

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

Lamp from River Clyde, 1915



Where to see this object

National Museum of Ireland—Decorative Arts and History, Collins Barracks, Benburb Street, Dublin 7; on loan from the National Army Museum, Hospital Road, Chelsea, London SW3 4HT.

[Click here to find out more](#)

Book a class trip to the museum

[Click here to find out more](#)

CURRICULUM LINKS

Although this object does not link directly to either the junior or senior cycle curricula, it could be used for third year classes to give an overview of Irish history from the early twentieth century onwards. In leaving certificate history, it has the potential to link to later modern Irish history—Topic 3, dealing with the pursuit of sovereignty and the impact of partition 1912–1949. It also links to the history of later modern Europe and the wider world (particularly Topic 2, part of coverage of World War I, where there are key concepts like ‘world war’, ‘war of attrition’ and ‘conscription’).

In reality, however, the object could be better placed as a Transition Year topic. This is reinforced by the fact that it allows teachers to delve deeper into aspects of World War I than is feasible at junior cycle, and also to look at issues of web-based research, and at the links between history and literature, which could provide useful baselines for Leaving Certificate study without covering a significant aspect of the course.

RESOURCES

- Photograph of the lamp from the River Clyde, behind the ‘Look’ button. Also, search the Imperial War Museum’s online collections (<http://www.iwm.org.uk/collections/search>) by inputting ‘SS River Clyde’ into the search engine, which can be filtered for images or audio recordings.
- Photographs of the ship as it looked at Gallipoli, behind the ‘Look’ button.
- Contemporaneous letters by Jack Duggan, Royal Irish Fusiliers, as published in *Our war: Ireland and the Great War* edited by John Horne (2008), behind the ‘Look’ button.
- Extract about this period of Irish history from *A history of Ireland in 100 objects*, behind the ‘Read’ button.

For further contextual background, archival records for researching and for use as examples of the range of repositories, libraries, archives, museums and digital humanities:

- Publications:
 - *Ireland and the Great War* by Keith Jeffery (Cambridge University Press, paperback edition 2011)
 - *Forgotten Soldiers: The Irishmen Shot at Dawn* by Stephen Walker (Gill and Macmillan, 2007)
 - *Irish Regiments in the Great War: Discipline and Morale* by Timothy Bowman (Manchester University Press, 2004)

- The Great War: 1914–1918 by Ian F.W. Beckett (Pearson Longman, 2nd edn, 2007)
- The First World War by John Keegan (Pimlico edition, 1999)
- Websites:
 - Commonwealth War Graves Commission website: www.cwgc.org
 - Flanders Field website: <http://imr.inflandersfields.be/index.html> for further class work not contained in the lesson plan. Students can search this site for Irish soldiers who died or were mortally wounded during World War 1, in the theatre of war.
 - RTE's WW1 100 Years: <http://www.rte.ie/worldwar1/>
 - Imperial War Museum's Lives of the First World War <https://livesofthefirstworldwar.org/>
 - Imperial War Museum's Voices of the First World War <http://www.iwm.org.uk/history/voices-of-the-first-world-war>
 - Search for contemporaneous accounts 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/>
 - 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) and click on the 'Dictionary of Irish Biography' icon. Search for key personalities.

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—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 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.

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- 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; and
- appreciate the importance of using trusted sources, especially when doing research online

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- 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
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LESSON

LAMP FROM RIVER CLYDE, 1915

Identify learning outcomes with the students.

Display image of the Lamp from River Clyde (behind the 'Look' button).

DISCUSSION

Use prompting questions to develop enquiry by the class:

- Where was this lamp used?
- Who was on board the River Clyde?
- Why did Irish soldiers fight in World War I?
- What was the impact of WWI on Ireland?

READING

Extract from A history of Ireland in 100 objects (behind the 'Read' button) about the Lamp from River Clyde, note especially the passages that deal with the broader context of Irish involvement in World War 1.

- Different students to be asked to read passages aloud. Others to be drawn into evidence, enquiry and exploration questions, such as:
 - 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?
 - 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?
- Students read the text to find:
 - two reasons why Irishmen fought in the war; and
 - two statistics that demonstrate how Irishmen fared when at war.
- Key terms such as 'military stalemate', 'regiment', 'battalions', and broader concepts such as 'Home Rule', 'nationalist' and 'Protestant Ulster' need reiteration and explanation.

Engagement with source tasks

In pairs or small groups:

- Students read Worksheet 1 (behind the 'Worksheets' button), an extract from *Forgotten Soldiers: The Irishmen Shot at Dawn* by Stephen Walker (Gill and Macmillan, 2007).
- Discuss.
- Groups to answer the questions listed at the end of the extract.
- The third question is easily the most challenging and could be used for a class discussion.

ASSESSMENT

Feedback on groups' findings presented to the class by a chosen rapporteur from each group. Oral questioning used to assess understanding of key political issues relating to Irish involvement in World War I.

HOMEWORK

Worksheets 2, 3 and 4 to be completed. The two comprehension questions in Worksheets 2 and 3 are designed to test higher order analytical skills in the main, while Worksheet 4's web-based task is aimed at encouraging students' independent research and the development of their interest in history.

ASSESSMENT

Homework to be formatively assessed by the teacher.