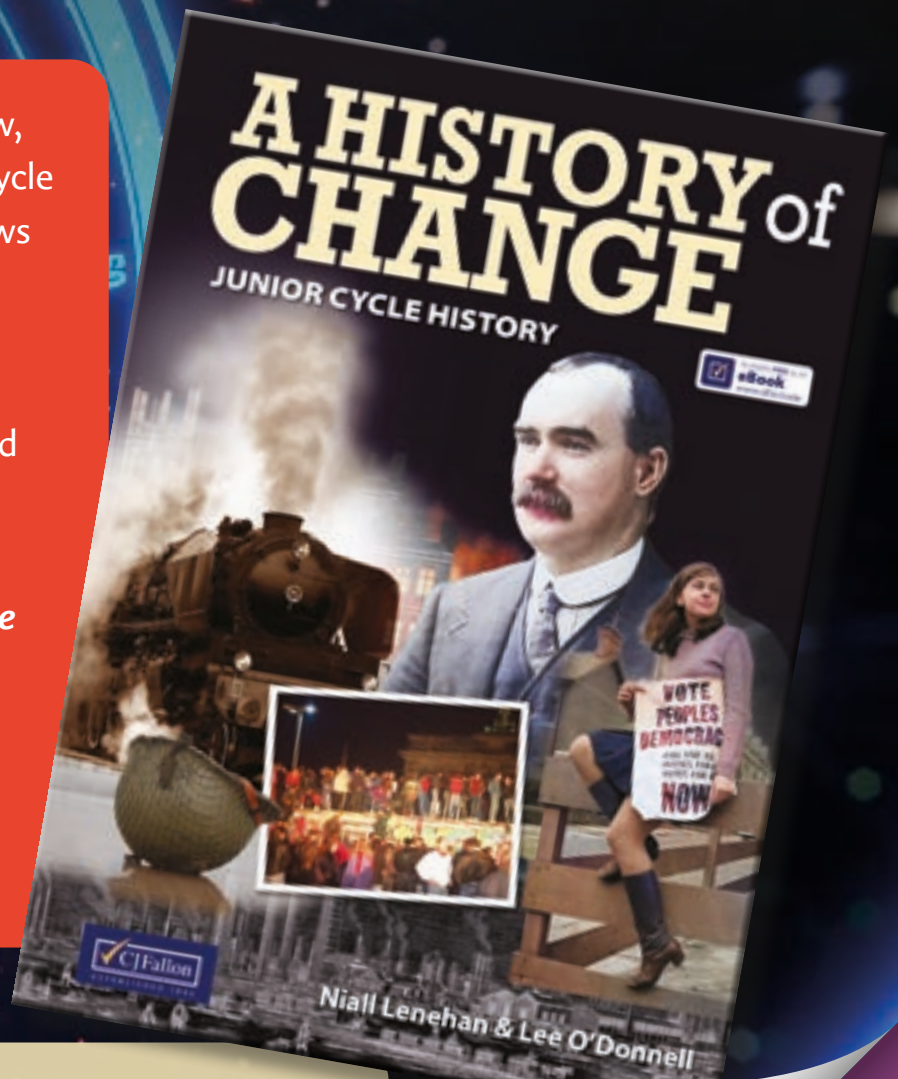


A HISTORY of CHANGE

A History of Change is a brand new, innovative package for the Junior Cycle history course. This textbook follows a rigorous and consistent approach to the presentation of each topic to ensure the student develops a deep understanding of its importance and relevance in history.

Taking recent exams into consideration, *A History of Change* will prepare students thoroughly for their assessment, while also giving them an appreciation of how historical consciousness shapes society.



The *A History of Change* package includes:

- A comprehensive textbook.
- A skills' book.
- A teacher's resource book.
- A suite of online resources to further and deepen understanding.

Contents

1	The Work of the Historian	1
2	The Work of the Archaeologist	
3	Ancient Civilisation: Life in Ancient Rome	
4	Life in Early Christian Ireland	
5	Life and Death in the Middle Ages	
6	The Renaissance: Changes to Arts and Science 1300–1600	
7	The Age of Conquest and Colonisation: 1400–1750	
8	The Reformation: 1517–1648	
9	The Plantations and Identity on the Island of Ireland: 1556–1690	
10	The Causes, Course and Consequences of a Pre-Twentieth Century Revolution: American Revolution	
11	The Causes, Course and Consequences of a Pre-Twentieth Century Revolution: French Revolution	
12	Physical Force Tradition in Ireland: 1798 Rebellion	
13	The Causes, Course and Consequences of the Great Famine 1845–52	
14	The Impact of Sporting, Cultural and Social Movements on Irish Life	
15	The Rise and Impact of Nationalism and Unionism in Ireland: 1911–14	
16	Ireland's Struggle for Independence: 1916–23	
17	Changing Experience of Women in Twentieth Century Ireland	
18	The Impact of World War Two on the Lives of Irish People	
19	The 1960s: An Important Decade on the Island of Ireland	
20	The Causes, Course and Consequences of the Troubles: 1968–98	
21	Life in a Communist Country: Union of Soviet Socialist Republics (USSR) 1917–39	
22	Life in a Fascist Country: Nazi Germany 1919–39	
23	The Causes of World War Two: 1919–39	
24	The Course and Consequences of World War Two: 1939–45	
25	The Causes, Course and Consequences of the Holocaust	
26	The Importance of the Cold War: 1945–89	
27	The 1960s: An Important Decade in Europe and the Wider World	
28	The Development of the European Union: 1948–92	
29	Patterns of Change Across Time: Technological Developments	
30	Patterns of Change Across Time: Health and Medicine	
31	The Parliamentary Tradition	
Digital	The Causes, Course and Consequences of World War One: 1914–18	



3.7 Appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance

The Big Picture

The Renaissance was a period of profound cultural and intellectual change that spanned from the fourteenth to the seventeenth century in Europe. It marked a transition from the medieval period to the modern era. During this time, there was a renewed interest in art, literature, science and philosophy. Scholars and artists sought inspiration from the classical civilizations of ancient Greece and Rome, leading to a revival of their ideas and values.

The Renaissance witnessed remarkable achievements in various fields, including painting, sculpture, architecture, literature, music and scientific exploration. Prominent figures like Leonardo da Vinci, Michelangelo and William Shakespeare emerged during this era, leaving a significant mark on human history. The Renaissance not only transformed the cultural landscape of Europe but also laid the foundation for the advancements and discoveries that shaped the world we live in today.

By the end of this chapter you will be able to:

- 1 Outline the factors that caused the Renaissance to begin in Italy.
- 2 Identify and explain changes to artistic styles that took place during the Renaissance.
- 3 Discuss the importance of the invention of the printing press.
- 4 Describe the improvements that took place in the field of health and medicine during the Renaissance.
- 5 Analyse the improvements to science and astronomy during the Renaissance period.

Key words

Patrons: Wealthy individuals or families who supported artists financially, enabling them to create their works.

Sfumato: A painting technique used to blend colours and tones softly to create a smoky effect, famously used by Leonardo da Vinci.

Perspective: An artistic technique used to create the illusion of depth and three-dimensionality on a flat surface.

Printing press: Invented by Johannes Gutenberg, revolutionised the production of books by mass printing using movable type.

Leonardo da Vinci: An artist and scientist known for masterpieces like *The Mona Lisa* and *The Last Supper*, as well as his studies in anatomy, engineering and natural science.

Galileo Galilei: A scientist who made significant contributions to physics and astronomy, including supporting the heliocentric model and improving the telescope.

William Harvey: A physician who discovered the circulation of blood and described how the heart pumps blood throughout the body.

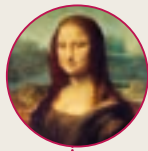
Andreas Vesalius: A physician whose detailed anatomical studies and illustrations in his book *On the Fabric of the Human Body* revolutionised the understanding of human anatomy.

Michelangelo: A sculptor, painter and architect known for works such as the statue of David, the Sistine Chapel ceiling and the dome of St Peter's Basilica.

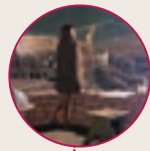


c. 1440

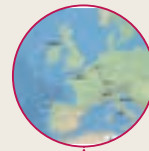
Invention of the printing press



Early 1500s

Leonardo da Vinci's *Mona Lisa*

1543

Publication of Copernicus' *On the Revolutions of the Celestial Spheres*

1607

The Flight of the Earls

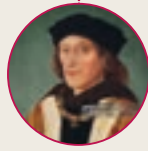
1453

Fall of Constantinople



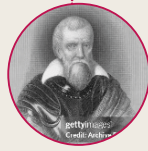
The Tudor plantations in Ireland

1536



1558–1603

The Elizabethan era



Topic 6.1: Causes of the Renaissance

KNOWLEDGE RETRIEVAL

1. State two common diseases in the Middle Ages.
2. What action contributed to the rapid spread of the bubonic plague in medieval towns?
3. Explain why the reduced population following the plague disrupted the feudal system.
4. Outline one key change in medieval medical practices as a result of the devastation caused by the Black Death.

The beginning of the Renaissance in Italy

One period that stands out as a beacon of creativity and intellectual progress is the Renaissance. This remarkable era of rebirth and innovation began in Italy for a multitude of reasons, each playing a vital role in its emergence.



Fig 6.1: At this point in history, most of Europe's goods were brought from Asia and the Middle East. Expensive goods such as silks and spices were brought into Europe via Italian city-states such as Genova and Venezia. The map shows how goods were brought into these city-states.



Fig 6.2: The city of Constantinople exists today in modern Turkey as Istanbul. Constantinople was an important city in history as it was situated at the crossroads of Europe and Asia. This made it a major centre of trade and commerce throughout its history. Additionally, Constantinople was the centre of the eastern Christian world and was home to many important churches and religious monuments.

Italy, once the heart of the **ancient Roman empire**, had preserved many ancient ruins and artefacts. The ruins of Rome and the remains of its glorious past served as constant reminders of the achievements of the classical world. This rich historical legacy nurtured a sense of pride and curiosity among Italians, inspiring them to explore the intellectual treasures of their ancestors.

The fall of Constantinople in 1453 had far-reaching consequences. Scholars and artists who had once called Constantinople home sought refuge in Italy, bringing with them ancient manuscripts and knowledge. This influx of learned minds enriched the intellectual atmosphere and fostered an academic environment, with universities and libraries becoming centres of scholarly activity.

Powerful city-states, such as **Florence** and **Genova**, played a pivotal role in nurturing the flourishing of art and ideas during the Renaissance. These city-states provided a favourable environment for artists, philosophers and thinkers to gather, exchange ideas and challenge conventional wisdom. Additionally, there was competition between city-states to produce the most magnificent and extravagant pieces of art. This competition increased the quality and quantity of art and ideas produced in Italy during the Renaissance.

These powerful city-states were often backed by extremely wealthy people who were willing to pay artists to produce works of art for them. These wealthy individuals are referred to as **patrons**. Wealthy patrons, including influential families like the Medici family, sponsored artists and intellectuals, providing financial support that enabled them to create masterpieces.

Italy's advantageous geographical location, along with its **extensive trading links**, also played a significant role in the Renaissance's advancement. Thriving trade networks brought an influx of exotic goods, ideas and cultures to Italian cities. The exchange of goods and ideas fostered a creativity and encouraged the sharing of knowledge.



Did You Know?

Although not discussed in mainstream history, the women of the powerful Medici family carried out political activity on behalf of the family through the networks they created within Florence and beyond, in Rome and even further afield. One of the most important figures of the Medici patrons was Lucrezia Tornabuoni, wife of Piero di Cosimo de' Medici, Lord of Florence, and mother to Lorenzo the Magnificent. Lucrezia Tornabuoni would serve as one of the most important political advisors to both men. Furthermore, she created charities for mothers and orphans through the Church. She even provided underprivileged women with dowries so that they could be married.

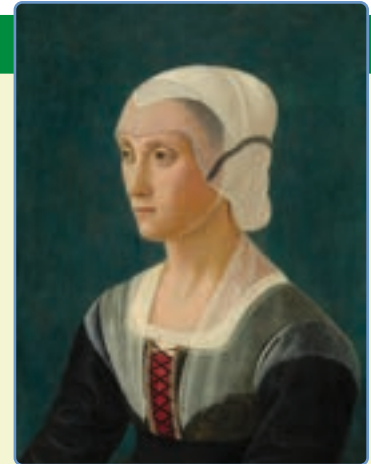


Fig 6.3 Lucrezia Tornabuoni, c. 1475

Check Your Understanding



Bronze Knowledge

1. What is the name of the period of rebirth and innovation discussed in the text?
2. List four reasons why the Renaissance began in Italy?
3. What event in 1453 had significant consequences for the emergence of the Renaissance?



Silver Knowledge

1. Describe the role of ancient ruins and artefacts in Italy in fostering the Renaissance.
2. Explain how the fall of Constantinople contributed to the intellectual atmosphere in Italy during the Renaissance.
3. Discuss the importance of city-states, such as Florence, in nurturing the flourishing of art and ideas during the Renaissance.



Gold Knowledge

1. Analyse the role of patrons in the Renaissance, with a specific focus on wealthy families like the Medici.
2. Investigate the impact of Italy's advantageous geographical location and trading links on the inception of the Renaissance.

Topic 6.2: Changes in art

KNOWLEDGE RETRIEVAL

1. How did wealth from trade impact the start of the Renaissance in Italy?
2. How did the ruins of the ancient Roman empire impact the start of the Renaissance in Italy?
3. What was a patron?
4. Name one important family of patrons.
5. How did competition between Italian city-states impact the start of the Renaissance in Italy?

Medieval paintings



Fig 6.4 The Last Supper by Ugolino da Siena produced at the end of the medieval period, 1325–30. Notice the lack of depth to the artwork which gives it a two-dimensional appearance.

During the Middle Ages the creation of artwork served as a profound expression of religious devotion. Artists during this period sought to convey spiritual messages through various techniques and mediums. The creation of artwork during this period aimed to encourage people to **follow the stories from the Bible**.

Consequently, religious themes held great importance in medieval artwork. Paintings often depicted scenes from the **Bible, saints** and **religious figures**. The purpose was to inspire faith among the viewers.

Artists utilised different surfaces for their creations. One common method was **painting on wooden panels**. These panels allowed for portable artworks, which could be displayed in churches, monasteries and even private homes. Another technique employed was **fresco**, where artists painted directly on freshly applied plaster. This technique adorned the walls and ceilings of churches, providing a visual narrative to stories from the bible.

Coloured dyes and pigments were essential elements in the creation of medieval art. Artists carefully mixed these pigments with egg yolks to produce a medium known as **tempera paint**. The pigments were sourced from minerals, plants and even insects, producing a limited array of colours. Tempera paint dried extremely quickly which limited the detail artists could include in their work.

Medieval artwork was not very realistic. Paintings lacked depth and appeared two-dimensional and people's bodies were often drawn out of proportion, in stark contrast to the paintings created during the Renaissance.

Renaissance paintings

Paintings during the Renaissance began to embrace a wide range of subjects and techniques that forever changed the course of artistic expression.

One significant shift during this period was the expansion of subject matter. Artists ventured beyond religious themes, exploring diverse topics such as **portraits**, **landscapes** and **everyday life**. The subject of paintings was often decided upon by the patron commissioning the artwork. However, religious themes remained prominent during this period as the Church acted both as patrons and commissioners of artwork.

Canvas became a favoured medium, replacing traditional wooden panels. The use of canvas enabled artists to create larger and more transportable artworks, showcasing their mastery and captivating audiences far and wide.

The Renaissance introduced a revolutionary medium: **oil-based paints**. These paints, mixed with pigments and oil, provided artists with a versatile and vibrant palette, resulting in rich, lifelike colours and a luminous quality to their artwork. Moreover, artists started to include more detail in their work as the oil-based paint dried slower than tempera paint.

A prominent technique developed during the Renaissance was **sfumato**, a method of softly blending colours and tones to achieve a subtle transition and soften textures which gave paintings a smoky effect. This technique was perfected by artists such as Leonardo da Vinci.



Fig 6.5 The Last Supper by Leonardo da Vinci, c. 1498. Notice the use of perspective to achieve depth and the use of sfumato to soften the textures on the clothes and tablecloth in the painting.

Furthermore, artists delved into the study of **human anatomy**, for example through detailed drawings of the bones in a human's leg which included the tibia and fibula. This gave them a deeper understanding of the structure of the human body. The knowledge of anatomy enabled them to depict figures with greater accuracy and realism, capturing the details of muscles and bones in their artworks.

Another crucial innovation was the discovery and application of **perspective**, which brought a sense of **depth and realism** to paintings. Through the mastery of perspective, artists could create the illusion of three-dimensional space on a two-dimensional surface.



Fig 6.6 Leonardo da Vinci, the Renaissance man

Renaissance painter: Leonardo da Vinci

Leonardo da Vinci, also known as ‘the Renaissance man’, made profound contributions to artistic and scientific fields during the Renaissance.

He is renowned for his extraordinary artistic skills, creating masterpieces such as the *Mona Lisa* and *The Last Supper*, showcasing his mastery of techniques like *sfumato* and **perspective**. His art revolutionised the portrayal of human emotions and brought a new level of realism and depth to painting.

The Mona Lisa



Leonardo da Vinci’s masterpiece, the *Mona Lisa*, showcases his brilliant use of *sfumato* and perspective, elevating the painting to an extraordinary level of artistry.

Sfumato, a technique employed by da Vinci, involves subtly blending colours and tones to create soft transitions and a smoky effect. In the *Mona Lisa*, this technique is evident in the delicate blending of shadows and the gentle contours of her face, which gives the painting a sense of realism.

Additionally, da Vinci employed perspective, a technique that creates the illusion of depth and three-dimensionality on a flat surface. He skilfully creates the landscape behind the figure. This technique adds a sense of realism and spatial depth to the painting.

The Virgin on the Rocks



In Leonardo da Vinci’s iconic artwork, *The Virgin on the Rocks*, he skilfully combines the technique of *sfumato* with profound religious themes, creating a work of art that captures the imagination.

Sfumato, a technique of softly blending colours and tones, gives the painting a dream-like quality. It blurs the lines and transitions between different elements, creating a hazy and atmospheric effect.

The religious theme of the painting portrays the Virgin Mary with the infant Jesus, surrounded by angels in a rocky landscape. This subject matter reflects the impact of patrons during the Renaissance as the artwork was originally commissioned for a chapel in Rome.



Did You Know?

Da Vinci created two versions of *The Virgin on the Rocks* as he was in a dispute with his assistants over payment while painting the original. The Louvre in Paris owns the earlier version, the National Gallery London owns the later.



Think Like a Historian

Source A: *Madonna with Child and Six Angels* by Duccio di Buoninsegna, c. 1300–05

Source B: *Small Cowper Madonna* by Raphael, c. 1505

Answer the questions that follow.



1. Which painting do you think is from the Renaissance? Justify your reasoning with reference to the source.
2. Source A was created with tempera paint. What was the problem for artists using tempera paint?
3. What is similar and what is different in how the Madonna and Christ the baby is depicted in each painting?
4. From your study of artistic developments during the Renaissance, explain three features of Renaissance art using examples from the source B painting.



Fig 6.7 The Pietà, medieval sculpture carved into wood, c. 1375. Notice the lack of detail in the human ribcage and out of proportion limbs on both bodies.

Medieval sculptures

During the Middle Ages, sculpture flourished as a prominent form of artistic expression. However, the limitations of knowledge and resources influenced the characteristics of these sculptures.

One notable challenge faced by medieval sculptors was the **limited understanding of human anatomy**. Unlike the detailed knowledge of anatomy that developed during the Renaissance, medieval artists lacked the scientific insights necessary to create accurate depictions of the human body. As a result, sculptures often depicted bodies that were out of proportion and lacking in accuracy.

Another factor that impacted medieval sculptures was a lack of detailed carving and intricate details. Compared to the lifelike details and delicate intricacies of Renaissance pieces, medieval sculptures displayed simpler forms. This was partly due to the limitations of the available materials and the emphasis on conveying religious themes and narratives.

Renaissance sculptures

During the Renaissance, sculpting underwent a remarkable transformation, fuelled by a deepened understanding of human anatomy and a desire to capture the essence of realism. This period witnessed a revolution in sculptural techniques and aesthetics.

Artists of the Renaissance sought to depict the human body with accuracy. They studied human anatomy meticulously, dissecting corpses and observing live models to gain a profound understanding of the body's proportions and muscle structure. This knowledge allowed them to create sculptures that had a lifelike quality.

Real-life humans served as models for Renaissance sculptors, enabling them to capture the subtleties of individual expressions, poses and gestures. This emphasis on using actual human models added authenticity to the sculptures.

Before starting the actual sculpting process, artists meticulously planned and created detailed sketches and models. These preliminary studies ensured precise execution and enabled sculptors to capture intricate details with utmost precision.

The Renaissance sculptors' focus on **realism** led to sculptures that appeared vivid, dynamic and lifelike. The use of light and shadow, intricate textures and precise anatomical details imbued the sculptures with a sense of depth and a remarkable sense of presence.

Renaissance sculptor: Michelangelo

Michelangelo was a renowned Italian artist, who made a profound contribution to the Renaissance period through his exceptional talents and artistic vision.

His mastery of sculpture brought forth awe-inspiring works such as the statue of *David* and *the Pietà*, showcasing his skill in capturing the human form with remarkable precision and emotion.

Michelangelo's breath-taking **frescoes** in the **Sistine Chapel**, including the iconic ceiling painting, displayed his talent in the realm of painting. These monumental artworks revealed his unparalleled ability to depict movement, depth and a grand sense of scale.

With his architectural genius, Michelangelo designed magnificent structures like the dome of **St Peter's Basilica**, leaving an important mark on the architectural landscape of the Renaissance.



Fig 6.8 The Pietà, Michelangelo, 1498–99. Notice the accurate muscles and bone structure in Jesus' body and the detail included on the clothes in the sculpture.

The Statue of David



Using a single block of marble, Michelangelo sculpted a magnificent figure standing over five metres tall. He meticulously chiselled precise details of human muscles, veins and ligaments, revealing his deep understanding of human anatomy.

Through his masterful craftsmanship, Michelangelo achieved a remarkable sense of realism in the statue. David's poised and powerful stance, with a slingshot resting on his shoulder, exuded strength and confidence.

Michelangelo's use of a single block of marble allowed him to shape the statue with great precision, showcasing his ability to transform a solid block of stone into a lifelike work of art.

St Peter's Basilica



Michelangelo's contributions to the construction of St Peter's Basilica showcased his remarkable artistic and engineering talents.

As the chief architect, he designed the dome which stands as one of the world's largest. Michelangelo incorporated innovative engineering techniques, including the use of lightweight materials and a double-shell structure to ensure stability and strength.

Michelangelo's vision and expertise transformed St Peter's Basilica into a masterpiece of both architectural and artistic brilliance, leaving a legacy that continues to inspire.

Check Your Understanding



Bronze Knowledge

1. How did artists create different colours in medieval art?
2. List three improvements made in the field of painting during the Renaissance period.
3. What were the common themes depicted in medieval sculptures?



Silver Knowledge

1. Describe the shift in subject matter during the Renaissance.
2. What is *sfumato* and how did artists like Leonardo da Vinci use it in their paintings?
3. Explain how Renaissance sculptors studied human anatomy to achieve accuracy in their sculptures.



Gold Knowledge

1. Analyse Michelangelo's sculpting technique in the creation of the statue of *David*. How did he demonstrate his deep understanding of human anatomy?
2. Analyse the impact of the discovery and application of perspective in Renaissance paintings.
3. Compare the characteristics of medieval paintings with Renaissance paintings in terms of realism, subject matter and technique.

Topic 6.3: Technological change

KNOWLEDGE
RETRIEVAL

1. Why did a lot of artists still paint religious-based themes?
2. What type of material did Renaissance artists paint on?
3. What type of paint did Renaissance artists paint with?
4. What did *sfumato* involve?
5. How did the study of the human anatomy impact Renaissance art?

The printing press

During the Renaissance, the creation of books was a time-consuming and labour-intensive process. Before the invention of the printing press, books had to be copied by hand, a task performed by skilled scribes known as **manuscript illuminators**.

At that time, only a privileged few had the opportunity to learn how to read and write. Education was mainly accessible to the **clergy, nobility** and **wealthy individuals**. As a result, books were rare and valuable, often kept in monasteries, libraries or the homes of the elite.

The invention of the printing press by **Johannes Gutenberg** revolutionised the world of books. Gutenberg's innovation, known as **the movable-type printing press**, allowed for faster and more efficient production of books. It involved arranging individual metal letters, known as type, in a specific order to form words, sentences and pages. These movable type pieces could be reused for different texts, making the printing process much quicker and more economical.

One of the most significant works printed using Gutenberg's press was the **Gutenberg Bible**, completed around 1455. This Bible was the first major book printed in Europe using movable-type. Its production marked a turning point in history, as it made books more accessible and affordable to a wider audience.

Impact of the printing press on the Renaissance

The printing press had a profound impact on society and transformed the course of history. Its effects were far-reaching and influenced various aspects of life at that time.

One significant change brought about by the printing press was the **reduction in book prices**. Before its invention, books were scarce and costly, accessible mainly to the wealthy and powerful. However, the mass production made possible by the printing press significantly lowered prices, making them more affordable and accessible to a wider range of people. This led to an **increase in literacy rates** as more individuals had the opportunity to learn how to read and write.

As more people learned to read, Latin, which had been the main language used by scholars, was used less often. Instead, books began to be written and printed in the **everyday languages** that people spoke, like English, French and German. This made it possible for more people to read and learn from these books.

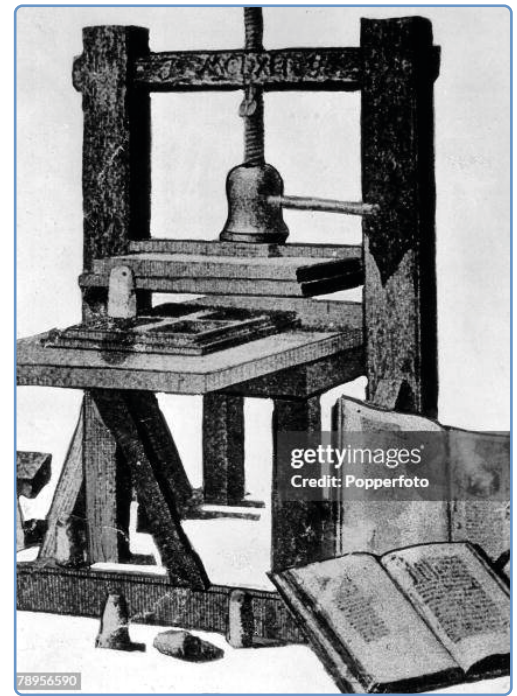


Fig 6.9 The movable-type printing press created by Johannes Gutenberg



Fig 6.10 German printing pioneer Johannes Gutenberg with his partner Johann Fust, a merchant, with the first proof from movable type on the press they set up together, c. 1455.

The invention of the printing press also weakened the Catholic Church's control over knowledge. Before the printing press, the Church had tight control over what was written and read. But with the printing press, people could publish and share their ideas more easily. This led to the spread of new ideas and **challenged the Church's authority**. This change became even more important during the Reformation, which we will learn about in chapter 8.



Did You Know?

William Shakespeare was a famous **playwright** of the Renaissance, who made significant contributions to literature and the English language. He wrote numerous plays and sonnets that continue to be performed and studied today. Shakespeare's works, such as *Romeo and Juliet*, *Hamlet* and *Macbeth*, explore complex themes of love, tragedy and human nature. Shakespeare's plays have had a profound influence on the development of theatre and storytelling, making him one of the most celebrated figures in literary history.

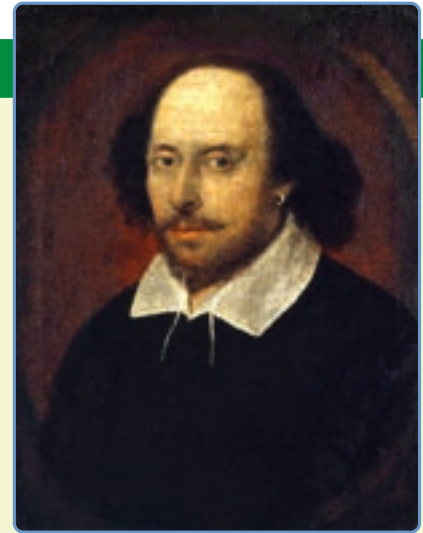


Fig 6.11 Shakespeare is believed to have influenced the English language more than any other writer in history, coining or popularising phrases that are still used in everyday conversation. Examples include the phrase 'in a pickle' from his play *The Tempest* or 'wild goose chase' from *Romeo and Juliet*.

Check Your Understanding



Bronze Knowledge

1. What was the task of skilled scribes during the Renaissance?
2. Who had the opportunity to learn how to read and write during that time?
3. What was the significance of the movable-type printing press invented by Johannes Gutenberg?



Silver Knowledge

1. Describe how the printing press revolutionised the production of books during the Renaissance.
2. Explain the impact of the printing press on book prices and accessibility.
3. Discuss the role of the printing press in the decline of Latin as the dominant language of intellectual discourse.



Gold Knowledge

1. Analyse the effects of the printing press on literacy rates during the Renaissance.
2. Debate the significance of the printing press in challenging the control of the Catholic Church over ideas and learning during that time.

Topic 6.4: Health and medicine

KNOWLEDGE RETRIEVAL

1. What was the printing press?
2. Who invented the printing press?
3. What impact did the printing press have on the sale of books?
4. How did the printing press impact literacy in the Renaissance?
5. How did the printing press impact the spread of new ideas in the Renaissance?

Medical developments

During the Renaissance, significant improvements were made in health and medicine that had a lasting impact on society. One key development was the refinement of **surgical techniques**. Surgeons began to explore new methods, such as tying blood vessels to prevent bleeding and using stitches to close wounds.

They also developed a deeper understanding of anatomy through dissection, leading to more accurate diagnoses and treatments. Additionally, advancements were made in **pharmacology** (how drugs interact with the human body), with the discovery and use of new medicinal plants and the development of more effective remedies. These improvements in health and medicine contributed to the overall well-being and quality of life during the Renaissance.



Patterns of Change

Throughout our study of history, we will explore the fascinating changes in health and medicine. It is important to note that the Renaissance marks a period of extraordinary change in humans' understanding of health and medicine. The contributions made during this period of history will impact positively on the health outcomes of humans indefinitely.

Andreas Vesalius

Andreas Vesalius was a physician who made significant contributions to health and medicine during the Renaissance. His groundbreaking work revolutionised the understanding of human anatomy.

Vesalius conducted dissections and observations, challenging the prevailing ideas of the time. In 1543, he published his masterpiece, *On the Fabric of the Human Anatomy*, a comprehensive anatomy book filled with detailed illustrations and accurate descriptions of the human body.

This publication emphasised the importance of direct observation and accurate understanding of human anatomy to improve health and medicine. Vesalius' work laid the foundation for modern human anatomy studies and greatly advanced medical knowledge during the Renaissance and beyond.

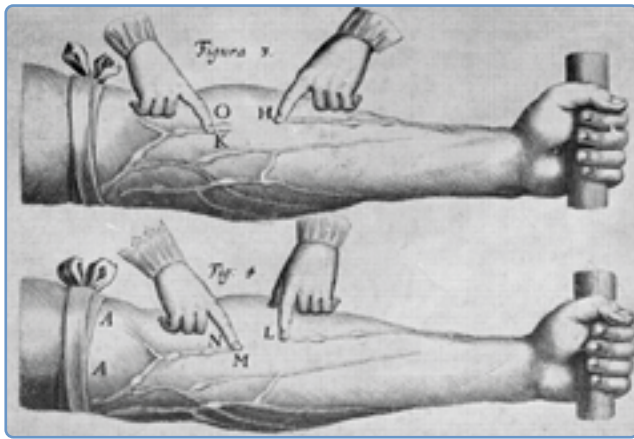


Fig 6.12 This illustration from William Harvey shows how valves in the veins of a human arm allow the blood to flow towards the heart, but not away from it, c. 1657.

William Harvey

William Harvey, a prominent physician during the Renaissance, made significant contributions to health and medicine. His groundbreaking discovery revolutionised the understanding of the circulatory system.

Harvey demonstrated that the heart acted as a pump to circulate blood throughout the body, challenging the prevailing belief that blood was consumed by the body. Through careful observation and experimentation, Harvey provided evidence to support his theory.

His work, published in 1628 as *Concerning the Motion of Blood and the Heart*, laid the foundation for our modern understanding of blood circulation and greatly advanced medical knowledge and surgeries during the Renaissance and beyond.

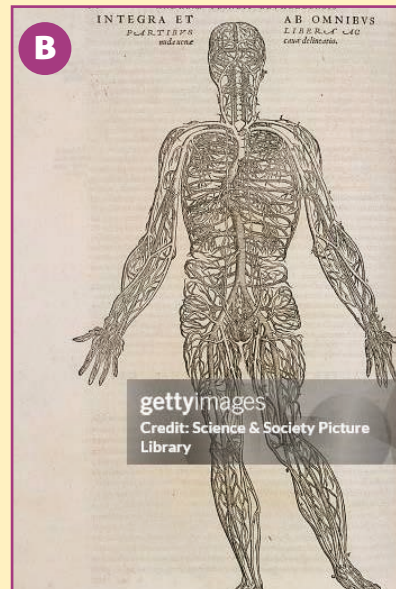


Think Like a Historian

Source A: Anatomical illustration showing the veins, England, late thirteenth century

Source B: The human venous system by Andreas Vesalius, c. 1543

Answer the questions that follow.



1. What is the name of the physician who created source B?
2. Is source B an example of a primary or secondary source? Justify your answer.
3. Using both sources, compare medical knowledge of the vein system from the medieval and Renaissance periods.
4. From your study of health and medical developments during the Renaissance, explain the impact of William Harvey's discovery on medical advancements.

Check Your Understanding



Bronze Knowledge

1. What were some improvements made in surgical techniques during the Renaissance?
2. Who was Andreas Vesalius and what were his contributions to health and medicine?
3. What did William Harvey discover about the circulatory system?



Silver Knowledge

1. Describe how surgeons refined surgical techniques during the Renaissance and how these improvements impacted medical treatments.
2. Explain the significance of Andreas Vesalius' book, *On the Fabric of the Human Anatomy*, in the field of medicine during the Renaissance.
3. Discuss the evidence and experiments conducted by William Harvey that led to his understanding of the circulatory system.



Gold Knowledge

1. Compare and contrast the contributions of Andreas Vesalius and William Harvey to the field of medicine during the Renaissance.

Topic 6.5: Science

KNOWLEDGE RETRIEVAL

1. What did Andreas Vesalius study?
2. What did *On the Fabric of the Human Body* contain?
3. How did Andreas Vesalius study the human anatomy?
4. What did William Harvey discover?
5. What impact did Harvey's discovery have on medicine?

Advancements in science

During the Renaissance, people made great strides in science that changed how they understood the world. Scholars and scientists began to question old beliefs and started using observation and experiments to learn more about nature. They invented new tools, such as the microscope and telescope, which helped them see tiny details and distant stars.

Famous thinkers like **Galileo Galilei** and **Nicolaus Copernicus** challenged the idea that the Earth was the centre of the universe. Instead, they proposed the **heliocentric** model, which means that the Earth and other planets revolve around the sun.



Fig 6.13 Copernicus watching the stars in Rome. Nicholas Copernicus was a Polish astronomer who moved to Bologna and Rome to further his studies in later life.

Nicholas Copernicus 1473–1543

Nicolaus Copernicus was a famous astronomer and mathematician during the Renaissance. He made important discoveries about our solar system. Copernicus suggested that the sun, not the Earth, was at the centre of the universe. This idea, called the **heliocentric model**, went against the common belief that the Earth was at the centre. His work, which he published in the book *On the Revolutions of the Celestial Spheres*, was a turning point in astronomy. Copernicus' ideas opened the door for future scientific discoveries and changed how we think about the universe.



Fig 6.14 Galileo Galilei

Galileo Galilei 1564–1642

Galileo Galilei, a brilliant scientist during the Renaissance, made significant contributions to the field of physics and astronomy. He was known for his meticulous observations and experiments.

Galileo **improved the telescope**, enabling him to discover celestial bodies like the moons of Jupiter and the phases of Venus. He supported the heliocentric model, proposing that the earth revolved around the sun, challenging the prevailing geocentric view.

Galileo's work laid the foundation for modern physics and his emphasis on empirical evidence and scientific inquiry greatly influenced the development of scientific thinking during the Renaissance and beyond.

Science, the Church and conflict

During the Renaissance, the Catholic Church and scientific thinkers often found themselves in conflict. The Church held immense power and authority over people's beliefs and knowledge. When scientists proposed new ideas that challenged traditional Church teachings, tensions arose.

The Church saw these ideas as threats to its authority and sometimes labelled them as **heresy**. Heresy is a term used to describe beliefs or teachings that contradict the official teachings of the Catholic Church. Scientists like Galileo Galilei faced persecution for promoting heliocentrism, the belief that the Earth revolves around the sun. This clash between the Church and science reflected a struggle between established authority and the pursuit of new knowledge and understanding.



CBA Link

Felice della Rovere, also known as Madonna Felice, was the illegitimate daughter of Pope Julius II and one of the most powerful women of the Italian Renaissance. She made a significant impact on the Renaissance as she helped negotiate peace with the French, brokered a deal between warring Roman families and, at age 26, bought her own castle with her own money. This made her one of the only married women of her time to be a property-owner. Felice della Rovere could be used to complete your CBA2, A Life in Time. Your CBA could focus on the contributions of women to the Renaissance period.

Check Your Understanding



Bronze Knowledge

1. What were some of the improvements in scientific understanding during the Renaissance?
2. Name two prominent figures who challenged the prevailing beliefs of the time.
3. What is the heliocentric model proposed by Nicolaus Copernicus?



Silver Knowledge

1. Describe Galileo Galilei's improvement of the telescope and how it affected our understanding of the solar system.
2. How did Copernicus' heliocentric model challenge the geocentric view?
3. What was the title of Copernicus' book and what impact did it have on the field of astronomy?



Gold Knowledge

1. Discuss the conflict between the Catholic Church and scientists like Galileo Galilei during the Renaissance, focusing on the Church's response to heliocentrism and the concept of heresy.



Write Like a Historian

In what ways did Renaissance paintings differ from earlier artwork?

Your answer must:

1. Name three artistic techniques developed during the Renaissance to make art more realistic.
2. List the names of Renaissance artists.
3. Choose one artist and list two pieces of artwork produced by that artist.

Your answer should:

1. Explain how the study of human anatomy made art more realistic.
2. Describe how the use of perspective created a depth in Renaissance art.
3. Discuss how *sfumato* gave the art a smoky effect which made it more realistic.

Your answer could:

1. Compare and contrast the use of paints and colours during the Renaissance with earlier periods in history.
2. Analyse the role of an improved understanding of the human anatomy on artwork during the Renaissance.

**Exam Question Practice**

The books and observations created by Galileo during the Renaissance put him on trial by the Holy Catholic Church for heresy. The following is a transcript of the indictment of Galileo by the Catholic Church in 1633.

Answer the questions that follow.

Invoking the most holy name of our Lord Jesus Christ and of His Most Glorious Mother Mary, We pronounce this Our final sentence: We pronounce, judge and declare, that you, the said Galileo ... have rendered yourself vehemently suspected by this Holy Office of heresy, that is, of having believed and held the doctrine (which is false and contrary to the Holy and Divine Scriptures) that the sun is the centre of the world and that it does not move from east to west and that the earth does move and is not the centre of the world.

1. What type of source is this?
2. What year was the document created?
3. With reference to the source, what are some of Galileo's activities and beliefs that the Church says are wrong?
4. From your study of scientific developments during the Renaissance, name and explain two contributions made to the field of astronomy by Galileo.
5. The transcript of the indictment against Galileo is an example of a primary source. Analyse the strengths of using primary sources to study the Renaissance.
6. Explain why the Renaissance is considered significant in terms of scientific change.

The Rise and Impact of Nationalism and Unionism in Ireland 1911-14



2.2 Investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics.

2.4 Examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923.

The Big Picture

In the early-twentieth century, Ireland was deeply divided by religious and political lines, leading to significant historical events that shaped its future. The island was split between the predominantly Catholic south and the mixed-religion north, where Protestants formed a slight majority. This division was not just religious but also political, with two main groups emerging: nationalists, who desired Irish independence and unionists, who wanted to remain part of the United Kingdom.

Nationalists were split between constitutional nationalists, who wanted freedom within the British Empire and radical nationalists, who aimed for complete independence, sometimes through force. Unionists, primarily in the north, feared that Home Rule would lead to a Catholic-dominated government and potentially threaten their economic and social status.

The quest for Home Rule led to the Third Home Rule Bill in 1912, which proposed a separate Irish parliament but faced strong opposition from unionists. This complex backdrop of religious and political divisions set the stage for the partition of Ireland and the continued struggle for identity and governance on the island.

By the end of this chapter you will be able to:

- 1 Outline the division of religion and politics between nationalists and unionists in Ireland.
- 2 Differentiate between the political views of constitutional and radical nationalists in Ireland.
- 3 Describe the impact of the Third Home Rule Bill 1912–14 in Ireland.
- 4 Explain the contributions of nationalists and unionists to Britain's World War One effort.

Key words

Unionists: Wanted to maintain the political union between Ireland and Great Britain, fearing a Catholic-dominated government if Home Rule was implemented.

Sinn Féin: A nationalist party founded in 1905 by Arthur Griffith, advocating for Irish independence through a dual monarchy and parliamentary abstention from Westminster.

Irish Parliamentary Party: A political party led by John Redmond, seeking Home Rule for Ireland through constitutional means within the British Empire.

Parliament Act 1911: Limited the power of the House of Lords, enabling the passage of the Third

Home Rule Bill by preventing the Lords from permanently blocking legislation.

Third Home Rule Bill 1912: Proposed the establishment of an Irish parliament for domestic affairs, while Westminster would manage external matters, passed due to the Parliament Act 1911.

Ulster Solemn League and Covenant: A pledge signed by nearly half a million unionists in 1912 to resist Home Rule by any means necessary, highlighting their opposition to being governed by a Catholic-majority parliament.

Ulster Volunteer Force (UVF): A paramilitary organisation formed by unionists in 1913 to oppose Home

Rule, prepared to take up arms against its implementation.

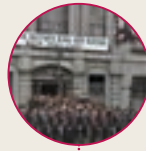
Larne gunrunning: An event in April 1914 where unionists smuggled over 25,000 rifles and millions of rounds of ammunition into Ulster to arm the UVF against Home Rule.

Irish Volunteer Force (IVF): A Nationalist paramilitary organisation formed in 1913 to defend Home Rule, led by Eoin MacNeill in response to unionist opposition.

Howth gunrunning: An event in July 1914 where the Irish Volunteer Force smuggled 900 rifles and 29,000 rounds of ammunition from Germany into Ireland to arm themselves in support of Home Rule.



April 1912
Third Home Rule Bill introduced



August-December 1913
Dublin Strike and Lockout



January 1913
Formation of the Ulster Volunteer Force (UVF)



November 1913
Irish Volunteers formed



July 1914
Outbreak of World War One

Topic 15.1 A division of religion in Ireland

KNOWLEDGE RETRIEVAL

1. What is cultural nationalism?
2. Why did nationalists in Ireland promote cultural nationalism?
3. What organisation was founded to promote the Irish language?
4. When and where was the Gaelic Athletic Association (GAA) founded?
5. Which organisations and individuals supported the GAA?

Religious division: north and south

At the start of the twentieth century, Ireland had a significant religious divide. This divide was particularly noticeable between the north and south of the island.

In the south, the majority of people were **Roman Catholics**. According to the 1911 Census around **89 per cent** of the population was Catholic in the south.

In contrast, the north, which later became Northern Ireland, had a more mixed religious composition. While there were many Catholics in the north, a substantial number of people were **Protestants**. The 1911 Census shows that approximately **53 per cent** were Protestants and **44 per cent** were Catholics.

This religious division played a significant role in the political and social landscape of Ireland during this period. It influenced various aspects of life and was a key factor in the events leading up to the partition of Ireland in 1921, creating the separate entities of Northern Ireland and the Republic of Ireland.

CENSUS OF IRELAND, 1911.												
RETURN of the MEMBERS of this FAMILY and their VISITORS, BOARDERS, SERVANTS, &c., who slept or abode in this House on the night of SUNDAY, the end of APRIL, 1911.												
NAME AND SIBBARD.		RELIGION	RELIGIOUS PREFERENCE.	EDUCATION.	AGE last BIRTHDAY and SEX.	MARK, PROFESSION, OR OCCUPATION.	PARTICULARS AS TO MARRIAGE.				WHICH BORN.	IRISH LANGUAGE.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	
Patrick O'Riordan	Head of Family	Roman Catholic			62	Farmer	Single					Speaks Irish
David O'Riordan	Boiler	Roman Catholic			57	Farmer's Boy	Single					Speaks Irish
William O'Riordan	Boiler	Roman Catholic			55	Farmer's Boy	Single					Speaks Irish
Ellen O'Riordan	Wife	Roman Catholic			49	None	Single					Speaks Irish
Michael O'Riordan	Boiler	Roman Catholic			46	Farmer's Boy	Single					Speaks Irish
Mathew O'Riordan	Boiler	Roman Catholic			38	Farmer's Boy	Single					Speaks Irish
Matthew O'Riordan	Boiler	Roman Catholic			64	Farmer's Boy	Single					Speaks Irish
Ann O'Riordan	Wife	Roman Catholic			28	Domestic Servant	Single					Speaks Irish
Joseph O'Riordan	Servant	Roman Catholic			16	Farmer's Boy	Single					Speaks Irish
Ann O'Riordan	Servant	Roman Catholic			34	Farmer's Boy	Single					Speaks Irish

Fig 15.1 This page from the 1911 Census shows the details of a family who lived at the corner of Mill Lane and Main Street, Millstreet, county Cork. Why is a census a valuable source for historians?

Political division: north and south

In the early-twentieth century, Ireland's political landscape was dominated by the quest for national identity and self-governance. This period was marked by a political division within Irish society into two main political groups:

- Nationalists
- Unionists

Nationalists

A nationalist can be defined as a person who strongly identifies with their own nation and **wants their country to be politically independent**. Furthermore, Irish nationalists were split into two main groups: **constitutional nationalists** and **radical nationalists**.



Fig 15.2 John Redmond, leader of the Irish Parliamentary Party 1900–18

Constitutional nationalists

Constitutional nationalists sought Irish freedom through **legal and political means within** the framework of the British Empire. Their approach was characterised by a desire to achieve **Home Rule**: self-government for Ireland but still under the British Crown. The leading figure of this movement was **John Redmond**, head of the Irish Parliamentary Party. They believed in working through parliamentary channels, lobbying for Irish interests and negotiating with the British government.

Radical nationalists

In contrast, radical nationalists were less patient and more inclined towards direct action, including the **use of force**, if necessary, to achieve complete independence for Ireland. This group was disillusioned with the slow progress of constitutional methods and believed that Irish freedom could only be attained through a more assertive stance. Notable among these were the **Irish Republican Brotherhood (IRB)** and later, the emergence of groups like **Sinn Féin** and the **Irish Volunteers**. Radical nationalists were instrumental in events like the 1916 Easter Rising, an armed insurrection against British rule.

Unionists

Amongst the sharply divided political landscape of Ireland, unionism emerged as a significant force. Unionists, primarily located in the north-east of Ireland, were strong supporters of **maintaining the union between Ireland and Great Britain**.

Most unionists were **Protestants** and their stronghold was in the province of Ulster, particularly in the counties that would later form Northern Ireland. They feared that Home Rule would mean a Catholic-dominated government in Dublin, which might discriminate against them and harm their economic interests.

Unionists were determined to resist any move towards Irish self-government that would sever ties with Britain. They were led by figures such as **Sir Edward Carson**,

a prominent barrister and politician. Unionists formed groups like the **Ulster Volunteer Force (UVF)** in 1912, ready to fight against Home Rule.



Fig 15.3 James Craig (left) and Sir Edward Carson (right) were prominent leaders of the Unionist Party in Ireland.

Check Your Understanding



Bronze Knowledge

1. State the majority religion in the south of Ireland according to the 1911 Census.
2. Name the two main political groups in Ireland's political landscape in the early twentieth century.
3. List the two types of nationalists identified in the text.



Silver Knowledge

1. Describe the key differences between constitutional nationalists and radical nationalists.
2. Explain why unionists were opposed to Home Rule.
3. Discuss the significance of the religious division between the north and south of Ireland in the early-twentieth century.



Gold Knowledge

1. Analyse how the religious composition in the north influenced the political stance of unionists.
2. Differentiate between the goals of the Irish Parliamentary Party and the Irish Republican Brotherhood.

Topic 15.2 A division of politics in Ireland

1. Define the idea of an Irish nationalist?
2. List the two types of nationalists in Ireland at the start of the twentieth century?
3. Describe what constitutional nationalists wanted to achieve?
4. Outline the goal of radical nationalists?
5. What was the political stance of unionists in Ireland?

Political parties in Ireland

At the start of the twentieth century, Ireland's political landscape was diverse, with several key parties and organisations shaping the nation's future. The main political parties and organisations in Ireland were:

- The Irish Parliamentary Party
- Sinn Féin
- The Irish Republican Brotherhood
- The Unionist Party



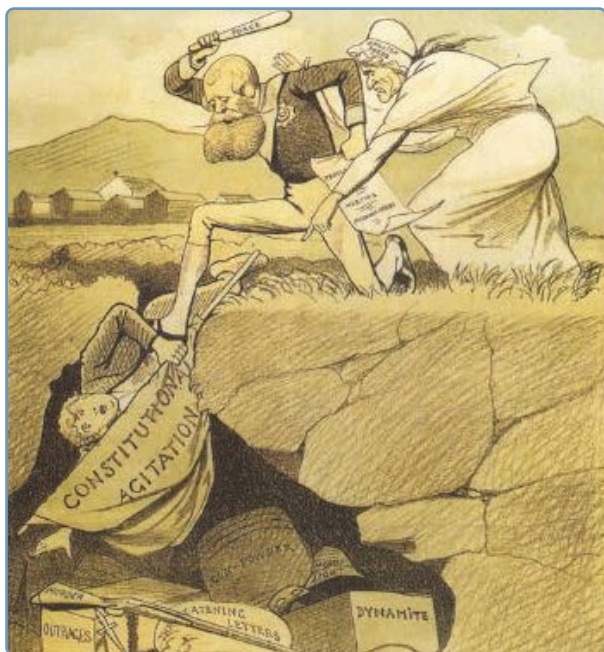
Fig 15.4 Arthur Griffith would go on to lead the Irish delegation at the negotiations that produced the 1921 Anglo-Irish Treaty. This agreement between Ireland and Britain became the start of Ireland gaining independence from Britain.

The Irish Parliamentary Party

Under the leadership of John Redmond since 1900, the Irish Parliamentary Party sought **Home Rule**, aiming for a parliament in Dublin to handle Ireland's internal affairs, while Westminster would manage external matters. This party envisioned the King or Queen of England as also the monarch of Ireland, striving for autonomy within the British Empire through constitutional means.

Sinn Féin

Founded in 1905 by **Arthur Griffith**, Sinn Féin, translating to 'we ourselves', was a nationalist party with a vision for Irish independence. Griffith proposed a **dual monarchy**, where Ireland would share a monarch with England but have its own parliament for domestic governance. Sinn Féin advocated for the development of Irish industries through tariffs and aimed for parliamentary abstention (the refusal to take seats in a British parliament) to establish a separate Dublin parliament. This meant Irish MPs would withdraw from the Westminster Parliament and set up their own parliament in Dublin.



The Irish Republican Brotherhood (IRB)

The IRB, established in 1858, was a secret society dedicated to radical nationalism. Advocating for **complete independence** from Britain, the IRB sought to establish Ireland as a republic, using physical force if necessary. Though small in 1910, it grew by infiltrating other nationalist groups to spread its revolutionary ideals.

Fig 15.5 This image was included in the *Weekly Freeman* (a radical nationalist newspaper) in 1883. The cartoon is critical of the Irish Republican Brotherhood. What insights do cartoons as historical sources provide historians?

The Unionist Party

Led by **Edward Carson** from 1910 to 1921, the Unionist Party represented those wanting to maintain the Act of Union with Britain. Predominantly Protestant and concentrated in Ulster, unionists opposed Home Rule, fearing it would lead to Catholic dominance. They supported continued governance from Westminster and the presence of British government and Crown representatives in Ireland.

Fig 15.6 Sir Edward Carson delivering a speech in Ulster, 1914.



Think Like a Historian

The following source is a postcard from 1912. It shows a fictional figure known as John Bull who represents Great Britain, steadying Ireland as it drifts away from Britain.



1. From the cartoon, what is 'Ulster's Prayer' and what might this indicate about the Ulster unionists' desires?
2. Describe the actions of the figure standing over England and Ireland in the cartoon. What could this figure represent and why might they be portrayed in this way?
3. Consider the cartoon as a historical source. What are the limitations of using a political cartoon to understand the views and contexts of the time period it represents?
4. Do you think this postcard was created by unionists or nationalists? Justify your answer with reference to the source.

Check Your Understanding



Bronze Knowledge

1. Name the four main political parties and organisations in Ireland at the start of the twentieth century.
2. State what the Irish Parliamentary Party aimed to achieve.
3. List the leader of Sinn Féin and what the name translates to in English.



Silver Knowledge

1. Describe the concept of Home Rule as envisioned by the Irish Parliamentary Party.
2. Explain Arthur Griffith's vision for Sinn Féin and how it differed from the Irish Parliamentary Party's goal.
3. Discuss the primary concern of the Unionist Party regarding Home Rule.



Gold Knowledge

1. Differentiate between the goals of the Irish Republican Brotherhood and those of the other nationalist groups mentioned.

Topic 15.3 The Home Rule Crisis 1912–14

KNOWLEDGE RETRIEVAL

1. What were the aims of the Irish Parliamentary Party?
2. Outline Sinn Féin's goals as a political party at the start of the twentieth century.
3. What was the Irish Republican Brotherhood (IRB)?
4. Discuss the goals of the IRB as an organisation at the beginning of the twentieth century.
5. What did the Unionist Party want to retain in Irish politics at the start of the 1900s?

The history of Home Rule

The pursuit for **Home Rule** in Ireland aimed to grant the island self-governance while remaining under the British Crown. In the late-nineteenth century, there were two significant attempts to pass Home Rule legislation. The **First Home Rule Bill** in 1886 and the **Second** in 1893 both failed due to opposition in the British parliament, especially from the House of Lords.

The Parliament Act 1911

In the midst of Ireland's push for Home Rule, the **Parliament Act of 1911** played a pivotal role. The introduction of this act in Westminster was important because it limited the power of the **House of Lords**, a body that had previously blocked Home Rule for Ireland. Specifically, it said that the House of Lords could no longer permanently **veto** (block) bills passed by the **House of Commons**; they could only delay them for two years.

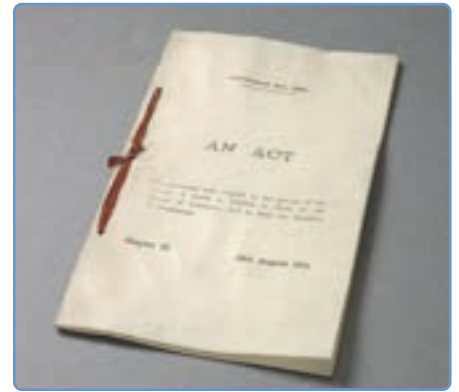


Fig 15.7 The Parliament Act 1911 was introduced when David Lloyd George's 'People's budget' was rejected by the House of Lords. Lloyd George would go on to become a pivotal figure in Irish-British developments over the next decade.

The Third Home Rule Bill 1912

In 1912, the **Third Home Rule Bill** emerged as a critical moment in Irish history. Championed by the **Irish Parliamentary Party** under **John Redmond**, this bill proposed the establishment of an Irish parliament to manage domestic affairs, a significant step towards autonomy. Furthermore, under the Third Home Rule Bill the British parliament in Westminster would still deal with external affairs such as foreign policy. Unlike its predecessors, this bill passed in the House of Commons, thanks to the 1911 Parliament Act which limited the House of Lords' power to veto legislation.

Unionist opposition to Home Rule

However, the Bill ignited the **Home Rule Crisis** between 1912 and 1914. Unionists in Ulster, fearing domination by a Catholic-majority parliament and the loss of their economic and social status, vehemently opposed the bill. Unionists strongly demonstrated their opposition to Home Rule through three key events:

1 The Ulster Solemn League and Covenant

The unionist campaign against Home Rule saw a decisive moment on 28 September 1912, known as **Ulster Day**. On this day, unionists signed the **Ulster Solemn League and Covenant**. This document was a pledge by nearly half a million men and women to resist Home Rule, stating they would use 'all means which may be found necessary' to defend their position. The Covenant highlighted the depth of unionist opposition to being governed by a Home Rule parliament in Dublin, fearing it would lead to Catholic dominance and the erosion of their British identity.



Fig 15.8 Edward Carson signs the Ulster Covenant in September 1912.

2 Formation of the Ulster Volunteer Force (UVF)



Fig 15.9 Edward Carson inspects a parade of armed Ulster Volunteers in 1914.

In response to the Home Rule threat, unionists formed the **Ulster Volunteer Force (UVF)** in January 1913. This paramilitary organisation was established to fight against Home Rule, signalling unionists' readiness to take up arms. The UVF was a clear demonstration of how seriously unionists opposed the idea of Home Rule, preparing for armed resistance if necessary.

3 The Larne gunrunning

A pivotal event in Unionist opposition was the **Larne gunrunning** of April 1914. In a bold move to arm the UVF, over **25,000 rifles and millions of rounds of ammunition** were smuggled into Ulster, primarily through the port of Larne. This operation was executed with efficiency and support from the local population, significantly arming the UVF and escalating the crisis. The Larne gunrunning underscored the unionists' determination to physically oppose Home Rule, marking a significant escalation in tensions between them and nationalists.

Nationalist reaction to unionist opposition

In response to the unionist formation of the Ulster Volunteer Force (UVF) and their armed resistance to Home Rule, nationalists rallied under **Eoin MacNeill**, a key figure in the Gaelic revival movement. In November 1913, MacNeill penned an article in *An Claidheamh Soluis* titled 'The North Began', calling for the establishment of a force to safeguard Home Rule. This led to the formation of the **Irish Volunteer Force (IVF)**, aimed at defending the rights to Home Rule for Ireland. The IVF quickly grew in numbers, signifying the nationalist community's determination to achieve Home Rule.



Fig 15.10 A poster advertising the inaugural meeting of the Irish Volunteer Force at the Rotunda Concert Hall in Dublin. It is estimated that around 7,000 men joined the Volunteers that night.

The Howth gunrunning

The IVF's commitment to their cause was further demonstrated through the **Howth gunrunning** event in July 1914. In a move to arm themselves, **900 rifles and 29,000 rounds of ammunition** were successfully smuggled into Ireland from Germany, landing at Howth, near Dublin. This operation was meant to equip the IVF adequately, mirroring the actions of the UVF and showcasing the nationalists' readiness to defend Home Rule by force if necessary.



Fig 15.11 Left: The Asgard was the yacht in which nationalists smuggled weapons into Howth. Right: Molly and Erskine Childers on the Asgard. Both were key figures in the smuggling.

The tension escalated on **26 July 1914**, following the Howth gunrunning, leading to the tragic **Bachelor's Walk Massacre** in Dublin. British soldiers, attempting to intercept the arms from Howth, later encountered a crowd on Bachelor's Walk. The confrontation turned deadly when the soldiers opened fire, resulting in **four civilians being killed and over 30 wounded**. This incident incited public outrage against the British authorities and further solidified Irish nationalist sentiment.

Check Your Understanding



Bronze Knowledge

1. List the three key events that demonstrated unionist opposition to Home Rule.
2. State the purpose of the Third Home Rule Bill introduced in 1912.
3. Name the two groups formed in response to the Home Rule debate, one by unionists and the other by nationalists.



Silver Knowledge

1. Describe the significance of the Parliament Act of 1911 in the context of Home Rule for Ireland.
2. Explain the intentions behind the Ulster Solemn League and Covenant signed on Ulster Day, 1912.
3. Discuss the reactions from both unionists and nationalists to the threat and support of Home Rule, respectively.



Gold Knowledge

1. Analyse the impact of the Ulster Volunteer Force's formation and the Larne gunrunning on the Home Rule Crisis.
2. Differentiate between the goals of the Irish Volunteer Force and the Ulster Volunteer Force in the context of Home Rule.
3. Examine the implications of the Bachelor's Walk Massacre on public opinion and the nationalist movement in Ireland.

Topic 15.4 Ireland and World War One

KNOWLEDGE RETRIEVAL

1. What was the purpose of the Parliament Act of 1911?
2. Outline the provisions of the Third Home Rule Bill?
3. Explain why unionists were opposed to Home Rule?
4. What was the Ulster Solemn League and Covenant?
5. Who suggested the formation of a nationalist paramilitary force?

Outbreak of World War One



Fig 15.12 A selection of ads on the front page of the Irish Independent, 4 August 1914, the outbreak of World War One. Initially, people didn't realise the enormity of what was happening.

In the lead-up to World War One, Ireland found itself on the brink of civil war due to the Home Rule Crisis. The **Ulster Volunteer Force (UVF)** and the **Irish Volunteer Force (IVF)** had both armed themselves, signalling that conflict over Home Rule was a real possibility. Tensions reached a boiling point as both sides prepared for armed confrontation over the future governance of Ireland.

However, the **outbreak of World War One in August 1914**, with Britain declaring war on Germany, dramatically shifted the political landscape. The immediate threat to Britain and the wider empire took precedence over domestic issues, including the Home Rule Crisis.

In response to the global conflict, the British government decided to suspend the **Home Rule Bill**. This suspension was meant to be temporary, with the promise of revisiting Home Rule after the war. This move was intended to unify nationalists and unionists against the common external threat posed by Germany, though it also postponed the resolution of Ireland's political future.

Split in the Irish Volunteer Force

Edward Carson and the unionists quickly declared their support for the British war effort, urging unionist men to enlist in the British Army. Their immediate alignment with Britain underscored their longstanding loyalty to the Crown and the Union, setting a precedent for involvement in the war.

The pivotal moment for nationalists came with **John Redmond's speech at Woodenbridge, county Wicklow**, where he encouraged members of the IVF to support the British war effort. Redmond believed that participation in the war would demonstrate Ireland's loyalty and commitment to Britain, thereby strengthening the case for Home Rule.

However, Redmond's call led to a major rift within the IVF. The majority followed Redmond, forming the **National Volunteers**, who supported Britain in the war. A smaller, more radical faction, led by **Eoin MacNeill**, retained the name **Irish Volunteers**. They opposed Redmond's stance, insisting that the IVF's original purpose was to secure Irish independence, not to support Britain in a European war.



Fig 15.13 John Redmond and the Irish Volunteers in Woodenbridge, county Wicklow.

Irish involvement in World War One

World War One saw a significant contribution from Irish soldiers, with approximately **250,000 Irishmen** serving in the British army. This involvement came at a time when Ireland itself was deeply divided over the issue of Home Rule.

The war was devastating and it is estimated that between **30,000 to 50,000 Irish soldiers lost their lives**. Many Irish men joined the fight due to the difficult economic times at home, seeing enlistment as a means to secure an income. This economic motivation was a crucial factor behind the large numbers who served.

The Irish soldiers' involvement in the war also mirrored the political divisions within Ireland. Nationalists, many of whom were part of Redmond's National Volunteers, primarily joined the **16th (Irish) Division**. This division is remembered for its significant contributions on the western front, particularly at the Battle of the Somme and in Belgium.

Conversely, unionists, motivated by Carson and their loyalty to the British Crown, predominantly enlisted in the **36th (Ulster) Division**. Their participation is commemorated notably during the first day of the Battle of the Somme, where they suffered heavy casualties.

The involvement of Irish soldiers in World War One is a poignant chapter in Ireland's history, reflecting not only the island's complex relationship with Britain but also the personal hardships and political hopes of its people. The service and sacrifice of these men, whether driven by economic necessity or political convictions, remain a significant part of the shared history of Ireland and the broader narrative of World War One.



Fig 15.14 Royal Dublin Fusiliers celebrating their victory at Wijtschate, Belgium, June 1917.

Check Your Understanding



Bronze Knowledge

1. State the reason for the suspension of the Home Rule Bill in 1914.
2. Name the two divisions of the Irish Volunteer Force (IVF) after John Redmond's speech.
3. List the two main reasons why Irish men enlisted in the British army during World War One.



Silver Knowledge

1. Describe how the outbreak of World War One impacted the Home Rule Crisis in Ireland.
2. Explain the significance of Edward Carson's and John Redmond's responses to Britain's involvement in World War One.
3. Discuss the differences in motivation between nationalists and unionists who enlisted in the British Army during World War One.



Gold Knowledge

1. Analyse the effect of World War One on the political landscape of Ireland, particularly in relation to the Home Rule movement.
2. Differentiate between the roles and contributions of the 16th (Irish) Division and the 36th (Ulster) Division in World War One.



Write Like a Historian

Explain how nationalist and unionist reaction to the Third Home Rule Bill differed.

Your answer must:

1. Outline the Third Home Rule Bill's objectives.
2. Detail unionist opposition such as the Ulster Solemn League and Covenant, the formation of the Ulster Volunteer Force (UVF) and the Larne gunrunning.
3. Describe nationalist support and reaction, including the formation of the Irish Volunteer Force (IVF) the Howth gunrunning and the subsequent Bachelor's Walk Massacre.

Your answer should:

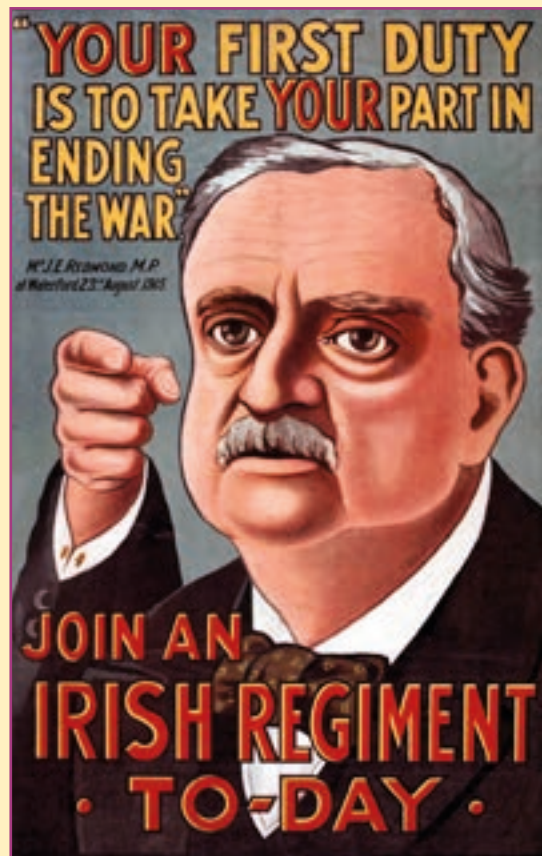
1. Refer to specific events and dates such as Ulster Day (28 September 1912), the establishment of the UVF (January 1913), the Larne gunrunning (April 1914) and the Howth gunrunning (July 1914).
2. Discuss the implications of the Ulster Solemn League and Covenant and Volunteer Forces.
3. Outline the impact of violence such as the Bachelor's Walk Massacre on public opinion and the Home Rule movement.

Your answer could:

1. Examine the role of key figures such as John Redmond for the nationalists and Edward Carson for the unionists and how their leadership shaped the reactions to the Home Rule Bill.

**Exam Question Practice**

The following source is a nationalist recruitment poster for World War One. 10,000 copies of this poster were printed and distributed in September 1915.



1. Who is the person depicted in the poster and what is he quoted as saying?
2. What action does the poster encourage the viewer to take and how does the design of the poster aim to persuade the viewer to take this action?
3. What date is mentioned in the poster and why might this date be significant in the context of World War One and Irish history?
4. What is the intended purpose of this poster and how might the historical context of Ireland in 1915 have influenced the message?
5. How reliable is a recruitment poster as a source for understanding public sentiment towards World War One in Ireland at the time? What limitations might it have?
6. Explain one way in which unionists opposed Home Rule in Ireland.