

P.H. Pearse Surrender Order

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: Using either their textbooks or online sources, students could research the life of Patrick Pearse. They could access the entry for Pearse in the **Dictionary of Irish Biography** available online and free of charge through the Schools Broadband Network. Students might also be prompted to think about the circumstances in which an army would surrender, who would make the decision to surrender and how they would deal with those who objected to a surrender.

Object study: Students could describe the condition of the object and identify the materials it is made from. Working in small groups, students could attempt to decipher Pearse's handwriting and transcribe the document. It would be worth explaining to students that transcribing documents is a skill practised by historians and that they should be as accurate as possible in their transcription.

Class discussion: The following questions could form the basis of a class discussion of the surrender order.

1. According to the document, what reasons does Pearse give for surrendering?
2. Do you think there were any other reasons, apart from the ones mentioned by Pearse, as to why the rebels surrendered? Why might he have neglected to mention, for instance, that at this point during the Easter Week the rebels were being overwhelmed by the British forces?
3. What do you think Pearse meant when he said that the actions of the rebels during Easter Week were 'sufficient to gain recognition of Ireland's national claim at an international peace conference'?
4. Do you think Pearse was right to surrender?

Follow-on activities: Students could investigate the story of the surrender of the rebels in more detail. They could, for example, examine this document in conjunction with the photograph of Pearse surrendering to General Lowe. They could also research the story of Nurse Elizabeth O'Farrell, who carried the order for surrender to the various outposts being held by the rebels around Dublin city.