

Connolly Hat

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: ask students questions that get them thinking about the why people wear uniforms and what a uniform signifies about the person wearing it. Students could consider the significance of the uniforms that they wear to school and think about the message that their uniform sends out to the school community and wider community.

Think-pair-share: Students could respond to the question, why did the rebels (or at least those who could afford to) wear uniforms during the 1916 Rising? Questioning could guide students towards identifying how the wearing of uniforms signified that the rebels were soldiers in an army, that it helped to distinguish the rebels from civilians, that it gave them authority among the civilian population and that it helped to legitimise the rebellion.

Object study: Students could write a description of the object and identify how it might be used by the historian as evidence for the 1916 Rising. For example, students could discuss how the object suggests that the Easter Rising was a very violent rebellion. Students could identify what the object tells us about Connolly's participation in the Rising, for example it shows that Connolly was involved in frontline action during Easter Week, even though he held the role of commandant.

Follow-on activity: For Junior Certificate students, the Connolly hat could be linked to students' study of the Irish Citizen Army, the life of James Connolly and the events of the rebellion that took place at the GPO in 1916. Students could also investigate what happened to Connolly after the surrender of the rebels, including his court-martial while in hospital and his controversial execution.