

LESSON 3

Irish Trade Unions -
Early 20th Century



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Irish Trade Unions – Early 20th Century

Subject: History **Strand:** Politics, Conflict and Society

Continuity and Change

Strand Unit: Revolution and change in America, France and Ireland

Learning Objectives:

The child will be enabled to:

- Engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland. In particular, living standards, poverty, accommodation, workers' occupations and rights.
- Acquire insights into the attitudes and actions of people in contemporary Ireland
- Explore some simple understandings of the attitudes, beliefs, motivations and actions of differing individuals and groups in the past.

Resources

- PowerPoint Presentation 3 - *Life and work in the late 1800's and early 1900's -Ireland*
- Photographs of Dublin in late 1800s and early 1900 for group work
- Post It notes, A2 paper, coloured or white card
- See PowerPoint notes below

Introduction

- Introduce the lesson by way of a review of information learned and developed in 'What is a Union?' lesson.
- Introduce PowerPoint, *Life in the late 1800's and early 1900's –Ireland*. This would involve using the Powerpoint content and additional notes to question, prompt and engage the pupils.
- See the accompanying Resource Guide which gives a detailed account of the PowerPoint content together with suggested prompts and questions for discussion and exploration of content.
- **Group Discussion:** Give each group a photograph from the 1900's, pasted to an A2 page. These photos are in the slideshow and are also compiled into one document as a resource.
- Ask children to use post-it notes to write down words or phrases that they connect with the photograph.
- Also encourage consideration of questions in PowerPoint (Slide 2)



- Whole class discussion: After completing the group discussion review each photograph as a class, along with words or phrases suggested by each group. This can be reported on by one or more pupils. (All photos can be displayed using Slides 3-6)
- The words and phrases can be compiled and displayed by the teacher and used as displays in the classroom, each surrounding their corresponding photograph

Development

- Whole Class: Complete stage 1 and stage 2 of a KWL chart – ‘What do we know?’ and ‘What would we like to know?’ about trade unions in Ireland
- Discuss ‘Workers in Ireland’ (Slide 7) and their jobs, roles, daily lives, and ascertain pupil’s views on what their working conditions would have been like. References can be made to their work clothes, their tools, the types of industries and comparisons can also be made to that of the life of a worker today in Ireland.

Conclusion

- Each pupil is given a piece of card, and choose one new word they have learned. This can be added to the class word wall. Where completed on white card, the pupils may create designs or colour around their new word.

Assessment

- Teacher observation
- Oral questions
- KWL Chart
- Written expression and responses

PowerPoint Slide Notes

Slide 2

Encourage the children to reflect on their daily lives, the activities they engage in, and compare with the activities that the people in the photographs may have engaged in. For example, travelling to school, playing with friends, sourcing food and drink.

It is important to bear in mind and be sensitive to the fact that some of the pupils in your class may be from a disadvantaged background, living in sub-standard accommodation or experiencing homelessness.

Slide 3

Encourage the pupils to focus on objects or structures they recognise. For example, the road – what is different about the road? No cars or buses

Compare the buildings to the buildings of today. What is different about them?

Slide 4

Again, focus on aspects of the photograph pupils can relate to their own lives. For example, the clothes, their quality, and style.



Is there anything that stands out about the small child on the left? Why might this be the case just for this child and not the others?

What do you think the family are going to do or have done at that moment in time?

Slide 5

What do you think this group of children are doing? There is only one adult with a large group of children - is that like anything the pupils experience in their lives, for example, school

Look at what the children are wearing, the type and style of clothing and footwear – something stands out in the case of many of the children in the centre of the photo, what is it? Why do you think that this is the case?

Slide 6

Encourage the pupils to focus on the contents of this photograph and the quality of some of the objects and furniture.

How would they describe this home? Compare with their own homes

Slide 7

Are the jobs of today different?

Do we have different jobs today that did not exist in the past? Are there jobs from long ago that do not exist or are less common today

Focus on the word 'congress' – what is it?

Emphasise the idea of democracy, that through the unity of trade unions joining together, they can democratically take positions, take action or show solidarity

The Irish Trade Union Congress was set up in 1894 as a collective of trade unions to represent the interests of all workers. It became known as the Irish Congress of Trade Unions (ICTU) in 1959

