individuals and between the peoples of Europe - or it can become a force for division, violence and intolerance.

Historical awareness is an important civic skill. Without it the individual is more vulnerable to political and other manipulation.

For most young people, history begins in school. This should not simply be the learning by heart of haphazard historical facts; it should be an initiation into how historical knowledge is arrived at, a matter of developing the critical mind and the development of a democratic, tolerant and responsible civic attitude.

Even if their constant aim may be to get as close to objectivity as possible, historians are also well aware of the essential subjectivity of history and of the various ways in which it can be reconstructed and interpreted.

Historical awareness should be an essential part of the education of all young people. The teaching of history should enable pupils to acquire critical thinking skills to analyse and interpret information effectively and responsibly, to recognise the complexity of issues and to appreciate cultural diversity. Stereotypes should be identified and any other distortions based on national, racial, religious or other prejudice.

The subject matter of history teaching should be very open. It should include all aspects of societies (social and cultural history as well as political). The role of women should be given proper recognition. Local and national (but not nationalist) history should be taught as well as the history of minorities. Controversial, sensitive and tragic events should be balanced by positive mutual influences.

Innovatory approaches should be encouraged ... especially with regard to new technologies. Council of Europe, 1996, “History and the learning of history in Europe”. http://assembly.coe.int/Documents/AdoptedText/ta96/erec1283.htm
2001 recommendations

**Historical Inheritance:**
Educational activities in the heritage field give meaning to the future through a better understanding of the past. History teaching should be founded on an understanding and explanation of heritage, and should highlight the cross-border nature of heritage.

**History and Citizenship:**
(History teaching helps students) to make appreciable progress ... through the development of individual research and analysis capabilities.

History teaching in a democratic Europe should:
- be a decisive factor in reconciliation, recognition, understanding and mutual trust between peoples;
- play a vital role in the promotion of fundamental values, such as tolerance, mutual understanding, human rights and democracy;
- make it possible to develop in pupils the intellectual ability to analyse and interpret information critically and responsibly, through dialogue, through the search for historical evidence and through open debate, ... especially on controversial and sensitive issues.

**Syllabus content:**
History teaching, while it must avoid the accumulation of encyclopaedic knowledge, must nevertheless encompass
- development of students’ critical faculties, ability to think for themselves, objectivity and resistance to being manipulated;
- the study of every dimension of European history, not just political, but also economic, social and cultural;
- development of curiosity and the spirit of enquiry ... ;
- study of controversial issues through the taking into account of the different facts, opinions and viewpoints

**Use of sources:**
The widest variety of sources of teaching material should be used to communicate historical facts and present them to be learnt about through a critical and analytical approach, more particularly
- [archives, documentary and fictional films products; all types of museums and historically symbolic places] which promote a realistic perception by pupils of recent events, especially in their everyday dimension;
- oral history, through which spoken testimony on recent historical events can make history come alive for young people.

**Information Technology:**
In the context of the widespread use of information and communication technologies by the young, both during their school and out-of-school lives, it is important that teaching methods and techniques allow for the fact that these technologies are vital resources for history teaching, necessitate in-depth consideration of the diversity and reliability of sources, (and) spectacularly broaden access to historical information and facts.

Council of Europe, Rec(2001)15 on “history teaching in twenty-first century Europe”.
**Drawing on the Council of Europe recommendations, what do we consider appropriate aims and teaching and learning approaches for Transition Year History?**

**Aims:** Draw up a list of five aims that you consider appropriate for Transition Year History, based on the Council of Europe recommendations on the previous two pages, and identify a number of teaching and learning approaches that would be appropriate in seeking to achieve the aim.

| Aims: Draw up a list of five aims that you consider appropriate for Transition Year History, based on the Council of Europe recommendations on the previous two pages, and identify a number of teaching and learning approaches that would be appropriate in seeking to achieve the aim. |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
History in TY: Assessment

- For TY, schools and teachers should use varied forms of assessment, with written, practical, oral and aural, portfolios or folders, project displays, exhibitions of work, personal logs, and rating scales as possible approaches.
- Students should be assessed on a broader scheme of attainments and possibilities, and given in a written form at the end of the module.
- Remember – this is a non exam-oriented learning project, although it does not exclude the inclusion of written assessments under exam conditions.
- Importance as foundation in more advanced research project work, document handling, critical thinking and writing skills
- Certification of participation, with some keys aims, some general, some specifically relating to historical elements

TY Link with Leaving Certificate

The school should ensure that in all areas studied there is a clear distinction between the TY programme and the corresponding Leaving Certificate programme. ... Where Leaving Certificate material is chosen for study it is to be studied in an original and stimulating way that is significantly different from the way it would have been treated in the two years to Leaving Certificate.

(Transition Year Programmes Guidelines, DES 1994)

Resources: Web Sourcing:

Only a very small sample, as the World Wide Web is your oyster! Make up your own menu!
http://ty.slss.ie/areas_history.html (go to teachers, curricular areas, history; TY general section, includes valuable advice on planning, curriculum outline, assessment, resource directory)
http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-WorldWar1.htm (site on WWI showing the multiplicity of approaches to the topic, some that can be moulded into a specific module)
www.bbc.co.uk/history is an extraordinary rich resource to find varied sources for history modules.
www.nli.ie/1916/: This exhibition, The 1916 Rising: Personalities and Perspectives, draws on contemporary documents and provides a good basis for student research.
http://www.scoilnet.ie/womeninhistory/content/main.html Discovering Women in Irish History (DES module designed to make the theme of women in history more accessible to TY and other senior students)

The CSO has made available material on the use of the 1901 and 1911 census.
(NOTE, 1901 and 1911 material drawn up by Pat Callan, material on Dunlavin in the 19th century drawn up by Chris Lawlor))
http://www.census.ie/_uploads/documents/Census_in_Schools/revised1503/02_Using_the_1901_1911_census_1_main_file_With_Links_4_03_2011_1.pdf
1.3 TRANSITION UNITS (TUs)

The NCCA has issued advice on how to draw up a Transition Unit (TU).

The introduction of transition units to the senior cycle curriculum provides an opportunity for schools,

- to offer a broader range of educational experiences to their students
- to recognise and certify different types and smaller units of learning
- to engage in curriculum development and planning at local level

Transition units (TUs) are 45-hour units of study. The units are developed by a school and are intended to be integrated into the school’s transition year programme. In developing transition units schools may devise some ‘from scratch’ – opening up a new area of learning for students. They may decide to adapt some of the modules they already offer as part of their transition year programme, and redraft them as TUs.

Transition units should reflect the overall purpose and spirit of Transition Year. In particular, they should incorporate

- creative and diverse approaches to teaching and learning
- opportunities for self-directed learning
- interdisciplinary approach
- extending the learning environment beyond the classroom
- an emphasis on formative assessment/assessment for learning
- development of skills for learning and skills for life
- a focus on the process of learning rather than content
- integration of ICT into teaching and learning
- opportunities for students to catch up and progress to the next stage of their education

NCCA, Developing Transition Units: Draft Handbook for Schools, July 2008
1. Introduction 5
2. Support for the development of transition units 8
3. Completing the template 8
4. Types of transition unit 19
5. The transition unit template 20
6. Criteria for evaluating transition units 22

NCCA: approaches to assessment in transition units

Assessment is built into the teaching and learning of each transition unit. While a variety of formative and summative methods may be used, particular emphasis is placed on the type of assessment that will provide quality feedback to students with regard to their strengths and weaknesses—to help them improve their learning, and to assist teachers in effective planning ...

An important feature of transition year is that students should have a space to learn, mature and develop in the absence of examination pressure. In this context, the assessment burden in transition units should be light.

It should not be weighed down by assessment on the scale of a Leaving Certificate subject. One summative assessment event is usually enough.

(Transition Year Programmes Guidelines, DES 1994, p7, p17)
<table>
<thead>
<tr>
<th></th>
<th>UNIT DESCRIPTOR</th>
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<tbody>
<tr>
<td>1.</td>
<td>Title of transition unit</td>
</tr>
<tr>
<td>2.</td>
<td>Area of study</td>
</tr>
<tr>
<td>3.</td>
<td>Overview</td>
</tr>
<tr>
<td>4.</td>
<td>Related learning</td>
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</tbody>
</table>
5. Summary outline of the unit

<table>
<thead>
<tr>
<th>6. Breakdown of the unit (How timetabled)</th>
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<th>7. Aims (maximum 3)</th>
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<tbody>
<tr>
<td><em>This transition unit aims to:</em></td>
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<tr>
<th>8. Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>On completion of this unit students should be able to:</em></td>
</tr>
<tr>
<td>9. Key skills</td>
</tr>
<tr>
<td>-------------------------------</td>
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<tr>
<td>information processing</td>
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<tr>
<td>critical and creative thinking</td>
</tr>
<tr>
<td>communicating</td>
</tr>
<tr>
<td>working with others</td>
</tr>
<tr>
<td>being personally effective</td>
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<tr>
<td>10. Teaching approaches</td>
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<td>-------------------------</td>
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<tr>
<th>11. Assessment approaches</th>
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<th>12. Evaluation</th>
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<table>
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<tr>
<th>13. Resources</th>
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</table>
### NCCA TRANSITION UNIT TEMPLATE advice

<table>
<thead>
<tr>
<th>1 Title of Transition Unit</th>
<th>The title clearly describes the unit. Should be short.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Area of study</td>
<td>Transition units generally fall within one of eight areas of study (e.g. Creativity). These are outlined and exemplified on a chart in the handbook.</td>
</tr>
<tr>
<td>3 Overview</td>
<td>Describes clearly and concisely what the TU is about. This can be used to inform students, parents and other teachers.</td>
</tr>
<tr>
<td>4 Related learning</td>
<td>Describes ways in which the learning in the transition unit links back to Junior Cycle, forward to Leaving Certificate and with other transition units. Links with the world of work and the community should also be mentioned.</td>
</tr>
<tr>
<td>5 Summary outline</td>
<td>This is a description of what the students will actually do in the unit, and in what order they will do it.</td>
</tr>
<tr>
<td>6 Breakdown of unit</td>
<td>Assigns an approximate length in class periods/hours to each activity/element of the unit.</td>
</tr>
<tr>
<td>7 Aims</td>
<td>Describes, in about three statements, the broad impact that the unit will have on the student’s learning.</td>
</tr>
<tr>
<td>8 Learning outcomes</td>
<td>Are specific statements that describe the different attitudes, values, knowledge and skills that students will gain/develop and be able to demonstrate as a result of taking the transition unit. Inclusion of about eight learning outcomes is recommended.</td>
</tr>
<tr>
<td>9 Key skills</td>
<td>A list of the key skills that students will encounter in the transition unit and how each of these skills will be evidenced. The skills are based on the key skills of senior cycle.</td>
</tr>
<tr>
<td>10 Teaching approaches</td>
<td>Describes the methodologies that will be a feature of the transition unit. Use of a range of active learning methodologies is recommended.</td>
</tr>
<tr>
<td>11 Assessment approaches</td>
<td>Describes the assessment approaches that will be used in the unit. Assessment should be clearly linked to the aims and learning outcomes of the unit.</td>
</tr>
<tr>
<td>12 Evaluation</td>
<td>Describes how teacher and students will evaluate the success or otherwise of the TU, with a view to improving the learning experience.</td>
</tr>
<tr>
<td>13 Resources</td>
<td>Lists the main resources available to support teaching of the transition unit. Examples would include texts, websites, audio-visual material, local amenities and guest speakers.</td>
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NCCA Key skills for senior cycle

Information processing
Developing this key skill will help students become more effective learners in an information intensive environment. This includes the specific skills of accessing, selecting, evaluating and recording information.

Critical and creative thinking
Developing this key skill will help students be more aware of different forms and patterns of thinking so that they can become more skilled in higher order reasoning and problem solving.

Communicating
Developing this key skill will help students become better communicators who are able to use a variety of media, and to recognise how communication methods influence their own understanding and knowledge. Specific skills include reading, expressing opinions, writing, making oral presentations, analysing visual forms and so on.

Working with others
Developing this key skill will highlight the role that working with others has for learning and for achieving both collective and personal goals. Students will gain some appreciation of the dynamics of groups and the social skills needed to engage in collaborative work.

Being personally effective
Developing this key skill will help students to grow as persons, to become more self-aware, and to develop personal goals and life plans. As well as giving students specific strategies related to self-appraisal, goal setting and action planning, an important dimension of this key skill is to enable young people to act autonomously according to personal identities and personal values.
2. The use of blogs in the Transition Year history class

Web logs, more commonly known as blogs, are a useful tool in the history class. Some blogs are maintained by the teacher, but equally they could be developed and maintained by the students. The setting up of a class blog could prove to be a useful project for Transition Year history classes.

The advantages of using blogs.

- Information, documents, images, podcasts and videos can be posted by the teacher online. Students and others can then access this material from any computer or internet enabled device.
- Homework and other notes can be posted on the blog for students who are absent from school.
- Links can be provided to other useful websites.
- Blogs give teachers and history classes around the opportunity to network and share ideas. This could be particularly useful for teachers/students in Gaelcholáistí and classes undertaking the early modern history course.
- Blogs give an opportunity to display student projects and other work assignments.
- Blogs can be set up without difficulty at no charge and are easily maintained.

Some examples of history blogs can be found at the following sites.

leavingcertificatehistory.blogspot.ie

This blog was developed by Lucan Community College. It includes notes, videos and lessons for students on the current and previous prescribed case studies.

historyloretofoxrock.wordpress.com

Developed by the staff of Loreto College, Foxrock, it gives useful links for all class groups. Included on the blog are handouts for students and photos of class history trips and other activities.

leavingcethistory.net

This site was developed by St Patrick’s Comprehensive School, Shannon. It has useful links to history websites, homework exercises for students, notes and handouts on all the major topics in addition to useful videos and podcasts.
moorehistory.wordpress.com

This blog has been developed by the history department in Glenties Comprehensive School. Students are provided with a variety of useful links and exercises and a range of sample essays and other useful material.

staircolailigh.blogspot.ie

This blog has been developed by the history department in Coláiste Ailigh, Leitir Ceanainn. It contains notes, cartoons, videos in Irish with links to useful websites. The blog is used to publicize history trips and showcase student project work.

How to set up a blog

The first step in setting up a blog is to choose a server. There are several servers, which allow users to set up blogs. Amongst these are Blogger, WordPress and LiveJournal. Blogger and WordPress are the two most popular servers. The choice of server is very much dependent on the appearance the teacher/class wish for the blog, the tools associated with the blog and what the blog will be used for. For our purposes we will use Blogger as our server.

Rationale behind using Blogger.

Blogger is a popular and free blogging service owned by Google. Blogger’s big draw is ease of use and nearly instant setup. You can go from blog-less to publishing your first post in under 15 minutes thanks to its extremely easy setup process. Blogger supports drag-and-drop template editing, dynamic updating, geo-tagging for location-based blogging, and easy publication from editing tools like Google Drive, Microsoft Word, and Windows Live Writer. Blogger supports up to 100 users, so if you grow your blog beyond single editorship you can expand without any hassle.
Step 1 Log into www.blogger.com. You will require a gmail account. If you have one, you can use your own account or alternatively you will be asked to set up one. Some teachers may prefer to create a specific account to be associated with the blog, especially if students will be involved in maintaining the blog. If the teacher is the only person who will be maintaining the blog, using a personal gmail account may be preferable.

Step 2 Once you have a gmail account, you will be asked to sign in. After doing so click on ‘create blog’ (or, if using an existing gmail account, ‘new blog’).

Step 3 Choose a title for your blog. You will also be asked to create a url address which will take the form “name.blogspot.com” This will be the address that people will use to view your blog. It may be useful to create a memorable and significant url. For example: historyinloreto.blogspot.com or mrnolanshistoryclass.blogspot.com.

Step 4 Having completed these steps, the basic blog will have been created. You will be taken to a page which shows “Your Name’s blogs”. Click on the title of your blog.

Step 5 On the sidebar on the left hand side of the screen, choose ‘template’. You will be offered a wide range of templates, which you can use. Do not worry too much about choosing one template over another as the template can be changed easily at a later date.

Step 6 Having selected a template, you may wish to customise your blog. Click on the ‘customise’ button. You will be taken to a page entitled “Blogger Template Designer”. On the sidebar at the top left choose ‘layout’. Choose whichever layout you prefer, then click on ‘Apply to blog’. This can be changed at any time in the future. You may also at this point adjust the colours, widths and fonts which will appear on your blog. When finished click on ‘back to blogger’.
Step 7  At this stage you may wish to post your first blog. Click on ‘New Post’ on the left hand side bar. Type in a title for your post in the box provided. Underneath is a larger box where you can type or paste your message. Choose a short test message to ensure your blog is working correctly. On the right hand sidebar you will find a button named ‘labels’. This attaches labels to your post, a useful tool which will allow readers to search for relevant postings whenever you have a large amount of posts uploaded to your blog. Labels could include words like ‘homework’, ‘home rule’, ‘congo’ etc. Whenever you are finished click on the ‘publish’ button to the right of the title box.

Step 8  Click on ‘view blog’ to see your post. Congratulations on creating your first working blog!

Step 9  As soon as possible after setting up your blog, the teacher should click the ‘settings’ button on the left hand sidebar. Doing so will allow him or her to control privacy, search, language and other settings. You may want to note the following.

- Do you want your blog to be available to search engines?
- Who may post on the blog?
- Who may read the blog?
- Do you wish to allow readers to leave comments?
- Who can moderate any such comments?
- Which language do you wish to use? Most modern languages including Irish are catered for.
- Protect your blog from ‘adult’ or inappropriate content.

All of these can configured in ‘settings’ and should be attended to immediately.

There are many tools on Blogger, which will help you create an attractive and interactive blog. There are too many to go through here and each individual teacher or class group will find their own way of personalising their blog. Some of the most useful tools are listed below.

**Title**

On the left hand sidebar press the ‘layout’ button. This will show the layout of the template you chose at Step 5 above. Start with the ‘header box’ where the title of your blog is shown. Click on the ‘edit’ icon in the button right hand corner. You may add a brief description of what your blog is about and also if you wish an image.
**Link Lists**

Staying in the layout window, click on ‘add a gadget’. Depending on the template you chose these will appear in different places on the blog layout. A new window will open giving you a wide choice of gadgets, which can be added to your blog. Teachers or classes may add images, video feeds, text, links to other blogs, slideshows or lists. A useful gadget which many teachers have used is the ‘link list’ which allows readers to easily access other websites on the internet.

Scroll down to ‘link list’ and click on it. Create a title, and type in the url and details of the website you wish to link to. Then, choose the tab that says ‘Add link’. When finished, click ‘save’. Click on ‘view blog’ to view the newly created list. Its position can be changed easily by dragging it to a new position on the ‘layout’ window.

**Adding Video from YouTube**

1. Firstly identify the video you wish to post on your blog.
2. Underneath the video in YouTube click on the ‘share’ button.
3. Next click on the ‘embed’ button. A box with an embed code should appear. This is normally highlighted. Copy this code.
4. In Blogger click on the ‘new post’ button.
5. Press the ‘HTML’ button on the top left hand side of the text box.
6. Copy the embed code into the text box. Don’t forget to include a title and labels.
7. By clicking the ‘compose’ button on the top left hand corner your video should appear in the text box.
8. You may wish to include some text in the text box (instructions, commentary, questions etc)
9. Click Publish.
10. By pressing ‘view blog’ you may view the uploaded video.

For uploading videos, which you may have saved on your computer or from servers other than YouTube, the ‘insert a video’ icon on the toolbar above the text box may be used.
Inserting a hyperlink or image into a post
1. Click ‘new post’ in blogger.
2. Type or paste your text into the text box.
3. Highlight a piece of text where you wish to insert the hyperlink.
4. Click on the ‘link’ button on the toolbar above the text box.
5. A small window will open. Insert the url address you wish to link to in the box provided.
6. Click ok.
7. Click ‘publish’ and ‘view blog’.
8. Images are uploaded in a similar manner by using the picture icon on the toolbar.

Adding handouts, worksheets and other documents
1. Firstly you will need to save the document on a server such as Google Drive. This server is the easiest to use with Blogger and by setting up a new gmail account you automatically get 5GB of free storage.
2. Open the document you wish to add to your blog. At the top right hand corner click on the ‘share’ icon.
3. In a pop-up window, you will be asked who may view the document. Choose whichever privacy setting is most appropriate to your needs.
4. Copy the link code, which should be highlighted in the pop-up window.
5. Click ‘done’ and return to Blogger.
6. The document can then be included in a post as a hyperlink. You may however wish to have the document permanently displayed in a prominent place on your blog.
7. To do this click the ‘layout’ icon and choose where you wish to post your link. By using ‘add a gadget’ you can choose to create a list or to add a picture, which may then be hyperlinked to bring the reader to the document.

The world of blogs is constantly changing and being updated. It is up to each individual teacher to play around with the blog and the various tools they contain to create a useful, entertaining and worthwhile tool for the history class. Although Blogger is an easy way to get started, many teachers prefer the tools and layout of WordPress. Whichever way you choose to proceed, good luck!
3.1 EXPLORING PRIMARY SOURCES FOR IRISH HISTORY IN TRANSITION YEAR

There is an increasing number of websites which make primary sources for Irish history freely available to the public. These can be used to develop various skills among History students, e.g. research skills, evaluation skills, assessing point-of-view, bias and/or reliability of sources, and to promote literacy and numeracy skills such as collating data and presenting it in different formats. Teachers can use these websites to devise active learning tasks for students which can easily be differentiated according to the students’ abilities. Tasks can be arranged to encourage students to engage with their family members, the local area, and/or to involve cross-curricular links.

Teachers are no doubt familiar with sites such as:

The Irish Times Archive at http://www.irishtimes.com/archive/

Conflict and politics in Northern Ireland at http://cain.ulst.ac.uk/

Primary sources for Co. Clare at http://www.clarelibrary.ie/eolas/coclare/history/intro.htm

Images for Dublin at http://dublincitypubliclibraries.com/image-galleries

Other suggested sites:

The 1901 and 1911 censuses at http://www.census.nationalarchives.ie/

Make it personal: if the student had family in Ireland in 1901/1911, get them to identify their forebears. Teach them how to conduct a search either for their own family or particular named individuals. Ask them to talk to their grandparents or oldest relatives to check family histories. Can they locate other family records (photographs, marriage certificates, letters, etc.) to complement findings from the census? Was your school a boarding school?

Investigate the population of your school in 1901/1911.

Pick a clearly defined street (or part of a street) or a townland in the local area, maybe involving around 10-20 households. Ask students to study the population of that area and present their findings in written form under headings such as total population, total number of males and females, age structure (simplified to children under 18, adults of 18-64, adults over 65, or whatever you think appropriate), household structures and average size, occupations, religion, education levels, etc. Can students use their IT skills (or be taught how) to present some information in pie-charts or as percentages, etc. Can they infer information from the given facts, such as suggesting links between age, gender, literacy and educational achievements, etc? Can they suggest where/how they could discover other sources to add to their knowledge of this area at that time?
The Bureau of Military History (1913-1921) at http://www.bureauofmilitaryhistory.ie/

The Bureau of Military History has made 36,000 pages of witness statements relating to the struggle for Irish independence, 1913-1921, available online in PDF format. Enter the name of a person or place to search the collection:

Adopt a local approach. Get students to conduct searches for local areas or known individuals. It is possible that some students will be able to locate family connections in these archives. Some accounts are very long, and teachers may wish to direct their students to concentrate on a particular section of an account. Some accounts are in Irish.
If you can find a military operation that happened in proximity to your school get the students to plot the incident on a map and/or to explore the route on foot to identify the exact locations of each stage of the ambush/attack/escape, etc. Ordnance Survey maps can be examined at https://maps.scoilnet.ie/Gallery/Eng/

It is possible that students could re-enact an engagement and photograph or film themselves at work. They should be able to justify their locations/poses by reference to the account. Another approach would be to identify and study accounts from different points-of-view. Can students identify facts/opinions, bias, etc? Can they think of ways they would double-check the veracity of these accounts (e.g. by checking local newspapers, etc.)?

- A member of the Irish Volunteers gives his account of activities in and around Ennis, 1916-1921:
  http://www.bureauofmilitaryhistory.ie/reels/bmh/BMH.WS1135.pdf#page=1

- Harry Boland’s sister, Kathleen, gives an account of the activities of her three brothers:
  http://www.bureauofmilitaryhistory.ie/reels/bmh/BMH.WS0586.pdf#page=1

- Molly Reynolds’ account of being in Cumann na mBan and First Aid duty in the GPO during the 1916 Rising:
  http://www.bureauofmilitaryhistory.ie/reels/bmh/BMH.WS0195.pdf#page=1

- Cuntas Sheamus Ó Néill ar ghníomhacht Chomplacht Chluain Meala, d’Óglaigh na hÉireann, 1913-1921:
  http://www.bureauofmilitaryhistory.ie/reels/bmh/BMH.WS1557.pdf#page=13

- Ernest J. Jordison, an English-born Dublin businessman gives an account of events in Dublin, 1914-1921:
  http://www.bureauofmilitaryhistory.ie/reels/bmh/BMH.WS1691.pdf#page=1
In 2010, Trinity College made some 8,000 witness statements from the 1641 Rebellion available online. The depositions relate to disturbances in all parts of Ireland and offer a wonderful opportunity to explore 17th century Irish history on a county-by-county basis. It is also possible to use them and the many vivid visual images relating to the 1640s to study an early example of propaganda. Can sources be trusted? Can their provenance be properly established? Are the images realistic or exaggerated? Can we ever know? Was the rebellion an attempted genocide? (The word genocide was legally defined by the UN in 1948 as “acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group”. ) What was the impact of the 1641 Rebellion in subsequent Irish history and on different Irish mentalities?

An interesting lecture by Prof. Jane Ohlmeyer, introducing the Depositions, is available at http://www.youtube.com/watch?v=Ve_1oIPuerU

A useful, short introductory article by Fintan O’Toole is available at http://www.irishtimes.com/newspaper/weekend/2012/0414/1224314714489.html


A 126-page resource pack for teachers with lesson plans, hand-outs, etc. is available at http://www.tcd.ie/history/1641/pdf/teaching/The%201641%20Rebellion%20in%20Ireland.pdf

Enter “1641 rebellion” or “1641 Depositions” into Google Images to search for visual images.
Parliamentary debates at http://debates.oireachtas.ie/

Dáil Debates from 1919, Seanad Debates from 1922, and Committee Debates from 1924 are available on-line.

In the “Search Debates” box enter a name or a term, for example “corporal punishment”.

Students could be asked to identify contrasting attitudes to issues or public figures such as the use of corporal punishment in schools, contraception, divorce, equal pay, the marriage bar, Mother and Child Scheme, internment without trial, etc.

Trawling through Oireachtas records can be tedious. The teacher could direct students to find particular records rather than skimming through a large number of references. Many topics either need to be contextualised for students or they should be asked to find out why the topic was being debated at that time.

(Seanad debate, 15 February 1956)

The Corpus of Electronic Texts, based in University College Cork, provides free online access to over 1300 sources for the study of Irish history, literature and politics. The “Published” link provides a convenient list of texts. There are many interesting texts available ranging from early monastic annals to works from the early 20th century. It is recommended to pick out short extracts relevant to your local area, or else good lively accounts from writers such as Fynes Moryson.

Some suggestions of texts that could be used with TY students:

*Captain Cuellar's Adventures in Connacht and Ulster* by Francisco de Cuellar.

De Cuellar was aboard one of the Spanish Armada ships wrecked off the coast of Ireland in September 1588. He spent a number of months in Ireland before he successfully made his way back to mainland Europe and wrote this dramatic account of life among the Gaelic Irish savages.


*The Manners and Customs of Ireland* by Fynes Moryson.

This account from around 1600 describes the wild Irish with great disdain. Moryson’s style of writing is accessible and engaging. There are interesting paragraphs on topics such as Irish laziness, the Irish inclination for fighting, drinking, gaming, etc., as well as descriptions of clothing, farming, hunting, and fosterage, and also how Irish women suffered no pain in childbirth. Where are the facts and where are the opinions? Is any of it credible?


*Chapters towards a History of Ireland in the reign of Elizabeth* by Philip O'Sullivan Beare.

This book, originally published in Spain in 1621 gives the Gaelic, Catholic point-of-view of the Elizabethan conquest of Ireland. Chapter 1 begins with a “General sketch of the tyrannies of Elizabeth...” and so it continues. It is, of course, extremely biased, but it deals with the various plantations and Irish families/leaders affected by English policies in Ireland.


*Travels in Ireland* by Johann Georg Kohl.

In 1842, this German travel writer made an extensive tour of Ireland, starting in Dublin, crossing the Midlands via Edgeworthstown, and continuing to Limerick, Clare, Kerry, Cork, Kilkenny, Waterford, Wexford, Wicklow, Louth and some Ulster counties including Antrim and Down. He portrays the poverty of pre-Famine Ireland and comments on the temperance movement, monastic ruins, the linen trade, etc.

The Devon Commission Report at
http://eppi.dippam.ac.uk/documents/11941/eppi_pages/281537

The Devon Commission was a parliamentary enquiry into the law and practice in respect to
the occupation of land in Ireland in 1844-1845. The Report provides a wealth of information
about land conditions in Ireland on the eve of the Great Famine. Evidence was taken from
witnesses of all classes at the following locations listed on p. 2 of the PDF:

This is part of the evidence of labourer Michael O’Sullivan of Abbeystrowry near
Skibbereen:

11. What family have you?—I have five children.
12. Are there seven of you to be supported?—Yes.
13. What age is the eldest child?—One of them is twelve years the 6th of last May; the
other nine, and so on.
14. Are any of the children employed by farmers?—Not one.
15. How do you manage upon the 6d. a day to support the family?—My landlord has a
road making for the use of the farm, and has employed the tenants there, and I cannot deny
but I have employment at the present hour.
16. What is your general food for the family?—Nothing at all but dry potatoes.
17. Have you fish?—Not one, except they may bring a pen’orth home in a month; but
it is not once in a month, or once in three months. If my poor wife sells her eggs, or makes
up a skein of thread, in the market, she may take home with her a pen’orth or two pen’orth
of something to nourish the children for that night; but in general, I do not use 5s. of kitchen
from one end of the year to the other, except what I may get at Christmas.
18. Have you generally milk with your potatoes?—Not a drop. I have no means of
getting it. I would think myself middling happy if I could give the five children that;
and if they were near a National School, I could give them schooling. I have an idea of
giving them schooling as well as I can. A better labouring man than what I am cannot
afford his children any schooling, and even some of the people called farmers in the same
place.

The Q. & A. format has obvious dramatic potential. Pairs of students could be asked to
prepare a reading of various extracts, including the evidence of land agents, priests and
clergymen, gentleman farmers, labourers, etc. This could form the basis of a unit of work on
the Famine.
3.2 USING SONGS IN THE STUDY OF TRANSITION YEAR HISTORY

Students and teachers can use TY to explore History through sources that don’t get much of a look-in during the Junior or Leaving Certificate courses. Many students and teachers have a strong interest in music and this could provide a springboard into worthwhile historical study. YouTube is a rich source of material ranging from straight-forward renditions of songs such as Derry’s Walls (http://www.youtube.com/watch?v=dUCFS50WpQM) to spoofs such as Lady Gaga on the French Revolution (http://www.youtube.com/watch?v=wXsZbkt0yqo).

Students could be asked to get their parents and grand-parents to suggest songs that dealt with current events in their younger years. Can students suggest and explain what present day songs they think will have historical significance in 20-30 years’ time?

Teachers can use TY to follow their own interests. The more enthusiastic a teacher is about a particular song/artist, the more likely it is that the students will also find it engaging.

Dorian Lynskey’s *33 Revolutions Per Minute* (Faber and Faber, 2012) deals with 33 protest songs including Billie Holiday’s *Strange Fruit*, Bob Dylan’s *Masters of War* and Pete Seeger’s *We Shall Overcome*.

There are also many websites that deal with protest songs.

EXAMPLES OF SONGS TO USE IN THE CLASSROOM:

**SKIBBEREEN**

O, Father dear, I often hear you talk of Erin's Isle,
Her valleys green, her lofty scene, her mountains rude and wild;
You say it was a pleasant place wherein a prince might dwell,
Why have you then forsaken her, the reason to me tell?

My son, I loved our native land with energy and pride
Until a blight fell on the land and sheep and cattle died,
The rents and taxes were too high, I could not them redeem,
And that's the cruel reason why I left Old Skibbereen.

It's well I do remember on a bleak November's day,
The landlord and his agent came to drive us all away;
He set my house on fire with his demon yellow spleen
And that's another reason why I left Old Skibbereen.

Your mother, too, God rest her soul, lay on the snowy ground,
She fainted in her anguish of the desolation round.
She never rose, but went her way from life
To death's long dream,
And found a quiet grave, my boy, in dear old Skibbereen.

It's well I do remember the year of forty-eight,
When we arose with Erin's boys to fight against our fate;
I was hunted through the mountains as a traitor to the Queen,
And that's another reason that I left Old Skibbereen.

Oh father dear, the day will come when vengeance loud will call
And we'll arise with Erin's boys and rally one and all,
I'll be the man to lead the van, beneath our flag of green,
And loud and ligh we'll raise the cry, "Revenge for Skibbereen!"
There is an excellent rendition of this song by Sinéad O’Connor and the Chieftains available on YouTube at http://www.youtube.com/watch?v=6VWPzsPqcHQ

Students could start by listening to the song (the accompanying YouTube video is a distraction, not a help).

A set of comprehension questions could be devised:

- In this song, who is speaking to whom?
- Where are they now?
- Why was the father so fond of Skibbereen?
- Identify five reasons why the father left Skibbereen.

Students could also be asked to develop contextual knowledge:

- Apart from the Famine, what are the events of 1848 to which the father refers?
- Is this a Famine song or a rebel song, or both?
- What can we learn about Irish emigrants from this song?
- Is this song fact or fiction? What is its historical significance?

This song could be used as the starting point for a study of the Famine, emigration, anti-English sentiments in Irish-America, etc., using sources such as the following:


http://xroads.virginia.edu/~hyper/sadlier/irish/Famine.htm provides links to many sources on the Famine in general.

http://www.irishhistorylinks.net/History_Links/The_Great_Famine.html provides a collection on links on the Famine.

http://www.youtube.com/watch?v=3s2d3kkP1rg is a very short clip from Gangs of New York showing Irish emigrants disembarking in New York. Useful for starting a study of the Irish experience in America.

There are many websites that deal with emigration, anti-Irish sentiment, etc. There are many examples of both British and American anti-Irish cartoons available.

There are many books of local interest published on the impact of the Famine in different parts of the country. Teachers and students should consult their local libraries for sources, both primary and secondary.

Two recent publications deserve mention:

Ciarán Ó Murchadha, The Great Famine, Ireland’s Agony 1845-1852, (2011)
An excellent film clip showing Billie Holiday giving a powerful performance of *Strange Fruit* is available at http://www.youtube.com/watch?v=h4ZyuULy9zs (Beware of racist comments below this clip, it might be better to download it before showing it in class.)

*Strange Fruit* was written by Lewis Allan (Abel Meeropol), a Jewish school teacher. He said later that he had been inspired by seeing Lawrence Beitler’s 1930 photograph of the lynching of Thomas Shipp and Abram Smith (http://www.npr.org/templates/story/story.php?storyId=129025516):

Together, this photograph and this song could be the beginning of a number of investigations.
POSSIBLE AVENUES OF INVESTIGATION

Who were Thomas Shipp and Abram Smith and why were they lynched?
   What **primary sources** can you find to learn the facts of this story (i.e. **NOT Wikipedia**)?

What was lynching?
   Find statistics about the locations and prevalence of lynching.
   (Warning: many gruesome photographs on the internet.)

Who was Abel Meeropol?
   Investigate the interesting story of Meeropol’s life. He was sacked from his job as a teacher for being a communist. He and his wife adopted the two sons of Ethel and Julius Rosenberg after their execution for spying in 1953.

How did Billie Holiday experience racism in her own life?

How did other black performers such as Josephine Baker or Nina Simone fare?

Investigate other lynchings or miscarriages of justice such as the Scottsboro Nine or Emmett Till.
   A few months after they were acquitted by an all-white jury, Emmett Till’s killers gave an interview to *Look* magazine in which they admitted they killed him. A full transcript of the article is available at [http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_confession.html](http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_confession.html)
   Letters to the editor of *Look* magazine are also reproduced on the PBS website at [http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_letters.html](http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_letters.html) and they could be used in a ‘for-or-against’ sorting exercise. A question such as “Does this letter approve or disapprove the decision to publish the confession of Bryant and Milam?” could be set.
   Other links to records about the Emmett Till case, including the FBI transcript of the trial are available at [http://law2.umkc.edu/faculty/projects/ftrials/till/tilltriallinks.html](http://law2.umkc.edu/faculty/projects/ftrials/till/tilltriallinks.html)

Many students will have read *To Kill a Mockingbird* by Harper Lee, the fictional story of a black man accused of raping a white girl in 1930s Alabama. Can we learn history from works of fiction?

Have students read historical fiction? Can they make recommendations to each other?

Two books recommended to teachers:

3.3 PHOTOGRAPHS AND TY HISTORY

Many teachers make use of photographs when teaching History. Most classrooms are now equipped with internet access and data projectors. Rather than telling students what a fulacht fiadh or a bawn is we can now show them photographs of such items. When we deal with political figures we can show them photographs of Parnell or Pearse or Carson, etc. A picture is worth a thousand words, as the cliché says. However, it becomes more complicated when we show students photographs of events; can we flash a photograph up onto the whiteboard and say, “This is the battle of the Bogside,” and leave it at that? The more discerning student will realise that such photographs raise issues such as selectivity, representation, contextualisation and interpretation.

The great thing about TY History (as opposed to Junior Cert or Leaving Cert History where teachers are always under pressure to get through a long syllabus) is that it affords us time to explore and analyse the use of photographs as historical sources. Students can develop a range of skills in relation to photographs and engage in activities outside the classroom. There is scope to combine the study of photographs used for historical purposes with a study of contemporary media issues if links are desired with other subject areas such as Media Studies, English/Irish or Art. A number of approaches can be taken, ranging from the relatively simple to the more reflective.

1. Teach students where to locate photographs of historical interest. Students should search for photographs of local interest. The following sites are recommended as starting points:

   http://www.nli.ie/digital-photographs.aspx  This is the online digital photograph collection of the National Library of Ireland. Get students to search for their home town or specific events. For example “Dublin bombing” throws up twelve results including events related to the Civil War, the Emergency, Nelson’s Pillar and the 1973 bombs. Students need to match dates with photographs and learn to place them in their appropriate historical context. Students should also learn that some results from a particular search may be of no relevance at all.

   http://foto.clarelibrary.ie/fotoweb/ The Clare County Library has an extensive collection of Clare-related photographs which can be browsed or searched.

   http://dublincitypubliclibraries.com/image-galleries Dublin City Library has various collections of photographs available online.

   http://www.corkpastandpresent.ie/mapsimages/corkphotographs/ The Cork City Library site provides access to many photographs of Cork.

   http://life.time.com/history/ Photographs from the Life magazine archive cover many notable historic events.

Photographers and collections worth investigating:

   **Margaret Bourke-White** – photographed the liberation of Buchenwald, India and Pakistan in 1947 and many other significant occasions.

   **Dorothea Lange** – photographed the Dust Bowl, Japanese-American internment during WWII, Ireland (particularly Co. Clare) in the mid 1950s. She created the famous “Migrant Mother” image.

   **The Lawrence Collection** – Ireland, 1870-1914. Images can be seen at the NLI website.

   **Fr. Francis Browne** – of Titanic fame, but many other subjects are covered, both in Ireland and in other countries, during the first half of the 20th century.
2. Most students have access to digital cameras. Get students to research images of their local area (e.g. from the NLI website, or through old postcards or even family photographs). Send them out to create, as closely as is safely possible, a matching modern version of the older photograph. This is a pleasant and easy task for the beginning of the year. It teaches them skills of visual literacy and close observation as they need to match up windows, chimneys, perspectives, etc.

(See http://www.photography.paul-walsh.net/landscape/Cushman/ for exactly matched Dublin city centre scenes in 1961 and 2011.)

O’Connell Street, Ennis – around 1900 and 2009:

A display of such photographs could be created. Students could be asked to make notes on what is the same, what is different? What could students of the future learn from the photograph they have taken? If suitable books or records are available, the students could research how/when/why the main changes took place in their local area.
3. True or False worksheet on photographs as historical evidence.
   - Students should be encouraged to reflect on and discuss the use of photographs as sources of historical evidence.
   - This exercise could be completed in pairs or small groups using statements such as some of the propositions given here.
   - Alternatively, each group could be asked to prepare points for and against one statement and to give their opinion as oral feedback to the class.
   - Students could be asked to find photographs to illustrate their points-of-view and share them with the class as part of their feedback.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True/False</th>
<th>Reasons why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs are very useful historical documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs are a true representation of a particular time in history.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A photograph can represent information dishonestly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs are more useful than textual information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs capture unique moments in time and place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A photographer can accidently or deliberately create a biased image.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All photographs are biased in some way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We need to know who took the photograph and why s/he took it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An unlabelled photograph is useless as a historical source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary photos of family and friends are of little historical value.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern photos are more likely to have been interfered with than old ones.</td>
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<td></td>
</tr>
</tbody>
</table>
4. One way to encourage students to get the most out of photographic sources is to use an observe-analyse-interpret approach.

<table>
<thead>
<tr>
<th>Observe</th>
<th>Analyse</th>
<th>Interpret</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe exactly what you see. What people/objects are shown? What is the setting? What else can you see? Is there other relevant information available such as labels/captions?</td>
<td>What is happening in it? Is it a staged/unstaged shot? What does the photographer want us to see? Was it intended as a public or private record? Is it simply presenting facts, and/or is it a ‘message’ shot?</td>
<td>What impact would this photograph have had on viewers at the time? Has its impact changed over time? What can we learn from it? What can we not learn from it? What can we infer from it?</td>
</tr>
</tbody>
</table>

**Eviction scene, Moyasta, Co. Clare, 1888 (Lawrence Collection, NLI)**

10 people (males) 3 policemen, man in bowler hat (partly obscured), 2 boys (barefoot). Stone cottage, thatched roof (weeds on it and tied down with rope). Doors off hinges, 2 tables and 4 súgán chairs thrown outside. Bushes, unpaved ground. Eviction scene, Clare, 1888.

Policemen and man in bowler hat sent to enforce eviction. Other men and boys are the evicted tenants/neighbours (?) Unstaged “stand-off” shot, but subjects must have been aware of the photographer’s presence (?) Photo records the facts of an eviction, how it was carried out. Photographer deliberately creating an historic record (?)

1888 – eviction part of Plan of Campaign, rent not paid (?) Resistance to eviction - bushes probably stuffed into doorway, now pulled away. Sullen attitude/body language of local men but no evidence of violence in this photograph. Poverty – walls and roof of cottage in poor repair, boys are barefoot, not much furniture. Don’t know: did the tenants remain evicted? Where did they go? Where were the women/girls?

What else could students add? Find other photographs to analyse/place in context.
5. Examining photographs for historical evidence.

The following questions taken from http://www.edutopia.org/life-magazine-online-photography-analysis are useful when examining a photograph as a possible source of historical evidence:

- **Subject matter**: What is the main subject of this photograph?
- **Time**: What might have happened just after or before the photo was taken?
- **Framing**: What would be visible if you could move the camera left or right, up or down?
- **Vantage point**: How far was the photographer from the images seen in the picture?
- **Dominance**: What is the first thing you notice in the picture?
- **Original purpose**: How was the photograph first seen or used? How is the photograph regarded today?
- **Intention**: What do you think the photographer was trying to express through the image?

Consider these questions in relation to the well-known Eddie Adams image from the Vietnam War which shows General Nguyen Ngoc Loan executing a Viet Cong suspect on 1st February 1968:

![Eddie Adams image](image_url)

There is an interesting article at http://www.thephoblographer.com/2013/02/01/this-week-in-photography-history-eddie-adams-pulitzer-winning-image-was-captured/ which places this photograph in a sequence of rarely seen before-and-after shots, and which also explains Eddie Adams’ attitude to his own Pulitzer Prize-winning shot:

*The general killed the Viet Cong; I killed the general with my camera. Still photographs are the most powerful weapon in the world. People believe them; but photographs do lie, even without manipulation. They are only half-truths. ... What the photograph didn’t say was, ‘What would you do if you were the general at that time and place on that hot day, and you caught the so-called bad guy after he blew away one, two or three American people?’*

Students could be asked to find out:

- What was the context within which this photograph was taken?
- What is the story of (a) General Nguyen Ngoc Loan, (b) the Vietcong prisoner Nguyen Van Lem, and (c) the photographer Eddie Adams?
- What was the impact of this photograph on US public opinion in 1968?
- What were/are the conflicting attitudes to this photograph and the people in it?
3.4 SUGGESTIONS FOR GETTING STUDENTS TO CONDUCT HISTORICAL RESEARCH IN TRANSITION YEAR

Students need to be trained to use the resources available to them to conduct historical research. The resources available will vary according to a school’s location. It would be great if all teachers could bring students to the National Library, National Archives and other such repositories, but this is not always feasible. Teachers should encourage students to identify and use what is available to them.

The Local Library

If possible, students should be brought to visit the nearest branch of the local library service and introduced to the Dewey classification system, especially the 900s. They should see for themselves the books that are available in their local library. All county libraries now use computerised catalogues which can be consulted online. Students should be taught how to look up books, check availability, reserve and renew books online. They should know how to search for books by author, title and subject. They can check whether a particular book is available, such as in the Clare Library system:

<table>
<thead>
<tr>
<th>Location</th>
<th>Class No.</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Valera Non Fiction</td>
<td>941.508</td>
<td>AVAILABLE</td>
</tr>
<tr>
<td>Ennistymon Non Fiction</td>
<td>941.508</td>
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<tr>
<td>Killkee Non Fiction</td>
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<td>AVAILABLE</td>
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<tr>
<td>Killrush Non Fiction</td>
<td>941.508</td>
<td>AVAILABLE</td>
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<tr>
<td>Scariff Non Fiction</td>
<td>941.508</td>
<td>DUE 26-02-13</td>
</tr>
<tr>
<td>Shannon Non Fiction</td>
<td>941.508</td>
<td>AVAILABLE</td>
</tr>
</tbody>
</table>

They should also be taught about inter-library loans which can be arranged through www.borrowbooks.ie

The following worksheet could be adapted for use in connection with any county library:
<table>
<thead>
<tr>
<th>Section 1 - General Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many branch libraries in Co. Clare? Where is the nearest branch to your home?</td>
</tr>
<tr>
<td>How much does it cost a secondary student to join the library? What is your library account number? (See your library ticket.)</td>
</tr>
<tr>
<td>How many items may you borrow at any one time? How long may you keep those items?</td>
</tr>
<tr>
<td>State <strong>three</strong> ways in which you can renew the books you have borrowed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2 – The On-line Catalogue – Click on the On-line Catalogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under what three headings may you perform a book search?</td>
</tr>
<tr>
<td>Look up <em>The Third Reich</em> by Michael Burleigh. How many copies does Clare Library have? Is it available for borrowing in your local library?</td>
</tr>
<tr>
<td>What useful service is provided at <a href="http://www.borrowbooks.ie">http://www.borrowbooks.ie</a>?</td>
</tr>
<tr>
<td>What books by K. Theodore Hoppen are available in Clare?</td>
</tr>
<tr>
<td>What would you do if you wanted to find <em>Elections, politics and society in Ireland 1832-1885</em> by Hoppen?</td>
</tr>
<tr>
<td>If you were researching the Bodyke Evictions, how many titles could Clare Library provide?</td>
</tr>
<tr>
<td>Suggest a historical subject of your own, and see how many titles you can find relating to it.</td>
</tr>
</tbody>
</table>
### Section 3 – Clare Library Online Resources

- **Click on Online Publications**
  - Where would you find sources on:
    - Schools in Clare in the 1820s
    - Kilrush during Famine times
    - Tourism in Clare, 1890s
    - War of Independence in Clare

- **Click on History.**
  - Have a look through some of the topics and list three topics that you would be interested in reading about.

- **Click on Photos.**
  - What is the number for a photograph of Parnell Street, Ennis in 1954?
  - How many images are there for the Eucharistic Congress 1932?
  - Look up the eviction photos for Tullycrine. In what year were these photographs taken?

---

**HOMEWORK:** Write a short account summarising the main points you have learned about Clare Library and its website.
JSTOR – The Ireland Collection

Scoilnet has made the JSTOR Ireland Collection available free to schools, and it is a wonderful resource for teachers and students. Start at http://www.scoilnet.ie/irelandcollection.shtm

The Internet

The range of resources available on the internet is so diverse, vast and accessible that teachers and students need to be wary that it doesn’t lead to blind acceptance of everything that appears on a computer screen. Students must be taught to evaluate what they see, and question whether they trust the provenance of each site. They must be trained to avoid the lazy “copy-and-paste” approach to assignments and project work. Students should be warned that plagiarism is wrong and can be easily identified.

Identifying plagiarism:

- Pick any phrase or sentence you think the student did not write.
- Type it into the Google search box.
- If it is plagiarised you will find it almost instantly.

Worksheet on www.hitler.org

A worksheet such as the one given here in relation to the www.hitler.org site should help students to assess whether a website is trustworthy. Students will be amused by a link to a site such as “cats that look like Hitler”, but many will realise there is a right-wing bias to this site.

This is a good opportunity to develop literacy skills in relation to historical terms. Can students understand and use terms/concepts such as:

- **Evidence** Information gained from a reliable source.
- **Fact** Information, based on evidence, which is generally believed to be true.
- **Opinion** Personal thought/judgement; it may/may not be true.
- **Bias** One-sided information that excludes or undermines opposing information.
- **Objective** Fair, open-minded; takes account of all known material; neutral.
- **Subjective** An account based on preconceived opinions; not open-minded.
- **Propaganda** One-sided information designed to promote a particular ideological or political viewpoint.
- **Selectivity** Only presenting/selecting certain pieces of information, perhaps to suit a particular agenda. [Consider the selection of Hitler photographs given on the Hitler.org site.]
- **Provenance** The origins and history of a piece of evidence; provenance is part of the ‘chain-of-evidence’. If a document has traceable provenance it improves its authenticity.
- **Transcript** The exact words copied from another source, e.g. a speech. A transcript is not edited.
- **Facsimile** An exact copy of another document, e.g. photocopy, which preserves the original appearance of the document.
<table>
<thead>
<tr>
<th>URL or website address:</th>
<th><a href="http://www.hitler.org">www.hitler.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and time accessed:</td>
<td></td>
</tr>
<tr>
<td>Website title:</td>
<td></td>
</tr>
<tr>
<td>Who is responsible for the website?</td>
<td></td>
</tr>
<tr>
<td>Is the site current or outdated? When was it last up-dated?</td>
<td></td>
</tr>
<tr>
<td>Describe how this site is organised? (Is the material logically divided/arranged?)</td>
<td></td>
</tr>
<tr>
<td>What written matter is available here?</td>
<td></td>
</tr>
<tr>
<td>What visual (or other) material is given?</td>
<td></td>
</tr>
<tr>
<td>Is the material on this website trustworthy? (e.g. Is the material based on authenticated sources, are there footnote/references, etc.?)</td>
<td></td>
</tr>
<tr>
<td>Is this site based mainly on facts or opinions?</td>
<td></td>
</tr>
<tr>
<td>Is there evidence of bias? (Explain)</td>
<td></td>
</tr>
<tr>
<td>Are links to other useful sites suggested? What do the links tell you about this website?</td>
<td></td>
</tr>
<tr>
<td>Briefly summarise your opinion of this site as a source for historical research.</td>
<td></td>
</tr>
</tbody>
</table>
OTHER RESEARCH ASSIGNMENTS

Starting a piece of research is often hard for students to do. The teacher can provide practice for students by giving them exercises such as what follows.

Suggestion 1

Give the students a copy of a short article such as

The Great Escape from Slavery of Ellen and William Craft by Marion Smith Holmes


Instructions to students before they go to the Computer Room

- Read this article.
- How could this article start you off on a piece of research?
- What searches would you use in Google to find out more about this story?
- Make a list of questions you need to answer.

Students might need encouragement to come up with the following, for example:

- Who was “Henry “Box” Brown? Can I find out more about him?
- Google Ellen and William Craft – where is the best information to be got?
- Is Running a Thousand Miles for Freedom available online?
- Slavery in Georgia, 1840s/pre-Civil War?
- Laws regarding slavery?
- Check Macon to Savannah to Charlestown to Baltimore to Philadelphia on a map.
- Abolitionists? How did they help slaves to escape?
- What was the Underground Railroad?
- Slave hunters?
- Are there other stories of escape?

In the Computer Room

- Make a list of primary and secondary sources that tell you more about Ellen and William Craft?
- Answer your own questions.
- Use www.smithsonianmag.com to find another History story you find interesting. (Over time, the teacher could use these suggestions as the basis for work assignments for other students.)
The Great Escape From Slavery of Ellen and William Craft

Passing as a white man travelling with his servant, two slaves fled their masters in a thrilling tale of deception and intrigue

By Marian Smith Holmes

Most runaway slaves fled to freedom in the dead of night, often pursued by barking bloodhounds. A few fugitives, such as Henry “Box” Brown who mailed himself north in a wooden crate, devised clever ruses or stowed away on ships and wagons.

One of the most ingenious escapes was that of a married couple from Georgia, Ellen and William Craft, who travelled in first-class trains, dined with a steamboat captain and stayed in the best hotels during their escape to Philadelphia and freedom in 1848. Ellen, a quadroon with very fair skin, disguised herself as a young white cotton planter travelling with his slave (William). It was William who came up with the scheme to hide in plain sight, but ultimately it was Ellen who convincingly masked her race, her gender and her social status during their four-day trip. Despite the luxury accommodations, the journey was fraught with narrow escapes and heart-in-the-mouth moments that could have led to their discovery and capture. Courage, quick thinking, luck and “our Heavenly Father,” sustained them, the Crafts said in Running a Thousand Miles for Freedom, the book they wrote in 1860 chronicling the escape.

Ellen and William lived in Macon, Georgia, and were owned by different masters. Put up for auction at age 16 to help settle his master’s debts, William had become the property of a local bank cashier. A skilled cabinetmaker, William, continued to work at the shop where he had apprenticed, and his new owner collected most of his wages. Minutes before being sold, William had witnessed the sale of his frightened, tearful 14-year-old sister. His parents and brother had met the same fate and were scattered throughout the South.

As a child, Ellen, the offspring of her first master and one of his biracial slaves, had frequently been mistaken for a member of his white family. Much annoyed by the situation, the plantation mistress sent 11-year-old Ellen to Macon to her daughter as a wedding present in 1837, where she served as a ladies maid. Ellen and William married, but having experienced such brutal family separations despair ed over having children, fearing they would be torn away from them. “The mere thought,” William later wrote of his wife’s distress, “filled her soul with horror.”

Pondering various escape plans, William, knowing that slaveholders could take their slaves to any state, slave or free, hit upon the idea of fair-complexioned Ellen passing herself off as his master—a wealthy young white man because it was not customary for women to travel with male servants. Initially Ellen panicked at the idea but was gradually won over. Because they were “favourite slaves,” the couple had little trouble obtaining passes from their masters for a few days leave at Christmastime, giving them some days to be missing without raising the alarm. Additionally, as a carpenter, William probably would have kept some of his earnings – or perhaps did odd jobs for others – and was allowed to keep some of the money.

Before setting out on December 21, 1848, William cut Ellen’s hair to neck length. She improved on the deception by putting her right arm in a sling, which would prevent hotel clerks and others from expecting “him” to sign a registry or other papers. Georgia law prohibited teaching slaves to read or write, so neither Ellen nor William could do either. Refining the invalid disguise, Ellen asked William to wrap bandages around much of her face, hiding her smooth skin and giving her a reason to limit conversation with strangers. She wore a pair of men’s trousers that she herself had sewed. She then donned a pair of green spectacles and a top hat. They knelt and prayed and took “a desperate leap for liberty.”

At the Macon train station, Ellen purchased tickets to Savannah, 200 miles away. As William took a place in the “negro car,” he spotted the owner of the cabinetmaking shop on the platform. After questioning the ticket seller, the man began peering through the windows of the cars. William turned his face from the window and shrank in his seat, expecting the worst. The man searched the car Ellen was in but never gave the bandaged invalid a second glance. Just as he approached William’s car, the bell clanged and the train lurched off.
Ellen, who had been staring out the window, then turned away and discovered that her seat mate was a dear friend of her master, a recent dinner guest who had known Ellen for years. Her first thought was that he had been sent to retrieve her, but the wave of fear soon passed when he greeted her with “It is a very fine morning, sir.” To avoid talking to him, Ellen feigned deafness for the next several hours.

In Savannah, the fugitives boarded a steamer for Charleston, South Carolina. Over breakfast the next morning, the friendly captain marvelled at the young master’s “very attentive boy” and warned him to beware “cut-throat abolitionists” in the North who would encourage William to run away. A slave trader on board offered to buy William and take him to the Deep South, and a military officer scolded the invalid for saying “thank you” to his slave. In an overnight stay at the best hotel in Charleston, the solicitous staff treated the ailing traveler with upmost care, giving him a fine room and a good table in the dining room.

Trying to buy steamer tickets from South Carolina to Philadelphia, Ellen and William hit a snag when the ticket seller objected to signing the names of the young gentleman and his slave even after seeing the injured arm. In an effort to prevent white abolitionists from taking slaves out of the South, slaveholders had to prove that the slaves travelling with them were indeed their property. Sometimes travellers were detained for days trying to prove ownership. As the surly ticket seller reiterated his refusal to sign by jamming his hands in his pockets, providence prevailed: The genial captain happened by, vouched for the plantee and his slave and signed their names.

Baltimore, the last major stop before Pennsylvania, a free state, had a particularly vigilant border patrol. Ellen and William were again detained, asked to leave the train and report to the authorities for verification of ownership. “We shan’t let you go,” an officer said with finality. “We felt as though we had come into deep waters and were about being overwhelmed,” William recounted in the book, and returned “to the dark and horrible pit of misery.” Ellen and William silently prayed as the officer stood his ground. Suddenly the jangling of the departure bell shattered the quiet. The officer, clearly agitated, scratched his head. Surveying the sick traveller’s bandages, he said to a clerk, “he is not well, it is a pity to stop him.” Tell the conductor to “let this gentleman and slave pass.”

The Crafts arrived in Philadelphia the next morning—Christmas Day. As they left the station, Ellen burst into tears, crying out, “Thank God, William, we’re safe!” The comfortable coaches and cabins notwithstanding, it had been an emotionally harrowing journey, especially for Ellen as she kept up the multilayered deception. From making excuses for not partaking of brandy and cigars with the other gentleman to worrying that slavers had kidnapped William, her nerves were frayed to the point of exhaustion. At a Virginia railway station, a woman had even mistaken William for her runaway slave and demanded that he come with her. As predicted, abolitionists approached William. One advised him to “leave that cripple and have your liberty,” and a free black man on the train to Philadelphia urged him to take refuge in a boarding house run by abolitionists. Through it all Ellen and William maintained their roles, never revealing anything of themselves to the strangers except a loyal slave and kind master.

Upon their arrival in Philadelphia, Ellen and William were quickly given assistance and lodging by the underground abolitionist network. They received a reading lesson their very first day in the city. Three weeks later, they moved to Boston where William resumed work as a cabinetmaker and Ellen became a seamstress. After two years, in 1850, slave hunters arrived in Boston intent on returning them to Georgia. The Crafts fled again, this time to England, where they eventually had five children. After 20 years they returned to the States and in the 1870s established a school in Georgia for newly freed blacks.

Suggestion 2

Set a task on a topic/subject about which the students know nothing e.g. Olive Oatman.

- Who was Olive Oatman and what were the main facts of her life?
- Identify three books about Olive Oatman. Based on what you can find out about these books from the internet, what do you think would be the strengths and weaknesses of each book?
- Find a primary source about Olive Oatman and explain its strengths and weaknesses.
- Use the New York Times article, 4th May 1858 (page 49), as an exercise in exploring bias and the use of language, etc.

Suggestion 3

Students are very interested in American elections and also enjoy old advertisements. The 1964 “Peace, Little Girl” (“Daisy Girl”) ad. on behalf of President Johnson was aired only once and is available at http://www.livingroomcandidate.org/commercials/1964 Students will probably laugh when you tell them this is one of the most notorious political ads ever made, but it could lead in to some excellent research activity. Divide the class into groups and tell them they will have to deliver a talk (possibly with an IT presentation) on various related topics, e.g.,

- What was the background to the 1964 election?
- What were President Johnson’s campaign priorities?
- Who was Barry Goldwater and what were his promises?
- To what extent was nuclear war a real fear for US citizens in 1964?
- How was Barry Goldwater (Republican) portrayed by the Democrats in this election?
- Why did President Johnson win a landslide victory?
Six Years' Captivity Among the Indians—

Narrative of Miss Olive Oatman.

It may be recollected that in the Spring of 1861 a family by the name of OATMAN was attacked by the Apaches Indians, while endeavoring to reach California by the old Santa Fé route. The family consisted of the father, mother, and seven children. Four were murdered outright by the Indians. One of the children, then a lad of 14, was left for dead, but subsequently recovered, and, after suffering incredible hardship, made his way in safety to California. Two daughters were carried into captivity, and the younger died while in the hands of the savages. The other was rescued two years since, joined her brother in California, and they have recently arrived together in this City. This brother and sister are, therefore, the sole survivors of a family of nine persons. Their story is simple and touching. We had yesterday, an interview with them, and were struck with the particulars of their bereavement and subsequent suffering.

The girl Olive is near twenty years of age. She is an intelligent young woman, but has evidently suffered greatly from the hardships she has been compelled to undergo during a captivity of six years. Her chin bears the "Chief's mark," a species of tattooing, set in fine parallel lines, running downward from the earlobe. This was inflicted upon her when she was 14 years old, and has apparently a lasting stamp of vitality remaining. She avers, however, that he would be very unwilling to pass again through the horrible scene she has undergone.

The brother, Lorenzo D., is about 21 years of age, and is a fair specimen of a Western man. The whole family came originally from Illinois. Lorenzo has suffered pains and brushes enough to have killed an ordinary man, but has apparently a large stock of vitality remaining. He avers, however, that he would be very unwilling to pass again through the horrible scene he has witnessed.

The story of the massacre of the Oatman family has been but imperfectly told in former accounts. The narrative of Oatman's captivity among the Apaches and Mohavea has not been given. It is but rarely that a tale so full of remarkable incident finds its way into print from the lips of the party interested. The history of the family is briefly as follows:

Mr. Ross Oatman, the father, was a native of Western New York. Soon after he came to this country, his parents removed to the town of Indian, in Illinois, and the son afterwards joined them. In that place, the son was married to Miss Mary Ann Sweeney, then a girl of 18. The young couple lived for two years on a farm near Leadville, suffering accumulated sorely, then removed to a residence in the town, where Mr. Oatman engaged mercantile business. The crash of 1857 destroyed his hopes of success in that quarter; the competent fortune he had amassed, disappeared; and, at the suggestion of friends, he removed to the Cumberland Valley in Pennsylvania. His love for the free life of the Western prairies, however, drew him back, and in 1858 the family returned to Illinois, settling in a log-cabin, not far from the village of Fulton. In 1861, an effort was made to organize a party to emigrate with the territories of New Mexico lying between the Colorado and Gila. Mr. Oatman cast in his lot with the company, and in the Spring of 1860 he started for his new home. Including himself, nine families constituted the party, in August, they had progressed on their journey as far as Bennett Grove, on the old Santa Fé road. At this point, the first distinctions broke out among the party. The difficulties widened, until finally the Oatman family found themselves nearly alone. Nothing daunted, they pursued their journey. At the Rio Grande they took the Cook and Kearney route, and in February, 1861, reached the Pimo village. The two families who had remained with them thus far, now resolved to stop. The Oatmans resolved, unhappily for themselves, to continue their route alone, hoping to reach Fort Yuma in California. On the 10th of March, they reached a camping ground on the Gila River, a point about eighty miles from Fort Yuma. On the following day, they found the river. While still encamped, a party of Apaches visited them, making professions of friendship, and deeming it was time to secure the good will of the savages, offered them food, and gave them the best entertainments his means afforded. Their paying and ingratiating manner, however, excited his suspicions, and the withdrawal of the party to a short distance, and the holding of a council among themselves, confirmed his apprehensions. He had scarcely warned his family of their peril, when the savages burst upon them, with a terrible yell, and without the warning of a moment, massacred the father, mother, and four of the children. Lorenzo (one of the survivors) was left for dead. The two young girls, Olive and Mary Ann, were reserved for another fate. With these captives the Indians departed, after robbing the wagon and the remainder of the family all their valuable property.

The lad Lorenzo recovered his senses, after the departure of the Indians, only to find a mass of ruins, amidst which lay the bodies of the murdered family. He was afterwards met by a party of friendly Indians, one of whom he had seen before. He was immediately taken into their protection. After these Indians had visited the scene of the massacre, they returned with the report that they could only distinguish the bodies of six persons. Olive and Mary Ann were not among them. Subsequently Lorenzo reached Fort Yuma, where every kindness was shown him. His sisters, however, were now beyond the reach of human help. Whether their savage captors had gone it was impossible to tell; that a fate worse than death awaited them was certain. For five years one of those young girls was seen no more. She was known to all the countrymen of savage life, and endured sufferings which language is too feeble to portray. The younger of the two, Mary Ann, a child of only eight years, died of starvation in the first year of their captivity; while Olive, aged 13 years, with greater endurance, survived her sufferings, and lives to give the narrative of the terrible event.

In the keeping of this tribe, (the Mohaves,) Oatman wandered toward the Pacific, and in the year 1865 was heard by Lieut.-Col. Barlow, then in command of Fort Yuma. Information was brought to the fort by a friendly Indian named Francisco, who went down to the Mohavea and was directed to bring the white woman named Oatman to the fort. A great deal of address was necessary, both on the part of the Indians and Francisco, to reconquer the tribe to the idea of parting with her. She finally, however, reached the fort in safety, guarded by Francisco, where she has been ever since. For many years she held the face of civilized whites. Her reception by the officers was of the most cordial description; and she was not long in sending information of her rescue to Los Angeles, where her brother, who had long been planning an expedition to go in search of his lost sister, heard the welcome news. After spending some two years in California, where a narrative of her captivity was published, she returned, in company with her brother, to New York, arriving here by the last steamer.

The New York Times
Published, May 4, 1868
Copyright © The New York Times
3.5 USING THE INTERNET TO PROVIDE A SCAFFOLD FOR STUDENT WRITING

The following approach to a writing assignment helps students who are beginning senior cycle History to write a well-developed, well-structured piece of work. It enables them to find suitable, accurate information, but discourages them from plagiarism as they know the teacher has already checked out these sites thoroughly. As students get more confident in their written work they can be given more open assignments. This approach could be adapted for any other topic.

Life on a USA plantation for a slave in the early 1800s

http://www.pbs.org/wnet/slavery/memories/index_flash.html
You should definitely use information from this website in your essay as well as all the links for each paragraph

Paragraph 1 - Introduction

When African slaves were brought to North America, the majority of them were sold to plantation owners in the southern states of the USA. Write about the different methods of selling slaves

Paragraph 2

The vast majority of slaves were sold to the owners of plantations, both large and small. Write about what was grown on these plantations
http://www.spartacus.schoolnet.co.uk/USAScotton.htm
http://www.spartacus.schoolnet.co.uk/USAStobacco.htm
http://www.spartacus.schoolnet.co.uk/USASrice.htm
Find a map of the main plantation states
Find a picture of a typical plantation

Paragraph 3

The slaves on a typical plantation were divided into two categories, field slaves and house slaves. Write about the type of work carried out by each
http://www.spartacus.schoolnet.co.uk/USASdomestic.htm
http://www.spartacus.schoolnet.co.uk/USASwork.htm
What hours did they work, what was the role of the overseer, what was the role of the driver?

Paragraph 4

For the vast majority of slaves their living conditions were terrible and they had no choice but to accept the life into which they were born or sold into. Write about their housing
http://www.spartacus.schoolnet.co.uk/USAShousing.htm
Their diet
http://www.spartacus.schoolnet.co.uk/USASfood.htm
Their clothing
Their health problems
Paragraph 5

A major concern of the plantation owners was to ensure that their slaves were always kept under control and to make sure they did not run away. Their greatest fear was that slaves may revolt and it did happen in a number of places.

Write about the Nat Turner revolt
http://www.spartacus.schoolnet.co.uk/USASturner.htm
http://www.spartacus.schoolnet.co.uk/USASturnerR.htm

Write about the various punishments used against slaves
http://www.spartacus.schoolnet.co.uk/USAStpunishments.htm
http://www.spartacus.schoolnet.co.uk/USAStwhipping.htm
http://www.spartacus.schoolnet.co.uk/USAStseparation.htm

Paragraph 6

In the 1800's there were many people in the USA who believed that the whole system of slavery was completely wrong and immoral. These people wanted to abolish slavery completely and then there were others who did everything they could to help slaves escape to the North and to Canada.

Write about the Underground Railroad and how it worked.
http://www.spartacus.schoolnet.co.uk/USAStunderground.htm

Write about a famous abolitionist called William Lloyd Garrison and what he believed in.
http://www.spartacus.schoolnet.co.uk/USAStgarrison.htm

Conclusion

By the mid 1800's a new politician emerged on the scene in the USA who was totally opposed to the spread of slavery to any more parts of the country. His name was Abraham Lincoln and when he was elected president a deadly civil war broke out that lasted for years. A very important development during this war was the Emancipation Proclamation.
http://www.pbs.org/wgbh/aia/part4/4h1549.html
INTRODUCTION.  

HISTORICAL SOURCES

All information about the past is based on evidence from that past. This evidence becomes what historians call source material. The more historical sources that become available to the historian, the greater the understanding of past events and processes.

Historians classify source material into primary and secondary sources. This distinction endures through all historical research.

Richard J. Evans, a philosopher of history, quotes the Italian historian, Momoigliano:

“The whole method of historical research is founded on the distinction between original and derivative authorities.

By original authorities we mean statements by eye witnesses, or documents and other material remains that are contemporary with the event they attest [prove or give witness to]

By derivative authorities we mean historians and chroniclers who relate and discuss events which they have not witnessed, but which they have heard of or inferred [draw a conclusion from] directly or indirectly from original authorities.


This distinction between original [primary] and derivative [secondary] sources was introduced by German scholars in the nineteenth century. Most historians trace the founding of history as a professional or even scientific subject to this insight.

PRIMARY SOURCES.

The primary source is created by the witness who experiences the event or process. It is the original material on which other research is based.

Primary sources are recognised by their content regardless of whether they are available in original format, microfilm, digital/electronic or published [printed] form.

The primary source provides the most fundamental information on the event/process under study. It usually reflects the individual opinion of the participant or witness involved.

When you use a primary source, it is you that interprets that source. You decide what it means.

Primary sources are the raw materials that historians work with. Tadhg Ó Cianáin’s diary account of the Journey of the Earls, 1607, is a contemporary primary source. He was part of the O’Neill entourage that sailed from Lough Swilly. His diary should be an essential primary source for any student/researcher working on seventeenth century Irish history.

We might divide primary sources into 3 categories: official records; published sources; private sources.
Official Records could include:
- Dail debates
- Minutes of Cabinet Meetings
- Court decisions
- Country to country treaties
- [Anglo Irish Agreement 1965]

Diplomatic Documents.
Parish Records
E.U. Law, Court decisions,
E.U. treaties
Government Department documents

Published Sources could include:
- newspapers
- Speech
- Oral recording
- Photograph
- Artefact

memoirs
autobiography
electronic/digital material
artwork
Government reports

Private Sources could include:
- letters
- E-material
- Birth/Death Certificate
- Photograph
- Diary

oral recording.
wills
Video
Personal/family legal documents.

SECONDARY SOURCES

A secondary source is always one step removed from the event/process under study. This source interprets, gives meaning to and draws conclusions from the event/process reported in the primary source.

The point of the secondary source is to persuade the reader to adopt a point of view. My purpose in outlining five possible explanations for the earls’ behaviour during that fraught time before leaving Ulster in 1607 is to encourage you to read, think and decide on how you would weigh the competing alternatives.

Secondary sources do not merely present historical evidence, they provide interpretation of that evidence. When reading a secondary source, watch out for the way that a writer presents her analysis and interpretation.

The most useful primary sources are usually considered to be those that were created closest to the event/process under study. By contrast, the most valuable secondary sources are those that have been published/made available recently. It is important for the student to know what recent scholars have suggested about the event/process and the critique made of earlier secondary sources, in terms of content and approach.

Finally, there is no absolute boundary between both source definitions. Often, primary sources are created at a time when the event/process is occurring, but a primary source can also include an autobiography, memoir or oral report recorded or written later. Does autobiography, for example have an uncertain status? It is an eye witness account but is not contemporary with the event/process it gives witness to. What do you think?
The Flight of the Earls, 1607

FOCUS QUESTIONS

Was the journey to the continent a panicked flight or a strategic move?
Who was on the passenger manifest?
Why did the background events occur in the way they did?
How was the Flight depicted in Bardic poetry and modern art?
How can primary source material and today’s historical research help us understand the significance of the ‘Flight’ story?
To what extent might the journey to Rome be considered a one-way trip?

OVERVIEW

The historical significance of the events of September 1607 makes the Flight a seminal moment in the history of Early Modern Ireland marking, as it does, the final disintegration of the last independent Gaelic lordships and the onset of a full plantation by Scottish and English newcomers in six confiscated Ulster counties.

A NOTE ON SOURCES

Native Irish sources provide little real evidence as to the background and circumstances surrounding the Flight. Official government sources comprise documents in the Calendar of State Papers and contain papers drawn up by the Dublin council. There is a second set of documents in the English archives - those dealing with correspondence from the exiled earls. A third set of documents relating to Flight matters are lodged in various archives in Spain, France, Belgium and the Vatican.

Regarding Gaelic sources, Tadhg Ó Cianáin, a chronicler who accompanied the Tyrone entourage, wrote a running commentary of events from September 1607 to November 1608, [the time it took to travel from Rathmullan to Rome]. Tadhg Ó Cianáin, however, was not part of Tyrone’s inner circle and remained on the fringes with no access to O’Neill’s private circle or any understanding of the inner mental workings of the troubled earls. His diary is written in a bland and pedestrian way, without comment or analysis. There is no attempt to analyse the psychological trauma surrounding the decision or the way in which the earl might have explained his behaviour to contemporaries.

The full text of Ó Cianáin’s narrative ‘The Flight of the Earls’ with an accompanying reading list of selected secondary sources can be found at

www.ucc.ie/celt/online/G1000070/header/thml The manuscript is Franciscan MSA 21 and is located in the Ó Cléirigh Institute in University College, Dublin. There is a full account of Ó Cianáin’s text in terms of context, background and editions in a short article by Nollaig Ó Muraile in History Ireland, July/August 2007, Vol 15, no 4. Page 55.

The Annals of the Four Masters noted the momentous events. At the time of the Ulster Plantation [1610], certain Franciscan scholars began the work of compiling the story of Irish history as far back as tradition or writing could reach. The material was collected over many years. The chief compiler was Brother Michael Cleary who was professionally trained in the Bardic school and who was historian to the O’Donnells. He had five co-authors. The Gaelic world, of which these were the final native historians, was vanishing, even as they wrote. An annal is a type of historical account which records events year by year, usually in a statement, without comment or explanation.
DOCUMENT ONE

The age of Christ, 1607—Maguire [Cuconnacht] and Donough, the son of Mahon, son of the Bishop O’Brien, brought a ship with them to Ireland and put at the harbour of Swilly...

They [the passengers] entered the ship on the festival of the Holy Cross, in Autumn...

This was a distinguished crew for one ship; for it is indeed certain that the sea had not supported, and the winds had not wafted from Ireland, in modern times, a party of one ship who would have been more renowned for deeds, valour, prowess, or high achievements than they, if God had permitted them to remain in their patrimonies until their children should have reached the age of manhood.

Woe to the heart that meditated, woe to the mind that conceived, woe to the counsel that decided on, the project of their setting out on this voyage, without knowing whether they should ever return to their native principalities or patrimonies to the end of the world.

Taken from: Annals of the Kingdom of Ireland [the Four Masters] 1632

QUESTIONS

There is a sense of unease and foreboding in the tone of the extract. Do you agree?
The passengers on board were people of consequence. How do the annalists convey this idea?
Does the content of this document accord with the definition of ‘annal’ as explained in the preceding paragraph?

http://www.flightoftheearls.ie/
DOCUMENT TWO

Cuconnacht Maguire arrived with a French ship at Rathmullen, Co.Donegal, in September 1607. The extended O’Neill and O’Donnell families, ninety-nine people in total boarded the ship and departed for the continent.

The journey was an extremely difficult one. Heavy storms forced the ship away from its intended port of Corunna in northern Spain and they were obliged to land in Quilleboeuf in France on the 4th of October. The French, who were fearful of English reprisal, did not welcome their arrival.

The earls travelled overland to Louvain in Belgium, where they were made welcome at the Franciscan Irish College. They rested at Louvain over the Christmas of 1607 before setting out for Rome. The party intended to travel to Italy, where they hoped a ship would bring them across the Mediterranean to Spain.

They made the difficult crossing over the Alps during the winter of 1608, arriving in Rome, where they were granted an audience with the pope on the 4th of May.

But an invitation to Spain for the lords was not forthcoming. At this stage Philip III had signed a peace treaty with the English and was unwilling to be seen helping his former Irish allies.

While awaiting a reply from Philip, tragedy struck the exiles. Rory O’Donnell, affected by the stifling heat, was struck down by a fever. His brother Cathbarr, also became ill followed by O’Neill’s son Hugh, the baron of Dunganon. The three died and were buried in Rome.

O’Neill was forced to remain on without his three companions. Despite continuous efforts to return home, he never left Italy.


QUESTIONS.

Read the document, select and draw THREE important Flight events on a Time Line. The journey to Rome did not have a happy ending. Explain.

What type of document is this?

WHY DOES O’ NEILL EMERGE AS THE DOMINANT PERSONA IN THE STORY?

Unlike Tyrone, both O’Donnell and Maguire were in compromised circumstances by 1607. Harassed by lord deputy Chichester and his officials and reduced in their living standards, they began to view exile in Europe as pensioners of Spain or the Papal States or as aristocratic swordsmen who might join Henry O’Neill’s regiment in service to Spain and based in Bruges, Belgium.

Rory O’Donnell complained of civil war conditions in Tyrconnell, where his cousin, Niall Garbh, had challenged him for the overlordship. Unlike O’Neill, Rory never expressed a desire to return, even if James dealt with his grievances.

O’Donnell and Maguire were quickly relegated to the roles of minor actors in the Flight drama. Historians focus on the events and circumstances that prompted Tyrone to dash to Rathmullan in that September week and the unravelling of the consequences until his death in 1616.
THE PASSENGER MANIFEST

The three leading Gaelic noblemen who embarked at Rathmullen were Hugh O’Neill, second earl of Tyrone; Rory O’Donnell, third earl of Tyrconnell and Cuuconnacht Maguire, lord of Fermanagh.

‘Flight’ historians have agreed that the numbers travelling on the unnamed, 80 tonne, Breton warship were 56 persons from the leading three Ulster families. Other gentry, ladies, children, retainers, advisors, clerics, servants and military personnel comprised the final 43, to bring the ship’s complement to 99.

Canice Mooney, writing in the 1950s, examined the history archives in Madrid and Belgium and compiled a list of 80 passengers, drawn up by Spanish officials in Flanders. The English ambassador in Brussels estimated the Ulster party who were welcomed by the Archduke Albert to be 60 persons in all.

The source of confusion regarding numbers can be explained by a Calendar of State Papers Ireland [CSPI] 1606-08 document which stated that a detachment of 60 soldiers was already on board [and who may have already travelled from France with Maguire] when the ship left Dundalk to collect the travellers at Lough Swilly.

The figure 99 agrees with that of the diarist/chronicler Tadhg Ó Cianáin who travelled in Tyrone’s entourage.

Tyrone was accompanied by his fourth countess, Catherine Maginnis and his eldest son, Hugh, Baron of Dungannon. Another son, Seán, became page at the court of Archduke in Brussels and then colonel to the Irish Regiment after the death of his brother, Henry. Seán became third earl of Tyrone, courtesy of Philip III. Brian, the earl’s third son, also travelled. He was killed in Brussels in 1617, age 13 years. Foul play was suspected. Two Tyrone nephews and one grandnephew were also part of the group.

Cuuconnacht Maguire was brother to Hugh, who was killed in the Nine Years War. He was pardoned to become Lord of Fermanagh but had to suffer the loss of half his estates through confiscation by royal committee in 1605. He was instrumental in organising the entire Flight enterprise

Rory O’Donnell was born into a family of nine. He was the younger sibling of Red Hugh who has led the Irish at Kinsale. Rory had obtained a pardon for his part in the rebellion and was ennobled as earl of Tyrconnell after Red Hugh’s poisoning in Spain in 1602. He was married to Brigid Fitzgerald, daughter of the earl of Kildare. She was precluded from undertaking the long journey to Rathmullen from her family home in Maynooth due to her pregnancy and delicate health. Her husband never saw her again.
DOCUMENT THREE  The humble petition of Bridgett Countesse ot Tyrconell.

Most worthie and dread soveraigne.  
The great mercifull favour that your excellent Ma[jes]tie hath showed to manie of your poor distressed subjects, hath imbouldened me to be an humble suitor, for grace att your handes: And with your Royal and worthie Judgement to acquitt me of anie unworthy desart or ungratitude, committed by my unfortunate husband whose courses I take God to my recorde I was never acquainted withall, more than by my own miserable fortunes, I fynde my selfe to be the most unfortunat creature livinge.

Except I may be relieved by your Ma[jes]tie goodness and the charitable acts of your owne mynde and favour, which I will not in any particular desire: But leave it to the great goodness of your owne heart, w[hi]ch I hope wilbe mercifull to my poore afflicted soule; w[hi]ch shall contynullie pray for your most excellent Ma[jest]ie and your Royall issue.

Taken from Document Study Pack, Donegal County Archives Service, Lifford, County Donegal, 2007. Doc 11

QUESTIONS

Was Countess O’Donnell a loyal subject of King James? What do you think?

What was the purpose of this letter?

What do you think are her feelings towards her husband, as expressed above?

OTHER PASSENGERS

Among the retainers and supporters, there were native Irish Ulster names: O’Hagan; O’Quinn; Mc Donnell; Mas Sweeney; Gallagher. Anglo Irish gentlemen from Louth and the Northern Pale also travelled: Roth; Preston; Moore; Plunkett and John Bath [who captained the ship to France]. Richard Weston was a merchant, spy and double agent and was described by Chichester as ‘the manager of O’Neill’s bribes’. Giles Hovenden was Tyrone’s secretary and Donogh O’ Brien, a cousin of the earls of Thomond and Clanrickarde, travelled also.

The group also comprised writers, poets, clerics and secretarial staff. Tadhg Ó Cianáin, a diarist, who wrote a running commentary of events [called The Earl’s Departure] was a member of a professional learned family from south Armagh who were hereditary historians to Lord Maguire. He was a scribe and notetaker to Tyrone during the rebellion.

Matthew Tully was secretary to Red Hugh O’Donnell. With O’Brien and Maguire, he was instrumental in planning the whole enterprise. Eoin Roe Ward, the poet accompanied his patroness, Nuala O’Donnell, wife of Niall Garbh.

The party also contained priest-confessors to the earls - Patrick Duffy and Patrick Mc Loughlin. Clerical students, mentors, child minders, servants and kerne made up the rest of the group.
HOW DID THE DUBLIN OFFICIALS UNDERSTAND THE EVENTS OF THE FLIGHT?

In 1607, Sir John Davies wrote a considered account of the background events based on information gleaned from his spy network. He was Attorney General for Ireland and he was the author of many essays justifying the English conquest. His letter was written to his superior, Robert Cecil, earl of Salisbury, advisor to James. His detailed, almost diary-like narrative agrees with the account written by the Bardic chronicler Tadhg Ó Cianáin, who was part of Tyrone’s entourage.

DOCUMENT FOUR

My most honourable good lord
Youe lordship hath received advertisment … from the lord deputy and council of the departure of the earls of Tyrone and Tyrconnell out of this kingdom....

…it is true that they took shipping the fourteenth of this present september; that the Sunday before, the Earl of Tyrone was with my lord deputy at Slane

where he had speech with his lordship of his journey into England......then he took his leave of my lord deputy in a more sad and passionate manner that he used at other times; that from thence he went to Mellilont, Sir Garret Moore’s house, where he wept abundantly when he took his leave giving a solemn farewell to every child and every servant in the house, which made them all marvel, because it was not his manner to use such compliments

From thence on Sunday, he went to Dundalk; on Monday he went to Dungannon, where he rested two whole days; on Wednesday night, the say, he travelled all night with his impediments, that I mean his women and children.; and it is likewise reported that the countess, his wife being exceedingly weary, slipped down from her horse, and, weeping, said she could go no further; whereupon the earl drew his sword, and swore a great oath that he would kill her in the place, if she would not pass on with him, and put on a more cheerful countenance withal.

Yet the next day when he came near Lough Foyle, his passage that way was not so secret but the governor there had notice thereof, and invited him and his son to dinner, but their haste was such as they accepted not the courtesy, but they went on and came that Thursday night to Rathmullen.....where the earl of Tyrconnel and his company met him.

As for us that are here, we are glad to see the day wherein the countenance and majesty of the law and civil government hath banished Tyrone out of Ireland, which the best army in Europe and the expense of two millions of sterling pounds did not bring to pass....

QUESTIONS.

Summarise in your own words, the main events in a busy week for Tyrone.
Sir John Davies implies that O’Neill might have fled his lordship from fear. Is this a reasonable opinion, based on the document?
Would you describe O’Neill’s behaviour towards his countess as unusual? Explain.
Are you surprised that a Dublin official would be so well informed about the Flight?
WHAT WERE TYRONE’S OPTIONS IN SEPTEMBER 1607?

A consensus view has emerged that Tyrone, since his pardon and restoration in 1603, found himself confronting the following choices:

- Go to London, deal with the Ó Cathain law case and stay until James dealt with his grievances.
- Flee with his family circle and persuade the Spanish government to sponsor another invasion of the kingdom.
- Do nothing, make peace with Chichester and live as a local landlord on a reduced income.

Yet this is where the agreement ends. Modern historiography [the writings of historians] has outlined five reasons why the chieftains were persuaded or impelled to leave Ulster. There is complete agreement that the Flight and the subsequent plantation had significant effects on the politics of Ulster and Irish/British relations.

It led, in turn, to the separation of the community along confessional lines, the introduction of the Penal Laws in the 17th century; the Government of Ireland Act 1920 [the birth certificate for Northern Ireland] and the signing of the Good Friday Agreement, April 1998.

THE FIVE REASONS:

- THE Ó CATHAIN LAW CASE
- LORD HOWTH’S ALLEGATIONS OF TREACHERY
- THE HOSTILITY OF CROWN OFFICIALS
- TYRONE WAS PANICKED INTO FLEEING.
- THE FLIGHT EVENT WAS A PLANNED, TACTICAL WITHDRAWAL.

The broader historical landscape was set out by Cyril Falls in his classic narrative on warfare in Ireland during the reign of Elizabeth.

DOCUMENT FIVE

The great experiment of setting up Tyrone and Tyrconnell once more in the north as lords of territories granted by the king, failed to work.

A number of factors, including an outburst of persecution of leading Catholics; vague promises of Spanish aid; indulgence in vaguely treasonable talk which the government was believed to have heard of; claims of protestant clergy to church lands; loss of fisheries; resentment over the behaviour of garrisons;...but most of all, the realisation that the day of great independent chiefs was done; resulted in the summer of 1607 in that astonishing and tragic event, the Flight of the Earls.

Taken from: Cyril Falls : Elizabeth Irish Wars ,Barnes and Noble1950. Page 338.

DOCUMENT SIX: THE Ó CATHAIN LAW CASE.

........Davies had begun to probe weaknesses in the earl’s patent [Tyrone’s document of pardon, regranting him his estates], in particular his claim to overlordship of the economically and strategically important Ó Cathain lands [ in Co. Derry].

His eventual conclusion was that neither Tyrone nor Ó Cathain had valid title to the lands in question, instead, they and most of the lands of Ulster belonged to the Crown, with Tyrone’s patent entitling him only to the demesne [mensal] lands once held by Tyrone’s father, Conn Bacach [around Dungannon and north Armagh].

Meanwhile Davies accepted a petition from Ó Cathain to represent him in his lawsuit against the earl. By this time, Ó Cathain’s suit [legal action] was being openly presented as a test case, whose success would encourage other lesser proprietors to challenge Tyrone’s claims to their overlord.

When the Irish privy council heard Ó Cathain’s case, in late June 1607, and found that neither man had title to the land, Tyrone immediately sought permission to travel to court to present his argument to the king and English privy council. He was encouraged in this strategy by a recent promise of the king’s favourable consideration.


QUESTIONS

Why do you think Davies and other officials wished to reduce Tyrone’s power?
DOCUMENT SEVEN: LORD HOWTH’S ALLEGATIONS I

Meanwhile, the government had received reports, in February 1607, that Tyrone’s son, Henry, commander of the Irish Regiment in Spanish service stationed in Flanders, along with a Pale nobleman Sir Christopher St. Lawrence, soon to become Lord Howth, were planning a new invasion of Ireland. In May, Sir Christopher himself began to feed Chichester information of an alleged plot involving both the Old English and the Gaelic Irish. The main figures he mentioned were Tyrconnell and Richard Nugent... Although Howth accused Tyrone of also being party to the plot, his evidence was less specific and based on hearsay.

When the king’s summons to England duly arrived in mid July, it had a distinctly menacing tone, most probably the result of Howth’s allegations of treason. Soon afterwards, Tyrone began to hear rumours that, once in England, he would be imprisoned or even executed.

Taken from: S.J. Connolly: Contested Ireland, Oxford. 2007, Page 275.

DOCUMENT EIGHT: LORD HOWTH’S ALLEGATIONS II

King James, still amenable to O’Neill, regretted his complaints against the Dublin administration and his troubles with Ó Cathain. By mid 1607, however, King James’ attitude of conciliation and toleration had dramatically changed to one of menace and hostility.

Historians have been unable to agree on whether or not there was a plot in 1607, considering the unreliability of [Lord Howth], who played on both sides. Those who affirm its existence conclude that the earls were fleeing for their very lives and that if O’Neill had answered the king’s summons to London...he would have found himself in the Tower of London awaiting possible execution.


QUESTIONS:

On the basis of your reading of both documents, do you think that the Howth allegations had a profound effect on James?
Do you think that the prospect of possible execution in London explains the sudden departure from Rathmullen?

King James I: http://www.pbs.org/shakespeare/players/player31.html
THE HOSTILITY OF CROWN OFFICIALS.

The key Dublin soldier/officials, Henry Dowcra, John Davies and Arthur Chichester, were disappointed when James confirmed the lenient terms offered by Mountjoy to Tyrone at Mellifont. They were unable to disguise their frustration as they had expected outright confiscation of rebel estates and property, and the drawing up of a full scheme of plantation. They felt justified in anticipating a similar royal response to that visited on the unfortunate Munster Fitzgeralds after their failed rebellion in the 1580s.

This setback seemed to colour their attitudes and influence their dealings with all Gaelic gentry, especially O’Neill. Their behaviour had a direct impact on the relationship between Ó Cathain and Tyrone, his overlord because promises had been made to Ó Cathain that could not be honoured after Mellifont.

This did not prevent the officials from using the common law to reduce the earl’s landholding to the area around Dungannon.

The effect of all this pressure on O’Neill must have been significant and he must have come to the conclusion that there was an official conspiracy under way to reduce him. The earls were as much sinned against as sinning. The Dublin officials did engage in provocative policies designed to goad Catholic Irish leaders into acts of defiance against the government.

Below is an insight into the negative feelings that the Dublin council must have held against Tyrone.

DOCUMENT NINE

And we hope his majesty’s happy government will work a greater miracle in this kingdom than ever St. Patrick did; for St. Patrick did only banish the poisonous worms, but suffered the men of full poison to inhabit the land still; but his majesty’s blessed genius will banish all those generations of vipers out of it, and make, ere it be long, a right fortunate island..


QUESTION

In your opinion, does Davies’ use of colourful language adequately express his dislike for O’Neill? Give your reasons.

THE FLIGHT EVENT WAS A PLANNED, TACTICAL WITHDRAWAL.

Micheline Kearney Walsh, who worked on Spanish primary source documents in Madrid and Flanders, has argued that the Flight is a misnomer in that Tyrone, in no panic, decided to decamp to Madrid and appeal directly to Philip III for further military assistance. This would reignite the national war against the English government.

Walsh does argue that the earl made his dramatic move when he did, when he was alerted by Archduke Albert of Flanders of James’ impending move against him.
DOCUMENT TEN

They warned us that, in order to save our lives, there was no other remedy but to take up arms or escape from the kingdom. We chose to escape rather than stir the whole kingdom to rebellion, without being first assured of the help and assistance of your majesty.


DOCUMENT ELEVEN

Peace negotiations between Spain and England brought about a treaty, signed in London in August 1604, which put an end to Irish hopes of further open military support from Spain, but it seems that O’Neill did not believe the peace would be of long duration....

Clearly, O’Neill had foreseen the possibility that circumstances might force him to seek refuge in Spain, but would have considered this only as a last resort.

As is evident from his letters to King Philip, he calculated that a new rising against English domination, with some initial help from Spain, would have every chance of success because of the formation, in 1606, of a secret league [agreement] between, on the one hand, O’Neill and his confederates, and on the other, the Catholics of the cities and the Pale, who had previously sided with the forces of Queen Elizabeth, and were now angered by the harsh measures [the mandates policy] taken against them by the ministers of King James.

Their departure was not merely an escape from arrest. O’Neill planned to go to Spain and to make personal contact with King Philip whom he hoped to convince of the advantages, both religious and political, for Spain as well as for Ireland.

Whether he would have succeeded, had he reached the king’s presence, is impossible to tell, but it is certain that King James and his ministers were very fearful lest he would, and took extraordinary pains to prevent him from making personal contact with Philip.

As it happened, the earls and their companions were forced by storms to land in France and, after much intriguing by English, Spanish and Papal diplomats and ministers, they eventually ended their journey in Rome, much against their [earls’] wishes...

He [Tyrone] wished Ireland to be free to continue its own normal process of development under the protection of Spain. The nine years of his enforced exile were spent in persistent and unremitting effort towards those aims.

Spanish sources provide clear evidence of this, and also of the fact that the so called ‘flight of the Earls’ was neither a panic decision nor a journey into voluntary exile, but a planned, tactical retreat and an attempt by O’Neill to secure military aid by presenting his case in person to King Philip.


QUESTIONS:

Can you summarise Walsh’s argument for a ‘tactical retreat’ in the passage?
What new alliance is referred to in the third paragraph?
Why were James and his officials so fearful of a Tyrone-Philip meeting?
From what you have read so far, do you think that idea of tactical retreat represented wishful thinking on O’Neill’s part?
TYRONE WAS PANICKED INTO FLEEING.

Nicholas Canny and John McCavitt have put forward another explanation for the events of September 1607. As he was becoming accustomed to the reality of a changed Ulster and as he was settling his affairs before going to court, another option is presented.

DOCUMENT TWELVE

Nobody thought, for a moment, that Tyrone would leave, because of his age, his dedication to countering Davies’ every move, his involvement with his sons’ prospective marriage [to the earl of Argyll’s daughter], and his seeming resolve to plead his case before the king.

Therefore officials were astonished when they learned on 7 September that Tyrone, as well as Tyrconnell and several family members and retainers of both lords, had taken ship three days previously for an unknown destination. Once Spain emerged as their intended landfall, officials asked why Tyrone decided to participate in this dramatic exit.

Tyrone was panicked into joining the expedition only on hearing that the ship, commissioned by Maguire, had landed at Lough Swilly.

The evidence suggests that Tyrone’s action was not premeditated: he was at Slane, Co. Meath, in the lord deputy’s company and seemingly preparing for his impending visit to the king and for the marriage of his son when word reached him of the ship’s arrival at Swilly.

This news would not have surprised him and cannot alone have startled him into abandoning the country. Government officials concluded that..the Baron of Howth then put ‘buzzes’ into Tyrone’s ear convincing him that ‘if he went to England he should either be perpetual prisoner in the Tower of London or else lose his head and his members’. Tyrone would have been alert to this possibility...

..but in his own version of the meeting at Slane, the fresh information causing him disquiet was that Chichester had persuaded the king ... to overlook in favour of himself, Tyrone’s request to be appointed president of Ulster.

This, according to Tyrone, convinced him that the king would similarly dismiss his other petitions and that life in exile would be preferable...


QUESTIONS.

Why does the writer believe Tyrone would never leave Ulster on the spur of the moment?

What role did Baron Howth play in influencing the earl’s decision?

Canny argues that Tyrone’s exit was an act of desperation, an interpretation that fits the known details of his final actions in Ireland. Do you agree? Does a re-reading of document three help you decide?
The previous pages have dealt with issues of historical causes. All important events and process in history occur through a series of structural and proximate causes. What is interesting for us is to look at the ways in which working historians weigh and evaluate these. Why did Tyrone decide to embark on the Breton ship on that September evening? Perhaps some of the insights contained in document thirteen might help our understanding.

DOCUMENT THIRTEEN

... a rush of blood might have clouded Tyrone’s judgement. As events following the Flight were to demonstrate, he had not been in such imminent danger as he had been led to believe. Even his mortal enemy, Sir Arthur Chichester, was to admit the flimsy nature of the crown case against him.

Howth had only incriminated the Earl of Tyrconnell and the Baron of Delvin. As for anyone else, ‘he [Howth] had not spoken of but by hearsay’.

Extraordinarily, given the importance of the Flight in altering the course of Irish history, Tyrone himself need not have fled to the continent for safety. That being acknowledged, the fact is that he did.

And having resolved on flight, the manner of its execution had to be negotiated safely. After all, as the earl remarked, he was under such close surveillance by the ‘lurking’ Sheriff of Tyrone, who was spying on him so closely as if to discover ‘if he [Tyrone] might have any hole in his coat’.


HOW WAS THE FLIGHT DEPICTED IN BARDIC POETRY AND MODERN ART?

Brendan Ó Buachalla has argued that an understanding of flight themes in bardic Irish poetry is important because it offers another view that contrasts with the official public record and government sources.

The common uniting motif running through flight poetry concerns the lamentable state of the Irish kingdom and the tragic condition of the Gaels, a situation aggravated by the flight. In the poem ‘anocht is uaigneach Éire’ by Aindreas Mac Marcais, the use of the word ‘expulsion’ [ionnarbha] of the earls implies an element of coercion.

Donal Ó Baoill describes how the world of Bardic poetry reacted to the calamity of the Flight in an audio piece on www.bbc.co.uk/history/british/plantation/bardic/shtml. Hear also audio clips from four historians who discuss the Flight fallout in terms of political, religious and cultural impact on www.bbc.co.uk/history/british/plantation/planters/shtml
DOCUMENT FOURTEEN

Tonight Ireland is lonely. The banishment of her true chiefs causes the cheeks of her men and fair women to be wet. It is strange that this people should be lonely....

There is no laughter at children’s doings, music is prohibited, the Irish language is in chains.

Irish princes, unusually for them, speak not of wine feasts nor Mass.

There is no playing, feasting, nor any pastime. There is no trading or riding horses or turning to face danger. No praise poem is recited, no bedtime story told, no desire to see a book, no giving ear to family pedigrees....

How shall the oppression be lifted from the bright fair haired race of Conn, since we have no Moses in Ireland?

There is none of them [the earls] who can lift her up after they have gone. The fact that the royal lines are under heavy oppression is stealing our souls from us.

Taken from; Aindreas MacMarcais, in ‘Talamh Banaithe,’ [The Deserted Land], c. 1610. in Peter Berresford Ellis :Eyewitness to Irish History, Wiley, 2004. Page 98.

QUESTIONS

List the consequences of the flight for the Gaelic way of life as outlined by the poet, ‘since we have no Moses in Ireland’: In what sense does Mac Marcais compare the earls to the Jewish leader?

The final lines contain the prospect of a bleak future for Ireland without her natural leaders. Do you agree?

DOCUMENT SIXTEEN: THE DEPARTURE OF O’NEILL OUT OF IRELAND. A PAINTING BY THOMAS RYAN, RHA

Thomas Ryan painted his concept of the Flight in 1958. He was 28 years old. The work is in the classical European tradition of portraying important historical events on the scale of Rembrandt’s ‘The Night Watch ’ and Velasquez ‘The Surrender at Breda’.

The painting hangs in the State Apartments, Dublin Castle. The artist was probably motivated by the 350th anniversary of the flight [1957] and by the mood in a depressed post-war Ireland that underpinned economic backwardness, continuous emigration and flight from the land. The events of September 1607 are seen as the beginning of Ireland’s emigrant experience.

The artist painted for a scholarship examination. He did refer to Ó Cianáin’s account but he did not visit the actual embarkation site. ‘His intent, as an artist, was to project a dramatic, heroic scene, rather than to offer a finely judged interpretation based upon in depth research

[P.Fitzgerald, History Ireland , August, 2007 Page 14.]
Tyrone is positioned in the middle distance with his back to the shore. His head is arched backwards as he steals a final glimpse of his country. On the left is a Dominican friar with his hand outstretched in blessing. To the right, stand a group of kerne, who may represent Chichester’s nightmare, the ‘idle swordsmen’, as they leave for service with Henry O’Neill’s regiment in Spanish Flanders. Husbands, wives and children bid each other goodbye.

The painting does embody the romantic view of the leaving as a cause of great sorrow and despair, yet this reading must be set against the reality of an embarrassing pitched battle with the MacSweenys on the Swilly shore, prior to cast off. For a contrarian and more sober view of the events, listen to Declan Kiberd’s take on www.youtube.com Flight of the Earls by redhandftp. Below is a written transcript.

DOCUMENT SEVENTEEN: TRANSCRIPT OF DAMIEN KIBERD COMMENTS

The Flight of the Earls in 1607 is often presented as a noble defeat, but I think it is just a defeat of some nobles. When you look at the account of how O’Neill left his son behind and O’Donnell left his wife behind, you realize the disorder in which the whole thing happened.

We know, for example, that as they left, they suddenly realized they would need more water and they went back on shore to get some and they were attacked by representatives of the MacSweeney family.

Later historians gloss over this and give it the look of a purposeful expedition that perhaps these people were setting out to regroup in continental Europe; get help from the Catholic countries and come back and stage another attack on the new order. But it certainly did not feel like that at the time.

It is an interesting example, if you like, of the difference between history and tradition. History is what rulers get their scribes to write as having happened to them. Tradition is how people remember things. The tradition in Donegal is that many of the peasantry who saw what was happening, jumped up and down for delight and were quite happy to see these people go because they regarded them as an oppressive upper class who had made their lives quite difficult.

A dramatic re-enactment of the entire run of events comprising the Flight was commissioned by BBC, Northern Ireland, for the 400th anniversary. The material was produced by Antoine Ó Donnaithe and was broadcast in a 12 part series on BBC and TG 4. It is available at www.dailymotion.com/video/the+flight+of+the+earls [Rebels of Ireland.]

CONCLUSION.

Mc Cavitt and McGurk have come to the view that Tyrone, unlike his two colleagues, did not consider his journey to Rome a one way trip, though it must have seemed ironic to an increasingly despondent O’Neill, that Rome and not Madrid, had become his long term place of residence.

The rushed decision to embark due to force of circumstance, most likely accounts for the obsession, during the Italian years, with returning to his country...’to leave the kingdom of Ireland united to his[Philip’s] monarchy and free from the yoke of English tyranny.’

DOCUMENT EIGHTEEN: THE EARLS MEET POPE PAUL V IN ROME,
FROM Ó CIANÁIN’S ACCOUNT

On Sunday, 27th April 1608, they advanced to Tavere..then to the city of Rigorno and to Castelnuevo. From that place they could see the belfries and walls of Rome.

Ponta del Populo was the name of the gate by which they entered the holy city. They went on, after that, through the principal streets of Rome in great splendour. They did not rest until they reached the great church of San Pietro in Vaticano....

Afterwards, they proceeded to a splendid palace which His Holiness the Pope had set apart for them in Borgo Vecchio ...

On the fourth of May, the day of the week being Sunday....His Holiness, the Pope consented to their coming in person into his presence at 3 o clock in the afternoon....They went to the splendid palace which is called Monte Cavallo.

The Holy Father, Paul V, was awaiting them there. When they appeared before him, he received them with respect, with kindness, with honour and with welcome. Then they themselves and their followers, one after another, kissed with humility and reverence, his holy feet.

They were about one hour of the day in his presence and he was courteous, glad and kind to them during that time. Asking them of what had occurred to them and how they had fared.

They gave thanks to God and the holy father for the respect and the reverence wherewith he had exhibited his great, merciful kindness to them.

Taken from Tadhg Ó Cianáin: The Journey to Rome, 1610. www.ucc.ie/celt/online

QUESTIONS:

Do you think the writer does justice to the dignity and importance of the occasion?
4.2 The History and the Story of Granuaile/ Grace O'Malley

A Module for Transition Year

There came to me...a most famous feminine sea captain.... This was a notorious woman in all the coasts of Ireland. – Sir Henry Sidney, Lord Deputy of Ireland 1576

Background

Pursuit of maritime trading (trading by sea) in the Atlantic from Ireland to Spain or Scotland required only the most stalwart and skilled of sailors. The harsh weather, hazardous conditions, and pirate attacks often proved fatal. One Irish clan, in particular, proved adept (skilled) at mastering those dangers – the O'Malleys. While fishing occupied much of their time, they adopted a common practice amongst warring clans – lifting (stealing) enemy cattle – and became quite successful in the process. Being sailors, the O'Malleys took to the sea to raid their neighbours. Few victims sought reprisal because of the O'Malleys seamanship (ability/skill as sailors) as and the remoteness of Clare Island.

https://www.irishorigenes.com/sites/default/files/field/image/Clans%20of%20Ireland.jpg
Granuaile was born around 1530, the only daughter of Dudara (Dubh-Dara/ Black Oak) and Margaret O’Malley. Her father was a sea captain and chieftain of the O’Malley clan. From an early age Granuaile welcomed danger and despised cowardice. These were the Gaelic virtues (prized human qualities) of her time (16th century) She possessed an astuteness of politics and tactics, and utilized this to negotiate shrewd deals. Granuaile was a member of the Gaelic aristocracy. The O’Malleys, and their neighbours in IarChonnacht, the O’Flahertys, were unusual among Gaelic families in that they earned their living from both land and sea. DubhdaraUíMáille traded raw materials in exchange for luxury goods, ferried Scottish mercenaries, fished, plundered, engaged in opportunistic piracy, and levied a toll on all shipping in UíMáille waters. They existed as an independent clan, paying and receiving tribute. We can only speculate as to Granuaile’s early years; little is known about the education of the Gaelic élite, male or female. Nonetheless, sources do exist that demonstrate that sixteenth-century noblewomen in Ireland were relatively well educated.

According to one legend, the English attacked her father’s ship on a return voyage from Spain. Ignoring her father’s order to stay below decks, she saved his life by jumping on his attacker’s back. Another oft-told tale tells of the day after her youngest son’s birth at sea. Algerian pirates attacked Granuaile’s ship. When her men began to lose, she rose from her bed dashed on deck rallying her crew to defeat the pirates.

Student Enquiry:

Source and questions -


1. On what grounds is it said that Grania abducted the heir of Howth?
2. What two traditions and custom backgrounds are we seeing in conflict in this event?
3. Has the event been verified and validated historically? What evidence is there that a similar event took place?
4. How is Grania linked to what Mr. Knox says is the real event (in the 15th century)?
5. What does this un-confirmed story add to the character of Grania - how does it affect her reputation?
**Granuaile/Grace and Marriage**

At the age of fifteen or sixteen she wed Donal O'Flaherty. They had three children: Owen, Murrough, and Margaret. Her husband proved inept (incapable) in providing for his people, so Granuaile stepped forward to help them survive. Although the law forbade her from holding the chieftaincy, she in fact became chief. When her husband died and her inheritance was denied her, she returned to her father’s home and sailed aboard his ships.

Two hundred men followed her to Clare Island and under her leadership they embarked on a career of piracy, or as Granuaile preferred to say *maintenance by land and sea*. According to T. Murray in her article GráinneMhaol, pirate queen of Connacht: behind the legend⁴ --“As the daughter of a chieftain, Gráinne would have brought a substantial dowry, or spréidh, to the marriage. Under Gaelic law the dowry, although available for use by the husband, had to be returned intact to the wife on dissolution of the marriage. Stringent sureties were required to ensure that this occurred, though wives were sometimes forced to seek legal redress. Women retained control of any personal property they brought to the marriage and were entitled to acquire additional property independently of their husbands. Such property could include troops, ships and a plethora of other goods. Gráinne’s activities during her marriage to Dónal-an-Chogaidh may indicate that among her personal property were both galleys and men, a theory upheld by her possession of at least three galleys following his death.”

**An Exploration of Marriage and Brehon Law:**

The native Irish legal system is known as Brehon Law from the Irish word *breitheamh*, a judge. Maxims (truisms) and rules from the ancient Brehon Law tracts and commentaries continued to be used in court pleadings and decisions in the fourteenth, fifteenth and sixteenth centuries.

Irish Law in the later medieval period was strongly influenced by the Common Law of Europe as distinct from the Common law of England. European Common law was composed of two linked bodies of Law: Civil (Roman) Law and Canon Law. Innumerable clerics, down to the beginning of the 17th century are described as learned in the two laws while references to notaries public (public lawyers) 'by papal and imperial authority', the universal European formula, are commonplace. English Common Law could not function in Ireland without royal judges and soon after 1400 none were appointed for Munster or Connaught. By the sixteenth

⁴Theresa D. Murray .GráinneMhaol, pirate queen of Connacht: behind the legendhttp://www.historyireland.com/volumes/volume13/issue2/features/?id=113811
century the Mac Clancys were appointed as regular judges in the Ormond territories of Kilkenny and Tipperary and in the Power lands of Waterford. The ninth Earl of Kildare was said to have used both Brehon law and English law, whichever was the most favourable in the current legal case. In Kilkenny Brehon law was widely used, while in Galway Civil (Roman) law was the only law in use.

The evidence would suggest that in the predominantly Gaelic areas of the west of Ireland therefore that the predominant practice of law was dominated by Brehon tradition, though awareness of and recourse to the other legal codes was not unheard of. Interestingly, in 1519 the Mayor and corporation of Galway decreed that ‘no Irish judge or lawyer shall plead in any man’s case or matter within our court, for it agree not with the King’s laws nor yet the Emperor’s [the Roman law] in many places’. The corporation of Galway would have been hostile to the O’Malley clan and to grace in particular.

The canon law of the medieval church did not insist on any outward ceremony as necessary for a valid marriage. This remained the case until the decrees of the Council of Trent were enforced. Therefore as was commonly the practice in Ireland a declaration of the parties, or even a declaration of intent by the parties, followed by consummation, constituted a permanently valid and binding marriage, although a furtive one.

Throughout the medieval period and down until 1603 Gaelic secular marriage was the norm in Ireland and Christian matrimony was a graft onto this system. The Irish continued to marry their near relatives and to divorce at will in the fifteenth and sixteenth centuries. Sir John Popham, attorney-general, probably exaggerated when he wrote in 1587 that not more than one in twenty of the gentlemen of Munster was married in church. Secular Gaelic marriage permitted easy divorce, and it was normal that men and women of the upper classes had a succession of spouses.

Thus typical Irish secular (non-sacramental) marriages were valid marriages in the eyes of the church. However, in order for that marriage to stand up to the legal rigours associated with such union in Gaelic legal terms there must be no existing impediment.

The Cáin Lánamna or Law of the Couple codifies the nature of the central relationships under Gaelic legal practice and the obligations incumbent upon each one.
1. How many pairings are there in Irish Law (Law of the couple)? Identify each distinctive pairing? (Section 2)

2. Look at the specific detail around the terms of "cohabitation and procreation" (section 4). Did you expect them to be so detailed? What impression does this give you of Gaelic society?

3. Explain the terms of a marriage based on common contribution? (Section 5)

4. According to Section 7 what is a common practice relating to the parenting of children in Gaelic Ireland (particularly among the nobility)?

5. In the case of a divorce by mutual consent - what should each party expect out the divorce? (Section 9)

6. In the case of the "ill-behaviour" of one of the parties what penalty shall he/she receive? (Section 13)

7. What insight does Section 15 give us into the (labour) role of women in the Gaelic household?

8. According to the terms of the Law of the Couple (Section 22) what rights has a woman in this very specific case?

9. How do we know that the issue of "hospitality" is central to Gaelic custom and tradition (Section 24, Section 25 - remember the Howth abduction story also)

10. What is Union of Mockery?

11. In which cases of "union" is Eric - fine/penalty of payment in kind required by law?
The Merging of the History and the Story: The Account so far.

This YouTube site brings us greater insight into the evolution of the story of Granuaile and it also highlights some of the challenges in the historical handling of her story: http://www.youtube.com/watch?v=k8z48fxGJSE

Student Enquiry

1. The narrator tells us that Granuaile’s/Grace O Malley’s story could have been lost to history had it not been for the evidence recorded by her “presumed enemies”. What was the nature of these documents? (Who wrote them? Where were they sent to? What type of documents were they?)
2. According to this documentary why is she such a remarkable woman in her time?
3. How did Granuaile’s/Grace’s father affect her growth as a headstrong and independent woman.
4. What is the evidence that Granuaile/Grace was “superseding [overruling] Donal” even before his death?
5. In the light of your examination of the Law of the Couple – does her first marriage and her widowhood strike you as unusual within that legal model?
6. Evaluating the documentary piece that you have watched – would you agree with the following statement: “An entertaining piece which generates interest in a shadowy historical figure but which lacks evidence and qualification from historical sources”. Explain your position.

Invitation to Research

Find out all you can about Granuaile’s second marriage: Granuaile’s Marriage to Richard-na-Iarainn Bourke/Iron Richard Bourke

Consider the following:

- Husband and his family - the Bourke patrimony
- Land and power gained
- Children and heirs
- Granuaile’s new role
- Continued career - Seafaring
- Nature of relationship - success?
- Outcome of marriage /Implications for Granuaile
Granuaile/Grace and the Tudor Conquest

In 1575 Lord Deputy Sir Henry Sidney visited the province of Connaught. During this, his third term of office, he was appointed with the task of introducing a new taxation system known as ‘composition’. Having met with little success, he returned in 1576 and summoned the lords to a meeting, during which he met

“There came to me also a most famous feminine sea captain called GranyImallye, and offered her services unto me, wheresoever I would command her, with three galleys and 200 fighting men, either in Scotland or Ireland; she brought with her her husband for she was as well by sea as by land well more than Mrs. Mate with him; he was of the Nether Burkes and now [1583] as I hear Mack William Euter, and called by nickname Richard in Iron. This was a notorious woman in all the coasts of Ireland.”

Although he didn’t avail of her ‘three galleys and two hundred fighting men’, he did sail with her to inspect the seaward defences of Galway, a service for which she successfully billed him. Sidney noted her show of strength and concluded that ‘This was a notorious woman in all the coasts of Ireland’.

Her fleet of swift galleys could sail into shallow waters or endure the rough waters of the Atlantic. At least thirty men manned the oars and when winds were favourable, sail drove the vessels. Often, Granuaile waylaid merchant ships bound for Galway, a port closed to the O’Malleys. Once on board, she negotiated with the captain, levying tolls and providing pilots for safe passage – this practice was known as privateering. If her offer was refused, her men pirated the merchant’s cargo.
Determined to continue her dominant role and established custom and practice, in 1577 she set off to plunder Desmond. Captured during this raid, she was handed over to the President of Munster, the Lord Justice Drury who wrote

Grany [Granuaile/Grace] O'Mayle, a woman that hath impudently passed the part of womanhood and been a great spoiler, and chief commander and director of thieves and murderers at sea to spoile this province, having been apprehended by the Earle of Desmond this last year, his Lordship hath now sent her to Lymrick where she remains in safe keeping.

The authorities later transferred her to the dungeons of Dublin Castle, a move which perhaps illustrates the significance of her capture. During her captivity the MacWilliam was forced to submit to the Crown, and Richard-na-Iarainn’s future as successor was no longer a foregone conclusion. In 1578 Desmond handed Gráinne over to Lord Justice Drury who described her as a woman that hath impudently passed the part of womanhood and been a great spoiler, and chief commander and director of thieves and murderers at sea to spoile this province. This ‘demonstration of his loyalty . . . sending unto you GranyO'Mayle’ impressed Elizabeth’s Privy Council.

Released on assurances of good conduct in 1579 she ensconced herself in Carraigahowley, where she was soon besieged by a Captain Martin, sent with orders to capture her for attacks on Galway shipping. Martin was lucky to evade capture himself, ‘so spirited was the defence made by the extraordinary woman’.

© PDST, 2013
Six years later, the Governor of Connaught died and Sir Richard Bingham arrived to fill the office. His primary aim was to eradicate the Gaelic way of life by force - attempts at politic conciliation were all but abandoned. In 1586, he captured Granuaile and brought her to the gallows, but rather than meet her death, she was exchanged for her son-in-law and 1,000 cattle. Then her eldest son was killed and youngest son imprisoned. Having no other recourse, Granuaile petitioned Queen Elizabeth to pardon her for being forced to protect her own interests because the English governors proved incapable of coping with the situation in Ireland, and to grant her some monies on which to live because her rightful inheritances had been denied her. In exchange, Granuaile vowed to fight the queen's enemies.

The Anne Chambers Official web-site: look at the second YouTube window from the top

Student Enquiry

http://www.graceomalley.com/you_tube.php

1. How many rebellions according to Anne Chambers was Granuaile/Grace O Malley involved in?
2. Why was Granuaile's/Grace O’ Malley’s journey to London such a significant undertaking?
3. What redress did Granuaile/ Grace O’ Malley secure from the Queen?
4. Identify one piece of primary evidence of the terms Granuaile/Grace O’Malley secured from Queen Elizabeth.
Grace O’Malley’s name appears on Boazio’s map of Ireland, 1599
Granuaile/Grace O Malley’s Audience with Elizabeth I

Student Enquiry

http://www.youtube.com/watch?v=eVGvpFw7DVs

1. What age was Granuaile when she travelled to London?
2. Outline the risks she took making this journey?
3. Why according to this piece would Elizabeth I have had a “shrewd notion of the sort of person that Grace was”?
4. What was the protocol for an audience with the Queen Elizabeth? How does this established custom conflict with some of the myths that have arisen around Granuaile?
5. What sources assure us that Granuaile did not bow as her subject? How would this have struck the courtiers present?

In the aftermath of the meeting, on 6th September 1593, the Queen wrote the following letter to Sir Richard Bingham:

‘Where our Treasurer of England, by his letters in July last, did inform you of the being here of three several persons of that our Province of Connaught under your charge, that is, of Sir Morogh O’Flaherty, Knight, Granyn Maly and Roobuck French, requiring to understand your opinion of every of them concerning their suits; we perceive by your late letters of answer what your opinion is of them, and their causes of complaint or of suit, whereof you have given them no just cause. But where GranyneMaly hath made humble suit to us for our favour towards her sons, Morogh O’Flaherty and Tibbott Burk, and to her brother Donel lO’Piper (naPiopa), that they might be at liberty, we perceive by your letters that her eldest son, Morogh O’Flaherty, is no trouble but is a principal man of his country, and as a dutiful subject hath served us when his mother, being then accompanied with a number of disorderly persons, did with her ‘gallyes’ spoil him; and therefore by you favoured, and so we wish you to continue. But the second son, Tibbott Burk, one that hath been brought up civilly with your brother and can speak English, is by you justly detained because he hath been accused to have written a letter to Bryan O’Rork, the late traitor’s son, though it cannot be fully proved but is by him utterly denied; and for her brother Donald, he hath been imprisoned 7 months past, being charged to have been in company of certain that killed some soldiers in a ward. But for those two you think they may be both dismissed upon bonds for their good behaviour, wherewith we are content, so as the old woman may understand we yield thereto in regard of her humble suit; so she is hereof informed and departeth with great thankfulness and with many more earnest promises that she will, as long as she lives continue a dutiful subject, yea, and will employ all her power to offend and prosecute any offender against us. And further, for the pity to be had of this aged woman, having not by the custom of the Irish any title to any livelihood or position or portion of her two husband’s lads, now being a widow; and yet her sons enjoying their father’s lands, we require you to deal with her sons in our name to yield to her some maintenance for her living the rest of her old years, which you may with persuasion assure them that we shall therein allow of them; and you also shall with your favour in all their good causes protect them to live in peace to enjoy their livelihoods. And this we do write in her favour as she showeth herself dutiful, although she hath in former times lived out of order, as being charged by our Treasurer with the evil usage of her son that served us dutifully. She hath confessed the same with assured promises by oath to continue most dutiful, with offer, after her aforesaid manner, that she will fight in our quarrel with all the world.’
The contents of the Queen’s letter indicate that Grace was in fact granted all her requests by the Queen in spite of the opinions and recommendations of her governor, Bingham. Grace’s son, although strongly suspected of collusion with O’Rourke, was to be freed, as was her brother Donal. The compassion shown by Elizabeth for Grace’s personal plight is evidenced by the provision for her maintenance for the remainder of her life from her sons’ estates and that the amount be deductible from their taxes payable to the state. It was an unprecedented act of clemency and understanding of a woman’s plight on Elizabeth’s part and Grace must have departed from the royal presence with her ‘burden’ much lightened.

Granuaile lived in turbulent times, yet she succeeded where few women ever dared to go. In so doing, she also survived the hazards and hostilities of the 16th century, commanding men and ships until her death around 1603. Legend says that she died in Rockfleet.

Further Research:

http://www.iisresource.org/Documents/Grace_OMalley_Ref.pdf - rich material on Granuaile and her historical context

http://www.raremaps.com/gallery/enlarge/22842 - map


http://www.iisresource.org/Documents/Grace_OMalley_Ref.pdf some interesting resource notes at the end of this collection of resources

http://archive.org/stream/1890calendarofstatep05greauoft/1890calendarofstatep05greauoft _djvu.txt

Primary source material - very dense

Possible focus of research:

The “18 Articles of Interrogatory” - dispatched on behalf of the Queen by Bingham and recorded in the English State Papers
Ireland as it was seen by Baptista Boazio’s map *Irelandiae*. Boazio was a mapmaker-surveyor for Robert Devereux, Earl of Essex, Elizabeth’s ill-fated pacifier of Ireland. Boazio included his own flourishes, Babtiste’s Rock and Elstrake’s Isle, named after his engraver Renold Elstrake, off the North coast. The map was first published in London in 1599, with revisions in 1606.  

*Courtesy Trinity Maps Library*

To see this in enlarged and high definition format log onto the following site:

http://www.raremaps.com/gallery/enlarge/22842
4.3 Was the bombing of Hiroshima and Nagasaki justified? You decide!
A Transition Year module

Introduction:

On August 6 1945 a single B-29 bomber dropped a revolutionary new weapon on the city of Hiroshima. The explosive power of the bomb was unparalleled in history. Three days later a second bomb was dropped on the city of Nagasaki. The American president justified the decision to drop the bomb on the grounds that it would shorten the war by forcing the Japanese to surrender. On August 15 1945 Japan surrendered and the war in the East was over.

This module is designed to encourage students to examine a wide variety of sources - both primary and secondary - to decide for themselves whether the bombing of Hiroshima and Nagasaki was justified or a war crime.

Aims:

- To show students that there is a lot of debate surrounding many events in history
- To show that the view of historians can change after examining new evidence
- To encourage students to make judgements based on the evidence provided
- To develop students awareness about the strengths and weaknesses of sources
- To introduce students to the issue of ethics in history

Objectives:

- To examine briefly the main events in the war in the Pacific
- To explore briefly Operation Manhattan
- To look at the impact of the bombing on Hiroshima and Nagasaki
- To look at different reactions to and justifications of the bombing

Methods:

- Examination of primary documents and secondary resources in groups
- Use of AV resources

Resources:

An exploration of the decision to drop the bomb through the use of primary documents. The site is designed for students and it from the National Archives in the UK:
http://www.nationalarchives.gov.uk/education/heroesvillains/g5/

Excerpts from the BBC programme on the bombing of Hiroshima. This is a docudrama with interviews from people involved in the bombings both American and Japanese:
http://www.youtube.com/watch?v=NF4LQaWJRDg – bombing of Hiroshima
http://www.youtube.com/watch?v=ncq_Wye43TM – bombing of Nagasaki and consequences

Resources from the Nuclear files website run by the Project of the Nuclear Age Foundation:
http://www.nuclearfiles.org/
The biggest nuclear explosion in History

Cross-curricular links:

1. RE
2. Science
Timeline

1941
Approval of Operation Manhattan - the development of an atomic bomb
Japanese attack on Pearl Harbour started the war in the Pacific

1942
Japanese defeated at the Battle of Midway – Americans began policy of capturing Japanese-held Islands

1945
March
Heavy US conventional bombing of Tokyo - over 100,000 killed
Capture of the island of Iwo Jima

June
Okinawa taken by the Americans

July
First successful test of the atomic bomb in New Mexico
Potsdam Conference of victorious Allied countries – US, UK and the USSR. Potsdam Declaration demanded the unconditional surrender of Japan.

August 6
Bombing of Hiroshima

August 8
USSR declared war on Japan

August 9
Bombing of Nagasaki

August 15
Emperor of Japan announced Japanese surrender

September 2
Formal surrender of Japan to the Allies aboard the USS Missouri

Key Personalities

President Truman became president of the United States on the death of President Roosevelt in April 1945.
Emperor Hirohito was the head of state of Japan - seen by many Japanese as a living God. Very influential figure but he did not control Japanese military policy.
1. To start the exploration of this topic the following two resources are used.

(a) Excerpt from a speech by Truman justifying the use of the atomic bomb on Hiroshima:
http://www.nationalarchives.gov.uk/education/heroesvillains/g5/cs2/g5cs2s1.htm
Listen to a 2 minute broadcast by Truman – Transcript below:

The British, Chinese and United States governments have given the Japanese people adequate
warning of what is in store for them. We have laid down the general terms on which they can
surrender. Our warning went unheeded. Our terms were rejected.

Since then, the Japanese have seen what our atomic bomb can do. They can foresee what it will do
in the future.

The world will note that the first atomic bomb was dropped on Hiroshima, a military base. That was
because we wished in the first attack to avoid insofar as possible, the killing of civilians. But that
attack is only a warning of things to come. If Japan does not surrender, bombs will have to be
dropped on her war industries and unfortunately thousands of civilian lives will be lost. I urge
Japanese civilians to leave industrial cities immediately and save themselves from destruction.

I realise the tragic significance of the atomic bomb. Its production and its use were not lightly
undertaken by this government. But we knew that our enemies were on the search for it. We know
now how close they were to finding it. And we knew the disaster which would come to this nation
and to all peace-loving nations, to all civilisation, if they had found it first. That is why we felt
compelled to undertake the long and uncertain and costly labour of discovery and production. We
won the race of discovery against the Germans.

Having found the bomb, we have used it. We have used it against those who attacked us without
warning at Pearl Harbour, against those who have starved and beaten and executed American
prisoners of war, against those who have abandoned all pretence of obeying international laws of
warfare. We have used it in order to shorten the agony of war; in order to save the lives of
thousands and thousands of young Americans. We shall continue to use it until we completely
destroy Japan’s power to make war. Only a Japanese surrender will stop us. …

Divide the students into groups and ask them to consider the following questions:

(i) From the extract how does Truman argue that the Allies have given the “Japanese people
adequate warning of what is in store for them”?
(ii) How does Truman justify the choice of Hiroshima as a target?
(iii) From the extract how does Truman explain why the US developed the Atomic bomb?
(iv) Give four reasons that Truman gives for dropping the atomic bomb on Japan.
(v) Give TWO strengths and TWO weakness of this speech as a source of information for historians.

(b) http://www.youtube.com/watch?v=NF4LQaWJRd – bombing of Hiroshima
This is an excerpt from a BBC programme about the development and use of the atomic bomb and
examines the bombing of Hiroshima.

While watching the video (4.36 minutes long) the students should consider the following questions
in groups:
(i) How did the crew feel bombing Hiroshima was different to bombing Germany?
(ii) What evidence is there from the video to suggest that the people of Hiroshima were not
expecting an attack?
(iii) Explain how the bomb worked.
(iv) Describe the destructive effect of the bomb.
2. What was the background to the atomic bombing of Hiroshima and Nagasaki?

Source:
http://www.nationalarchives.gov.uk/education/heroesvillains/background/g5_background.htm

This detail could be examined in class using the information below or online at the above address:

**Glossary**

- **Manchuria**: province in Northern China
- **Axis powers**: name given to Germany, Italy and Japan during World War II.
- **Assets**: Japanese money and other items of value in the United States.
- **Embargo**: complete ban on trade

**Japanese Aggression**

Japan in the 1930s was increasingly aggressive towards neighbouring countries. Japanese soldiers brutally occupied Manchuria in 1931. In January 1932 they attacked Shanghai. The Japanese government was unable to stop them.

In May 1932 a group of junior officers assassinated the Japanese prime minister. After this military men led Japan and by 1936 the Japanese government was under military control. Japan began a full invasion of China in July 1937. It also joined Germany and Italy in the alliance of the Axis Powers.

As well as political and military leaders, Japan had an emperor, Hirohito, who came to the throne in 1926. The belief that he was a divine ruler inspired great loyalty in those who served him. He did not play a direct role in military decisions, but he did support the moves of Japan’s military leaders. Japan was an island state and needed to import many resources. By invading China, they could exploit the resources of the mainland and make themselves stronger. In 1940 they occupied northern Indochina (now Vietnam, Laos, and Cambodia). This opened the way for them to invade countries further south. Japan’s vision was to be the centre of an economic power that drew on the riches of East Asia.

The USA reacted by freezing Japanese assets and putting an embargo on sending oil to Japan. This was a big problem for Japan and when Prime Minister Konoe could not negotiate a solution with the US, he resigned. The new prime minister was General Tojo. Tojo began preparations for war.

**Pearl Harbour**

On 7 December 1941 Japanese warplanes launched an attack on the USA’s Pacific fleet at Pearl Harbour in Hawaii. They sank or damaged 19 American ships, destroyed 177 planes and killed 2,335 people. They also attacked British positions in Malaya.

The US government knew an attack was coming, but they were not sure where. The sheer distance of Pearl Harbour from Japan convinced US strategists that the most likely target for a military strike was in the Philippines. Defensive measures were taken at other bases, but Pearl Harbour was left unprotected.

**Japanese victories**

This successful strike gave the Japanese a considerable advantage. They followed up with a series of victories in the Pacific against British, Australian and American forces. In the early part of 1942 Britain surrendered to the Japanese at Singapore and 62,000 British and Empire troops were taken prisoner. Many Allied soldiers died from mistreatment after they were taken prisoner. Japan went on to conquer the Philippines.
**Turning point**
The run of Japanese victories came to an end at the Battle of Midway in June 1942. The USA intercepted Japanese codes planning an attack on Midway Island. Their naval and air forces were then able to inflict heavy losses on the Japanese fleet. Until this point the Japanese Navy had been supreme, but now the US Navy controlled the Pacific.

Gradually the United States gained the upper hand with successes including the Japanese withdrawal from Guadalcanal in February 1943 and the victory in the Philippine Sea in June 1944. By the spring of 1945 an attack on Japan itself was possible.

**No surrender?**
The war in the Pacific was expensive for the USA. Every Japanese-held island they captured put up fierce resistance. For example, on Iwo Jima, a small island 660 miles south of Tokyo, the Japanese built an elaborate network of defensive tunnels. It took five weeks of bitter fighting at a cost of more than 24,000 casualties before the USA took Iwo Jima. In taking another island, Okinawa, the US incurred a further 20,195 dead and 55,162 wounded.

The sense that Japan would fight to the end was heightened by the tactic of kamikaze in which young Japanese men gave their lives by flying planes directly at US shipping in suicide missions. Furthermore, even though Japan's forces had suffered irreversible losses, there were those in government who remained determined to resist at all costs.

It was now clear that further 'island-hopping' through the Pacific would cost many American lives. In March 1945, in order to secure a Japanese surrender, the US launched a series of air raids on Japan's main cities, flattening buildings and killing thousands of civilians. This intensive bombing campaign was still going on when President Truman entered the White House and was told that the secret mission to develop an atomic bomb was nearing its conclusion.

**The Manhattan Project**
Throughout World War 2, German and American scientists raced to be the first to build an atomic bomb. The British slowed down the German work by destroying their laboratories in Norway. The Germans had not developed a working bomb by May 1945, when they lost the war.

The American effort was code-named the Manhattan Project and the team of scientists was led by Robert Oppenheimer. The Manhattan Project was top secret and was based in the remote village of Los Alamos, New Mexico.

In July 1945 they carried out an atomic explosion for the first time. It was estimated that at the centre of the explosion the temperature reached 100 million degrees Fahrenheit. (A hot summer’s day is about 80 degrees Fahrenheit.) A mushroom-shaped cloud rose to a level of 41,000 feet. The power of the bomb was staggering.

The decision whether or not to use the bomb rested with Harry Truman. He became president following the death of Franklin D. Roosevelt in April 1945. Only then was he informed of the Manhattan Project and the atomic weapons that were at his disposal.

**Points for discussion**
(i) Why did relations between Japan and the USA worsen in the early 1940s?
(ii) Why was Pearl Harbour largely unprotected from attack?
(iii) What battle was the turning point of the war? Describe what happened.
(iv) How was the war in the Pacific expensive for the Americans?
(v) What was Operation Manhattan? Why was it so important?
3. British Newspaper reaction to the Bombing of Hiroshima

Source: http://www.nationalarchives.gov.uk/education/heroesvillains/g5/cs2/g5cs2s2a.htm
This source can be viewed in the original at the above URL or examined using the transcript below:

News of the bomb in The Daily Telegraph newspaper, 7 August 1945
(Telegraph Group Limited (1945)

ALLIES INVENT ATOMIC BOMB: FIRST DROPPED ON JAPAN

2,000 TIMES THE BLAST-POWER OF R.A.F. 11-TONNER

ENEMY THREATENED WITH “RAIN OF RUIN” FROM THE AIR

The Allies have made the greatest discovery in history: the way to use atomic energy. The first atomic bomb has been dropped on Japan. It had:

Over 2,000 times the blast power of the largest bomb ever used before, which was the British “Grand Slam,” weighing about 11 tons; and more power than 20,000 tons of T.N.T. Yet the explosive charge is officially described as “exceedingly small.” A spokesman at the Ministry of Aircraft Production said last night that the bomb was one-tenth the size of a “block buster,” yet its effect would be “like that of a severe earthquake.”

The first atomic bomb, a single one, was dropped on Hiroshima, a town of 12 square miles, on the Japanese main island of Honshu. Tokyo radio said that the raid was at 8.20 a.m. yesterday, Japanese time, and that the extent of the damage was being investigated.

The official announcement yesterday of the existence of the bomb was made 16 hours after its first use. Late last night no report had been made on the damage done because it had been impossible to see the result through impenetrable clouds of dust and smoke.

EFFECT ON WAR AND PEACE

Statements were yesterday issued by Mr. CHURCHILL from Downing-street, by Mr. TRUMAN from the White House, by Mr. STIMSON, the United States Secretary of War, giving an account of the research which led to the development of the new weapon; of the terrible fate awaiting Japan if she does not immediately yield; of the future use of atomic energy as a source of power and an instrument for keeping the world’s peace.

In the Downing-street statement Mr. CHURCHILL was quoted as saying: “By God’s mercy British and American science outpaced all German efforts. The possession of these powers by Germans at any time might have altered the result of the war and profound anxiety was felt by those who were informed.”

Mr. Stimson said the bomb would prove a tremendous aid in shortening the war against Japan. It had an explosive power that “staggered the imagination.”

President TRUMAN described the results as the greatest achievement of organised science in history. The Allies had spent the sum of $500,000,000 on the “greatest scientific gamble in history,” and had won.

If the Japanese did not now accept the Allies terms, he said, they might expect “a rain of ruin from the air the like of which had never been seen on this earth.”
The method of production would be kept secret while processes were being worked out to protect the world from the danger of sudden destruction. Congress would be asked to investigate how atomic power might be used to maintain the future peace.

EMPIRE SCIENTIST HELP

British, American and Canadian scientists collaborated in developing this tremendous new source of power. Mr. Stimson also disclosed that Dr. Niels Bohr, the Danish Nobel Prize winner, had been whisked from the grasp of the Nazis and had helped in the bomb’s development.

By agreement between Mr. Churchill and Mr. Roosevelt research was carried out in the United States and in Canada, safe from enemy attacks. ……

Points for discussion

While reading the article students, individually or in groups, should consider the following questions:

(i) What words would you use to sum up the reaction of this British newspaper to the dropping of the atomic bomb?
(ii) Do you think the news was a surprise to the British people?
(iii) Does this article present an unbiased account of this event? Give reasons for your answer

4. What was the impact of the bombing of Nagasaki?

Resource:

http://www.youtube.com/watch?v=ncq_Wye43TM

Divide students into groups and watch the excerpt from the BBC docudrama about the bombing of Nagasaki. The video is 4 minutes 19 seconds in length.

Points for discussion

While watching the video the students could consider the following questions:

(i) Was Nagasaki the intended target? Explain your answer.
(ii) Describe the impact of the bomb on Nagasaki.
(iii) At the time of the bombing who had declared war on Japan?
(iv) How were the Japanese divided on the best action to take?
(v) What was the view of the Emperor Hirohito? Why was it important?
5. What were the casualties of the bombing of Hiroshima and Nagasaki?

Source: http://www.nationalarchives.gov.uk/education/heroesvillains/g5/cs3/g5cs3s3a.htm
The source can be viewed in the original at the above address or read using the transcript below:

Sections of a British government report on casualties in Hiroshima and Nagasaki, December 1945

As with most bombs, however, a high proportion of casualties, probably the bulk (except insofar as these were killed as it were several times over, by each casualty producing agent separately) died from secondary injuries.

The secondary injuries caused by the atomic bomb may be divided into mechanical injuries and burns. The mechanical injuries resulted mainly from people being struck by falling buildings. ...

It is probable that many people were burned because the fires started simultaneously in many places while they were trapped under or hemmed in by debris.

What information is available indicates that the secondary injuries did occur at distances up to 10,000 feet from the bomb, but that they were not common at this distance. Beyond 7,000 feet the incidence of secondary mechanical injuries appears to fall off more rapidly than the incidence of flash burns and of secondary (flame) burns but much less rapidly than the incidence of gamma ray effects. …

Casualties in School Children in Hiroshima

It is obvious that gross casualty figures of the kind quoted are of no value in studying the lethality of the bomb at various distances. The only way of approaching this subject in retrospect seemed to be to try to trace the fate of each individual in some suitable group. It was found that there were fairly good records of the whereabouts of the school children and of their fate. The Medical Section of the Joint Commission therefore made an effort to collect complete data concerning these children and also of some industrial groups. None of these data have been completely collected and analysed yet. A part of the data on the school children is presented to indicate roughly what may be expected from the complete data.

These children were organized into groups of various sizes and were scattered throughout the city doing a variety of war jobs. Very few of them were actually in school when the bomb fell. It was hoped that they are a fairly representative sample as far as proportion in the open, in various types of buildings, distance from the bomb, etc., are concerned. Any sampling bias is ignored here but will be investigated by the Joint Commission. The consolidated results for the many groups are:-

<table>
<thead>
<tr>
<th>Distance from Centre</th>
<th>Total</th>
<th>Dead</th>
<th>Missing Own</th>
<th>Wounded</th>
<th>Untraced Connected</th>
<th>Healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,340</td>
<td>2,479</td>
<td>289</td>
<td>35</td>
<td>166</td>
<td>371</td>
</tr>
<tr>
<td>0 - 1 km.</td>
<td>4,683</td>
<td>683</td>
<td>481</td>
<td>240</td>
<td>1,643</td>
<td>1,626</td>
</tr>
<tr>
<td>1 - 1.5</td>
<td>1,260</td>
<td>227</td>
<td>22</td>
<td>168</td>
<td>343</td>
<td>500</td>
</tr>
<tr>
<td>1.5 – 2</td>
<td>5,121</td>
<td>96</td>
<td>14</td>
<td>1,123</td>
<td>832</td>
<td>3,056</td>
</tr>
<tr>
<td>2 - 2.5</td>
<td>2,314</td>
<td>11</td>
<td>0</td>
<td>37</td>
<td>0</td>
<td>2,266</td>
</tr>
</tbody>
</table>

Missing (unknown is the word used by the Japanese) means that the child’s parents did not know what had become of it.
Untraced (disconnected) means that it was not possible to get in touch with anyone in the family.
The most logical treatment of this data seems to be to assume that all of those that are missing are killed, and that the ‘disconnected’ suffered the same fate as the remainder at their distance, i.e., subtract them from the total. This gives the following results:

<table>
<thead>
<tr>
<th>Distance from Centre</th>
<th>Total</th>
<th>Dead</th>
<th>Percentage Mortality</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1 km.</td>
<td>3,174</td>
<td>2,768</td>
<td>87</td>
</tr>
<tr>
<td>1 - 1.5</td>
<td>3,040</td>
<td>1,174</td>
<td>39</td>
</tr>
<tr>
<td>1.5 – 2</td>
<td>917</td>
<td>249</td>
<td>27</td>
</tr>
<tr>
<td>2 - 2.5</td>
<td>4,289</td>
<td>110</td>
<td>2.6</td>
</tr>
<tr>
<td>2.5 – 3</td>
<td>2,314</td>
<td>11</td>
<td>0.48</td>
</tr>
</tbody>
</table>

From all this evidence it is only possible to assume that the total killed in Hiroshima by the bomb was certainly not less that 60,000 and probably not more than 120,000, with the most likely figure between 70 and 90,000. It is not possible to estimate the injured with any useful degree of accuracy but they must have been at least as numerous as the dead. Thus of the 323,000 people in Hiroshima, probably one quarter or more were killed and one-third or more injured.

5.3.2 Casualties in Nagasaki. The official Japanese casualty figures for Nagasaki which were prepared for the Civil Defence Section of United States Strategic Bombing Survey are probably the best available figures. They are to November 6th. They are:-

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dead</td>
<td>25,761</td>
</tr>
<tr>
<td>Injured</td>
<td>30,460</td>
</tr>
<tr>
<td>Missing</td>
<td>1,927</td>
</tr>
<tr>
<td>Homeless Families</td>
<td>21,174</td>
</tr>
<tr>
<td>Homeless Individuals</td>
<td>89,78</td>
</tr>
</tbody>
</table>

However, as before, the figure for deaths is the number of verified deaths obtained from the Governor of the Prefecture – actual deaths are much higher.

The figures for injured are for those actually hospitalised in Nagasaki: it is estimated that there were 25,000 more hospitalised outside.

It is usually concluded in medical circles that there were approximately 40,000 killed and at least 60,000 injured by the bomb in Nagasaki. ......

Points for discussion

The class should be divided into groups and while reading the source the following questions should be considered:

(i) If people survived the fires and falling buildings, what effect might gamma rays (radiation) have on them?
(ii) Of the children known to have been in Hiroshima 0 - 3 kilometres from the centre of the blast, what percentage of them stayed healthy?
(iii) With people killed or injured and huge numbers of homeless survivors, what immediate actions would officials have to take to help the two cities?
(iv) What do you think would be the long-term effects on the cities and their inhabitants?
(v) How would you describe the tone of this report?
(vi) What do you think was the purpose of this report?
6. What were the different responses to the dropping of the atomic bombs?

Source: [http://www.nuclearfiles.org/menu/key-issues/nuclear-weapons/history/pre-cold-war/hiroshima-nagasaki/us-responses-to-bomb.htm](http://www.nuclearfiles.org/menu/key-issues/nuclear-weapons/history/pre-cold-war/hiroshima-nagasaki/us-responses-to-bomb.htm)

**Task:** Divide the class into groups and ask them to consider which of the following quotes support the bombing of Hiroshima and which are opposed to it. Ask the class to consider if there are any surprising reactions to the bombing:

"...the greatest thing in history."  
Harry S. Truman, President of the United States during the Atomic Bombing

"It always appeared to us that, atomic bomb or no atomic bomb, the Japanese were already on the verge of collapse."  
General Henry H. "Hap" Arnold, Commanding General of the U.S. Army Air Forces Under President Truman

"Japan was at the moment seeking some way to surrender with minimum loss of 'face'. It wasn't necessary to hit them with that awful thing."  
General Dwight D. Eisenhower

"It is my opinion that the use of this barbarous weapon at Hiroshima and Nagasaki was of no material assistance in our war against Japan. The Japanese were already defeated and ready to surrender. My own feeling was that in being the first to use it, we had adopted an ethical standard common to the barbarians of the Dark Ages. I was taught not to make war in that fashion, and wars cannot be won by destroying woman and children."  
Admiral William D. Leahy, Former Chair of the Joint Chiefs of Staff

"I am absolutely convinced that had we said they could keep the emperor, together with the threat of an atomic bomb, they would have accepted, and we would never have had to drop the bomb."  
John Mccloy, Assistant Secretary of State for War in the Truman Administration

"There were those who considered that the atomic bomb should never have been used at all. I cannot associate myself with such ideas... I am surprised that very worthy people—but people who in most cases had no intention of proceeding to the Japanese front themselves—should adopt a position that rather than throw this bomb we should have sacrificed a million American and a quarter of a million British lives..."  
Winston Churchill, former British PM

"And I have come to view the Hiroshima and Nagasaki bombings that August as an American tragedy that should be viewed as a moral atrocity."  
Stewart L. Udall, US Congressman and author of "Myths of August"

"Certainly prior to 31 December 1945, and in all probability prior to 1 November 1945, Japan would have surrendered even if the atomic bombs had not been dropped, even if Russia had not entered the war, and even if no invasion had been planned or contemplated."  
U.S. Strategic Bombing Survey's 1946 Study

"Careful scholarly treatment of the records and manuscripts opened over the past few years has greatly enhanced our understanding of why Truman administration used atomic weapons against Japan. Experts continue to disagree on some issues, but critical questions have been answered. The consensus among scholars is that the bomb was not needed to avoid an invasion of Japan. It is clear that alternatives to the bomb existed and that Truman and his advisers knew it."

J. Samuel Walker, Chief Historian, U.S. Nuclear Regulatory Commission
7. What are the main views of historians on the reasons behind the bombing of Hiroshima and Nagasaki?

Source: http://www.nuclearfiles.org/menu/educators/study-guides/history_decision-to-drop-bomb.htm#

The edited article below examines the different views of historians about the reasons behind the use of the bomb. There is a debate over whether the bombing was justified.

Glossary
Revisionist: historian who re-examines the original evidence and challenges the accepted version of events.

The Decision to Drop the Bomb
The fateful decision to use nuclear weapons on Japan was controversial even at the time, and the explanations for and motives behind that decision remain a subject of controversy two generations after the fact.

At first, the sole motivation behind the American effort to build a nuclear weapon (the “Manhattan Project”) was the fear that Germany would build an atomic bomb first. This they could have used to destroy Britain and the Soviet Union or threaten the U.S. In fact, German atomic bomb research never came close to success, but this did not become clear until after the war was over. By contrast, everyone understood that Japan, with its much weaker scientific and industrial base, represented no nuclear threat. By the time the Manhattan Project was near to producing an atomic bomb Germany had surrendered.

There remained only two possible uses for the atomic bomb: to hasten the defeat of Japan, and – by demonstrating American willingness to use it – dissuade Stalin from exploiting the growing power and success of the Red Army to dominate post-Nazi Europe.

Since the 1960’s there was been an ongoing debate among historians as to which was the “real” motivation behind President Truman’s decision to use it on Japan.

The Official View
The “official version” is strongly backed by the American public, most politicians, and the soldiers and commanders fighting Japan from 1945 to the present day. This version insisted that the only issue was that of obtaining unconditional Japanese surrender without further loss of American soldiers.

The brutal battle for Okinawa, whose invasion was larger than the D-day landings in scale, had just been won. The exceptionally high casualties sustained in this operation led American military leaders including President Truman himself to seek any realistic way to end the war in the Pacific without an invasion of the Japanese home islands.

From this perspective, the use of the new atomic bomb to force a rapid Japanese surrender seemed a logical and necessary military action. Any moral doubts were drowned out by the universal anger at the growing body of evidence about Japanese atrocities against civilians and their brutal mistreatment of Allied prisoners. The bombing of Hiroshima on August 6, 1945, and of Nagasaki on August 9 was followed by a rapid Japanese surrender, an apparent justification of the bomb’s use in anger.

The Revisionist View
But beginning in the 1960’s a different view was put forward by so-called “revisionist” historians. In their view, the use of the atomic bomb was not necessary to obtain a Japanese surrender. They unearthed documents that seem to show that the majority of the Japanese leadership, led by the Emperor, was ready to surrender within a matter of weeks at most, impeded only by a small group of extremists within the military, and that American and British intelligence intercepts made this clear. The real motive for the use of the bomb was quite different: it was, in the first instance, an attempt to frighten Stalin and his generals from further territorial ambitions in Europe, and beyond.
that a weapon that would ensure victory in what some believed to be an inevitable war with the Soviet Union.

That such a war was to be expected was a commonplace belief among many generals. A number of top American generals – most prominently George Patton and Curtis LeMay – assumed that such a war would have to be fought sooner or later, and openly advocated an atomic strike against the Soviets both in public and privately to Truman. Their views were powerfully reinforced by Churchill, who believed that Soviet communism was now the central threat to western civilization and must be eliminated. Truman himself was at least partially convinced by these arguments; at his urging, General Groves, the military commander of the Manhattan Project, relentlessly drove his scientists and engineers to ensure that the first atomic test would take place before the President’s scheduled meeting with Churchill and Stalin at Potsdam.

The first atomic bomb was exploded a week before the meeting, and Soviet intelligence reported this to Stalin only days before Potsdam. There seems little evidence that Stalin’s negotiating position was affected by this knowledge; his immediate response was to order that the small – scale Soviet nuclear bomb project be increased immediately. In a sense, then, even before Hiroshima and Nagasaki Truman’s political use of the atomic weapon set in motion the world’s first nuclear arms race.

The “revisionist” view is increased by the decision to destroy both Hiroshima and Nagasaki. If the object were solely Japanese surrender, then one bomb would have been enough. The only possible reason for this double destruction was to ensure that both the uranium - based bomb (used on Hiroshima) and the plutonium – based design (used on Nagasaki) would function under combat conditions, and that the Soviets would receive an object lesson in their efficacy and equally important to Truman and Churchill – the will of the Americans to use them in combat.

Points for consideration

What are the official and revisionist views about the motivation behind the use of the atomic bombs? Support your answers with evidence from the text above.

8. Was the bombing of Hiroshima and Nagasaki justified?

This is the final part of the module where students consider the evidence presented and make a decision on the justification of the bombing. This should come in the form of a short two-page essay. Students should support their views with evidence and reasons based on historical evidence.

The sources below may also be of some help.

Further Resources:

BBC News Report from the 6th August 1945
http://news.bbc.co.uk/onthisday/hi/dates/stories/august/6/newsid_3602000/3602189.stm

Learning resources from the Presidential Timeline about the bombing of Hiroshima:
http://www.presidentialtimeline.org/html/educators/HST/atomicbomb_wq/

Examination of the background behind the decision to drop the bomb:

Collection of 34 images relating to the bombing of Hiroshima and Nagasaki. Each picture is explained.
http://www.boston.com/bigpicture/2009/08/hiroshima_64_years_ago.html

Support website for teachers and students that examines the controversy surrounding the bombing of Hiroshima and Nagasaki:
http://teachinghistory.org/history-content/beyond-the-textbook/25484