

Surveillance files relating to the 'movements of extremists', May 1915 - April 1916

* This lesson plan relates to the file CSO/JD/2/49(1) O'Donovan-Rossa funeral procession.

Junior Cycle

The study of historic objects will contribute to student achievement of the Statements of Learning for Junior Cycle, in particular:

Statement 3: creates, appreciates and critically interprets a wide range of texts.

Statement 8: values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.

Junior Certificate history

The study of historic objects is an essential component of the History Syllabus for Junior Certificate. Engagement with primary source material is vital to the achievement of course objectives, which include the acquisition of knowledge, concepts and skills relating to the study of history.

Students can acquire knowledge of the past in an organic way through the study of historic objects. Key concepts, including source, evidence, chronology, bias/objectivity, fact/opinion, propaganda can be taught using primary sources examples. Engagement with historic objects enables students to acquire the skills of the historian, including the ability to locate and select information in a source and to critically analyse and communicate that information.

The study of objects relating to the Easter Rising, 1916, has a direct link to the syllabus topic: *'Political developments in Ireland in the late 19th century and the 20th century'*.

Lesson activities

Starter activity: students could think about issues around intelligence gathering in today's world. What organisations carry out surveillance of extremists today? How do they go about gathering intelligence? What are the ethical issues surrounding surveillance, e.g. how do organisations that carry out surveillance strike a balance between the right to privacy and national security?

Students could then contrast how they think intelligence gathering would have taken place in 1916 with how intelligence is gathered today.

Object study - context: There is extensive footage available online of the funeral of O'Donovan-Rossa. This could be shown to students in order to provide background information for studying the surveillance document.

Object study - group work activity: Students could be divided into groups of five. Four of the students could be tasked with answering one of the following questions, with the remaining student in charge of co-ordinating the responses:

1. Use your textbook/internet to find out information on each of the following organisations mentioned in the document: (i) Sinn Féin [Irish] Volunteers (ii) [Irish] Citizen Army (iii) Gaelic Athletic Association.
2. Read the note addressed to the Chief Secretary ('Ch Sec'). Why do you think the authorities wanted to ensure that there would 'be no interference by the police' with the parade?
3. Find some evidence in the document to show that the authorities think the parade will be well-organised.
4. Based on your reading of this document, do you think that the Dublin Metropolitan Police were effective at gathering intelligence?

Object study - online activity: The document contains information on the route of the procession. Students could use the street names provided in the document to trace the route of the parade

between City Hall and Glasnevin using online maps. This should help students to identify that the procession followed a rather circuitous route to reach Glasnevin. They could come up with reasons as to why the parade did not follow a direct route to Glasnevin.

Follow-on activity: Students could research the life of **Jeremiah O'Donovan-Rossa** using the Dictionary of Irish Biography, accessible free of charge through the Schools Broadband Network. They might also be interested in reading the famous oration given by Patrick Pearse at the graveside of O'Donovan Rossa. The manuscript of this speech is available on the website of the **Pearse Museum**.