

## **Photograph of Dr. Edmund McWeeney examining a copy of the proclamation at St. Stephen's Green, Easter Monday 1916**

\* Teachers should note that this object could be studied in conjunction with the half-proclamation from the National Archives.

### **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 contrast the wide availability of cameras today with their relative scarcity in 1916. Teachers could ask students if they have ever taken a photograph at an event that might be considered newsworthy? Explain that Fr. Sherwin, who took this photograph, was an ordinary citizen and an amateur photographer who happened to take a photograph of historical importance.

**Object study:** The following questions could be answered as a think-pair-share activity to prompt student investigation of this object.

1. Based on the evidence from this photograph, why do you think so few copies of the proclamation have survived?
2. How do you think the ordinary people of Dublin would have reacted to seeing the proclamation posted on the streets of the city? Are there any issues with posting a large document like this for people to read?
3. Dr. McWeeney, who is pictured in this photograph, lived with his family on St. Stephen's Green. How do you think the McWeeney family felt about the activities of the rebels, who took over the park on Easter Monday?

**Web-based activity:** Students could make use of census records available online to find out more information about Dr. McWeeney and his family. Their household return form for the 1911 census is available [here](#).

**Follow on activity:** Students could research rebel activity at St. Stephen's Green during Easter Week, in particular the involvement of key figures in the Irish Citizen Army, including Michael Mallin and Constance Markievicz.