



Friend or Foe

ISBN 978-1-84717-631-8
eBook ISBN 978-1-84717-755-1

Brian Gallagher

Teaching Guide

By Peter Heaney

RATIONALE & THEMES

The Great War rages on in Europe, and many Irish families fear for the safety of their loved ones fighting in the trenches of Belgium and the Dardanelles. Meanwhile, back home, nationalist fervour swells to a bloody climax with the revolution of Easter 1916 in Dublin.

The conflict divides the city and her people, setting friends and family against each other.

However, some bonds refuse to be sundered; in the maelstrom of battle, the links of friendship endure.

Some of the themes explored are:

- Courage
- Friendship
- Loyalty
- Responsibility
- Identity
- Integrity

SUMMARY

Easter Monday, 1916: our story opens with Emer running down a Dublin street, dodging English soldiers' bullets and desperately trying to make it around the corner to safety. Unsure of her fate, we are then taken back to the previous summer.

The Ellesmere gang – Emer, Jack, Ben, Gladys and Joan, five young friends who are a microcosm of prosperous Dublin society in the early years of the 20th Century – are swimming in the River Tolka. When Emer, a strong swimmer, rescues Jack from drowning, an unbreakable link is forged between them.

But political tensions are sharpening in Ireland. When the friends meet a group of rebels who are secretly training in the mountains above Dublin, it highlights the differences between Jack, whose father is a policeman, and Emer, whose father is a

member of the Irish Volunteers.

Jack's mother is devastated by a telegram informing her that her nephew, a soldier with the British Army, has been injured on the Western Front. When Jack's classmate Phelim makes a spiteful comment about his cousin's injury, Jack explodes with rage, splitting the lip of the much bigger boy. But the repercussions are not as severe for Jack as he had anticipated – his father accepts that he was provoked.

Emer's parents warn her not to talk about the family's nationalism in front of Jack, in case he reports back to his dad. Jack, too, finds that his contact with Emer is closely scrutinised. But they agree to stay friends despite their differences.

Emer's uncle and aunt in Monasterevin invite the friends to stay overnight in their house. Jack, unable to sleep, hears voices downstairs talking about a consignment of 'supplies'; knowing that Emer's uncle is a nationalist, he guesses that they mean guns. He decides to follow the men and sees them unloading explosives into a warehouse. He recalls Emer's argument that the British government has turned a blind eye to the arming of the loyalist Ulster Volunteer Force, therefore it's only fair that the other side has some guns as well – and he decides to keep the secret.

Back to Easter Monday, the day the armed revolution begins. As he leaves to meet the other Volunteers, Emer's dad insists that she and her mum take a train to Ennis to stay with relatives and avoid the danger in the capital. However Emer is determined to be involved and manages to slip away from her mother and remain in Dublin.

Emer offers to help the rebels and is tasked with delivering a message to the GPO. Caught by British soldiers, she narrowly escapes with her life. Back home that night, she meets Jack. He pleads for her

help in rescuing his father, who is being held captive by the Volunteers. Emer's own father has been injured in the fighting too, and she knows how much it hurts. She decides to help Jack.

Emer disguises Jack as a member of the Fianna and escorts him to the South Dublin Union, where they manage to rescue his father.

Eventually the Volunteers surrender and life returns to normal. However, the fate of the nation has been changed irrevocably by the events of Easter week, 1916.

APPROACH

This story is very lively, and the characters are easy to relate to. *Friend or Foe* considers important events in Irish history that are pertinent to our national sense of identity and relevant as the centenary of 1916 approaches.

Small-group discussion can be used to widen understanding and identify myths by rehearsing views identified in the Discussion Points. The activities relate easily to PSHE/PDMU and will facilitate a collaborative approach to the novel.

This guide has divided the book into four parts to accommodate the development of the story and students' understanding of historical events.

Unit 1 Prelude Pages 7–61

SUMMARY

Emer Davey, a runner for the rebels in the Irish Volunteers, flees capture through a hail of British bullets.

Nine months earlier, things were very different. When Emer and her friends in

the Ellesmere gang – Jack, Ben, Gladys and Joan – are out for a fun day trip by the River Tolka, she rescues Jack from drowning. This creates a special bond between them, despite the fact that Emer’s father is a part-time officer in the Volunteers and Jack’s father is a sergeant in the Dublin Metropolitan Police (DMP).

At Emer’s suggestion, her four friends join her swimming club, and their friendship grows even closer.

For Jack, at home, the mood is sombre. The casualty figures from World War One are discussed, and he is fearful both for his relatives fighting in the British Army and for his dad, in case conscription is introduced in Ireland.

Jack’s father, Mr Madigan, finds out about his son’s near-drowning in the river. He is annoyed that Jack kept it a secret and emphasises the need for honesty.

While on a picnic with Gladys and Joan, Emer reveals her social conscience when she greets and shares her food with Gerry, a boy from Jack’s class whose situation is much less prosperous than her own.

Mr Madigan insists that Jack’s sister break up with her boyfriend because he has joined the Irish Volunteers. The resultant argument and distress gives Jack an indication of the growing political tensions and the divisions that are arising throughout the community.

Although Emer’s family strongly supports the Volunteers, she is met with a wall of opposition when she suggests that she be allowed to take a more active role. Frustratingly, her parents want her contribution to be restricted to singing rebel songs and speaking Irish.

While out for a hike in the mountains, the friends stumble upon an armed squadron of rebels training. Jack and Emer’s opposing perspectives are drawn into sharp focus: Jack sees threatening gunmen, while Emer sees heroic Volunteers.

Afterwards, they discuss this in a reasonable manner and decide to protect their friendship and prevent their differing opinions from driving a wedge between them.

DISCUSSION POINTS

- Read pp11–13: Emer is struck by a soldier, and they attempt to shoot her as she flees. Do you think this is a reasonable way to treat a suspect? How do you think prisoners should be treated after they are captured? Does it

make a difference if there is a chance they might have useful information? What human rights do they have, and how can these be respected?

www.historylearningsite.co.uk/geneva-convention.htm

- Read p22: Ireland is ruled by the British, from London. Although some citizens would prefer a change, a greater number are happy to accept the situation. In a democracy, authority comes from the largest group of voters. Is this just? How can the opinions of the minority be addressed? Do you think those in power have an obligation to consider everyone’s view, or only the views of their supporters?
- Read p27: Britain used conscription to supply soldiers: men were forced to fight or face jail. Do you think this is acceptable? Should you be forced to put your life in danger? Deserters were shot when they were recaptured. Would this be acceptable today?
- Read pp49–50: Emer’s parents are reluctant for her to get involved with the Volunteers. Is it reasonable that they should be concerned, or do they simply believe that other people’s children should fight the war? Might wars be prevented if those involved believed that their own families would suffer along with everyone else?
- Read p58: Where Emer sees Volunteers, Jack sees gunmen. How does their choice of words reveal what they are thinking? Why is it important to choose words carefully to describe strong feelings?

ACTIVITIES

1. News (Read pp7–16)

When you watch CNN or SKY these days, you see two methods of reporting:

- A reporter reads a prepared script
- ‘Breaking news’ scrolls along the bottom of the screen

Reports are very short and play over and over throughout the day.

Prepare the report and the ‘Breaking news’ scroll that would have been used for the news on Easter Monday, 1916, if these methods of reporting had been available back then.

2. Water Safety (Read pp18–19)

It is dangerous to swim unsupervised, but many people chose to ignore the risks.

Irish Water Safety is designing a new leaflet

and poster to warn young people about the dangers of swimming unsupervised, and they have asked for your help.

Create a three-fold leaflet to promote safety near rivers. Use the site below for more information.

www.iws.ie/education/posters-leaflets.303.html

3. A Great Adventure (Read pp26–27)

Young men queued to enlist in the Great War because they thought it would be a ‘great adventure’. Patriotic posters were used to persuade people that it was their duty to fight.

Jack is starting to understand that the reality of war is different to this romantic image. Design a poster that shows the true picture of what war is really like.

You can use the websites below for more information.

www.bbc.co.uk/schools/0/ww1/25332968

www.warpoetry.co.uk/owen1.html

4. Back to the Future (Read p41)

Emer believes that if Ireland were independent, many of the injustices she sees would disappear.

To commemorate the centenary of the Rising, Oifig an Uachtaráin has announced a competition for students to explain how Ireland is now a better place to live.

Think about life in Ireland today and decide on three important changes that have happened in the last hundred years. Explain what effect they have had on the lives of the people living here.

5. I’m Irish (Read p49)

The Department of Foreign Affairs wants to promote Ireland, and they have asked for your help in creating a list of ten statements describing what it means to be Irish today.

Work in small groups to create the list. Start each statement with ‘Being Irish means ...’ and add illustrations.

6. Dear Uncle Bertie (Read p53)

When he reads about the campaign in Gallipoli, Jack realises that his uncle must be feeling homesick. He decides to write him a letter with all the Dublin gossip to cheer him up. Could you help him to write the letter?

Do you think he would mention the

trouble with the Volunteers, or would he keep the content light and cheery?

7. Gunmen (Read pp54–56)

Jack memorises every detail of his encounter with the gunmen. That evening his father helps him to write a witness statement in the proper police format.

The report contains facts only from what Jack had observed.

Can you help them to write the report?

8. Dear Tommy (Read pp44–47)

Maureen will obey her father and break up with Tommy, but she is too upset to face him and decides to write to him instead.

What should she say in the letter? Should she try to persuade him to leave the Volunteers or simply explain why she cannot see him again?

Can you help her to write the letter?

Unit 2 Dublin Views Pages 62–120

SUMMARY

Jack catches a glimpse of the poverty in which Gerry, an orphan boy from his class, lives when his mother asks him to deliver a parcel of his own cast-off clothes.

And as the friends exit their first training session at the Tara Street Baths, they see impoverished people queueing up to use the municipal washing facilities.

Phelim O'Connell, the captain of the Gaelic football team in Jack's school, makes a mean remark about Gerry's poverty and is indulged by their teacher, Brother McGill. Jack challenges him and they lock horns.

Emer's teacher Miss Clarke, with her radical views on democracy and the British monarchy, provides a welcoming change to the suffocating formality and pettiness of Sr Assumpta.

But at home, Emer is shocked by the reality of her father's politics when she sees him oiling his gun. When she presses her parents further about their beliefs, she thinks they seem more interested in breaking the link with Britain than with tackling social injustice.

Brother McGill uses his leather strap, which he calls 'Sean Dubh', to punish Gerry unjustly. Later, when Jack defends Gerry to Phelim, the antagonism between

them increases.

In class, Emer risks the wrath of Sr Assumpta by challenging her class prejudice.

Jack's mother is devastated to learn by telegram that her nephew has been seriously injured on the Western Front.

Encouraged by Brother McGill, Phelim mocks the setbacks of the British Army in the war. When he makes a joke about Jack's cousin's injury, Jack challenges him to a fight. The encounter is brief: Jack's boxing skills and Phelim's over-confidence conspire to leave the bully sprawling, hurt and with a split lip. As Jack walks away, he dreads his father's reaction.

Emer persuades Jack to keep the fight a secret from his father, but he finds out anyway from Brother McGill and summons Jack to the parlour. He is upset by Jack's deception, but when Jack explains the circumstances, Mr Madigan accepts he was provoked and the punishment is light.

DISCUSSION POINTS

- Read p70: Emer's school makes a charitable gesture each year by waiving fees for some poor students. Is charity the answer to equal access to education? How can Christian schools justify excluding those who need education the most by charging fees? Where do you think the difference lies between giving charity and providing opportunity?
- Read p87: Emer and her friends are aware of the grinding poverty in Dublin. Today there are still examples of poverty and homelessness to be seen. Gladys suggests charity as an answer. Is this enough? Emer argues for a more radical change. What changes could be made so that no one would be poor? Should we accept responsibility for countries other than our own?
- Read p96: Emer's father is preparing for manoeuvres with the Volunteers, and she is aware that the loyalists have a secret army in Ulster too. Do you think that private armies are ever justified in a democracy? Is persuasion not more effective than coercion?
- Read p99: Gerry's uncle has been charged with selling *poitín*. Today people sell all sorts of illegal goods: DVDs, tobacco, drugs, petrol, etc. Sold legally, the tax on these goods goes to the government; sold illegally, the profits go to criminals. Would you ever buy goods from an illegal source? Would you report them if you knew

they were illegal? Do illegal goods harm our economy, or is it OK to buy things a little cheaper?

ACTIVITIES

1. Tolka Postcard (Read p64)

As he approaches Gerry's shack, Jack admires the beauty of the river and the countryside surrounding it.

Later that day in school, Brother McGill sets the class a task to draw a scene depicting the beauty of Ireland, and Jack decides to draw the river scene.

Can you recreate the postcard he drew?

2. Snobbery (Read pp70–71)

Emer and Joan dislike the way Sr Assumpta deals with people; they suspect she is a snob. They decide to create a questionnaire that will identify a snob.

Emer suggests having ten questions, each with a yes/no answer. One of the answers will show the person to be snobbish, the other will show them not to be a snob.

Can you help them to create the questionnaire?

3. Listener (Read p74)

Jack wants to confide his fears about his uncle and cousin getting injured to Emer, but he is unsure if she would respond with sympathy about members of the British Army, particularly if they were Irish.

Could you create a short conversation between them where Jack reveals his fears? How do you think Emer might support him without compromising her beliefs?

4. The Poor (Read p87)

Campaigns by the Irish charity Trócaire focus on poverty and need in the developing world.

This year they have decided instead to focus on poverty in Ireland, not to raise money but simply to raise awareness.

They want to identify where the need is and gather suggestions on how to improve people's lives here.

Can you design a leaflet and/or collection box for their campaign?

www.trocaire.org/homepage

5. Éire Nua (Read p89)

Long after the action in *Friend or Foe* ended, Jack married and settled in London with his family. Now his great-grandson Matthew is doing a project on

Ireland since 1916. He reads some of Jack's old papers and his letters from Emer as research.

Work in small groups to identify and compare five positive changes and five things that have not changed since independence. You can look at every area of society. Remember that Matthew is from London, so he will be comparing everything to his experience of life in Britain.

6. The Other Side (Read p96)

It was said at the time that World War One was the war to end all wars, but there are still many conflicts raging in the world today.

To celebrate World Peace Day, please work in small groups to create a collage of images from conflicts happening across the globe today. You might like to start with a blank world map and colour it in to show where wars are taking place. Include a brief bio on each of the conflicts.

Do you see any patterns?

www.cfr.org/globalconflicttracker

www.flashpoints.info/FlashPoints_home.html

7. Blackberries (Read p98)

To raise money for charity, Emer suggests that she and her friends gather all the recipes they have at home that use blackberries or other autumn fruits, and then compile an Autumn Fruit Recipe Book that they can sell.

They collect twenty recipes, write them out in their very best handwriting, illustrate them, and bind the pages.

Can you create a modern copy? You can use Seamus Heaney's poem 'Blackberry Picking' to give your book a flavour.

www.bbc.co.uk/northernireland/schools/11_16/poetry/growing_up.shtml

8. The Telegram (Read p101)

Josie sends the news about Ronnie by telegram. In 1916, telegrams were used for very important news. They were short and contained only essential information. Later Josie sends a letter, which gives more information.

Could you recreate both the letter and the telegram to show how they are different?

9. The Shell (Read p101)

A shell can be a beautiful covering for a sea creature or a metal jacket that unleashes

death when it explodes.

Mary and Una now understand that the munitions they help to make in the factory can cause injury and death to people like their cousin Ronnie. They decide to write a poem telling the story of a shell and explaining how they feel.

Can you help them to write the poem? You can use a haiku or cinquain form.

www.thepoetrytrust.org/images/uploads/pdfs/Toolkit%20for%20Teachers.pdf

www.poetry4kids.com/blog/lessons/poetry-writing-lessons/

10. Phelim's View (Read pp111–112)

The author described the fight from Jack's point of view but now wonders if he should have included a paragraph describing what happened from Phelim's point of view as well.

Phelim is seen as the tough guy. When he is caught unawares and beaten by Jack, it is very emotional for him.

Create a 150-word draft of a paragraph describing the fight from Phelim's side.

11. The Interview (Read pp119–120)

Mr Madigan is summoned to meet Brother McGill. The men dislike each other and Brother McGill presents the facts in a biased way, to incriminate Jack.

The conversation is very formal and tense.

Can you recreate the conversation between them, what was said and how it was said, and describe how each man feels about the other?

Unit 3 Gathering Storm Pages 121–181

SUMMARY

Emer invites her teacher Miss Clarke to the Conradh na Gaeilge concert and gets some pertinent advice from her on how to challenge injustice.

Jack is pleased that his mother has included Gerry in their Christmas shopping list, but she cautions him on the realities and consequences of armed rebellion.

Emer has asked Jack to contribute to the concert by singing a comic song. However, when he asks his parents' permission it is refused because Conradh na Gaeilge is an

organisation with nationalist leanings.

Complaining to Gladys that her parents want her to attend the céilí mór instead of the swimming gala, Emer bemoans the fact that she is an only child and that her parents follow her every move.

Jack is astonished when Phelim says he wants to mend the rift between them. Accepting Phelim's apology, Jack marvels at how unpredictable life can be.

Choosing his moment carefully, Jack gets his parents' permission to travel to a Christmas fair in Monasterevin and spend the night in Emer's uncle Peadar's house with the rest of the gang.

Unable to sleep after the excitement of the day, Jack overhears Peadar discussing a secret consignment. He decides to follow Peadar and his companions. Keeping to the shadows, he watches as they unload a consignment of dynamite into a warehouse.

Back at the house, Jack decides to keep his discovery to himself.

On a pre-Christmas trip to the theatre, Emer and her parents meet a Special Branch policeman and she realises that her father is under surveillance.

The New Year celebrations are bittersweet for Jack, as he considers his secret and audits an eventful year. He hopes for better fortune in 1916.

As Easter approaches, Miss Clarke discusses equality for women with her students, while Brother McGill displays his prejudice against all things British, much to Jack's disgust.

On Easter Sunday, Emer's father makes arrangements for her and her mother to leave the city to avoid the Rising, which is scheduled for the following morning.

But as the train is about to depart Dublin, Emer puts her hasty plan into action and escapes her mother. She heads back into the city and the growing maelstrom of the 1916 rebellion.

DISCUSSION POINTS

- Read p124: Jack's mum is paying for their Christmas presents by weekly installments. When she has paid fully, she will get the items. Today this system is reversed: we take ownership of the items first, then we pay for them over a period of time and are charged interest. Which system do you think is better? What are the pros and cons of each, and how do they affect the economy?

SUMMARY

The Rising has begun. The Volunteers have seized key buildings around Dublin, and Jack realises with dread that the unarmed police, including his father, will soon face an onslaught from the insurgents.

Using her father's name to assert her credentials, Emer persuades a Volunteer at a barricade to let her bring a message to the Volunteer headquarters at the GPO.

Jack has heard no news about his father and is getting anxious, but his mother refuses to let him go out to search for him.

On her way to the GPO, Emer is caught by British soldiers but manages to run away. She sprints around a corner as bullets whizz past and finds safety in a nearby church.

Jack's sisters return from their day at the races with news of police fatalities. Relieved that his father is not on the list, Jack agrees to stay at home until they hear definite news of his father's whereabouts.

Afraid to stay at her own house, Emer goes to Gerry's shack, where he offers her food, shelter and a different perspective on the devastation that is happening in Dublin.

The next morning, unable to wait any longer, Jack sets off in search of his father.

When she awakens, Emer discovers that Gerry has been looting in the city. He is oblivious to her disgust and explains that people living in poverty, like him, see the world differently.

When Jack reaches the police station he hears the news he has been dreading: that his father is missing, presumed captured.

Emer dresses in her best clothes and approaches a British army officer to ask about her father. She learns that he has been wounded and is under guard in hospital.

When she visits him in hospital, Emer's father explodes with anger that she didn't go to Ennis with her mother. Seeing her distress, his reaction softens and he pleads with her to go home and stay safe until the violence has subsided.

That night, Jack calls to her house and reveals his plan to rescue his father from the Volunteer outpost at the South Dublin Union. He pleads for Emer's help.

Disguised as Fianna messengers, Emer

- Read pp140–141: The Christmas spirit moves Phelim to apologise to Jack. What effect do you think an apology can have in a conflict situation? Does it weaken or strengthen your position? Why can it be very difficult to apologise sometimes?
- Read pp163–164: Jack manages to justify his silence about the explosives to himself. Is he right, or has he made himself an accomplice? Where does the threshold lie between right and wrong in this case?
- Read pp174–175: Emer's father is making his final preparations for the Rising, and one of these is to remove his own family from danger. Is this fair? What do you think it says about his concern for other families in Dublin? Is he doing the right thing?
- Read p181: Emer has a romantic vision of being involved in the rebellion. Do you think her behaviour is courageous or irresponsible? What advice could you give her to help her understand the implications of her actions?

ACTIVITIES

1. Gas Lamps (Read p124)

The gas lamps spill pools of yellow light, transforming the familiar into the mysterious, as Jack and his mother make their way through the fog. Later, using coloured chalk on dark paper, Jack tries to capture the scene in a sketch.

Can you help him?

2. Decision (Read pp157–158 & 163–164)

Jack has to decide whether or not to report Emer's uncle and his associates to the police, and he needs your help.

Work in small groups to pick three reasons for and three reasons against, and then choose the top two reasons of all.

3. Emer Davey (Read p161)

A sheet of paper slips from the pocket of Jack's father's tunic as he leaves for work, and Jack finds it. It is a page from a Special Branch report on the Davey family that concerns the activities and known associates of Emer.

Jack is shocked to see his own name there. It seems that Inspector Adams is interested in everything that Emer and her friends do.

Create a copy of the page. What language would it use, and how do you think it

might be laid out?

4. Prejudice (Read pp122–23 & pp171–172)

Miss Clarke shows Emer that prejudice encourages you to always see the negative in things. Brother McGill's petty nationalism when he mocks everything British annoys Jack.

Jack is happy to have Ireland ruled by the British and decides to make a list of six British achievements/icons/traits that he thinks any country would be proud of.

Can you help him to create the list?

5. Irish Writers (Read pp171–172)

Brother McGill asks the class to compile a list of their five favourite Irish writers. It can include any writer (poet, author, lyricist, etc.) from any time and should include a short example of their writing.

Jack and Gerry decide to work together and have invited you to join them.

Which Irish writers will you include in your list?

6. Tomorrow (Read pp173–175)

Emer and her parents make the final preparations for Easter Monday, unsure what might happen and fearful for one another's safety.

Emer suggests that they each write a brief poem entitled 'Tomorrow' to record forever their hopes, fears and feelings. They will seal the poems in an envelope.

Fifty years later, Emer finds the envelope in an old ledger and, with trembling hands, she opens it and reads.

Can you recreate the poems she found?

7. Captured (Read p177)

Years later, Jack is researching a radio programme on the 50th anniversary of the Rising. He has a copy of an old newspaper report about the *Aud*, the ship that was caught smuggling guns for the Volunteers on Holy Thursday, 1916.

He also has a copy of a naval intelligence report that details the interviews taken with the crew of the *Aud* afterwards, and reveals the source of the information that allowed the Royal Navy to capture the ship.

What Jack reads shocks him to the core.

Can you create copies of the newspaper article and the intelligence report?

and Jack make their way through the streets to the heart of the fighting. Their quick thinking and the distraction of an exploding grenade give them an opportunity to free Jack's dad.

Mr Madigan wants to arrest the Volunteer who was holding him hostage, but Jack and Emer persuade him to let the rebel go. When they reach the advance British patrol, Jack's father protects Emer's identity, thus preserving her republican credentials and her integrity.

DISCUSSION POINTS

- Read p185: The Volunteers agree to use Emer to deliver a report. Do you think this is responsible behaviour? Should children ever have a role in conflict? Why do you think that most countries have an age limit for joining the army?
www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/soldier.shtml
www.amnestyusa.org/our-work/issues/children-s-rights/child-soldiers
- Read p190: Two members of the DMP are killed. They were unarmed and defending their city. Do you think it is right that they are commemorated during the centenary celebrations for 1916? Would you include the British soldiers who died as well? What arguments would you use to ensure that the celebration is inclusive?
- Read pp197–198: Many Dubliners, including Gerry, take advantage of the Rising and loot the shops. Do you accept Gerry's argument that this is 'a chance for poor people to come out on top, just for once'? If not, how can you convince him that looting is wrong?
- Read pp199 & 202–203: Emer takes Gerry's advice and changes into her best outfit before going to speak to the army officer. Do you believe that signs of wealth and power influence people? What do you think these signs are today, and how are they used? What does it say about how we treat people who don't have these advantages?
- Read p211: Emer decides to help Jack rescue his father. Do you think her decision was the right one, or was it wrong to betray the Volunteers? Should some loyalties take priority over others? Are there any loyalties you think should never be betrayed?
- Read p226: Jack's father wants to arrest the Volunteer for murder, but Jack points out that he is a soldier at war who is expected to kill. Do you think

every killing is murder, or are there times when killing can be excused?

ACTIVITIES

1. 1916 Remembered (Read p190)

As the centenary of 1916 approaches, Oifig an Uachtaráin has announced a competition to design a monument to commemorate those who died in the conflict. They want the design to be inclusive and to reflect the place that Ireland has taken in the world since 1916.

Work in small groups to plan and draw the monument. Decide where it will be located and how it will be relevant to every Irish person, whether they live in Ireland or not.

2. Martial Law (Read p204)

Martial law is declared in Dublin, and the British Army are now in charge. They put posters up around the city informing the citizens of what has happened, what their rights are, and what is expected of them.

The language used in these posters is very formal and leaves no opportunity for misunderstanding.

Could you design one of the posters?

3. Rules of War (Read p205)

Each soldier is given a leaflet to explain how he or she is to behave during the conflict. There are instructions on how/when they can open fire; how to identify a target; how to treat prisoners; and how to behave if captured.

The list has to be very clear and easy to remember, as they will not be able to read it during battle. Some soldiers may have poor reading skills, so the vocabulary used is very important.

Can you make a copy of the Rules of War leaflet?

4. Hospital (Read p206)

Emer watches the doctors and nurses as they move from patient to patient, treating the wounded soldiers, Volunteers and civilians.

She realises that they make no distinction between soldier and Volunteer; they see only an injured person.

That evening she writes a poem to express how she felt as she sat by her dad's bedside watching the medical staff.

Can you create a copy of her poem?

5. War is ... (Read p210)

When Emer sees the devastation and injury that war causes, she no longer believes it to be a glorious thing. She needed to directly experience conflict to understand the reality.

Create a pamphlet called 'War is ...' to explain how devastating a conflict can be for everyone involved. You can use text and images.

www.notable-quotes.com/w/war_quotes.html

www.bbc.co.uk/history/worldwars/

5. Sound (Read pp212–213)

As Jack and Emer move carefully through the streets, the sounds of gunfire, explosions and screams echo around them.

In small groups, create a 30-second audio clip of war sounds to accompany this passage. One person could read the text from the book, with the sounds in the background.

Use the sites below for sound effects.

www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/sounds/air_raid_montage

soundbible.com/tags-war.html

www.audiosoundclips.com/audio-sound-clips-effects-war-gun/

6. Union Wall (Read pp231–232)

Workers at St James's Hospital – where the South Dublin Union once stood – discover a wall covered in messages scratched by the Volunteers during Easter week, 1916. It is clear from reading them that the Volunteers believed these messages would be their last.

Using a sheet of A4 paper, can you recreate the wall and the messages the Volunteers scratched on it?

7. Time Machine (Read Historical Note)

General Maxwell's cruel treatment of the Volunteer leaders caused a change in public opinion, and within a few short years Ireland gained its independence.

If you were one of Maxwell's advisors, knowing what you know now, how could you persuade him to act differently?

Create a briefing note for him, outlining two different scenarios: one in which the rebel leaders are executed, and one in which they are not.