

LESSON 4

Jim Larkin and
the 1913 Lockout



Lesson 4

Jim Larkin and the 1913 Lockout

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

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
- 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 4: *Jim Larkin and the 1913 Lockout*
- Newspaper Article: *City Reporter*
- Video - [The Lockout Special](#), RTE Nationwide
- See PowerPoint slide notes below

Introduction

- Review KWL chart and content. Ask pupils questions based on Lesson 3. This also provides an opportunity to add to the KWL chart, stages 1 and 2

Development

- Begin PowerPoint *Jim Larkin and the 1913 Lockout*, introducing Jim Larkin as a character from that time (Slide 2)
- Develop his role in organising workers in the early 1900s and begin to explore through discussion and questioning, the story of the 1913 Lockout (Slide 3-5)
- Watch video, *The Lockout Special*, RTE Nationwide, to support information from PowerPoint. (The video is 16 minutes long; the teacher may wish to show just a segment of this depending on your individual class circumstances).

Conclusion

- Newspaper Article – *City Reporter*: As a whole class, read the newspaper article about the 1913 Lockout and complete comprehension questions (Individual, Paired, or Group)



Assessment

- Teacher Observation
- Oral questions
- Comprehension questions
- KWL Chart

PowerPoint Slide Notes

Slide 2

Encourage the pupils to draw links between the idea of Jim Larkin growing up in poverty and the images of the previous lessons, the lives of the people in those photographs and the conditions they lived in

What is a strike? – emphasising the concept of collective action

‘The Trade Union Movement’ – draw links with previous lessons and the idea of a democratic collective who can take positions, action and stand together in solidarity for the protection of others

Slide 3

Focus on the word ‘organise’ – what does it mean in the sense of trade union activity?

It can very much be the case that the majority of workers in a particular sector (Eg. Dockers, Teachers, Bus Drivers, Nurses) are being treated unfairly, are not happy about it. Their collective unhappiness or anger can be channelled into a force of change by organising themselves – trade unions provide this channel.

Organised collective actions or expressions of demands are stronger than singular or disparate expressions of the same thing.

Slide 4

Encourage the pupils to imagine themselves in the shoes of the workers and ‘bosses.’ The pros and cons of trade unions may be different. For example, for the owner of a company, unions can be viewed through many lenses. They can be viewed as a barrier to having control over the pay conditions of your workers, however, allowing unions to exist and more importantly, recognising them, provides the workers with a sense of respect. If workers feel they are afforded the opportunity to be listened to, to have an input, to have ownership over their pay and conditions, they are more likely to be loyal, and to work harder and respect management.

Focus on how the portrayal of the ‘lock out’ was important. In truth, the workers were not turning up to work – the withdrawal of their labour was their industrial action, but Larkin, turned it on its head to point blame at management and owners. It introduces the idea that engaging in work is about engaging in decent work for decent pay, not just turning up.

Slide 5

Encourage the children to reflect on the outcome – no major changes occurred in the short term, however, the collective and organised action of the workers led to an increased awareness, growth and influence of trade unions going forward. Although not immediate, their collective action fed into a process that over time has improved the pay and conditions of workers. This process is on-going still today, with an aim to protect what has been gained and to campaign for further improvements.

