



SchoolMAte Teachers' notes



Irish Community

Key Stage Three National Curriculum links



Images:

- ▶ The Seven Dials, Nineteenth Century
- ▶ Views in the Rookery, St Giles, Nineteenth Century
- ▶ Palm Sunday in Spitalfields, 1844
- ▶ Petticoat Lane market in the late Nineteenth Century

THEME: IRISH STREET LIFE

NC Link -

- ▶ **HISTORY 3b Historical Interpretation** “Pupils should be taught to evaluate interpretations...”
- ▶ **HISTORY 10 Britain 1750 – 1900** “A study of how expansion of trade and colonization, industrialization and political changes affected the United Kingdom...”
- ▶ **CITIZENSHIP QCA Key Stage 3 Schemes of Work Unit 04 Britain – a diverse society?**





Irish Community

Key Stage Three Worksheet



Images:

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THEME: IRISH STREET LIFE

Because many of them were poorly paid, Irish people tended to congregate in some of the worst slums in London. Their homes were often crowded, cramped, and wretchedly uncomfortable, so life on the street was very important for the Irish community.

Look carefully at these four pictures.

- ▶ How many different activities can you see going on, on the streets?
- ▶ Why are clothes hanging from poles sticking out from the walls of the houses?
- ▶ Look at the story about John Cleave on the Stories page, to find out about someone who was fighting to improve life for the Irish.

SOMETHING TO THINK ABOUT! Many English people were appalled by the conditions that people had to endure in the slums. Charles Dickens tried to publicize them by writing about them. What can you find out about Charles Booth, and Henry Mayhew? Try looking them up in an encyclopaedia, or on the Internet.





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Images:

- ▶ Saint Leonard's Church Shoreditch, rebuilt in the 1730s
- ▶ Gardeners at Carlton House
- ▶ West India Docks, 1810
- ▶ Paddington Canal, early nineteenth century
- ▶ Haymaking in Highbury 1880

THEME: THE IRISH AT WORK

NC Link -

- ▶ **HISTORY 3b Historical Interpretation** "Pupils should be taught to evaluate interpretations..."
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Irish Community

Key Stage Three Worksheet



Images:

- ▶ Saint Leonard's Church Shoreditch, rebuilt in the 1730s
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THEME: THE IRISH AT WORK

Look carefully at all these pictures. They all show the kinds of jobs that many migrants from Ireland to England did when they got here.

- ▶ Make a list of all the occupations that would be employed in these places.
- ▶ Were these kind of jobs skilled, semi-skilled, or unskilled work?
- ▶ Do you think that they would have been well paid, high-status jobs?
- ▶ Why did some English workers resent the Irish coming to London?
- ▶ Look at the story about John Cleave on the Stories page, to find out about someone who was fighting to improve life for the Irish.

SOMETHING TO THINK ABOUT! *Look at the French Community pages, and read about some of the Huguenot migrants who came to London. On the whole, was the kind of work that they did different from, or the same as, the Irish? Why were so many migrant workers used in eighteenth century London? What does this tell us about society, and the economy in those days?*





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Images:

An Irish Wake at Saint Giles, Eighteenth Century

THEME: ANTI-IRISH PREJUDICE

NC Link –

- ▶ **HISTORY 4a** “Pupils should be taught to identify, select and use a range of appropriate sources of information...”
- ▶ **HISTORY 10** Britain 1750 – 1900 “A study of how expansion of trade and colonization, industrialization and political changes affected the United Kingdom...”
- ▶ **CITIZENSHIP QCA** Key Stage 3 Schemes of Work Unit 04 Britain – a diverse society?





Irish Community

Key Stage Three Worksheet



Images:

An Irish Wake at Saint Giles, Eighteenth Century

THEME: ANTI-IRISH PREJUDICE

When Irish people came to live in England in large numbers, they naturally brought their culture and customs with them. One such custom, was that of having a wake, when someone died – a gathering at which relatives and friends came together to weep, mourn the death, and celebrate the life of the person that had died. Wakes were more noisy and less emotionally restrained than English funerals of the time, and many English people were suspicious of them.

Look carefully at the picture.

- ▶ How many people have come to mourn the dead person? How many men? How many women?
- ▶ Why is the man in the background wearing a tall pointed hat? (Clue: It is part of a uniform).
- ▶ What do you notice about the bed curtains, and the skirt of the woman sitting in the foreground?
- ▶ What do the stairs, and the dark room without a window tell you about the place where the dead man has died?
- ▶ What do you think the woman at the extreme right of the picture is doing?
- ▶ What are three mourners holding in their hands?
- ▶ What is lying on the floor beside the man sitting at the bottom left of the picture?

SOMETHING TO THINK ABOUT: *English people had many prejudices about the Irish. Can you work out, from looking at this picture, what at least two of them were?*





SchoolMAte Teachers' notes



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Key Stage Three National Curriculum links



Stories:

Knockfergus, an Irish District in Seventeenth Century London

THEME: ANTI-IRISH PREJUDICE

NC Link –

- ▶ **HISTORY 3b Historical Interpretation** “Pupils should be taught to evaluate interpretations...”
- ▶ **HISTORY 9 Britain 1500-1750** “A study of crowns, parliaments and people: the major political, religious and social changes affecting people...”
- ▶ **ENGLISH En1 11a Drama** “The range should include improvising and working in role” 11b “The range should include devising, scripting and performing in plays”
- ▶ **CITIZENSHIP QCA Key Stage 3 Schemes of Work Unit 04 Britain – a diverse society?**





Irish Community

Key Stage Three Worksheet (1 of 2)



Stories:

Knockfergus, an Irish District in Seventeenth Century London

THEME: ANTI-IRISH PREJUDICE

Knockfergus was a nickname for a part of London just to the East of the Tower of London. It acquired this name because of the large number of Irish families living there from the beginning of the 17th century onwards.

- ▶ Many of them may have come to London to escape from the fierce fighting and destruction caused by the Nine Years war in Ulster (Northern Ireland).
- ▶ They were all quite poor, and were close neighbours of Sir William Waad (pronounced 'Wade') who was Lieutenant of the Tower of London, a rich and important man. He was in charge of the Tower, and he had a very low opinion of the people in Knockfergus. He said in a letter to Robert Cecil that they were 'of a very base sort, who live only by begging'.

Was this fair, or was it prejudiced?

- ▶ Luckily , we know a great deal about what the people of the area were up to, because the records of the local court, where they were taken if they were in trouble, still survive! Look at 'The Chronicles of Knockfergus'.





Irish Community

Key Stage Three Worksheet (2 of 2)



Stories:

Knockfergus, an Irish District in Seventeenth Century London

THEME: ANTI-IRISH PREJUDICE

Split into groups of three or four. Each group should choose one of the situations described in 'The Chronicles of Knockfergus', and work to turn this into a small role play.

- ▶ Imagine that you have been brought in front of the magistrate, and asked to explain what happened. Spend ten minutes working out who is going to say what, and who you think is at fault in your situation. (**Glossary check: If you are not sure what a legal word means, click on the word; an explanation will appear.**) When you think your plays are good enough, act them out for each other.
- ▶ Some of the residents were repeat offenders. Using the chronicles to help you, try writing a magistrate's file for one of these men or women, recording all their different offences.
- ▶ At the bottom of the Chronicles, click on the words 'Judgement on Knockfergus'. Read carefully what it says.
Try setting up a Knockfergus debate.
Choose one person to be Sir William Waad, and choose several others to take the part of Knockfergus residents. After reading all the information, these people should decide what they are going to say, about each other, remembering to give reasons for their opinions. Give them each five minutes to say what they think and why. Everyone else should listen very carefully, to help them make up their minds. Finish off by taking a vote on whether you all think Sir William's judgement was fair or not! Who will win the day?





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Irish Community

Key Stage Three National Curriculum links



Stories: John Cleave, Radical Irishman in 1835

NC Link –

- ▶ **HISTORY 3b Historical Interpretation** “Pupils should be taught to evaluate interpretations...”
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Irish Community

Key Stage Three Worksheet



Stories: John Cleave, Radical Irishman in 1835

Read John Cleave's story carefully.

- ▶ What was John Cleave's job?
- ▶ How do we know where his shop was?
- ▶ How did he smuggle his illegal newspaper out of his shop where it was printed?
- ▶ What was the name of the tax on newspapers?
- ▶ Why did the government want to stop the poor from reading the news?
- ▶ What were John's main beliefs?
- ▶ Who sold the papers on the streets?
- ▶ How did John and his friends raise money to help support people who were fined for selling unstamped newspapers?
- ▶ When was stamp duty finally removed from books and newspapers?





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Key Stage Three National Curriculum links



Stories: The Spitalfields Riots, 1769

NC Link –

- ▶ **HISTORY 4a** “Pupils should be taught to identify, select and use a range of appropriate sources of information...”
- ▶ **HISTORY 9 Britain 1500-1750** “A study of crowns, parliaments and people: the major political, religious and social changes affecting people...”
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Irish Community

Key Stage Three Worksheet (1 of 4)



Stories: The Spitalfields Riots, 1769

When you reach the Irish Community pages on the website, click on 'Stories'.

- ▶ Silk was a very important fabric for the rich in eighteenth century England. It was used as a way of showing off that you were rich, rather like designer label clothes are today. It was used for all sorts of different clothes.
- ▶ **Draw a picture of a man and a woman in fashionable eighteenth century clothes**, and label which of them might have been made of silk.
- ▶ The silk weaving industry was centred in London, because that is where the greatest concentration of rich people lived, who were able to buy the fabric and the clothes.

SOMETHING TO LOOK AT! To see beautiful examples of silk designs, either visit the Victoria & Albert Museum yourself, or go to the 'Links' button at the bottom of the page. Click on the V&A website address – www.vam.ac.uk, and type silk into their 'search' page. There is lots of extra information to be found!





Irish Community

Key Stage Three Worksheet (2 of 4)

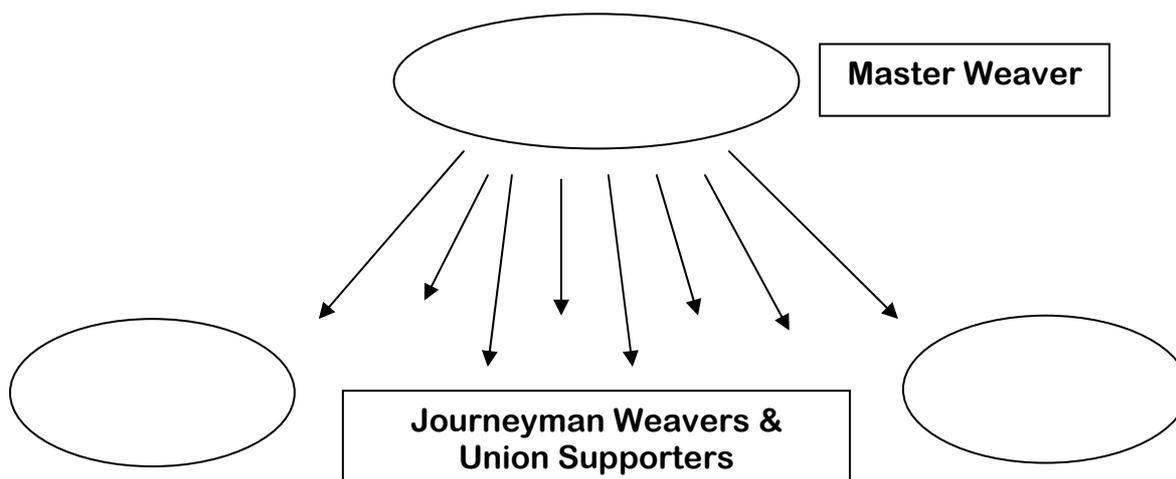


Stories: The Spitalfields Riots, 1769

When you reach the Irish Community pages on the website, click on 'Stories'.

Read the story of the Spitalfields Riots very carefully.

What was the name of the master weaver in the story? Fill his name in on the top space on the diagram below.



Master weavers paid journeyman weavers for each piece of fabric they made for them. They did not always pay them very well, and the journeymen began to form themselves into trades unions, to stop the pay rates being cut when times were bad.. This made the master weavers angry, and they prevented their journeymen from supporting the unions. Then the union men came round, slashing the work off the looms of the weavers who were not paying their union dues.

What were the names of two of their leaders? (Clue: One was a Huguenot, and the other was Irish) Fill them in on the bottom space on the diagram above. They destroyed the work on over 100 weaving looms.





Irish Community

Key Stage Three Worksheet (3 of 4)



Stories: The Spitalfields Riots, 1769

When you reach the Irish Community pages on the website, click on 'Stories'.

- ▶ The master weaver offered £500 for information leading to the arrest of the two union leaders – a huge amount of money for those days. **Can you design a 'Wanted' poster for him to use? What was the fixed punishment for silk cutting in those days?**
- ▶ For several weeks, nobody informed on them. Then a couple of other weavers, Thomas and Mary Poor, made two statements to the magistrate, naming the men they said had cut the silk in their looms (It turned out later they had been paid by the master weaver to make this statement).
Why did they put crosses at the bottom of these statements?
- ▶ 'Wanted' posters were put up for the men, and a reward offered. Three men were killed in a raid on a pub where it was thought the union was meeting. The two journeymen leaders were tried and found guilty on the evidence of Thomas and Mary Poor.
Why were they executed in Bethnal Green, rather than in Tyburn, the more usual place for executions?





Irish Community

Key Stage Three Worksheet (4 of 4)



Stories: The Spitalfields Riots, 1769

When you reach the Irish Community pages on the website, click on 'Stories'.

- ▶ Read the account , from a newspaper of the time, of the execution of the rioting weavers.
Can you write a headline story about these events in the style of a modern tabloid newspaper? Create some 'photographs' to add to your article as well, if you can.
- ▶ Another man was hanged a little later on the evidence of the Poors. What was his name?
- ▶ Why did another master weaver, Daniel Clarke, end his life up to his waist in water in a flooded gravel pit in a field, having bricks and stones hurled at him?

SOMETHING TO THINK ABOUT! Do you think that the trial of the two weavers was a fair one? Were the Poors reliable witnesses? Look at the section called 'Some Questions to Think About' at the bottom of the Cutter's Story. Try discussing them before you finally make up your mind about what you think.





SchoolMAte Teachers' notes



Irish Community

Key Stage Three National Curriculum links



Audio Gallery: Patrick Magee

NC Link –

- ▶ **HISTORY 3b Historical Interpretation** “Pupils should be taught to evaluate interpretations...”
- ▶ **HISTORY 9 Britain 1500-1750** “A study of crowns, parliaments and people: the major political, religious and social changes affecting people...”
- ▶ **ENGLISH En1 Listening 2a**“...pupils should be taught to concentrate on and recall the main features of a talk, reading...”
- ▶ **CITIZENSHIP QCA Key Stage 3 Schemes of Work Unit 04 Britain – a diverse society?**





Irish Community

Key Stage Three Worksheet



Audio Gallery: Patrick Magee

Patrick Magee was a real person. We know all the details of his life from reading the court records of his trial when he was tried for highway robbery in 1670.

How good are you at listening? Try this quiz! Start the play running, and see if you can write down the answers to these questions as it goes along.

Check your answers at the end by clicking on the word 'transcript', and reading the story in words. Compare your results with a friend. Who has the best listening skills?

- ▶ Where is Patrick sitting when he starts talking?
- ▶ Why do people visit him?
- ▶ How is he given his food?
- ▶ What is the ballad-seller (song-writer) going to do?
- ▶ Where did Patrick learn to ride?
- ▶ What did the soldiers do to his father's farm?
- ▶ Why did they want his father's land?
- ▶ What was Claude Du Val doing when he met him?
- ▶ How long did they work together as highwaymen?





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Audio Gallery: Peg Woffington, 1745

NC Link –

- ▶ **HISTORY 3b Historical Interpretation** “Pupils should be taught to evaluate interpretations...”
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Irish Community

Key Stage Three Worksheet



Audio Gallery: Peg Woffington, 1745

Peg Woffington was a real person. We know all the details of her life from reading the records of her acting performances.

How good are you at listening? Try this quiz! Start the play running, and see if you can write down the answers to these questions as it goes along.

Check your answers at the end by clicking on the word 'transcript', and reading the story in words. Compare your results with a friend. Who has the best listening skills?

- ▶ Who brought Peg to London from Dublin?
- ▶ What kind of parts did Peg enjoy playing?
- ▶ How did Peg help her mother to earn money when she was a child?
- ▶ How old was she when Madame Violante found her?
- ▶ What was the most popular play of the time?
- ▶ Who gave Peg acting lessons?
- ▶ Why did the manager of Covent Garden refuse to see her?
- ▶ Why did she leave Mr Rich and move to Drury Lane Theatre?
- ▶ Who stole Peg's heart?
- ▶ What happened when she was playing Cordelia in 'King Lear'?
- ▶ What was the name of Peg's house in Teddington?

SOMETHING TO LOOK AT! If you go to the 'Documents' page of the Irish Community section, and click on the second picture down, you can read a poem which was written by someone who had watched Peg act in three different plays. Do you think the writer enjoyed what he saw?

