

## A HISTORY OF IRELAND IN 100 OBJECTS, A SELECTION LEAVING CERTIFICATE, ORDINARY AND HIGHER LEVEL HISTORY

### GAA Medal, 1887



#### Where to see this object

National Museum of Ireland –  
Decorative Arts and History, Collins  
Barracks, Benburb Street, Dublin 7  
[Click here to find out more](#)

#### Book a class trip to the museum

[Click here to find out more](#)

#### CURRICULUM LINKS

<b>Syllabus:</b>	Leaving Certificate History, ordinary and higher levels
<b>Field of study:</b>	Later modern Irish history, 1815–1993
<b>Topic:</b>	2—Movements for political and social reform, 1870–1914 <ul style="list-style-type: none"><li>• Perspective: Culture and religion</li><li>• Element: The GAA</li><li>• Case Study: The GAA to 1891</li><li>• Key concepts: Irish Ireland Anglicisation/de-anglicisation</li></ul>

The GAA was a prescribed topic in the 2006 and 2007 Leaving Certificate Examinations.

#### RESOURCES

- Photographs (2) of P.J. Corbett's medal, behind the 'Look' button.
- Extract from A history of Ireland in 100 objects, behind the 'Read' button.
- Worksheets behind the 'Worksheets' button.
- For comparison purposes, a photograph of a 1906 GAA All-Ireland medal, which can be accessed online, for example via this blog from Waterford Museum: [http://blog.waterfordmuseum.ie/2010\\_05\\_01\\_archive.html](http://blog.waterfordmuseum.ie/2010_05_01_archive.html).
- Ask students to bring in a GAA or other relevant medal to the classroom, as an example of an historical object. Please note that the content is not relevant to this period of history. The relevance is in the presentation of another archive of resources, as well as in exposure to the concept of oral history. These lesson plans do not include a lesson that makes use of such material.
- Weblinks
  - Boston College's online exhibition of its GAA oral history project: [http://www.bc.edu/centers/irish/gaahistory/Previous\\_Themes.html](http://www.bc.edu/centers/irish/gaahistory/Previous_Themes.html)  
This resource can be used for an oral history perspective.
  - The GAA timeline, which can be accessed on the GAA website at: <http://www.gaa.ie/about-the-gaa/gaa-history/history-timeline/timeline-1884-1945/>

- Material on the key concept Anglicisation and De-Anglicisation available via the Multitext Project in Irish History at UCC: [http://multitext.ucc.ie/d/Anglicisation\\_and\\_De-Anglicisation](http://multitext.ucc.ie/d/Anglicisation_and_De-Anglicisation)
- Search for contemporaneous accounts of the topic's elements and case studies on the full Irish Times Archive, which goes back to 1859 and is freely available to all schools on the Schools Broadband Network <http://www.pdsttechnologyineducation.ie/> Scoilnet also provides a link: <https://www.scoilnet.ie/post-primary/the-irish-times-archive/>
- Search Scoilnet (<https://www.scoilnet.ie/>) for resources on the topic's keywords.
- *Researcher's Handbook—Limerick City Library Millennium Project* (2000), by Sinead McCoolle, available on the Limerick City Library website: <http://www.limerickcity.ie/Library/LocalStudies/ResearchersHandbook/>
- Dictionary of Irish Biography; on-site access facilitated through Scoilnet is now available to all schools via the Schools Broadband Network <http://www.pdsttechnologyineducation.ie/>. Either go directly to the Dictionary of Irish Biography website (<http://dib.cambridge.org/>) or log in to Scoilnet ([www.scoilnet.ie](http://www.scoilnet.ie)) and click on the 'Dictionary of Irish Biography' icon. Search for key personalities.
- Michael Cusack Centre. (<http://www.michaelcusack.ie/>)
- National Library of Ireland's 1916 online exhibition. (<http://www.nli.ie/1916/pdf/3.4.1.pdf>)
- Publications; for further contextual background:
  - *The GAA. A History of the Gaelic Athletic Association* by Marcus de Burca (Gill and Macmillan, 2nd edn, 1999)
  - *The GAA County by County* by Mike Cronin, Mark Duncan and Paul Rouse (Collins Press, 2011)
  - *Michael Cusack and the GAA* by Marcus de Burca (Anvil Books, 1989)

## LESSON AIMS AND OBJECTIVES

---

Refer to the 'Lesson A&O' button for a comprehensive description of aims and objectives for the Leaving Certificate History syllabus.

## LEARNING OUTCOMES—TOPICS FOR STUDY

---

Students at both levels should be able to:

- recall the main aspects of the element 'The GAA' from the perspective of culture and religion, with particular reference to important changes identified therein, and show a basic understanding of the main events and their causes and consequences;
- recognise that historical study is concerned not just with the powerful and influential but also with the ordinary and anonymous;
- recall the issues and events of the case study 'The GAA to 1891' and be able to give a narrative account of these;
- look at a contentious or controversial issue from more than one point of view, with particular reference to the issues highlighted in the case study 'The GAA to 1891'; and
- describe in some detail the role of a number of key personalities in respect of 'The GAA' element, such as Michael Davitt and Charles Stewart Parnell, and address such aspects as: the manner in which the key personality influenced, or was influenced by, the events described; whether the key personality was a participant in or witness to the events; and different contemporary attitudes toward the key personality

### Additional learning outcomes for higher level

- recall the main issues and events of the element 'The GAA', with particular reference to important changes identified therein, and show a good understanding of the main events and their causes and consequences;
- recall the issues and events of the case study 'The GAA to 1891' and give a discursive account of these issues;
- evaluate the role of the key personalities in relation to the main issues and events of the element 'The GAA'; and
- show understanding of the relevance of the key concepts of Irish Ireland, Anglicisation/de-anglicisation, to the element.

## LEARNING OUTCOMES—WORKING WITH EVIDENCE

---

These lessons will provide students with teaching and learning experience for documents-based study, and will prepare students for undertaking their own research study. Students should be able to:

- show understanding of the role of evidence in the writing of history. Understanding should encompass such aspects as: the difference between source and evidence, how the historian evaluates evidence, the fact that evidence may be open to more than one interpretation
- identify such different types of historical sources as eyewitness accounts, public records, memoirs, letters, maps, photographs and political cartoons
- interpret a range of historical sources of the types identified above and answer questions relating to their provenance, their purpose and their usefulness
- draw conclusions from historical sources and use these conclusions to help form judgements about historical issues
- display an awareness of objectivity in their own writing by striving to be fair-minded and unbiased
- develop an awareness of the location of historical data in archives, libraries, museums and in sources increasingly available online with the growth in digital humanities
- appreciate the importance of using trusted sources, especially when doing research online.

### Additional learning outcomes for higher level

Students should be able to:

- explain how the word 'history' is variously used to describe the past itself, surviving evidence from the past and written histories
- explain which types of historical sources are found in archives, libraries and museums
- identify the main strengths and limitations of different sources by asking appropriate questions relating to the purpose for which they were produced, the motives of the person(s) who produced them, their historical context and their relevance to the event(s) and issue(s) being studied
- recognise the provisional nature of historical knowledge—that written histories are an interpretation of available evidence and that new evidence may alter our historical understanding.
- show understanding of the broader historical context of research findings.

## LESSON ONE

### GAA MEDAL, 1887

---

**Identify** learning outcomes with the students.

#### VISUAL INTERROGATION

---

Using the image of GAA medal (behind the 'Look' button), hold a brainstorming session; ask students in what type of repository the medal is housed, and to identify individual features of interest on the medal (look at both sides). This can be done by individual note-making or by asking students in turn to come to the whiteboard, pinpoint aspects of interest and perhaps annotate them with arrows to the adjacent white areas of the board. Start this latter task by asking students to identify obvious details, and move on to more intricate or subtle details. This will allow for appropriate differentiation and development.

#### ACTIVITIES

---

- Individual task: students complete Worksheet 1 (behind the 'Worksheets' button).
- Pairs/group task: In pairs or small groups, students identify differences between the selected medal and the 1896 Athens Olympic Medal, using Worksheet 2.

#### ASSESSMENT

---

The activities' feedback can be done by oral questioning or, if small groups are used, via a nominated rapporteur. Allow for differentiation through lower and higher order questioning and for promotion of oral literacy skills.

**Teacher's Note:** The Olympic medal image is of an 1896 Athens Summer Olympic Games medal, see the Olympic.org website (<http://www.olympic.org/photos/summer-games-athens-1896-medal>), where the following description is provided:

'First place winners were awarded a silver medal, an olive branch and a diploma. Those in second place were given a bronze/copper medal, a branch of laurel and a diploma.

The obverse side of the Athens medal has Zeus's face along with his hand holding a globe with the winged victory on it, with the inscription "ΟΛΥΜΠΙΑ". The reverse side had the Acropolis site with the inscription "ΔΙΕΘΝΕΙΣ · ΟΛΥΜΠΙΑΚΟΙ · ΑΓΩΝΕΣ ΕΝ · ΑΘΗΝΑΙΣ · 1896".

#### READING

---

'GAA medal, 1887', from *A history of Ireland in 100 objects* (behind the 'Read' button).

- The class can read the text aloud

Evidence, enquiry and exploration questions for group work:

- What sort of written source is it?
- When was this written?
- Who wrote it?
- Why was it written?
- What are the writer's main points?
- Are there people or events mentioned in it with which you are unfamiliar?
- Are there words that you don't understand?
- Is this a primary or a secondary source?
- Do we know how the writer got the information contained in the article?
- Does the writer express a point of view?

- Is there any bias in the article?
- Ask students to find evidence that the GAA was (or was not) part of the movement for cultural nationalism.
- Does the evidence in this article support or contradict prior knowledge acquired from textbook or other sources? If it conflicts, how can this be explained?
- Are there any gaps in the evidence that make it difficult to come to conclusions?
- What other sources could be used to fill in gaps?

## DISCUSSION

---

The teacher asks key questions, including some lower order ones as required, to link what students have picked out from the visuals with what they have seen in the secondary source. Such questions will include:

- Why is all the text on the medal in English?
- Why is the Celtic cross motif used on the medal?
- Why is the three-crowns logo later replaced by a harp?
- What does the victory by 'Commercials' rather than 'Limerick' tell us?
- Why was the game played in 1888?
- Why was the medal not presented until 1912?

## REVIEW

---

Identify what has been learnt about the medals and about the GAA from the article in *A history of Ireland in 100 objects*, specifically the higher order and analytical learning that has been achieved.

## HOMEWORK TASK

---

Read the Leaving Certificate Higher Level history examination 2007 documents-based question (available behind the 'Exam papers' button) and complete the questions in preparation for the next lesson.

## LESSON TWO

### GAA MEDAL, 1887

---

This second period to have an increased focus on deepening students' understanding of the complexity of the GAA, including its links to the Irish-Ireland movement and the Irish language movement.

**Identify** learning outcomes with the students.

#### INTRODUCTION AND ASSESSMENT

---

Present an enquiry-based question, such as:

- To what extent was the establishment of the GAA part of an effort to break away from Britain between 1884 and 1914 (shorter timeframe if desired)?

Or (at a lower level)

- What did the GAA contribute to the cultural revivals of the period 1870–1914?

#### ACTIVITY

---

Group activity options:

- Using the homework document from Lesson 1 (2007 Leaving Certificate Higher Level exam paper, behind the 'Exam papers' button), students, working in small groups, are asked to identify and write out points relevant to answering the enquiry-based question.

Discussion and consolidation sees students present their draft structure:

- What arguments can be provided under 2/3 different headings?
  - What information supports the arguments?
  - What is the overall conclusion to be drawn?
- Using the Lesson 1 homework document again, along with Worksheet 3, students in small groups are asked to put their findings into different categories, such as:
    - things that show the GAA was seeking to break from Britain;
    - points that suggest it was just reacting to Britain's cultural influence;
    - points that can be otherwise categorised if the GAA was simply interested in cultural revival.

The aim of the exercise is to get students to decide how best to categorise or sort the material they have, and teacher guidance or a well-chosen group chair/rapporteur can facilitate this.

Discussion and consolidation sees students present their findings. The discussion can incorporate a review of learning and a check to see if the initial lesson objectives have been reached.

- Using Worksheet 4, students, in small groups, are asked to highlight the evidence in Sources A and B on the worksheet that supports their answers to the questions on the worksheet.

Discussion and consolidation sees students present their findings. The discussion can incorporate a review of learning and a check to see if the initial lesson objectives have been reached.

#### ASSESSMENT

---

Groups report back to the whole class with their answers and with their supporting evidence.

The discussions can incorporate a review of learning and a check to see if the initial lesson outcomes have been reached.

## HOMWORK TASK OPTIONS

---

- Worksheets 5 and 6: students can choose an option from these two secondary sources and answer the related questions (also on the worksheets) in written format, using the structured approach they have learnt in today's class.
- Choice of Leaving Certificate Higher Level examination questions from 2010–2013, behind the 'Exam papers' button.
- Leaving Certificate Ordinary Level examination question from Section B, Question 1: 'Write a short paragraph on The GAA between 1884 and 1891'

## ASSESSMENT

---

Homework could be formatively assessed by the teacher.

Another possibility could see a few rudimentary paragraphs presented on screen using ICT the following day, with students then asked to comment on, improve or add to these in order to form a cohesive answer of better quality. This would allow for differentiation, and could facilitate the development of writing skills; the incorporation of key concepts, structure and balance; use of conjunctive and deductive language, etc.; right down to ensuring that spellings and dates are written correctly, depending on the needs of students.