

Photograph of Sackville Street Bridge and Street, 1916

* This object could be used in conjunction with the painting 'Ruins of O'Connell Street' by Edmond Delrenne.

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 examine the differences between how major news events are reported on in 2016 with the challenges faced by journalists reporting on the Easter Rising in 1916. They could think about the reasons why photos capturing the action during Easter Week are rare compared to the number of photos in existence showing the aftermath of the rebellion and the destruction of Dublin city.

Object study: The photograph of O'Connell Bridge and Street in 1916 could be contrasted with a similar view of O'Connell Street in 1910, available [here](#). The following questions will help students in their investigation:

1. Which buildings and monuments were severely damaged and which were completely destroyed?
2. Based on your knowledge of the fighting on O'Connell Street in 1916, what do you think were the causes of this damage?
3. Comment on evidence of public transport in both images.
4. Are there any differences between the behaviour of pedestrians in the 1910 photograph and the 1916 photograph?

Writing activity: Students could imagine themselves as journalists for the *Irish Independent* in 1916. They could write a news report describing the state of Dublin in the aftermath of the Easter Rising, using this image as a prompt for their article.

Further study: Students could investigate the intense fighting that took place on O'Connell Street during Easter Week that resulted in the destruction of many buildings. They could read some of the witness accounts of the fighting in and around the GPO given to the Bureau of Military History, such as accounts by [Desmond Ryan](#) or [Éamon Bulfin](#).