

Classroom Guide

Post Primary School

Introduction

Glasnevin Cemetery is a site that explores and remembers the past through the lives of the people buried here. The cemetery opened in 1832 and within its walls over one million people are laid to rest. The Glasnevin Cemetery Learning Portal aims to introduce students to a multiplicity of people and events from the past. Events that feature are drawn largely from the period covered by the Decade of Centenaries (1912-23).

Through this online platform students can virtually explore Glasnevin Cemetery. Within the classroom, you can discover the origins of the cemetery, learn about people in the past, and discuss how individual lives - those of civilians, soldiers, children, families, and revolutionaries - were changed by historical events that we encounter in the classroom. Students are encouraged to link international and national events to their local area, and to carry out independent research.

This Learning Portal was created so that schools can remotely access many of the learning opportunities that are contained within the cemetery. It was designed with elements for both Primary and Post-Primary students and the exact content, learning activities, and approach used will be based on the learning context of the class, and decided by each teacher. There is a focus on skill development and a range of learning activities, designed to match different learners and interests, feature throughout.

To access the Learning Portal through Irish select the Irish language option on the main landing page.

A Note on Learning Activities

Within each map hotspot, you will find differentiated learning activities. As this portal is designed for use with a wide range of ages and abilities, the class teacher can decide what content is most suited to the age and interests of their students.

However, the separate 'Learning Resources' section on the landing page contains targeted Primary and Post-Primary resources, along with general learning strategies.

For increased engagement and understanding, an awareness of the following historical events would be beneficial:

- The Home Rule Crisis
- The First World War
- The 1916 Rising
- The War of Independence
- The Irish Civil War

A Note on Differentiation

As mentioned, certain sections are more focused towards younger students, whereas other areas will match the studies of older students. Within each map hotspot, learning activities begin with tasks in the 'Text' section and build in difficulty to 'Discuss' and 'Research'. There is also a range of general learning strategies to match a variety of learning styles.

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Literacy Link

Keywords are located in the main 'Learning Resources' section on the landing page.

Suggestions for Use of the Learning Portal

To support integration into classroom planning and use, sample links between official curricula and the Learning Portal follow below.

Depending on the learning context, the Learning Portal can be used in a variety of ways:

- Teacher use – projected in the classroom. Learning activities can be downloaded and printed as PDF documents.
- Utilised by students in a computer lab.
- Explored on tablet devices in the classroom if that is a learning option.
- Depending on the context, teachers can decide to work through a large amount of content at once, or use the portal to supplement lessons by incorporating topics as they link to ongoing classroom studies.
- Conduct an online tour of Glasnevin Cemetery.
- Suggestions for class research projects feature throughout.
- You will find a range of targeted resources, along with general learning strategies, on the main landing page in the 'Learning Resources' section.

Curriculum Links

Junior Cycle History: Links to the Glasnevin Cemetery Learning Portal

Strand One: The Nature of History	Examples
1.1 Develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context.	Connecting historical events to the experiences of named people whose lives were affected by these events.

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1.2 Consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world.	Sections include: Jack Cusack and Thomas Hogan: Battle of Dublin, Irish Civil War (1922-23).
1.3 Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated.	Exploration of the origins and growth of Glasnevin Cemetery. Making connections between Glasnevin Cemetery and sites in their local area.
1.11 Make connections and comparisons between people, issues and events in different places and historical eras.	Exploration of the Interactive Timeline. Appreciate the links and relationship between historical events. For example, the combined impact of the First World War (1914-18) and the Influenza Pandemic (1918-19).
Strand Two: The History of Ireland	
2.4 Examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923.	Sections include: Molly Reynolds and the 1916 Rising. Jack Cusack and Thomas Hogan: Battle of Dublin, Irish Civil War (1922-23).

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<p>2.8 Describe the impact of war on the lives of Irish people, referring to either World War One or World War Two.</p>	<p>Sections include:</p> <p>Mary Martin: The Mother of a Missing Soldier (1916).</p> <p>Edward Heffernan: The Battle of the Somme (1916).</p> <p>May Noonan: Munitions Factories and the First World War (1914-18).</p>
<p>2.11 Make connections between local, personal or family history and wider national and/or international personalities, issues and events.</p>	<p>Students are encouraged to link national and international events to their local area. For example:</p> <ul style="list-style-type: none">• Commemorations in their locality.• Outcome of the 1918 General Election in local constituencies.• Researching social history in 1913 in rural and/or urban areas.

Classroom Based Assessments*

How can the Glasnevin Cemetery Learning Portal support the CBA process in the classroom? Spark curiosity and interest in specific events.

- Suggested Research Topics are presented throughout. Depending on the context, topics could be used as possible areas of investigation.
- Where applicable, there is a bank of primary source documents relating to Glasnevin Cemetery which can be examined and discussed by students as part of a wider project on the cemetery. For example, photographs, newspaper accounts, and burial records.
- The Further Reading suggestion and image/source references can be used to generate research leads by students.
- The Story Gallery section contains a range of related short videos. Topics include: Introduction to Research in the Cemetery, Social History, and The History of Glasnevin Cemetery.

* 'Junior Cycle History, Guidelines for Classroom-Based Assessment and Assessment Task', 1st Ed. NCCA, (May 2018).

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Example: Using the Learning Portal to support steps 1 & 2 of the CBA 1 Process - The Past in My Place. Explore the interactive timeline and map in the classroom. Depending on the learning context, this can be done using a whole class approach or independently by each student on a computer/mobile device. See the Suggestions for Use section for further details.

Step 1: Investigate

Through use of the learning portal students can:

- Discuss elements of the past that they are interested in and curious about.
- Encounter possible research ideas and themes for further study.
- Make links between national events and their locality.
- Work towards formulating an enquiry question.

Step 2: Discover

Through use of the portal students can:

- Virtually explore the cemetery.
- Identify sources of evidence.
- Generate awareness of additional primary source repositories that are referenced within the portal.

Possible project topics supported by the Glasnevin Learning Portal include:

- A study of a local place of historical interest.
- As study of a monument, statue, memorial or other such site of historical interest.
- A local historical incident that was an important cause of change.
- The impact of a national or international event or issue on the locality.
- A study of an aspect of life in the locality at a given time in the past.

Using the Glasnevin Cemetery Learning Portal to support the process for CBA 2 instead.

A Life in Time

Step 1: Scoping

Through use of the portal students can:

- Gather background information on the wider context of the time.
- Encounter possible research ideas and inspiration for further study.
- Make links between events in the past.

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Step 2: Researching

- Identify sources of evidence.
- Generate awareness of additional primary source repositories that are referenced within the portal.

Possible project topics supported by the Glasnevin Cemetery Learning Portal include:

- An examination of an aspect of the subject's life or career.
- The contribution of the subject to an aspect of significant historical change.
- A study of an important relationship in the subject's life/career.

Classroom Ideas: Example - Transition Year

Teachers could opt for one of the ideas suggested below or for a combination of ideas.

1. Direct a Virtual Tour of Glasnevin Cemetery.

Through the use of the Interactive Map, Timeline, and Story Gallery videos. Resources in the main 'Learning Resources' section (located on the landing page) will support this exploration.

2. TY History Module

Build on classroom use of the portal and delve deeper into specific topics through the use of themed lesson plans - located in the main 'Learning Resources' section.

Topics include:

- Catholic Emancipation and Daniel O'Connell.
- The Changing Role of Women in the early twentieth century: The Irish Women's Franchise League and the Suffragettes.
- Ireland and the First World War: The Sinking of the RMS Leinster.

3. Student Research and Teaching Project Ideas.

Research Topic suggestions feature in each section and are linked to the content in each map hotspot.

- Assign a research topic to each student/or group of students. Building on the information in each section, students can research the topic and deliver their findings through: a report, display, blog, presentation, etc. Get inspiration to begin the research process by watching the videos in the Story Gallery section. Sources and further reading materials are suggested throughout.

4. A Biography A Day

Dedicate a lesson to each hotspot that focuses on People on the interactive map. Within each section you will find: contextual information, biographical details, images, primary sources, and accompanying questions and tasks.

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Senior Cycle History: Links to the Glasnevin Cemetery Learning Portal

A selection of direct links are outlined below.

Ireland and the Union, 1815-1870	Daniel O'Connell (1775-1847) and the Origins of the Cemetery
Movements for Reform, 1870-1914	Eugene Salmon: The Church St. Tenement Collapse (1913 Lockout)
Sovereignty and Partition, 1912-49	<ul style="list-style-type: none">• Molly Reynolds: The 1916 Rising• Edward Heffernan: The Battle of the Somme (1916)• Charlotte Despard and Countess Markievicz: The 1918 General Election• Jack Cusack and Thomas Hogan: Battle of Dublin, Irish Civil War (1922-23)

Other Ideas

- The range of content included on the Interactive Map and Timeline, links with many areas of the course, and can be utilised as an interactive and varied revision method for students.
- Topic lessons, which are outlined in the TY section above, could be utilised with 5th year students.
- Sections of the Learning Portal can be incorporated as part of a larger unit of study. It allows students to discuss the experiences of individual people who lived through historical events.
- Students could explore the Learning Portal to generate possible ideas for RSR topics and themes.

Support/Questions

Please email education@dctrust.ie