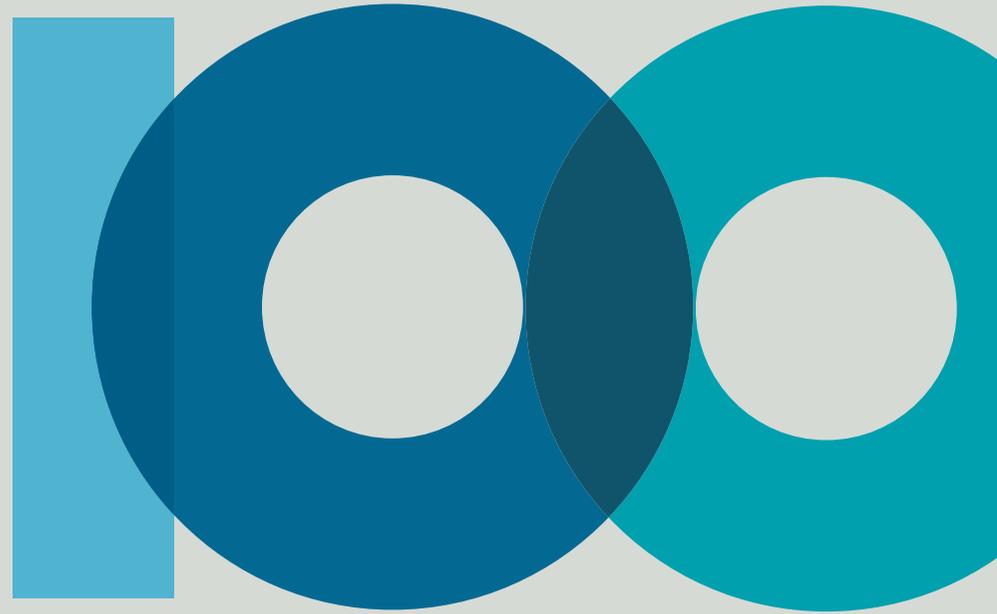


Creative Centenaries

Remembering the Future



Teachers' Guide

notes on using the Project

A Decade of
Anniversaries

Schools
Resource

A Prototype Local Study: **West Belfast 1912—1922**



This Project has been designed as a series of learning activities which help pupils to understand the significance of the events which unfolded in Ireland during the period 1912—22. It follows the guiding principles for marking anniversaries set out by the Community Relations Council:

- 1) Start from the historical **facts**;
- 2) Recognise the **implications** and **consequences** of what happened;
- 3) Understand that different **perceptions** and **interpretations** exist; and
- 4) Show how events and activities can deepen **understanding** of the period.

All to be seen in the context of an **'inclusive and accepting society'**

In addition, the Project has the following educational objectives:

- **Enquiry**– activities should, where possible, direct and stimulate personal pupil enquiry;
- **Variety** – activities should avoid repetition of source material or task;
- **Interaction** – activities should utilise the online Project platform to help pupils actively engage with sources and deploy ICT skills (or, in downloadable form, provide for stimulating group work and discussion);
- **Curriculum compliance** – activities should satisfy as many key objectives of the Revised Curriculum for History as possible;
- **Differentiation** – activities should be accessible to pupils of different abilities;
- **Progression** – activities should aim to develop pupil knowledge and understanding in manageable stages;
- **Academic rigour** – activities should test and develop a range of historical skills and should maintain, as far as possible, the integrity of contemporary sources ;
- **Objectivity** – individual activities, and the Project as a whole, should avoid any perception of political or religious bias.



Project Outcomes

The Project models a local history enquiry, whereby pupils investigate comparable communities from across Northern Ireland's sectarian divide, analysing their involvement in, and reaction to, the events of 1912—22 and subsequent commemorations. By following enquiry questions and applying their full range of historical skills to selected source materials, pupils should discover:

The locality selected for the Project is West Belfast but teachers who choose to replicate the model will find that the history of their own locality will afford the same outcomes.

- The significance of the 1912—22 events for local people of all social, political, cultural and religious traditions (whether or not “their” community was directly involved);
- Comparable and contrasting community reactions to events as they happened, and the reasons for any similarities and differences;
- How community memory of the events has developed over time, recognising how the form of commemorations has been shaped by contemporary political agendas and circumstances;
- Why the commemorations pupils themselves witness in 2012—22 take the forms they do, and the extent to which they appropriate the past in order to legitimise contemporary attitudes.
- Explain if, how and why each community was directly involved in the events of 1912—22 (focussing on commonality and contrasts);
- Identify common community attitudes towards the events as they unfolded and likely reasons for the emergence of such attitudes (again focussing on commonality and contrasts);
- Identify anomalies - unexpected examples of involvement, or the expression of community perceptions/interpretations which ran counter to those more commonly held (at the time and during subsequent stages of commemoration);
- Recognise change and continuity in how events have been commemorated over the years, focussing on how communities have assigned significance to past events and interpreted them through the lens of more contemporary political circumstances (for example, by deciding whether or not to commemorate the events of 1912—22 and, if so, what form commemorations should take);
- Make personal judgements about how communities commemorate the events of 1912—22 today.

As this knowledge develops, pupils should increasingly be able to:

Background knowledge

It is recommended that teachers regard the Project as a *complement* to the learning pupils experience in the classroom, rather than a direct *replacement*. By focussing on local communities the Project emphasises the relevancy of national events to pupils' immediate locality, but does provide a thorough historical overview of the period. Most schools cover the "Decade of Anniversaries" within a Year 10 history module already, so the Project is designed to reinforce and expand learning that History departments have already planned for. Selected source materials, pupils should discover:

Using the Project

As a series of self-contained learning activities, the Project is flexible enough to support a variety of teaching approaches. Teachers and Departments are encouraged to examine the activities and make their own decisions as to how best to integrate them with their own teaching.

For example:

- Using the Project in its entirety as a summative exercise at the end of a teaching module
- Using individual Project activities to progress learning throughout a teaching module
- Setting Project activities as homework tasks to be completed in tandem with an ongoing teaching module
- Using Sections 1-4 to reinforce History teaching, while using Section 5 as the basis for concurrent Citizenship lessons.

Teachers should also anticipate how much assistance pupils might need to attempt the project activities. Sources have been presented as completely as possible in order to preserve their historical integrity, so although care has been taken to make them accessible, weaker pupils may still find the volume of reading daunting.

In some instances, teachers may even choose to develop their own learning activities using the material provided by the project. This is perfectly valid, and the project developers invite teachers to contact them with suggestions for further activities which might improve the Project's educational value.



Replicating the Project

The template modelled by modelled by the Project can be replicated for any locality within the nine counties of Ulster. Any teacher prepared to undertake diligent research can expect to uncover material which challenges simplistic narratives of the 1912—22 period.

General Principles

These are principles of research rather than steps to be followed chronologically – although each generally follows on from the previous, it is quite likely that you will be engaged with several simultaneously. For example, you may have found an important local newspaper report of an incident, while still seeking corroborative references in secondary accounts.

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In some instances, teachers may even choose to develop their own learning activities using the material provided by the project. This is perfectly valid, and the project developers invite teachers to contact them with suggestions for further activities which might improve the Project's educational value.

O1: Work from General to Specific

Well-informed teachers may already be aware of local source material which can furnish their version of the project, but meticulous research is necessary to ensure that your work is rigorous and comprehensive. The easiest way to uncover “avenues” for further research is to identify local references within general histories of the period. Several excellent publications exist, and more are being published as the period in question becomes more topical. All are easily obtainable from public libraries .

Passing references within these publications can identify local events, incidents, places and personalities for further research, and most of these can be connected to titles for further reading within the footnotes and bibliography. Some of the best starting points for reading are listed below.

1912—1914: Crisis

The most general introduction to this (and any other) period of history in the north of Ireland is Jonathan Bardon's *A History of Ulster*.

To develop a project of this kind, however, more detailed analysis is required. The titles below uncover the labyrinthine politics of the "Ulster Crisis" and provide reliable guides through them. For research purposes, their weakness is that they are political histories and therefore focus primarily on political leaders, only tending to mention peripheral places and people where they impinge on the central narrative. Nevertheless, they contain useful details and are rigorous, balanced and rightly acclaimed as landmark accounts in their time.

- Buckland, P (1973) *Ulster Unionism and the Origins of Northern Ireland 1886—1922*
- Hepburn, AC, (2008) *Catholic Belfast and Nationalist Ireland in the Era of Joe Devlin, 1871—1934*
- Phoenix, E (1994) *Northern Nationalism 1890—1940*
- Stewart, ATQ, (1979) *The Ulster Crisis: Resistance to Home Rule*

The obvious place to search for details about local UVF units is Timothy Bowman's comprehensive work, *Carson's Army: The Ulster Volunteer Force, 1910—22*. Sadly, no equivalent yet exists for the Irish Volunteers.

1914—1918: Conflict

Both the 36th (Ulster) and 16th (Irish) divisions have received definitive historical analysis.

Philip Orr's *The Road to the Somme* has recently been updated and contains a wealth of detailed material about all the Ulster Division's component units and wartime exploits. This reliable resource allows the reader to bypass much of the anecdotal and politically-loaded Loyalist mythology which has grown up around the Division's story. Terence Denman's ground breaking study of the Irish Division, *Ireland's Unknown Soldiers*, also provides a comprehensive overview of the Division's creation, service and demise. In the course of an outstanding comparative study of West Belfast soldiers, Richard Grayson's *Belfast Boys* also provides considerable material on both Divisions. It is well worth consulting, if only for ideas – Grayson's methodology is highly instructive for anyone compiling a local study of Unionist/Nationalist military history².

Although Ulstermen of all shades served in myriad military units during the war, the Ulster and Irish Divisions provide a convenient parallel relevant to most localities. Should you wish to focus your

version of the project on soldiers who served elsewhere, it should be possible to find relevant references within other titles - it is probably best to search for those which deal with specific regiments or campaigns (such as Martin Middlebrook's *The First Day on the Somme*). An edited selection of first-hand accounts, *The Western Front: Irish Voices from the Great War* by William Sheehan is relevant to a wide variety of Irish units and well worth browsing in case the one you are seeking is represented.

The Easter Rising is problematic because so few northerners were involved – even the abortive mobilisation at Coalisland concerned only a minority of Ulster-based Volunteers. While the Bureau of Military History online database is probably your best bet, a sample of the witness statements can be read in Fearghal McGarry's *Rebels: Voices from the Easter Rising*. If nothing else, this book provides a wonderful example of historical narrative derived solely from disparate but carefully edited memoirs.

1918—1922: Conflagration

Ulster, and especially the nine counties which became Northern Ireland, experienced upheaval in this period, but in a form markedly different to the rest of the island.

General histories of the Irish War of Independence (such as Michael Hopkinson's book of that title) tend therefore to provide only a brief summary and few details of incidents in the north. Once again, the political histories consulted for 1912—14 may prove useful.

The main Ulster-centric histories of the period are more productive, but must be treated with caution. Pearse Lawlor's account of *The Outrages* perpetrated in Ulster counties provides a handy list of the main incidents but little else—then again, a teacher researching the period is looking for little else at this stage. Michael Farrell's *The Orange State* and *Arming the Protestants* are very important for the level of detail they provide, if not for their objectivity (the author is unashamedly hostile to partition and the Unionist government). Unfortunately Farrell can also be infuriatingly lax about directly citing his sources, so some educated guesswork has to be applied.

As with the other periods, histories are available which are specific to Belfast. While most valuable to teachers studying the city or its immediate environs, they also refer to important events elsewhere. Their referencing notes may well lead you to source material which applies to areas far afield from Belfast. The stand out examples are Alan Parkinson's *Belfast's Unholy War* and Jim McDermott's, *Northern Divisions*.

O2: Ask the locals

Secondary accounts of local history are surprisingly widely available, providing you are prepared to make the necessary effort to find them. In many cases these are general histories of the area compiled by local authors, but most will refer to the “Decade of Anniversaries” period in some degree of detail. Most local libraries have a local history shelf, and librarians can usually be relied upon for helpful suggestions of titles, or of local enthusiasts who “know about that sort of thing”. The same goes for curators of local museums, and perhaps even the history teachers of other local schools.

Apart from these institutions, most towns and many rural areas will have a local History Circle or the equivalent. If any work on local history has been published in a book or journal, these are the people who will know about it (because they probably wrote it). There is no telling what “gems” this kind of networking may help to uncover. At best, “the locals” may offer a short cut to rich and previously untapped sources. At worst, you can at least be certain

that that useful material will have to be procured elsewhere. Chances are you will also have stimulated local interest in your project and quite possibly talked yourself into giving a lecture once your research is complete.

By way of example, the following local history titles provided important insights into Belfast:

_____ (2011) The 6th Connaught Rangers:
Belfast Nationalists and the Great War

Adams, G (1991) Who Fears to Speak...?
The Story of Belfast and the 1916 Rising

Baker, J _____
The McMahon Family Murders

Kelly, J (1995) Bonfires on the Hillside

And County Derry:

Augusteijn, J (1996) From
Public Defiance to Guerrilla Warfare

Clark, W (1967) Guns in Ulster

Mitchell, G (1991)
Three Cheers for the Derrys!

Lacey, B (2011) Discover Derry

Patterson, RW (1999)
Garvagh: A Town and Two Parishes

O2: Go Online

As more and more archives are digitised, it has become possible to conduct primary research without leaving your desk. The most important online databases are:

- The 1911 Census (www.census.nationalarchives.ie) – this can be very useful for establishing an individual’s family, religious or local connections;
- Signatories of the Ulster Covenant (available from www.proni.gov.uk);
- The Irish Bureau of Military History witness statements (www.militaryarchives.ie) – many record the contribution of northern Republicans and some statements cover the whole 1912-22 period

Numerous “academic” websites are also relevant and relatively easy to navigate:

- www.irelandww1.org - An exceptional research hub run by Prof Richard Grayson and Dr Catriona Pennell, its bibliography and links pages will save you hours of work;
- www.qub.ac.uk/sites/irishhistorylive - Queen’s University’s research hub, also very useful and easily navigated;
- <http://cain.ulst.ac.uk/index.html> - The University of Ulster’s Troubles research hub focuses on Irish history post-1968, but contains some worthwhile reading on commemoration and memorials;
- www.community-relations.org.uk/ marking-anniversaries - Full of useful guidance compiled with the assistance of leading historians, the lecture videos provide profound insights;
- www.historyireland.com – Online journal replete with seminal articles;
- www.historytoday.com – An English popular history journal, so fewer relevant articles than History Ireland, but the odd gem;
- <http://connectionanddivision.dotco.co.uk> – An online exhibition of fascinating artefacts from the “Decade of Anniversaries”;
- www.dcu.ie/~foxs/irhist/index.htm - A detailed chronology of Irish History 1919-25, courtesy of Dublin City University;
- <http://books.google.co.uk/> - Thanks to Google Books, it is possible to conduct detailed searches of quite obscure publications (though missing pages may be problematic)



O4: Become a newshound

Amateur historians have also created useful websites that have become repositories for memories and photographs. These examples stand out:

- The UVF (and the 36th Ulster Division)
www.belfastsomme.com
- The Irish Volunteers (1914—22)
<http://irishvolunteers.org>
- The 36th Ulster Division
www.freewebs.com/denbob/
- The 16th Irish Division
<http://freespace.virgin.net/sh.k/xvidiv.html>

Beyond these websites (and the newspaper sites outlined below), there is no telling what internet searches might uncover. It is quite possible that searching will lead to sites expressing biased political sentiments or even outright sectarianism, but even these can prove useful to an alert researcher.

Contemporary newspapers are a vital resource, not only for detailed reports of events, but often as expressions of Unionist or Nationalist opinion. In the “Decade of Anniversaries” period every area of Ireland had its own local newspaper, and even the Belfast and national press often reported small town or rural news in some detail. Many papers can be accessed at the Belfast Newspaper Library, others reside in local branch libraries – it is probably best to ring the Newspaper Library to ask about the title you are interested in.

On news websites you may also find modern articles which are relevant, especially when controversial commemorations have made the news. The following are the papers that supplied at least one useful article for the original West Belfast/County Derry project:

- The Daily Telegraph (www.telegraph.co.uk)
- The Guardian (www.guardian.co.uk)
- BBC News (www.bbc.co.uk)
- The Irish Times (www.irishtimes.com)
- The Irish Echo Online (<http://irishecho.com>)
- The News Letter (www.newsletter.co.uk)
- The Derry Journal (www.derryjournal.com)
- An Phoblacht (www.anphoblacht.com)



O5: Consult the Primary Sources

The Decade of Anniversaries Project is designed to help pupils encounter, as far as possible, real primary sources. As mentioned previously, several crucial archives have already been digitised and can be searched online:

- The 1911 Census
(www.census.nationalarchives.ie)
- The Ulster Covenant
(available from www.proni.gov.uk)
- The Irish Bureau of Military History witness statements (www.militaryarchives.ie)

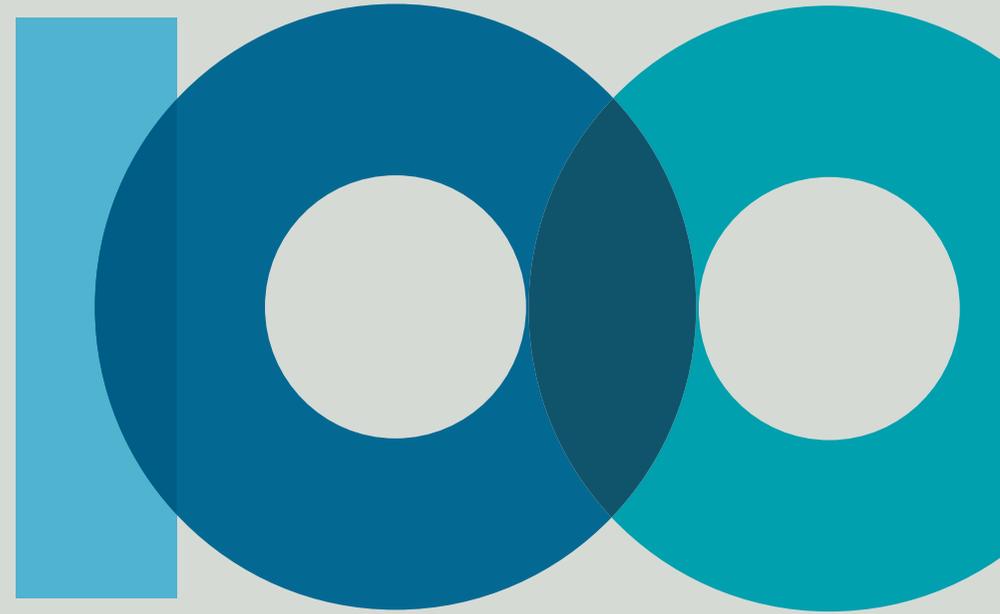
In addition, the NI Public Records Office has a searchable e-catalogue (www.proni.gov.uk/index/search_the_archives/ecatalogue.htm). A trip to the Records Office in Belfast's Titanic Quarter is still required, but searching the e-catalogue beforehand can save a lot of time when you are there. The following general document categories are worth checking, but again, creative, intelligent and specific search terms will reveal documents from a great variety of collections:

Besides PRONI's national collections, many other local archives exist. The following are just suggestions: it is important to check your own local museum and library as well:

- The Ulster Museum
- The Somme Heritage Centre
- Regimental Museums:
 - + the Royal Ulster Rifles Museum, *Belfast*
 - + the Royal Inniskilling Fusiliers Museum, *Enniskillen*
 - + the Connaught Rangers Association, *Boyle*
 - + the Royal Irish Fusiliers Museum, *Armagh*
- The Irish Republican History Museum, *Belfast*

Creative Centenaries

Remembering the Future



Road Map

Key Learning Areas

A Decade of
Anniversaries

Schools
Resource

A Prototype Local Study: **West Belfast 1912—1922**



Pre World War One – The Ulster Crisis

Key learning:

- Ulster Day 1912
- Formation of the UVF and Irish Volunteers
- Gun-running
- Passage of the 3rd Home Rule Bill

Activity 01.1

Perspectives on Home Rule

Pupils to identify contrasting perspectives towards the Home Rule Crisis by comparing Belfast newspapers' reporting of Ulster Day 1912.

Reports presented from Belfast Evening Telegraph/News Letter/Northern Whig v Irish News. Activity may also present reports of passage of Home Rule Bill (e.g. passed by House of Commons, May 1914).

In all activities the intention is to present primary sources as close to original as possible, though some editing will probably be required to facilitate pupil access.

Activity 01.2

Analysis of UVF/IV motivation, strength and threat

Pupils to analyse sources and determine relative strength, motivation and intention of the rival militias in West Belfast. Questioning will emphasise similarities and contrasts.

A variety of sources presented: personal memoirs, newspaper reports, police intelligence reports and photographs. Sources will include reference to smuggled weapons and political leadership (e.g. inspections by Carson and Devlin in West Belfast in the summer of 1914).



World War One

Key learning:

- The beginning of the war and initial attitudes
- The enactment of Home Rule
- Recruitment among unionists and nationalists
- Casualties (the Somme)
- The Easter Rising

Activity 02.1

Perspectives on Home Rule

Pupils to create report on typical unionist/nationalist experience of the war during the early war period. Sources (or synopses) presented through orange/green parallel panels following rough 1914—1916 chronology:

- Army reservists called up and cheered off by Belfast crowds – members of both UVF and IV
- Contrasting reactions to the enactment of Home Rule (examples of nationalist 'loyalty' and unionist 'disillusionment')
- Recruitment appeals led by Carson and Redmond/Devlin
- Fervent public support for departing volunteers – parades of 6th Connaught Fusiliers and 36th Ulster Division

- Representative individuals:
 - + Magee family (RC) – 5 sons in army
 - + Donnelly/Adams families (RC) – Adams brothers KIA May 1916. Elizabeth Adams engaged to Thomas Donnelly, KIA Aug 1916. After the war Elizabeth m. Thomas' brother Patrick
 - + Boyd family (P) – 4 sons in army
 - + Mabin family (P) – 2 letters in post, delayed by postman
- Newspaper casualty lists for July/Sept 1916

Activity 02.2

The Belfast Volunteers and the Easter Rising

Pupils to investigate a) Why the North played such a small role in the Rising and b) How the Rising effected nationalist attitudes later in the war.

Sources (primarily BMH witness statements and police intelligence reports) to illustrate:

- The split within the Belfast Volunteers, including the meeting addressed by McCullough and Pearse in 1914
- The North's role in the Easter Rising
- The effect of the Rising on popular support for SF
- The increase of anti-war feeling

Activity 02.3

The UVF and the Battle of the Somme

Pupils to investigate how the Somme and the 36th Division came to play such a dominant role in the unionist tradition, and how far this interpretation is valid.

Sources to illustrate:

- The scale of the Somme tragedy
- The early development of Somme commemoration (5 minutes' silence on 12 July 1916, the "new glorious 1st July" commemorations in 1917)
- The rapid construction and political significance of the Ulster Tower at Thiepval
- Complaints about the over-glorification of Carson and the 36th Division at the 1919 Peace Day parade.

Nationalist disillusionment and rejection of military service to be covered in 1966 commemoration investigation.



Post war - Troubles

Key learning:

- The beginning of the Troubles
- The Troubles
- The Government of Ireland Act and the transferral of power to the NI government
- The Truce and the Anglo-Irish Treaty

Activity 03.1

The sectarian volcano erupts

Pupils to drag text boxes to convert a timeline into a “living graph” to illustrate the rapid escalation of sectarian tension and violence during 1920.

Text boxes to explain:

- The formation of the Dail and the commencement of the Tan War
- The IRA campaign in Belfast, Easter 1920
- The eruption of violence after Carson’s speech on the 12 July 1920
- The arrival of the military to restore order
- The murder of DI Swanzy in Lisburn
- The emergence of the police murder gang
- Contemporary estimates of deaths and expulsions
- The passage of the Govt of Ireland Act

Activity 03.2

Belfast’s Bloody Sunday

Pupils to use an interactive map of West Belfast to analyse the murders on 10 July 1921:

- Number of Catholic/Protestant victims
- Number of victims in different age groups
- Number of former soldiers killed
- Number of confirmed combatants killed
- The immediate impact of these deaths on West Belfast

Activity 03.3

Tragedies from the Troubles

Pupils to browse examples of the most poignant West Belfast tragedies and create a response (possibly memorial artwork or a poem):

- 14 June 1921- 12 year old William Fraser (P) murdered by a sniper. Ex-soldier Hugh McAree (RC) fatally wounded while trying to aid him
- June 1921- Eviction of serving soldier Patrick O'Hare (RC) and family by an armed gang. O'Hare was home on leave and wearing his uniform
- Jim Kelly's account of the sudden eviction of his (P) neighbour and best friend
- 24 Nov 1921- Murder of John Kelly (RC) as he chatted to a customer in his spirit grocery in Ohio St. The customer, Thomas Thompson, an Orangeman, went to Kelly's aid and was fatally wounded
- 13 Mar 1922 – Fatal wounding of Daniel Rogan during IRA ambush of Sgt Christy Clarke
- 13(?) April 1922- murder of John Sloan (P) and Daniel Beattie (RC) off the Crumlin Road. The same ambulance ferried both bodies to the mortuary

Activity 03.4

The "RIC Murder Gang" – truths and myths?

Pupils to view the Ardoyne Murder Gang mural and to investigate the claims it represents:

- "Worse than cannibalism" – what claims are made about the murder gang?
- "Who owned the dog?" – is there any evidence that the murder gang actually existed"?
- "Peelers, Specials, Cromwell Clubs and informers" – who policed the Belfast Troubles?

Activity 03.5

Who was to blame?

Pupils to browse contrasting contemporary and modern interpretations of the Troubles and to decide for themselves whether the commonly used term "pogrom" is really appropriate.

Activity 04

Mythbusters

An interactive quiz testing pupils on their new knowledge and other surprising facts about the period under study.

The following examples are not exhaustive:

- **Did unionists sign the Covenant in their blood?**
 - + Only one example has been found, Fred Crawford
- **Which Belfast volunteer force had a flag consisting of a red hand on a blue background?**
 - + The Irish Volunteers
- **Did only Catholics join the Irish Volunteers/IRA?**
 - + Senior figures like Rory Haskin and Seamus Snoddy were Protestant
- **Union flags were flown, and bonfires lit, in West Belfast in September 1914. By whom, and why?**
 - + Unionists, because Sir Edward Carson was coming to Belfast
 - + Orangemen, because the British Army had fought its first battle of WW1
 - + Nationalists, because King George had signed the Home Rule Bill and made it law
- **In West Belfast in September 1914, a church congregation walked out when the National Anthem was played. A cinema audience also groaned and hissed when the King's picture was displayed. Where did these events happen?**
 - + Shankill Road: St Michael's Church of Ireland and the West End Picture House
 - + Falls Road: St Peter's Roman Catholic Cathedral and the Clonard Picture House
- **Was army recruitment all British propaganda?**
 - + No, Joe Devlin gave a great recruiting speech in St Mary's Hall, with a large Union Flag behind him
- **Did Protestants join the army to show their loyalty?**
 - + Jack Christie said he did it to escape working in the mill
- **Which Irish Battalion was presented with shamrocks by their Commander's wife on St Patrick's Day?**
 - + 9th RIR/West Belfast UVF
- **Did Ulster Division soldiers wear orange sashes at the Battle of the Somme?**
 - + Some may have done, but one eyewitness only saw an orange handkerchief being waved, because orange was the unit colour of the 9th RIR

Activity **04**
Mythbusters

- **Did West Belfast soldiers only serve in separate political units?**
 - + No, many served together in regular units, e.g. the 2nd RIR
- **Did only Protestants fight at the Somme?**
 - + No, apart from the 16th Irish Division later in the battle, several West Belfast Catholics were killed early in the battle fighting in other units
- **Has Milltown cemetery always been a no-go area for the British military?**
 - + No, in 1916, two repatriated bodies of West Belfast soldiers were buried with full military honours
- **Did the men of the Ulster Division remain staunch unionists when they returned?**
 - + Most did, but George McBride was disillusioned with post-war Belfast. Involved in socialist politics, he married Elizabeth Carney who had been James Connolly's secretary and fought in the Easter Rising
- **Were the police a sectarian force?**
 - + No, most RIC officers were Catholic, and many had nationalist sympathies. Some even acted as agents for the IRA. Even one of the alleged murder gang was a Catholic. When the RUC was formed, 40% of officers were Catholic
- **Were the B Specials a sectarian force?**
 - + Mostly, but they were aware of their toxic reputation and on some occasions they took pains to appear as even-handed as possible
- **Were the IRA the defenders of Belfast's Catholics during the Troubles?**
 - + Often they engaged in deliberate aggression, such as ambushing police officers, and they committed atrocities such as the bombing of workers' trams



Activity 05

Controversial commemorations

Pupils to investigate Government handling of 1966 Somme/Easter Rising Jubilees.

- What were the Government's fears about the Easter Rising commemorations, and were they realistic?
 - What pressure did the Government face from Unionists, and why?
 - What policy did the Government adopt and was it successful?
 - Were the official/unofficial commemorations of the Somme
- a) Suitable?
 - b) Adequate?
 - c) Sufficiently inclusive?

Project key sources:

Contemporary newspapers (Belfast Newspaper Library)

MIC 448 series RIC County Inspector reports (PRONI)

D1327 series Ulster Unionist Council (PRONI)

D1507 series Carson Papers (PRONI)

D2794 series Montgomery Papers (PRONI)

HA5, 15, 32 series Ministry of Home Affairs Papers (PRONI)

AC878 (Royal Ulster Rifles Museum)

BMH Witness Statements (Defence Forces Ireland/National Archives of Ireland)

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