

KEY STAGE 3: FROM ULSTER TO NORTHERN IRELAND, 1600–1925

UNIT 2: 1700–1914

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UNIT DESCRIPTION

The activities in this unit aim to help pupils learn about and evaluate the relative importance of each of these three historical periods in the process leading to partition and the creation of Northern Ireland:

- 1700–1800: Penal Laws, 1798 Rising, Act of Union 1800
- 1800–1900: Nationalism and Unionism
- 1900–1914: The Home Rule Crisis

Unit 2 begins in the period after King William III's victories of 1689–1691. Pupils will learn how the most powerful elements of the Protestant minority in Ireland set out to secure their position against the Catholic majority. They did this by introducing a series of Penal Laws against Catholics in the Irish Parliament.

In 1798, a group of Presbyterians and Catholics joined together in an attempt to establish a secular Irish Republic which supported the ideals of the French revolution in Ireland: namely, a non-sectarian and democratic nation.

The rebellion was rapidly suppressed and led to the Act of Union in 1800, which brought Ireland more closely under British control. Whether to preserve, modify or replace this Act defined the terms of political developments in Ireland, including Ulster, during the 19th century.

Finally, pupils will discuss and evaluate how the emergence of Home Rule for Ireland as a policy from 1886 stimulated the growth of unionist opposition, reaching a climax in the period 1910–1914. The idea of Ulster being excluded from Home Rule became an aspiration for Ulster unionists and a strong possibility.



UNIT 2: 1700–1914

UNIT INTENTIONS		UNIT OUTCOMES	
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. Discuss how the events of 1700–1914 resulted in social and political divisions in Ulster, and how these divisions culminated in the possibility of Ulster being excluded from Home Rule. 2. Explain how the developments in each of these three periods contributed to a legacy of mistrust and resentment. 3. Demonstrate an understanding of the changes which took place during the period 1700–1914 through the use of digital media. 		<p>Pupils will:</p> <ul style="list-style-type: none"> • Be able to discuss how historical developments 1700–1914 created divisions in Ulster and in Ireland. • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Key Information • Task Sheet • <u>Starter Activity</u> • <u>Powerpoint</u> 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Image Editing Software, such as GIMP • Timeline Software, such as Tiki-Toki 	<ul style="list-style-type: none"> • Whiteboard • PCs/Laptops



UNIT 2: 1700–1914



ACTIVITY	LEARNING OUTCOMES
<p>Starter</p> <p>Starter – Play <u>Resource 1: The road to the Home Rule Crisis</u></p> <p>This video will provide pupils with an explanation of the background to the Home Rule Crisis of 1910-1914.</p>	<p>This will introduce pupils to the Act of Union and to the growing demand for Home Rule in the 19th century and unionist opposition to this.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage pupils.</p> <p>Teachers may choose to split the class into groups and ask pupils to use the discussion points to consider some aspects of the Key Information. Pupils will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternative Task allows pupils to work in groups to research and discuss whether Carson’s and Craig’s Ulster unionists were more successful than Redmond’s and Devlin’s nationalists by September 1914.</p> <p>If possible, allow pupils to research the topic on the internet – see Suggested Additional Resources or search online.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions in the Key Information are designed to meet the learning objectives through interaction and Q & A.</p> <p>The questions on the Task Sheet are designed to meet the learning objectives through the pupils’ understanding and application of the information.</p> <p>The various activities should allow the pupils to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – discuss with pupils how the idea that the British Government might exclude Ulster from Home Rule came to be considered in 1914.</p>	<p>The plenary discussion will focus on each key period of history through 1700–1914. Pupils will debate why exclusion of Ulster from Home Rule became a real possibility in 1914.</p>

UNIT 2: 1700–1914

Key Information

A. 1700–1800: Penal Laws, 1798 Rising, Act of Union 1800

The 1690s had seen the strengthening of the Protestant religion and its people. However, Protestants were still a minority in Ireland, making up about 25% of the population at that time. They were concentrated in Ulster, where Protestants and Catholics were roughly equal in number. The richest Protestant landlords secured their position by introducing a series of anti-Catholic **Penal Laws** in the Irish Parliament, which they dominated.

Under these Penal Laws Catholics and Protestant Dissenters were forbidden to practise their religion, to vote or become Members of Parliament, to buy land, hold weapons, educate their children, hold public office or to practise the law. The Penal Laws were not always enforced (for example, Catholic priests managed to continue with masses round a mass rock in the open air for local people) but the memory of defeat and loss of land was kept very clearly alive for Catholics.



Mass Rock

'The majority of the country's inhabitants, including around half of the people of Ulster, became second-class citizens.'

The Penal Laws also made life difficult for Presbyterians in Ulster in some respects. Many who were faced with poverty emigrated to the American colonies in this period, where a significant number contributed to the success of the American Revolution against Britain between 1776 and 1783.

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In the 1790s some Ulster Presbyterians, inspired by the American and French Revolutions, set up the Society of United Irishmen, the first Irish republican organisation. The leader was Wolfe Tone, a lawyer from Dublin who proclaimed that they sought the establishment of an Irish Republic to '*unite Catholic, Protestant and Dissenter [Presbyterian]*' and '*to break the connection with England, the source of all our political evils*'.

However, their **Rising in 1798** failed, largely due to brutal reprisal tactics used by the British forces and local militia groups who remained loyal to Britain.



1798 Rebellion

Local militia groups included members of the strongly Protestant Orange Order (named after William of Orange), which had been set up in County Armagh in 1795.

The British government was so frightened by the Rising and by French support for the rebels that they abolished the Irish Parliament and introduced the **Act of Union** in 1800, bringing Ireland more fully under British control. Ireland was to send about 100 MPs to Westminster, where they would be heavily outnumbered by MPs from England, Scotland and Wales. The Act of Union defined the key terms of Irish politics for many years to come: **Nationalism and Unionism**.

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The aim of all **revolutionary nationalists**, in the 1800s and later, was to achieve an Irish Republic, as outlined by Wolfe Tone. In other words, they set out to **destroy the Act of Union**.

The political goal of **constitutional nationalists** was some form of self-government in Ireland, in other words a reduction of direct British control from Westminster, to **change the Act of Union**. This goal was to be achieved by peaceful political methods, mostly working for change at the Westminster parliament.

B. 1800–1900: Nationalism and Unionism

Nationalism

In 1803 Robert Emmet, a former United Irishman tried to stage another rising in Ireland. It failed, and he was executed, but it marked the beginning of what came to be known as '**revolutionary nationalism**'.

The most serious Irish revolutionary group to emerge in the 19th century was the **Fenian Brotherhood**, otherwise known as the **Irish Republican Brotherhood** (IRB).



Daniel O'Connell

Most Irish Catholics voted for and identified with what had become '**constitutional nationalism**'. This was far more popular and successful than its counterpart, revolutionary nationalism.

The first significant constitutional nationalist leader in 19th century Ireland was **Daniel O'Connell**, a Catholic lawyer from Kerry.



Charles Stewart Parnell

The next was **Charles Stewart Parnell**, a Protestant landlord from Wicklow.

In the 1870s and 1880s, Parnell built up a powerful political party at Westminster known as the **Irish Parliamentary Party (IPP)**. The party included about 80 of the 100 or so Irish MPs. There were about 650 MPs in the House of Commons, representing constituencies from all over the UK, so in order to achieve anything for Ireland Parnell's party needed support from British political parties (Liberal or Conservative). The IPP won almost all the votes of Irish Catholics.

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Parnell's political goal was **Home Rule for Ireland** – this would have meant Ireland having its own parliament and government, but still being under the overall authority of the British government. A Home Rule Ireland would have remained part of the United Kingdom and British Empire.

Unionism means wishing to preserve the Act of Union - to maintain Ireland's position as part of the United Kingdom and the British Empire. Most unionists were Protestant, just as most nationalists were Catholic, though there were exceptions in both cases.

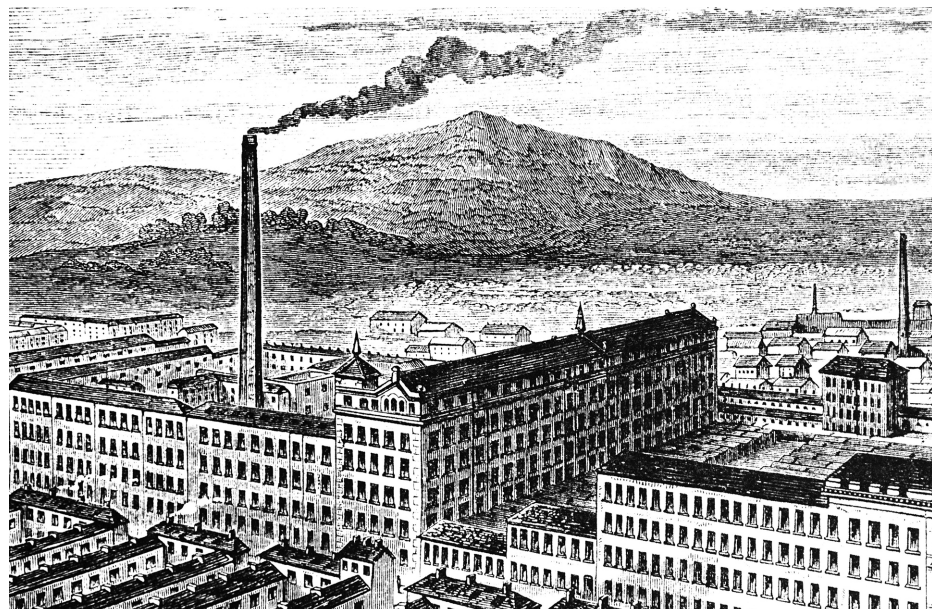
Parnell secured the support of the leader of the Liberal party, **W. E. Gladstone**, for Home Rule. Gladstone introduced a Home Rule Bill in 1886 when he became Prime Minister, and again in 1893. Neither Bill made any allowance for the fact that there were thousands of Protestants in Ulster who would not accept Home Rule.

However, both Bills failed to become Acts of Parliament, meaning they did not become law, because Gladstone could not get enough support for them, first in the House of Commons for the 1886 Bill, and then in the House of Lords for the one in 1893.

If the First and Second Home Rule Bills had been passed (almost impossible, as the Conservative Party was opposed to Home Rule and had a large majority in the House of Lords), the Irish parliament and government would have had a large majority of nationalists, given the fact that about 75% of the population were Catholic. Most Protestants were very unhappy about the prospect of living under a Home Rule parliament, and the political movement known as **Unionism** was born.

Unionism

Economically, Ulster did much better under the Act of Union than the rest of Ireland.



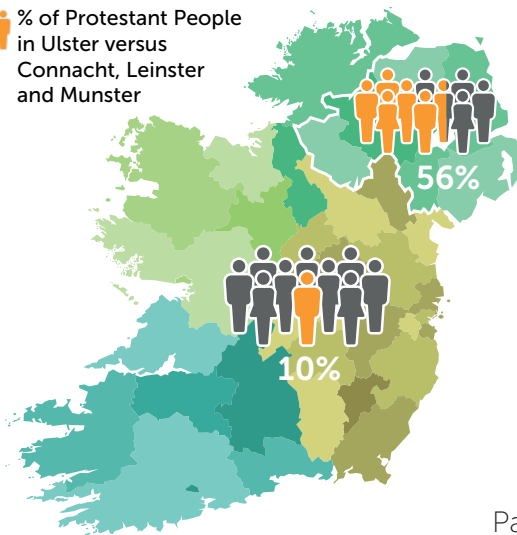
19th century industrial Belfast

The industries which grew most significantly in Ulster during the 1800s, particularly in Belfast, were linen production, shipbuilding and engineering. These industries, along with many others, as well as Ulster's agriculture, depended heavily on the British market and on trade with the vast spread of the British Empire around the world. The population of Belfast grew massively during this century, from about 20,000 in 1800 to about 350,000 in 1901. Belfast and much of north-east Ulster had become more prosperous than the rest of Ireland.

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Southern Unionism refers to all those in **Leinster, Munster and Connacht**, largely Protestants, who wanted to keep the Act of Union – however, Protestants in the 23 counties of these three provinces amounted to only about **10% of the population** by the end of the 19th century, meaning that Unionism was much weaker there than in the **nine-county province of Ulster**, where unionists constituted about **56% of the population**.

% of Protestant People in Ulster versus Connacht, Leinster and Munster



Ulster Unionism was more powerful, not just in numbers, but in economic prosperity. To most Ulster unionists, a Home Rule Ireland under a Catholic/Nationalist parliament and government in which Protestants would be in a minority would threaten their economy, as well as their religion and their identity.

In **1886 and 1893**, facing the prospect of Home Rule, unionists in the north and south organised themselves in united opposition. For many, centuries-old fears of domination by Catholics resurfaced and this added darker elements to their political campaign to stop the two Bills. Speeches and other constitutional methods were used at Westminster. There were riots and sectarian trouble in Belfast, especially when the Bills were defeated.

In February 1886, one of the leaders of the British Conservative Party, **Lord Randolph Churchill**, spoke to a large unionist crowd in the Ulster Hall, saying '**Ulster will fight and Ulster will be right**'. On 8 June, when the votes in parliament went against the Bill, trouble broke out in Belfast:

'It was a day of bitter disappointment for the nationalists of Ireland but one of rejoicing for the unionists and Orangemen. When news of Parliament's decision reached Belfast at noon the jubilant loyalists left work. They collected tar barrels for burning, built bonfires and paraded through the town, with drums booming and flutes piping out Orange music. As the day wore on the mobs became violent and by 8pm riots had been reported from many places. At least seven people were shot dead, hundreds injured, and many Catholic businesses ruined.'

(Andrew Boyd, 'Holy War in Belfast').

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In 1893, when Gladstone introduced the Second Bill to the Commons, Catholic workmen were driven from their jobs in the Belfast shipyards. The Ulster unionists also organised mass meetings to express their opposition to the Bill even before it was introduced, including one in Botanic Gardens in 1892. At this meeting, the Duke of Abercorn stated *'Men of the North, I say once more, we will not have Home Rule'*. The Orange Order played a key role in the campaign. 100,000 unionists marched past Arthur Balfour, the leader of the Conservative Party, in Belfast on 4 April 1893 and he spoke to 4000 people in the Ulster Hall that night.



Ulster Unionist pavilion in Botanic Gardens, Belfast 1892

It seemed as if the Ulster unionists had fought off the threat of Home Rule for the near future. However, alarm bells started ringing again in 1910, when the Liberal party at Westminster entered into an agreement with the Irish Parliamentary Party (IPP), now led by John Redmond.

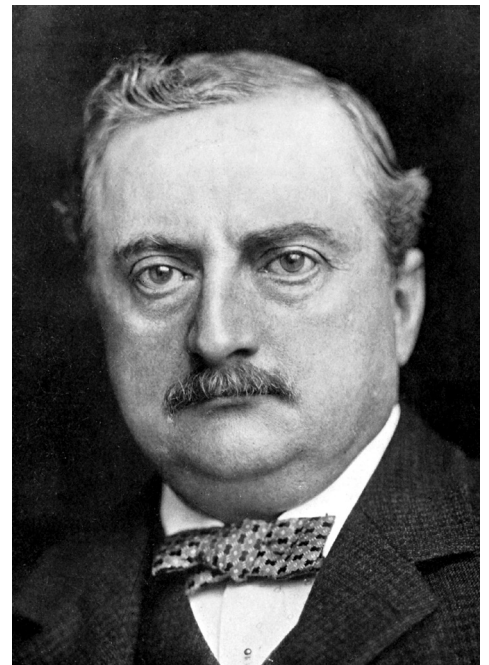
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C. 1910–1914: Home Rule Crisis

The Liberals under Prime Minister **H.H. Asquith** lost their majority in both general elections of 1910, so Home Rule became a real possibility once more. This was because the Liberals needed the votes of **John Redmond**'s IPP in order to have a majority over the Conservatives and other parties in the Commons and put their own policies into law. Redmond's price for the support of his 80 or so MPs was, of course, that Asquith and his Liberal party had to introduce a Third Home Rule Bill, which he did in April 1912.



H.H. Asquith



John Redmond

Opponents of Home Rule

1. Conservatives

Andrew Bonar Law, leader of the Conservatives and from an Ulster Protestant background, called this deal a 'corrupt parliamentary bargain' in a speech at Balmoral in Belfast. In the same speech he also gave his full commitment to the unionists:

In the meantime, between 1910 and 1912 there was a real 'game-changer' in the Irish Question. The Parliament Act of 1911 reduced the power of the Conservative-dominated House of Lords, meaning that this Upper House could no longer block any Home Rule Bill passed by the Commons, as they had done in 1893. All they could do was delay it for two years. This was enough to make Ulster unionists step up their opposition to Home Rule. The historian Dr Russell Rees has written that '*the passing of the Parliament Act hardened the attitudes of Ulster unionists and made the organisation of a great campaign against Home Rule essential*'.

'Law: I can imagine no lengths of resistance to which they could go in which I would not be prepared to support them.'

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Carson: *'If Ulster succeeds, Home Rule is dead.'*

2. Ulster unionists

This campaign had already taken shape. The Ulster Unionist Council (UUC), which was set up in 1905 to co-ordinate all Ulster unionist activities and organisations, had asked the famous lawyer **Sir Edward Carson** to lead the campaign in 1911.



Edward Carson

Carson had been born in Dublin and spent most of his legal and political career in London. He was determined to stop Home Rule for the whole of Ireland and felt that the strengths of the Ulster unionists, in numbers and in economic power, gave him the best chance of doing this.

He was a great public speaker and became the figurehead of the campaign.

Carson's co-leader in the Ulster unionist campaign was **James Craig**. Craig, from a wealthy family in Sydenham, near Belfast,

was a superb background organiser, and as an Ulster unionist MP and Orangeman, he was seen by the Protestant people as 'one of their own'. They were a perfect leadership team.

Carson and Craig were acutely aware of how Ulster unionist opposition to the first two Bills had descended into sectarian violence, and they were determined that this should not happen again.

The first method of channelling the strong unionist feeling into disciplined form took place on '**Ulster Day**', **28 September 1912**. Almost half a million men and women signed **Ulster's Solemn League and Covenant**, pledging to defeat 'by using all means which may be found necessary ... the present conspiracy to set up a Home Rule parliament in Ireland'. There was a separate Declaration for women.

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Edward Carson signing the Covenant

The main ceremony took place at the recently-built City Hall in Belfast, where Carson signed first. Signatures were also collected around Ulster, in Dublin and in some British cities.

The next step in a highly disciplined campaign was the setting up of a private army in **January 1913**, the **Ulster Volunteer Force (UVF)**. By the end of the year it had 100,000 men, some with weapons. This further stepped up the pressure on the Liberal government to abandon the Home Rule Bill which was working its way through Parliament. It was due to become law by late 1914, no matter what the unionists did in Westminster.

Then, in **April 1914**, the Ulster unionists imported nearly 25,000 rifles and 3,000,000 rounds of ammunition from Germany into Larne harbour. The '**Larne gunrunning**' was organised by the Ulster Unionist Council and carried out mainly by Frederick Crawford, a Belfast businessman and one of the hardliners towards whom Carson's and Craig's policy of strict discipline was directed.

Whether or not the UUC planned to use the UVF and the guns in any military action against the British government is debatable. But there is no doubt that the Ulster unionists had put themselves into a very strong bargaining position to secure some compromise from Asquith. Carson's aim, of using Ulster unionist strength to block Home Rule for the whole of Ireland completely, seemed to have failed by 1914. More likely was a **compromise** which would suit the Ulster unionists: namely, some form of **exclusion of part or all of Ulster from Home Rule**, even for a limited time.



City Hall,
Belfast

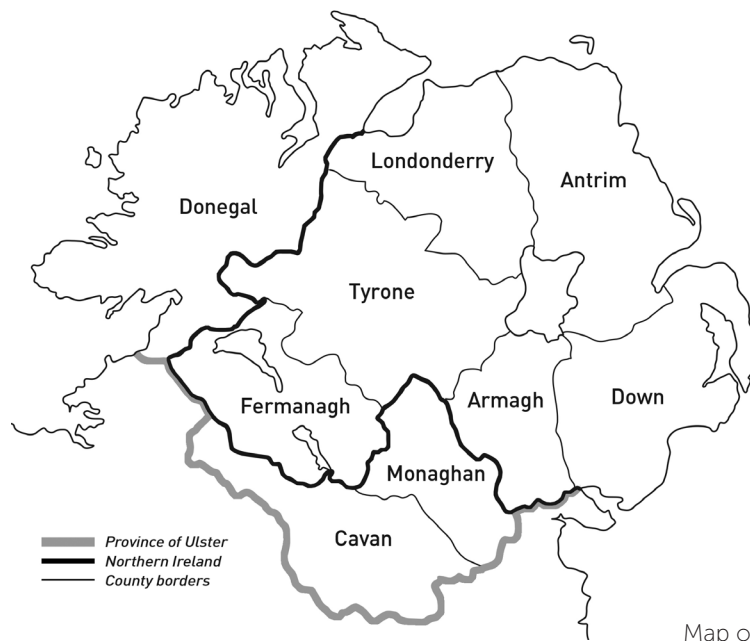
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Agar-Robartes: 'This amendment is an honest attempt to solve one of the most complex problems in the governing of Ireland. This Bill makes the mistake of treating Ireland as one nation. However, everyone can admit that Ireland consists of two nations, different in character, history and religion. I maintain it is absolutely impossible to fuse these nations together.'

Supporters of Home Rule: the Liberal government and the IPP

Exclusion of Ulster

The first hint of this came in June 1912, only two months after Asquith had introduced the Bill. An obscure Liberal MP called Agar-Robartes proposed an amendment to the Bill which would have excluded the four counties of Antrim, Armagh, Down and Londonderry from its terms.



The amendment was defeated. Redmond said in 1913 that dividing Ulster from the rest of Ireland was unacceptable:

'Irish nationalists can never agree to the mutilation of the Irish nation. Ireland is one unit, not two.'

Redmond, from Wexford, accepted **Joseph Devlin's** views on Ulster unionist opposition to Home Rule completely. Devlin was IPP MP for West Belfast. About 43% of nine-county Ulster's population were Catholic in the 1911 census and Devlin was their spokesman. In a private report to Redmond in February 1914 he dismissed the unionist campaign as mere bluff and blackmail:

'We have exceptional sources of information about the Ulster Volunteer movement and we are convinced that its danger is grossly exaggerated. The Home Rulers in Belfast regard the whole thing with absolute contempt and are astonished that anyone outside Belfast should take it seriously.'

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However, a month later, in March 1914, Redmond was pressurised by Asquith into accepting ‘as the price of peace’ in Redmond’s words, the **temporary exclusion from the Home Rule Bill of four Ulster counties**: the four suggested by Agar-Robartes in 1912.

The proposal was that each Ulster county could vote on its immediate future, and as only four of these nine counties had clear Protestant majorities the other five would almost certainly vote to enter a 28-county Home Rule Ireland. The other four would have to join within a short period of time: at first three years, then changed to six.

However, despite Redmond’s concession, Carson rejected this desperate offer by Asquith, saying ‘*We will not accept a sentence of death with our execution only being delayed*’.

As the Bill approached its final stage towards becoming law, King George V offered Buckingham Palace as the venue for a last-ditch attempt to achieve a compromise. Asquith summoned each party’s leaders and their deputies to the Palace in July 1914, but once again no agreement was reached.

This time discussion took place around **excluding the six counties of what later became Northern Ireland** from Home Rule, but Redmond and Carson remained far apart over exactly where to draw a border on the map. In particular, they could not agree on **Tyrone and Fermanagh**, each of which had narrow Catholic/Nationalist majorities. Yet it was clear by now to Carson that he had failed in his goal of stopping Home Rule completely – some form of exclusion seemed unavoidable, and Carson’s southern unionists would be even more isolated.

In the words of the historian Ronan Fanning, ‘*The only thing to sort out now was, how much of Ulster would be excluded and for how long?*’

The United Kingdom, including Ireland, and its Empire, went to war against Germany in early August. After the failure of the Buckingham Palace talks it had looked as if civil war in Ireland was highly likely. There were two large volunteer private armies ready to fight to achieve their different goals, with the British army caught in the middle. An Irish Volunteer movement, determined to secure Home Rule, had been set up in Dublin in November 1913 and Redmond had taken over its leadership in June 1914. Guns were imported from Germany in July.

The Liberal government had faced the nightmare scenario of fighting the Germans in Europe while dealing with possible sectarian civil war in Ireland. However, Bonar Law, Asquith, Redmond and Carson agreed to pause the ‘Irish Question’ while war in Europe was happening, and Redmond and Carson each began to raise troops for the British Army.



Buckingham
Palace, London



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The Home Rule Act was passed on 18 September and suspended until whenever the war ended, with some form of special provision proposed for Ulster. **Exclusion of at least part of Ulster from Home Rule had been put on the agenda, a triumph for Ulster unionists,** though much remained to be decided. On the other hand, John Redmond and the IPP had been seriously weakened during the bruising process of the Home Rule crisis.

Perspectives

The usefulness of the Larne gun-running lay as much in the publicity it generated as in any threat the weapons posed.

Professor Alvin Jackson

Each had what the other one lacked. Effective apart, Carson and Craig were irresistible together.

Professor Patrick Buckland

Daniel O’Connell laid the foundations for constitutional nationalism.

Professor Alvin Jackson

Parnell shook the corridors of power at Westminster.

Professor Roy Foster

Redmond made the fatal mistake of failing to grasp the role that force or the threat of force played for the Ulster unionists, and he underestimated their strength of will and their political and economic power.

Professor J. J. Lee

Craig was the man who more than any other came to symbolise the very soul of Ulster determination not to give in.

Professor F.S.L. Lyons

Carson was the public face of Ulster Unionism.

Professor Patrick Buckland

Most of the political leaders of Unionism hoped and thought that the UVF would not have to fight.

Professor Patrick Buckland

Closer to the east Ulster ground than Carson, Craig was in many respects the real organiser of victory.

Professor J.J. Lee

I am not in this for a mere game of bluff.

Sir Edward Carson

Though the idea of exclusion or partition had been rejected in 1912, yet five years later it had become the centrepiece of British policy and swept all other possible solutions from the table.

Dr Robert Lynch

Questions

1.

Explain why the Penal Laws against Irish Catholics were introduced in the 18th century. What did they ban Catholics from doing?

2.

Explain the differences between constitutional and revolutionary nationalism.

3.

Explain what unionism means.

4.

Explain how Ulster became different from the rest of Ireland in the 19th century.

Extension Activity

- Explain how the unionists of Belfast reacted to the Home Rule Bills of 1886 and 1893. Why, and in what ways, were their reactions to the Home Rule Bill of 1912 different?
- Write your answer in **two** paragraphs.

Task 1

'Ulster will fight, and Ulster will be right.' This is part of a speech made in Belfast by Conservative politician Sir Randolph Churchill in 1886.

- Working in pairs, consider all you have learned about Ulster unionist actions in 1886, 1892–93 and 1910–1914.
- Read the **Perspectives** page and do some additional research on the unionist campaign using the **Suggested Additional Resources**.
- Next, one of you will write a paragraph supporting what Churchill said, and the other will write a paragraph disagreeing with it.

Task 2

Imagine you are a Catholic shipyard worker living in Belfast in September 1914.

Write a paragraph outlining how you feel about the Home Rule Act which has just become law, and how you feel about all that the unionists living in your city have done to try to stop it happening.



Alternative Task

- Get into small groups. Using the evidence in this resource, your own research and the information found on the Perspectives page, try to answer this question:

'Were Carson's and Craig's Ulster unionists more successful than Redmond's and Devlin's nationalists by September 1914?'

Write your answers on the Task sheet, which should be printed.

- In your groups, decide how to judge whether the Ulster unionists were more successful than nationalists. You can do this by first agreeing on what success criteria you will use, for example:
 - Look at the situation in September 1914, with the Home Rule Act becoming law. Had the Ulster unionists got anything they wanted, never mind all that they wanted?
 - Do you think Carson and Craig were different, in what they had aimed for?
 - How would each man feel about possible exclusion of part or all of Ulster? Would they have different viewpoints?
 - Did Redmond, from Wexford, have the right to feel pleased with what had been achieved?
 - Would Devlin, from Belfast, have felt any differently?
- Once your group has done the research, you all must agree on an answer. One pupil from each group can then share the conclusions you have reached together with the class.

The following additional resources may be useful for this research task.

Suggested Additional Resources

Resource 1: [The road to the Home Rule Crisis](#)

Resource 2: [Information on hedge schools during the Penal Law era.](#)

Resource 3: [More on the hedge schools.](#)

Resource 4: [BBC information on the 1798 Rising.](#)

Resource 5: [BBC Bitesize KS3 History page on 19th century Ireland.](#)

Resource 6: [BBC Bitesize KS3 History pages on early 20th century Ireland \(pages 1 and 2\).](#)

Resource 7: [BBC NI Year '21 podcast Episode 4 Carson: The Uncrowned King of Ulster.](#)

Resource 8: [Digital Film Archive clips 1910-1914 \(no sound\)](#)

Clips include:

- Sir Edward Carson in Belfast
- Ulster Day
- Belfast unionist demonstration (Balmoral)

Digital Task 1

Timeline Task



TASK DESCRIPTION

- You will use Tiki-Toki web-based digital timeline software (or similar) to design a timeline showing the pivotal events of the Home Rule Crisis in Ulster.
- Your timeline should have at least **eight** entries and a background image. Each entry should have a date, and a short summary of the event.

PLAN

Teacher: Give the pupils search terms to source appropriate information from the internet. Ask them to consider the reliability and objectivity of the information that they have found.

- Sign up for a Tiki-Toki account from the [Tiki-Toki website](#). Then, begin to source information from the internet to use in your timeline.
- Identify and select which text and images to use, and save them appropriately in a dedicated folder with a meaningful filename.
- Keep an account of the sites you have visited in a saved document.
- Use the images and information you have visited to create your digital timeline.

DO

Teacher: Remind pupils to save their timelines as they progress.

- Log into your Tiki-Toki accounts. Begin to create your timeline.
- Using the information you have sourced, insert at least **eight** entries into your timeline.

REVIEW

Teacher: Give pupils the opportunity to view each other's work. You can do this by displaying the best work on the whiteboard, or students may circulate the room. Taking other pupils' feedback into account, ask them to justify their choices and decisions, including any difficulties they encountered when creating their timeline. Pupils may complete this in the form of a saved document.

- Review each other's work. Discuss the choices you have made, and why.

Digital Task 2

Image Editing Task



TASK DESCRIPTION

In February 1912, Winston Churchill, a member of Asquith's Liberal government at that time, and son of Randolph Churchill, came to speak in favour of Home Rule. Unionists physically blocked him from entering the Ulster Hall, where his father had made his famous speech in 1886, so he addressed a large crowd at Celtic Park on the Donegall Road instead. Belfast Celtic was the leading Catholic-supported soccer club in Belfast at the time.

- Create an A4 flyer appealing to Ulster nationalists to attend this momentous event. For further information, see [Mr Churchill goes to Belfast, 8 February 1912](#), and [Belfast: the Churchill Meeting](#).
- Research and source images online. You must include a minimum of **two** archival images.

PLAN

Teacher: Give the pupils search terms to source appropriate information from the internet. Ask them to consider the reliability and objectivity of the information that they have found.

- Design a sketch using the images and information you have sourced from the internet. Images should be medium to large.
- Identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Keep an account of the sites you have visited in a saved document.

DO

- Import your image into the software and use the colour/filter tools to add an effect to the image. You can use these tools along with the selection tools to highlight areas of the image, if you wish.
- Then, insert the quote/information you have sourced using the text tool. Complete your piece of work by exporting it in a suitable file format (for example JPEG).
- Consider:
 - the size and style of fonts;
 - the size and cropping of images;
 - the colour/filter style, and
 - the tools available within the software package.
- Save your work in a dedicated folder with an appropriate filename.

REVIEW

Teacher: Give pupils the opportunity to view each other's work. You can do this by displaying the best work on the whiteboard, or students may circulate the room. Taking other pupils' feedback into account, ask them to justify their choices and decisions, including any difficulties they encountered when creating their image. Pupils may complete this in the form of a saved document.

- Review each other's work. Discuss the choices you have made, and why.



Task Sheet

By September 1914, who were more successful: Carson's and Craig's Ulster unionists, or Redmond's and Devlin's nationalists?

Success criteria - how do we judge it for the Ulster unionists?

What did Carson want? Did he achieve it?

What did Craig want? Did he achieve it?

Success criteria - how do we judge it for the IPP?



Task Sheet (continued)

What did Redmond want? Did he achieve it?

What did Devlin want? Did he achieve it?



**UNIT 2:
1700–1914**

Copyright

Page 4:

Mass Rock

Credit: Steve Lennie/Alamy Stock Photo

Page 5:

1798 Rebellion

Credit: Pictorial Press Ltd/Alamy Stock Photo

Page 6:

Daniel O’Connell

Credit: Photos.com/Getty Images Plus

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