LESSON 2.

LESSON DESCRIPTION

This lesson will explore in detail the breakdown of Irish recruits ahead of the war, including the make-up of some Divisions, as well as reasons for joining and the eventual introduction of conscription.

LESSON INTENTIONS

1. Discuss the reasons why unionists and nationalists both wanted to join the British army
2. Examine the formation of notable Divisions in Ireland
3. Demonstrate objectives 1&2 through digital media

LESSON OUTCOMES

- Understand the political and social reasons for both unionists and nationalists joining the war
- Employ ICT skills to express an understanding of the topic

HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
• Lesson 2 Key Information • M5L2_1 and M5L2_2 Tasksheets • Digital Imaging Design Sheet • Audio Editing Storyboard	• Suggested Additional Resources	• Image Editing Software • Audio Editing Software	• Whiteboard • PCs / Laptops • Headphones /Microphone

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ACTIVITY	LEARNING OUTCOMES
Starter – Play a video that explores the reasons why Irish men joined the British Army during the First World War (***See Suggested Additional Resources 3***).	Students will learn, from hearing firsthand statements from those who joined and fought, the various reasons and motivations that inspired men from across Ireland to take up arms.
Using the Key Information, teachers will have a choice of activities to engage students. Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class. Alternatively, teachers may want to use the Introductory / Progression Questions as group discussion questions or to test individual knowledge. The active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class. ***If possible, allow students to research the topic on the internet – suggested additional resources / search engine.***	The Key Information is designed to cover the information within the topic and meet the learning objectives. The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A. The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information. The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion
Plenary – Conclude the session with a class discussion and ask students what choice they would have made about joining the war if they had been alive at the time. Ask students to give balanced and fair reasons for their decision and hold a vote within the class.	The discussion should encourage students to think objectively about the time and pressures and influences placed on men from across Ireland.

PRONI

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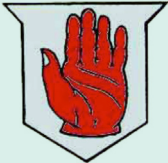
KEY INFORMATION 2.

WHO WERE THE IRISH THAT FOUGHT?

ORGANISING THE IRISH RECRUITS

Irishmen involved at the Battle of the Somme were organised into various regiments of the British Army. A majority of the Irish soldiers who fought at the Somme were members of the 36th (Ulster) Division and the 16th and 10th (Irish) Divisions (see table below). Many more Irishmen fought alongside counterparts from England, Scotland and Wales in other Divisions of the British Army. Members of the Dominion Forces, comprising soldiers from Britain's Empire including India, Australia, South Africa and Canada, also joined the British and French Armies at the Somme.

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NOTABLE IRISH DIVISIONS	BACKGROUND
10TH (IRISH) DIVISION	This division included battalions of men from all four provinces of Ireland. They fought at Gallipoli, Salonika and Palestine. Most of the division's men enlisted independently of the volunteer militias in Ireland.
16TH (IRISH) DIVISION	This division was formed around the large number of National Volunteers that joined the army after John Redmond's Woodenbridge speech in September 1914. They were deployed to the Western Front in 1915 and made up part of the force sent to the Somme in 1916. The division also fought at the Battle of Messines and the Third Battle of Ypres in 1917.
36TH (ULSTER) DIVISION	This division was formed around the Ulster Volunteer Force. They were sent to the Western Front and fought at the Somme. The 36th Ulster Division also fought at the Third and Fourth Battles of Ypres in 1917 and 1918 respectively.

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The 16th (Irish) Division was made up of men from across Ireland, many of whom had been members of the National Volunteers.

PRONI

BATTALION	Main Recruitment Areas
ROYAL IRISH REGIMENT	Tipperary, Wexford, Waterford, Kilkenny
ROYAL MUNSTER FUSILIERS	Cork, Kerry, Limerick, Clare
CONNAUGHT RANGERS	Galway, Sligo, Mayo, Roscommon, Leitrim
INNISKILLING FUSILIERS	Tyrone, Fermanagh, Donegal, Derry
ROYAL IRISH RIFLES	Belfast, Down, Antrim, Tyrone
ROYAL IRISH FUSILIERS	Monaghan, Armagh, Cavan
LEINSTER REGIMENT	Offaly, Meath, Louth, Laois
ROYAL DUBLIN FUSILIERS	Dublin, Kildare, Wicklow, Carlow
IRISH GUARDS	All Ireland

The 36th (Ulster) Division was made up of men from across the province of Ulster. It was mainly composed of members of the Ulster Volunteer Force.

BATTALION	MAIN RECRUITMENT AREAS
ROYAL IRISH RIFLES	Belfast, Antrim, Down
ROYAL IRISH FUSILIERS	Armagh
ROYAL INNISKILLING FUSILIERS	Tyrone, Derry, Donegal, Fermanagh

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THE IRISH IN BRITAIN

Many Irish people also lived in Britain when the war began in 1914 with many going on to serve in various parts of the British Army during the First World War and the Battle of the Somme. One of the most well known groups of Irishmen living in England who fought at the Battle of the Somme were a part of the 103rd (Tyneside Irish) Brigade. This Brigade was mainly made up of Irishmen living in Newcastle-Upon-Tyne. There were also Irishmen in various Battalions of the British Army that fought at the Somme, including Battalions from cities such as Liverpool and London.

CONSCRIPTION

When the war broke out in the summer of 1914, many thought it would be a short engagement and anticipated it would be over by Christmas of 1914. The British government relied on voluntary enlistment to grow its army but numbers began to fall in 1915. In March 1916 the British government decided to introduce conscription in order to meet the demand for soldiers in what was now becoming a long and bloody war. The Military Service Act (1916) allowed for the conscription of men between the ages of 18 and 45 unless they were married, widowed with children, or could prove they were working in a specific occupation – usually something that contributed to the war effort. Ireland was exempt from the Military Service Act but the wording of the act allowed for the conscription of Irishmen living in Britain. There were exemptions which many Irish people could take advantage of, including those who worked in essential industries. For example, Irish farm labourers working in Britain would not be conscripted if they were resident in Ireland on or before 15th August, 1915.

WHY DID PEOPLE JOIN THE ARMY?

While over 280,000 Irishmen served in the British Army during the First World War, 58,000 were already a part of the army before the war broke out. Irish people had many different reasons for joining. Many Irish people, across the entire island, were unionists and felt a duty to stand up and fight for their country and joined the British Army with a feeling of patriotism (see **Perspectives 1**). Many Irish nationalists also joined, compelled by a number of reasons. They fought in the British Army in the belief that they were fighting to protect the rights of small nations and to ensure that self-government for Ireland would be pushed through when the war was over.

A number of non-political factors also led to recruitment. During the war, socialists such as James Connolly argued there was a condition of 'economic conscription' (see **Perspectives 3**). This occurred when men without regular work felt compelled to join the army in order to provide for their families. Wages offered by the army were often double that for unskilled labour and, in some cases, pro-war employers offered incentives to employees to join the army, such as keeping their job open until they returned.

There were also romantic reasons for joining the army with stories of Irishmen seeking a new adventure. This reason for joining fits with the impression that war would be over quickly. It is less likely people would have joined for a sense of adventure when stories of the brutality of trench warfare became common knowledge.

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PERSPECTIVES

1. "Go and help to save your country and to save your Empire. Go and win honour for Ulster and for Ireland."

Edward Carson speaking at a meeting of Ulster Volunteer Members, Ulster Hall, Belfast, 3rd September, 1914

2. "I am confident that the magnificent spirit which has hitherto sustained my people through the trials of this terrible war will inspire them to endure the additional sacrifice now imposed upon them, and that it will, with God's help, lead us and our Allies to a victory which shall achieve the liberation of Europe."

King George V in a statement issued about conscription on 25th May, 1916

3. "Talk of the horrors of Conscription! Is there any horror to equal that of being starved by your enemy into fighting for your enemy? It is not merely the slaughter of your body, it is the murder of your soul."
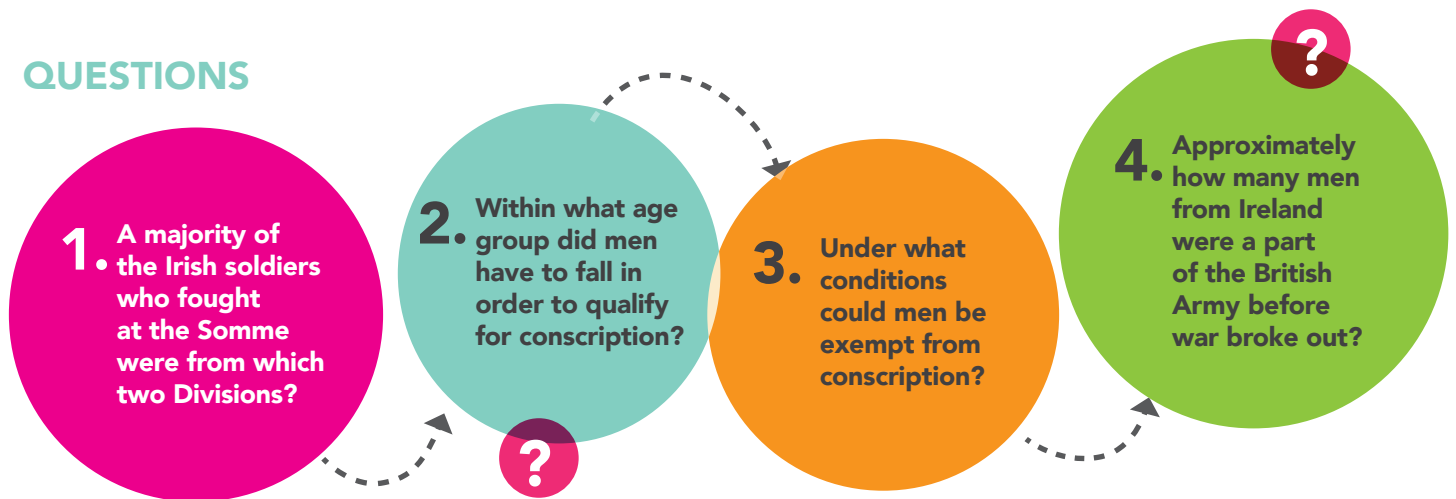
James Connolly writing in an article, December 1915

4. "What the conscriptionists want, however, is not recruits, but a system of conscription that will bring the whole male working-class population under the military control of the ruling classes."

Independent Labour Party in response to Conscription

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QUESTIONS

1. A majority of the Irish soldiers who fought at the Somme were from which two Divisions?

2. Within what age group did men have to fall in order to qualify for conscription?

3. Under what conditions could men be exempt from conscription?

4. Approximately how many men from Ireland were a part of the British Army before war broke out?

EXTENSION ACTIVITY 1:

Provide three different reasons why Irish nationalists might have felt compelled to join the war effort.

EXTENSION ACTIVITY 2:

Looking at Perspective 1, why do you think Edward Carson was so keen for Ulster Volunteer Members to enlist and what did he hope to achieve?

TASK 1

Recruitment campaigns played a large part in enlistment throughout the First World War, with imagery specifically targeted towards men and women across Ireland encouraging them to join and play their part in the war effort. Research the types of posters and imagery used to encourage recruitment throughout the war and compare and contrast it with modern methods used to encourage men and women to join the army. Also look at anti-war campaigns that would have taken place and study the difference in styles.

Carry out research into the 100th anniversary of the outbreak of the First World War to help you come to your conclusion. Present your findings in the form of a visual presentation.

TASK 2

Many men would have felt compelled to join the British army for a variety of reasons. Imagine you are a young man debating whether or not you should join the war. Your friends, neighbours and colleagues are all making their choice. Decide whether or not you are encouraged to join or not. How do you feel about your friends enlisting? Are you scared or anxious about what will happen regardless of your decision? Complete your task in the form of blog or diary entry.

Research and look at what pressures men would have been under to join the army and how those who chose not to enlist were treated. Also look at the fictional Facebook profile for Walter Carter which recreates how someone might have used social media in the lead up to war: **www.facebook.com/WW1SoldiersTale**

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ALTERNATE TASK

➤ Students will form into pairs. Each pair will be given the key information and two maps of Ireland from 1914 (print out the M5L2_1 and M5L2_2 Tasksheets).

➤ Within their pairings, students will complete the two maps by identifying the areas each Battalion was made up from. Students will use different colours to mark the various sections of Battalions. One map should be used to highlight the counties which made up the 16th (Irish) Division and one map used to highlight the 36th (Ulster) Division.

➤ In their pairings, students will study the maps and discuss why they feel Battalions were established within those areas.

SUGGESTED ADDITIONAL RESOURCES

1) **http://www.bbc.co.uk/education/clips/zdbrwmn -** Exploring the recruitment methods used to encourage men to sign up

2) **http://www.britishpathe.com/video/british-recruits-joining-up** - Footage of men enlisting and training ahead of war

3) **http://www.rte.ie/archives/exhibitions/1011-ireland-and-the-great-war/1012-call-to-arms/293249-and-in-the-morning/** - A documentary looking at Irish men who fought in the war

4) **http://www.rte.ie/archives/exhibitions/1011-ireland-and-the-great-war/1012-call-to-arms/315166-jack-campbell-joining-the-british-army/?page=1** - Irishman Jack Campbell explains his reason for joining the British Army

5) **http://www.bbc.co.uk/programmes/p021bnrm** - The people of Warrenpoint are encouraged to join up in 1915

6) **http://www.bbc.co.uk/programmes/p01s8whl** - Dublin printer company tasked with providing wartime recruitment posters

7) **http://www.rte.ie/archives/exhibitions/1011-ireland-and-the-great-war/1012-call-to-arms/315982-the-irish-brigades-in-the-first-world-war/?page=1** - Edgar Poulter talks about joining a pals battalion in Dublin

8) **http://www.iwm.org.uk/learning/resources/recruitment-and-conscription** - A series of suggested activities based around recruitment and conscription

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RECRUITING THE
16TH (IRISH) DIVISION

Donegal
Derry
Antrim
Tyrone
Fermanagh
Armagh
Down
Sligo
Leitrim
Monaghan
Mayo
Cavan
Roscommon
Louth
Longford
Meath
Westmeath
Dublin
Galway
Offaly
Kildare
Wicklow
Laois
Clare
Carlow
Tipperary
Limerick
Kilkenny
Wexford
Kerry
Waterford
Cork

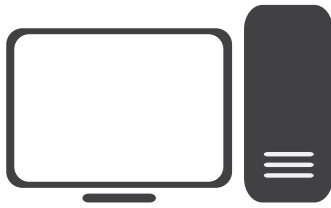| Battalion	Main Recruitment Areas
Royal Irish Regiment	Tipperary, Wexford, Waterford, Kilkenny
Royal Munster Fusiliers	Cork, Kerry, Limerick, Clare
Connaught Rangers	Galway, Sligo, Mayo, Roscommon, Leitrim
Inniskilling Fusiliers	Tyrone, Fermanagh, Donegal, Derry
Royal Irish Rifles	Belfast, Down, Antrim, Tyrone
Royal Irish Fusiliers	Monaghan, Armagh, Cavan
Leinster Regiment	Offaly, Meath, Louth, Laois
Royal Dublin Fusiliers	Dublin, Kildare, Wicklow, Carlow
Irish Guards	All Ireland

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MODULE 5: LESSON 2: M5L2_1 TASKSHEET

PRINT ME!

RECRUITING THE
36TH (ULSTER) DIVISION

Donegal

Derry

Antrim

Tyrone

Fermanagh

Down

Armagh

Leitrim

Monaghan

Mayo

Sligo

Cavan

Roscommon

Louth

Longford

Battalion	Main Recruitment Areas
Royal Irish Rifles	Belfast, Antrim, Down
Royal Irish Fusiliers	Armagh
Royal Inniskilling Fusiliers	Tyrone, Derry, Donegal, Fermanagh

PRINT ME!

MODULE 5: LESSON 2: M5L2_2 TASKSHEET

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DIGITAL TASKS

IMAGE EDITING TASK

TASK DESCRIPTION

Students will use image editing software (e.g. GIMP) to design a recruitment poster aimed at encouraging Irishmen to join the war effort. Students will research an image and the type of text used from the internet typically used in recruitment posters for their piece of work.

PLAN

Images and information will be sourced from the internet and designed in the form of a recruitment poster.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/ filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing the work of others.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.

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DIGITAL TASKS

AUDIO EDITING TASK

TASK DESCRIPTION

Students will work in pairs to script, record and edit an interview with a fictional local unionist and a local nationalist who have enlisted in the British Army. The script will detail the different reasons both feel compelled to join. Research the topic by looking at the type of recruitment methods used to encourage both sides at the time and whether or not political influences played a part. The pair will then write a script based on the information they have researched and write a script for a radio interview between a reporter and the two men. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function on the audio editing software (e.g. Audacity) to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of audio editing software but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room listening to the work of others.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.

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