

Teachers' Notes

Audience:

This aim of this pack is to explain the 1913 Lockout to children aged 11 to 12. By its nature, this period is a difficult one to easily explain to this age group encompassing, as it does, concepts like industrial relations, Capitalism, policing and pre-decimal currency.

Scope:

The coverage of the Lockout is not exhaustive, but the main points are covered to the extent, and in the language, that the audience will understand. In some cases the age group may well understand some of the concepts more readily than adults – for instance what effect the Lockout had on tenement children.

The subject matter is divided into short modules which are written to make the subject matter easily studied and understood by the students. The modules are:

1. **Some Hard Stuff Explained:** This introduces some concepts that the 10-11 year old age group may not have come across before and therefore not fully understand. Covering this first will make the study of the remaining modules easier.
2. **Timeline – Facts and Dates:** The sequence of events of 1913 are described in easily-understood terms. This may be covered either directly after module 1 or after the completion of other modules as a means of putting them in chronological order.
3. **Jim Larkin:** A short biography of the Trade Unionist
4. **William Martin Murphy:** A biography of the main employers' representative.
5. **Children of 1913:** This is a useful way of making the Lockout “come alive”; it describes the everyday life of a child at the time.
6. **Housing:** The hard living conditions in Dublin City are described with short passages from contemporary documents and photographs.
7. **Social Conditions:** An overview of what the living environment was like for the poor of Dublin
8. **Working Conditions:** The focus of this section is the limited number of industries/employers, limited availability of jobs and the typical cost of a basket of goods against the earnings of an unskilled labourer. Taken from a contemporary publication.
9. **Meet the People:** Again using material taken from a book dating from 1913, this is a photograph of a pair of (unidentified) tenement houses with a group of people-presumably residents-outside. The author entered the houses and went from room to room, speaking with the people within. He gives descriptions of the rooms and people he met.
10. **Aftermath:** A list of the consequences of the 1913 Lockout, including the connection with the later events of 1916.

Topics for Discussion

To encourage pupils to think through the issues raised in the modules, here are some ideas and questions designed to prompt discussion and analysis:

Some Hard Stuff Explained

- Would you have handled “tainted goods” to keep your job?

Jim Larkin

- How do the police actions then compare with how the police would act today?
- Do you think the protesters were troublemakers who should have stayed away from the city centre, or were they right to protest?
- Would you agree with Jim Larkin that Sympathetic Strikes are a good idea?
- Should the Irish Citizen Army have been allowed to use rifles and march through Dublin streets?
- “An Injury to One is the Concern of All” was the motto of Larkin’s union. What do you think this means?

William Martin Murphy

- Compare how the tram strike affected the better off in Dublin (people attending the Horse Show) with how it affected the tram workers
- Do you agree with the Capitalists or the Socialists?
- In trying to break the power of the unions, what effect did the actions of William Martin Murphy (locking out the workers) have on the level of poverty in Dublin city?

Children of 1913

- Dora Montefiore – Did she do the right thing in wanting to send children to England?
- Was “Save the Kiddies” generally a good or bad plan?
- How do you think the children felt as they were brought to the boat to England?

Housing

- Have a look at the photograph of the cottages in the section on Housing. What do you think of the clothes the people in it are wearing?
- Do you think they are dressed better than you would expect considering their living conditions? If so, what does that say about them?

Social Conditions

- Show pupils how to add up the outgoings in the “Working Conditions”. (see appendix for guidance). Ask them to calculate how many old pence were in the three shillings and one penny that were left after the outgoings were deducted.

Working Conditions

- Were the employers right not to give jobs back to workers who had been on strike?

Meet the People

- Ask pupils to pick one of the two houses described and draw a picture of one of the rooms described
- Which of the rooms would be the worst to live in?
- Which room would be the “best”?

Aftermath:

- Do you think the fact that Jim Larkin left for the United States helped with the employers accepting unions? Why?
- Would you feel sorry for policemen who were later attacked for their part in arresting strikers during the Lockout? Why?
- Who would you have joined – the Irish Volunteers or the British Army? Why?

Appendix I:

Using Photographs in the Classroom

Describe everything you see in the photograph.

What are the people in the photograph doing? What are they thinking?

Write a caption for the photo.

What led up to this moment or what happened directly after it?

Write a short story or a news story or a poem about what is happening in the photo. Write a play and act it out with your classmates.

What questions does the photo pose/answer?

List anything that comes to mind when looking at the photo?

Photocopy the photograph and cut it into two or three sections. Stick on a blank sheet. Draw the rest of the picture.

Write a letter to a person in the photograph.

Write a letter from a person in the photograph describing what happened before and afterwards.

Write and act a dialogue between the people in the photograph.

Select two photographs. Write a story which links the photographs. Illustrate the story.

Appendix II:

Adding Pounds Shillings and Pence

Pre-Decimal currency is added up by adding the pence in multiples of 12 (twelve pence in a shilling), and this is carried into the shillings column, the remainder placed under the line. The shillings column is added up in multiples of 20 (twenty shillings in a pound) and carried to the pounds column, the remainder placed under the line:

Example:

Pounds	Shillings	Pence
2	19	9
5	2	6
<u>1</u>	<u>1</u>	<u>3</u>
8	2	3

9 pence + 6 pence = 15 pence = 1 shilling (12 pence) and three pence.

3 pence goes under the line, 1 shilling is carried to the shillings column.

19 shillings plus 2 shillings plus 1 shilling carried = 22 shillings.

2 shillings goes under the line, and 1 pound (20 shillings) carried to the pounds column.

2 pounds + 5 pounds + 1 pound carried = 8 pounds.

Answer: £8 2s 3d.