

THE MEN BEHIND THE GLASS

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LESSON 1

THE SCHOOL SYSTEM IN EDWARDIAN IRELAND

Description

This lessons explores the school system in Edwardian Ireland, comparing education and life at Campbell College with stated funded National Schools.

Intentions

1. Explain the different types of school systems that existed in Ireland.
2. Review similarities and differences between different school systems leading up to the First World War.

Objectives

- Gain an understanding, through reading the resource and completing the group activities, of what life was like in Campbell College.
- Employ communication skills such as talking, listening, reading and writing to complete activities to express an understanding of the topic.
- Employ ICT skills to express an understanding of the topic.





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LESSON 1

AREAS OF LEARNING STATUTORY REQUIREMENTS

Environment and Society: History

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Explore how history has affected their personal identity, culture and lifestyle. <i>(Personal Understanding)</i> Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy. <i>(Moral Character)</i>	Investigate critical issues in history or historical figures who have behaved ethically or unethically. <i>(Ethical Awareness)</i>

Language and Literacy: English with Media Education

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential. <i>(Personal Understanding)</i> Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion; Develop the ability to use language (including body language) effectively in communicating with and relating to others. <i>(Mutual Understanding)</i> Explore the use of language and imagery in conveying and evoking a variety of powerful feelings. <i>(Spiritual Awareness)</i>	Explore the power of a range of communication techniques to inform, entertain, influence and persuade. <i>(Media Awareness)</i>

Learning For Life And Work: Local and Global Citizenship

Diversity and Inclusion
Investigate factors that influence individual and group identity.



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LESSON 1

AREAS OF LEARNING STATUTORY REQUIREMENTS

Cross Curricular Skills

Communication

The lesson affords pupils the opportunity, through individual, group and digital activities, to communicate effectively via a range of techniques, forms and media to express information and ideas creatively and appropriately.

Using ICT

Desirable Feature:

Researching /
Working With Sound

Resources:

PC / Mobile device
Headphones with microphone
Audio Editing Software
Internet Access
(for research and resources)
Word Processing Software
(for planning/scripting and
keeping a project diary)

Plan

Pupils will listen to examples of radio/TV interviews to inform ideas and to help them plan and script their own interviews (explore). Pupils will plan and storyboard their interview to include details from the resource.

Do

Pupils will use sound recording/editing software to script and conduct an interview with an Old Campbellian about their time at school (express).

Review

On completion of their interviews, pupils will evaluate the quality of the recording, editing and usefulness of the information. Pupils will be given the opportunity to exhibit work to fellow pupils. Encourage pupils to listen to other interviews from the class and give constructive praise and feedback.

Thinking Skills and Personal Capabilities

The information and various individual, group and digital activities within the lesson provide pupils the opportunity to develop the thinking skills of: managing information; thinking, problem-solving and decision-making; and being creative; and the personal capabilities of: working with others and self-management.



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ULSTER BEFORE THE WAR

Description

On the outbreak of war in 1914, the province of Ulster was deeply divided along sectarian, political and social lines over the introduction of the Third Home Rule Bill. The largely Catholic and Irish community supported the Bill, whereas the mostly Protestant and Unionist community opposed it. However, on the declaration of war, these divisions vanished as large numbers from both groups joined the British Army. This lesson looks at the pre-war divisions and why men volunteered in 1914/5.

Intentions

1. Explaining how the religious and religious perspectives shaped the response to the Home Rule crisis. It looks at how Protestant boys at Campbell College and Catholic men in West Belfast reacted to the Crisis.
2. To explore the motivation of men from both communities to enlist in the British Armed Forces.

Objectives

- Be able to summarise the reasons why young men enlisted during the First World War.
- Employ communication skills such as talking, listening, reading and writing to complete activities to express an understanding of the topic.
- Employ ICT skills to express an understanding of the topic.





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LESSON 2

AREAS OF LEARNING STATUTORY REQUIREMENTS

Environment and Society: History

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Explore how history has affected their personal identity, culture and lifestyle. (Personal Understanding) Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy. (Moral Character)	Investigate the impact of significant events/ ideas of the 20th century on the world. (Cultural Understanding) Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual. (Media Awareness) Investigate critical issues in history or historical figures who have behaved ethically or unethically. (Ethical Awareness)

Language and Literacy: English with Media Education

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential. (Personal Understanding) Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion; Develop the ability to use language (including body language) effectively in communicating with and relating to others. (Mutual Understanding) Explore the use of language and imagery in conveying and evoking a variety of powerful feelings. (Spiritual Awareness)	Explore the power of a range of communication techniques to inform, entertain, influence and persuade. (Media Awareness)

Learning For Life And Work: Local and Global Citizenship

Diversity and Inclusion
Investigate factors that influence individual and group identity.



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LESSON 2

AREAS OF LEARNING STATUTORY REQUIREMENTS

Cross Curricular Skills

Communication

The lesson affords pupils the opportunity, through individual, group and digital activities, to communicate effectively via a range of techniques, forms and media to express information and ideas creatively and appropriately.

Using ICT

Desirable Feature:
Researching /
Desktop Publishing

Resources:
PC / Mobile device
Desktop Publishing Software
Internet Access
(for research and resources)

Word Processing Software
(for planning/scripting and
keeping a project diary)

Plan

Pupils will analyse and study recruitment posters from the time (explore) to inform their ideas. Pupils will plan and design their poster to include graphics and a slogan (any graphics downloaded from the internet are to be relevant and used appropriately).

Do

Pupils will use desktop publishing software to create a one-page recruitment poster for The Campbellian in which they will try to convince all pupils of military age to enlist for the First World War (express).

Review

On completion of their poster, pupils will evaluate its design and effectiveness. Pupils will be given the opportunity to exhibit work to fellow pupils. Encourage pupils to look at posters created by classmates and offer constructive praise and feedback.

Thinking Skills and Personal Capabilities

The information and various individual, group and digital activities within the lesson provide pupils the opportunity to develop the thinking skills of: managing information; thinking, problem-solving and decision-making; and being creative; and the personal capabilities of: working with others and self-management.



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LETTERS FROM THE FRONT

Description

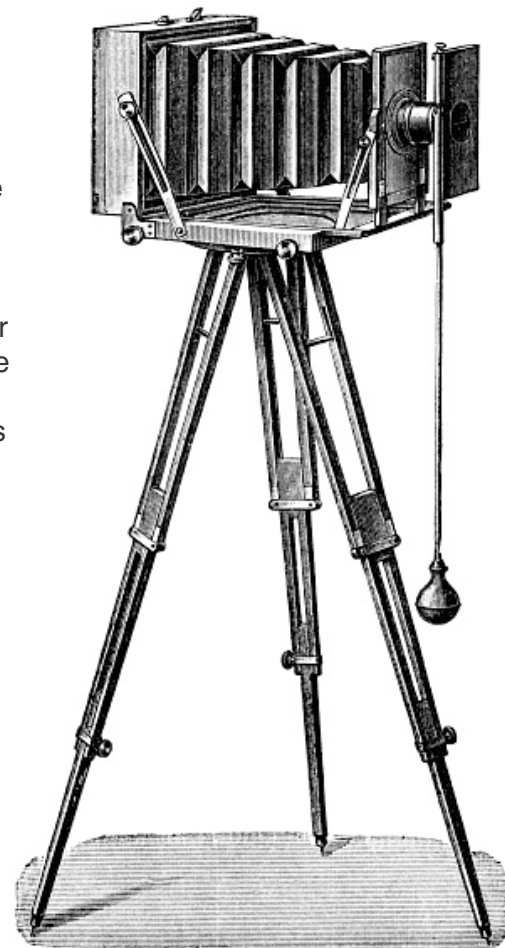
This lesson looks at the letters that soldiers sent back to their families during the conflict. It examines correspondence from soldiers who were at Campbell College and men from West Belfast. It explores the content of letters and why soldiers wrote them.

Intentions

1. Understand why soldiers wrote letters and why they were essential to combatants.
2. Consider the similarities and differences in the letters written by Campbell College men and those from West Belfast.
3. Explore how language used in the letters was shaped by the recipient (e.g. child, wife, mother).

Outcomes

- Acknowledge and appreciate the role letters had in soldiers' life.
- Gain an understanding, through reading the resource and completing the group activities, as to how the war affected those from Campbell College and West Belfast.
- Employ communication skills such as talking, listening, reading and writing to complete activities to express an understanding of the topic.
- Employ ICT skills to express an understanding of the topic.





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LESSON 3

AREAS OF LEARNING STATUTORY REQUIREMENTS

Environment and Society: History

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Explore how history has affected their personal identity, culture and lifestyle. (Personal Understanding) Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy. (Moral Character)	Investigate the impact of significant events/ ideas of the 20th century on the world. (Cultural Understanding) Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual. (Media Awareness) Investigate critical issues in history or historical figures who have behaved ethically or unethically. (Ethical Awareness)

Language and Literacy: English with Media Education

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential. (Personal Understanding) Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion; Develop the ability to use language (including body language) effectively in communicating with and relating to others. (Mutual Understanding) Explore the use of language and imagery in conveying and evoking a variety of powerful feelings. (Spiritual Awareness)	Use literature, drama, poetry or the moving image to explore others' needs and rights. (Citizenship) Explore the power of a range of communication techniques to inform, entertain, influence and persuade. (Media Awareness)

Learning For Life And Work: Local and Global Citizenship

Diversity and Inclusion
Investigate factors that influence individual and group identity.



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LESSON 3

AREAS OF LEARNING STATUTORY REQUIREMENTS

Cross Curricular Skills

Communication

The lesson affords pupils the opportunity, through individual, group and digital activities, to communicate effectively via a range of techniques, forms and media to express information and ideas creatively and appropriately.

Using ICT

Desirable Feature:
Researching / Working With
Moving Images

Resources:
PC / Mobile device with
recording capabilities
Digital camera (if using PC)
Movie Editing Software
Internet Access
(for research and resources)
Word Processing Software
(for planning/scripting and
keeping a project diary)

Plan

Pupils will plan, script and storyboard their video to include any other elements that they think may make it interesting or more informative (video clips, images, audio, on-screen text, etc....) (explore). This activity is designed to encourage the pupils to think creatively about mixing history with current technology and how communication has improved over the past 100 years.

Do

Pupils will use video editing software to create a video diary for a family member from the frontline (express).

Review

On completion of their video, pupils will evaluate its design and effectiveness. Pupils will be given the opportunity to exhibit work to fellow pupils. Encourage pupils to look at videos created by classmates and offer constructive praise and feedback.

Thinking Skills and Personal Capabilities

The information and various individual, group and digital activities within the lesson provide pupils the opportunity to develop the thinking skills of: managing information; thinking, problem-solving and decision-making; and being creative; and the personal capabilities of: working with others and self-management.



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COMMEMORATING THE MEN BEHIND THE GLASS

Description

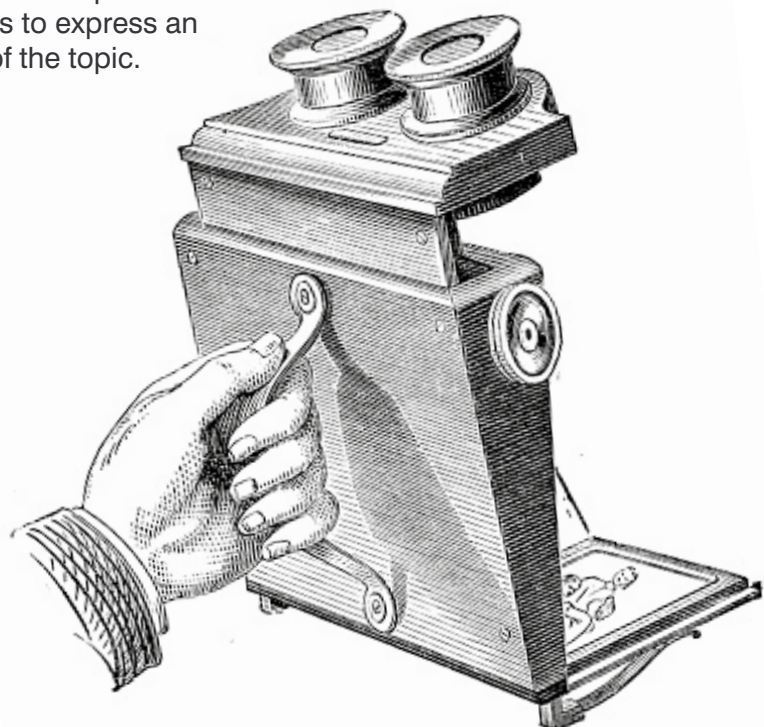
This lesson examines how men who died in the Great War were commemorated by friends, family and community. It uses the dead of Campbell College Belfast as an example of the different ways in which men were remembered. They were commemorated in many ways – books, items produced in their honour, memorials – by families, friends, comrades, communities and institutions. Many of the men and boys from Campbell College were commemorated on multiple war memorials based on where they lived, worshipped, worked or died.

Intentions

1. Explore how men who died in the Great War were commemorated using examples from Campbell College.
2. Discuss how and why events and people are commemorated.

Objectives

- Gain an understanding, through reading the resource and completing the group activities, as to why and how events and people are commemorated.
- Employ communication skills such as talking, listening, reading and writing to complete activities to express an understanding of the topic.
- Employ ICT skills to express an understanding of the topic.





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LESSON 4

AREAS OF LEARNING STATUTORY REQUIREMENTS

Environment and Society: History

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Explore how history has affected their personal identity, culture and lifestyle. (Personal Understanding) Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy. (Moral Character)	Investigate the impact of significant events/ ideas of the 20th century on the world. (Cultural Understanding) Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual. (Media Awareness) Investigate critical issues in history or historical figures who have behaved ethically or unethically. (Ethical Awareness)

Language and Literacy: English with Media Education

(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society
Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential. (Personal Understanding) Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion; Develop the ability to use language (including body language) effectively in communicating with and relating to others. (Mutual Understanding) Explore the use of language and imagery in conveying and evoking a variety of powerful feelings. (Spiritual Awareness)	Explore the power of a range of communication techniques to inform, entertain, influence and persuade. (Media Awareness)

Learning For Life And Work: Local and Global Citizenship

Diversity and Inclusion
Investigate factors that influence individual and group identity. Investigate ways in which individuals and groups express their identity.



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LESSON 4

AREAS OF LEARNING STATUTORY REQUIREMENTS

Cross Curricular Skills

Communication

The lesson affords pupils the opportunity, through individual, group and digital activities, to communicate effectively via a range of techniques, forms and media to express information and ideas creatively and appropriately.

Using ICT

Desirable Feature:

Researching /
Presentation

Resources:

PC / Mobile device
Presentation Software
Internet Access
(for research and resources)
Word Processing Software
(for planning/scripting and
keeping a project diary)

Plan

Pupils will plan and script their presentation to include images and text. Pupils must be mindful of the design of the presentation (choose appropriate colours/fonts and do not overload the slide with text). Encourage pupils to summarise important information and transfer to the presentation slides and have more detailed information on the presenter notes (explore).

Do

Pupils will use presentation software to create a presentation profiling three OCs and how they were commemorated, from The Men Behind The Glass website (<https://menbehindtheglass.co.uk/the-men>) (express).

Review

Pupils will present their completed presentation to the rest of the class (exhibit).) On completion of their presentation, pupils will evaluate its design and effectiveness. Encourage pupils to look at videos created by classmates and offer constructive praise and feedback.

Thinking Skills and Personal Capabilities

The information and various individual, group and digital activities within the lesson provide pupils the opportunity to develop the thinking skills of: managing information; thinking, problem-solving and decision-making; and being creative; and the personal capabilities of: working with others and self-management.



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