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Supporting the Professional  
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# Movements for Political and Social Reform, 1870-1914

## Case Study Dublin 1913: Strike and Lockout



# Online Participation

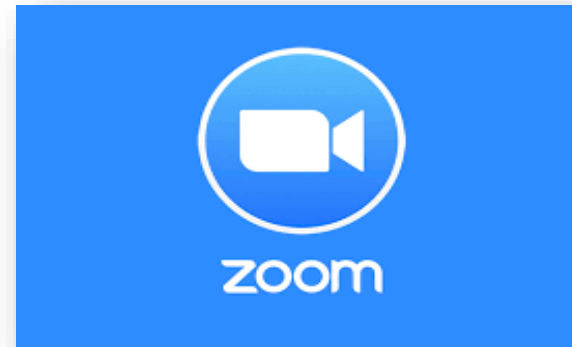


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# Additional Supports

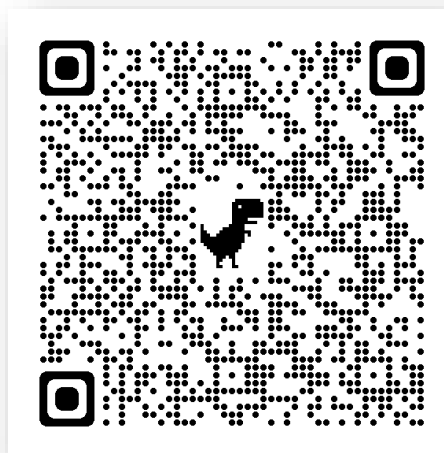


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# Focus of the Webinar



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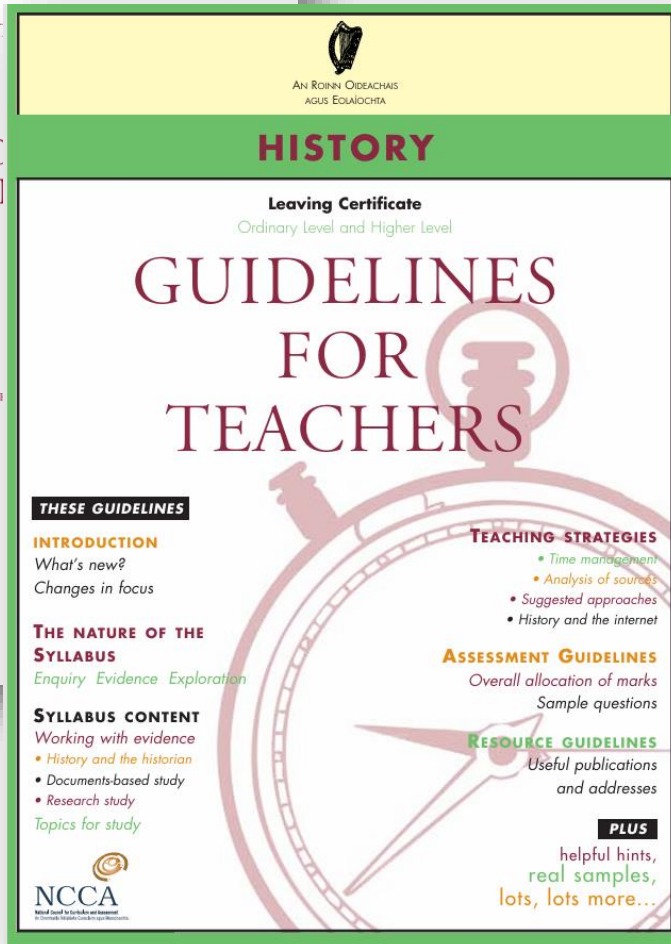
- To explore ways of developing students' analytical and critical thinking skills when working with a broad range of historical documents
- To support students to develop an understanding of the historical context of the case study and the wider themes and issues of the period through their engagement with a variety of historical sources

# Developing Critical Thinking



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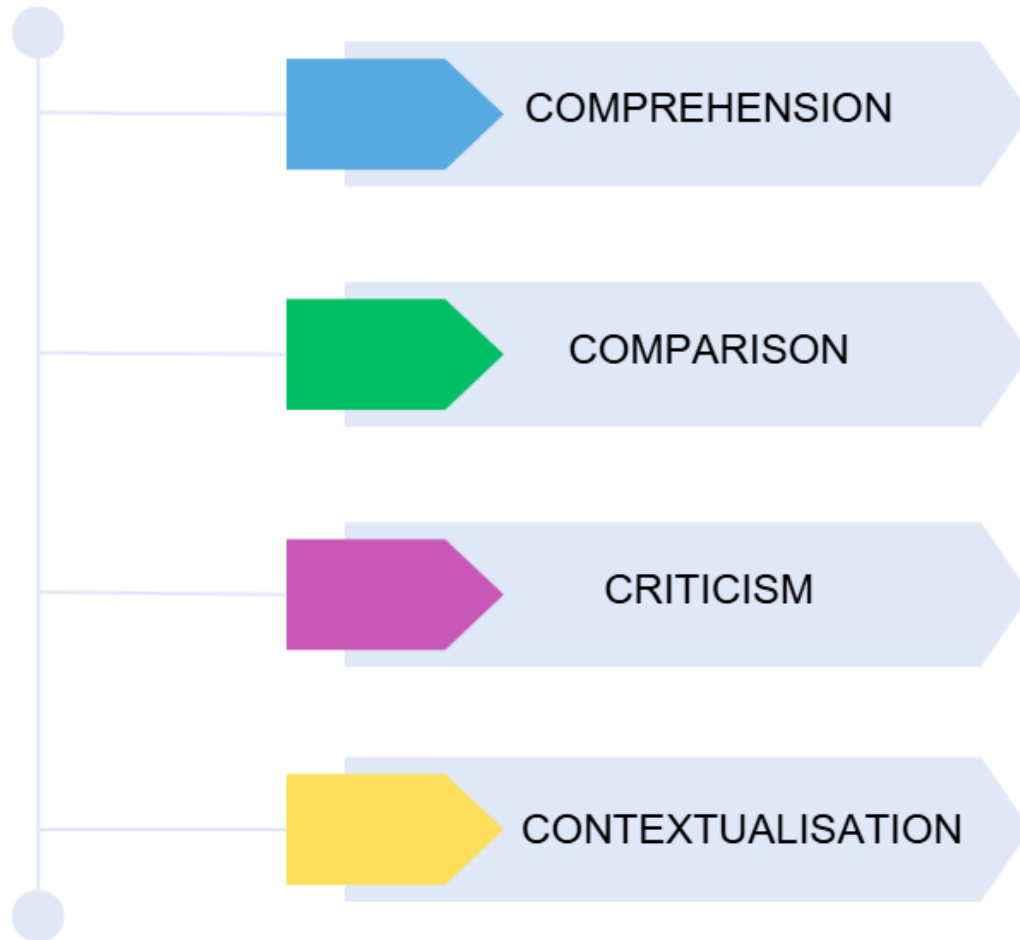
The study and writing of history is no more static than life itself. New evidence and new insights can lead to revision of the historical record and to a deepening of our historical understanding. This gives history a unique potential to develop the student's skills of critical thinking. Living within a changing world, the student of history will learn that his/her own judgements concerning the nature of historical events should be subjected to the most searching analysis and criticism.

Leaving Certificate History Syllabus, p. 2

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# The Documents-Based Study



The study of one of the topics will involve the structured use of historical documents. This will allow the student to develop expertise in the evaluation of evidence and the capacity to make reasoned judgements.

Leaving Certificate History Syllabus, p. 2



# The Enquiry-Focused Approach



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Choosing a sequence of interesting historical enquiries gives a clear focus to any scheme of work.

This approach has a number of advantages:

- It prevents a superficial run through the content and leads students into deeper levels of historical understanding.
- It allows students to engage in real historical debate. Historians usually begin with a question.
- Key questions can shape and limit otherwise sprawling content.



Adapted from Christine Counsell, *The Twentieth Century World* pp. 30-31



# The Enquiry-Focused Approach



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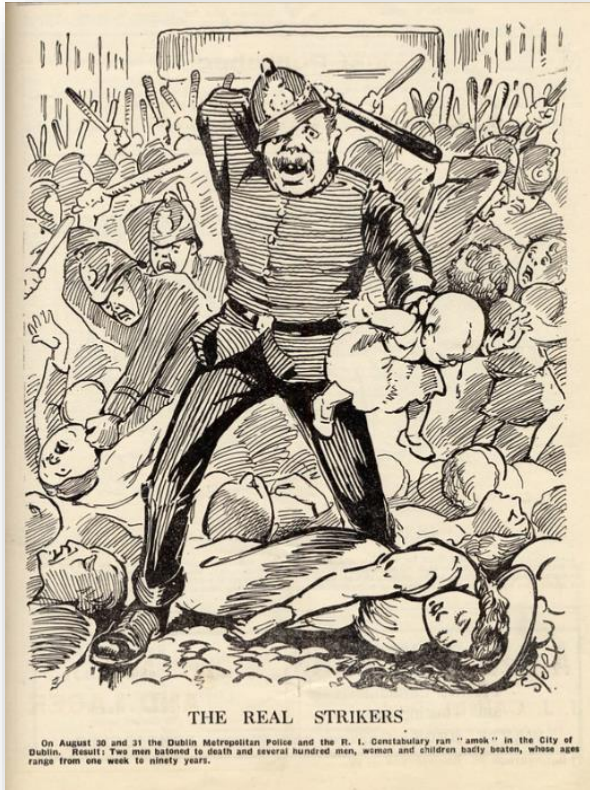
- What were the social and economic conditions that contributed to the 1913 strike and lockout?
- What role did women play in the 1913 strike and lockout?
- The 1913 strike and lockout failed in its objectives. Discuss.



# How do you get your students to engage with sources?



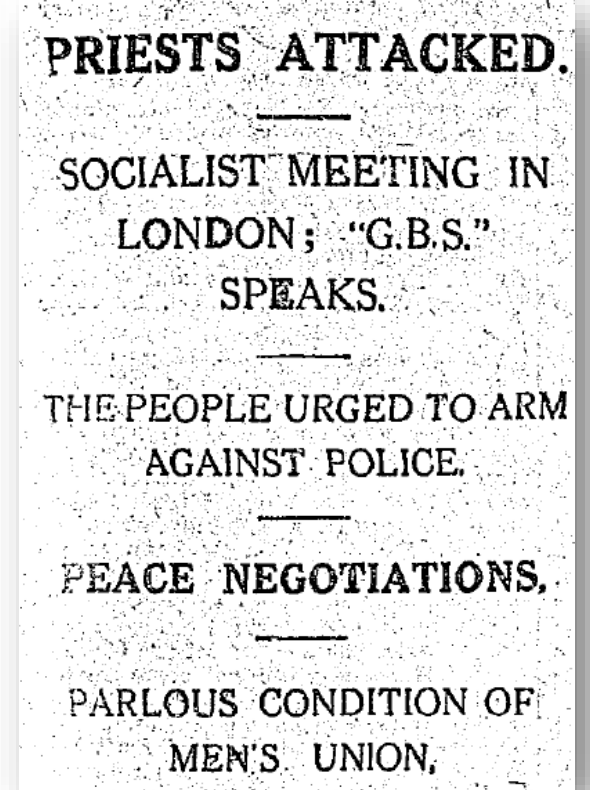
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Cartoons, illustrations  
and maps



Film and documentaries



Newspapers, diaries  
and reports

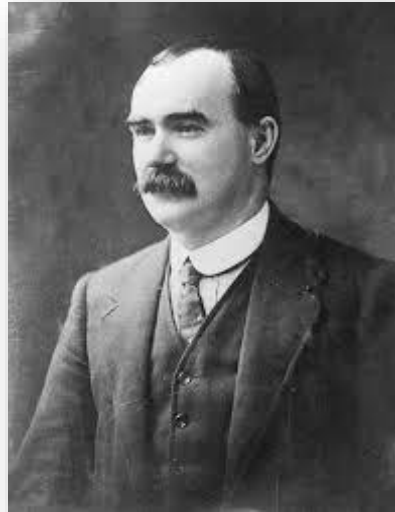
# Key Personalities



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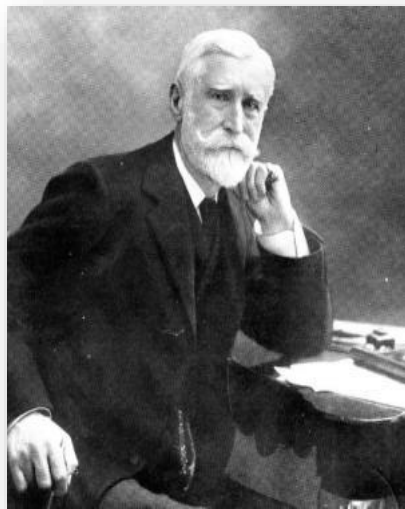
James Larkin



James Connolly



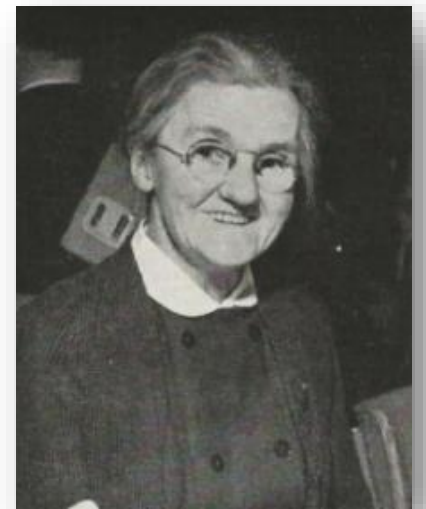
Dora Montefiore



William Martin Murphy



Delia Larkin



Rosie Hackett

# Timeline of Events



## Timeline: Dublin 1913 Strike and Lockout

Exploring the Causes, Course, and Consequences of a Pivotal Moment in Irish Labour History

August 28, 1913



Jim Larkin is arrested for speaking

August 29, 1913:  
Proclamation



The authorities learn that Larkin is

August 30, 1913



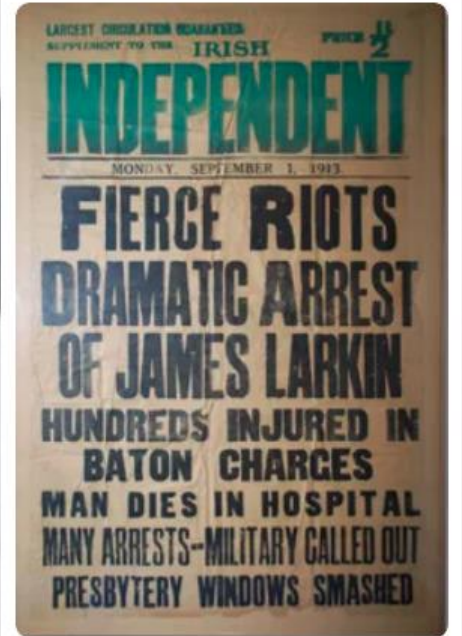
Police issued a warrant for Larkin's arrest for inciting people to riot. Riots in Ringsend, Beresford Place, and Eden Quay, during which the police baton-charged the crowds and injured many protestors. James Nolan, caught in the riots, died from injuries received from police.

August 31, 1913: 'Bloody Sunday'



Dublin Metropolitan Police baton-charged a crowd attending a speech by Larkin, injuring hundreds. This event, known as 'Bloody Sunday', intensified the conflict and garnered public sympathy for the workers. Larkin is arrested after he addressed the crowd from a window of the Imperial Hotel (which is owned by William Martin Murphy).

September 1, 1913



Papers report on the riots. Dublin Corporation demands a public inquiry into allegations of police brutality.

# Centenary of the Lockout 2013



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How might this video clip be used as a stimulus to explore the background of the 1913 strike and lockout?

Irish Congress of Trade Unions 31<sup>st</sup> of August 2013

# Worldwide Context



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**Worldwide Context**  
Explore the significant events and locations that shaped labour rights, women's suffrage, and socialist movements around the world during the transformative period of 1860-1925. This map highlights key strikes, protests, and organisational developments that contributed to workers' rights and social justice.

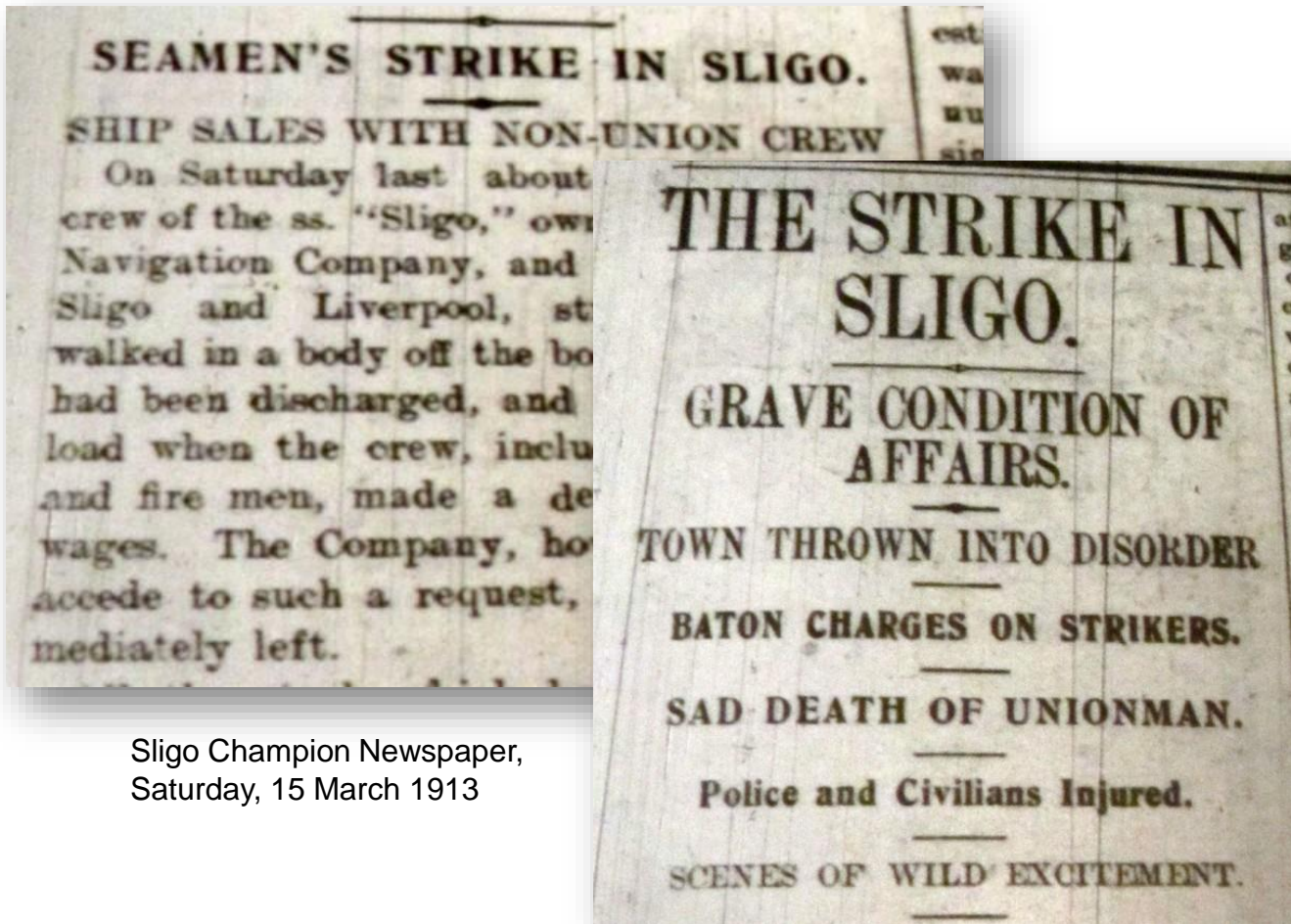
- Derryimhan, Derryimhin West, County ...  
1845: Birth of William Martin ...
- London, UK  
1848: The Communist Manifesto
- Coulsdon, UK  
1851: Birth of Dora Montefiore
- 107 Cowgate, Edinburgh, UK  
1867: Birth of James Connolly
- Barcelona, Spain  
1870's: Barcelona Workers' ...
- Paris, France  
1871: Paris Commune
- Belfast, UK  
1872: North of Ireland Society fo...
- 41 Combermere Street, Liverpool, Eng...  
1874: Birth of James Larkin
- Toxteth, Liverpool, UK  
1878: Birth of Delia Larkin
- Mumbai, Maharashtra, India  
1884: Bombay Mill Hands ...
- Sweden  
1886: The Swedish Typographer'...

How might you and your students use a tool such as this to further their understanding of this case study?

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# The Irish Context



Sligo Champion Newspaper,  
Saturday, 15 March 1913

Sligo Champion Newspaper,  
Saturday, 29 March 1913

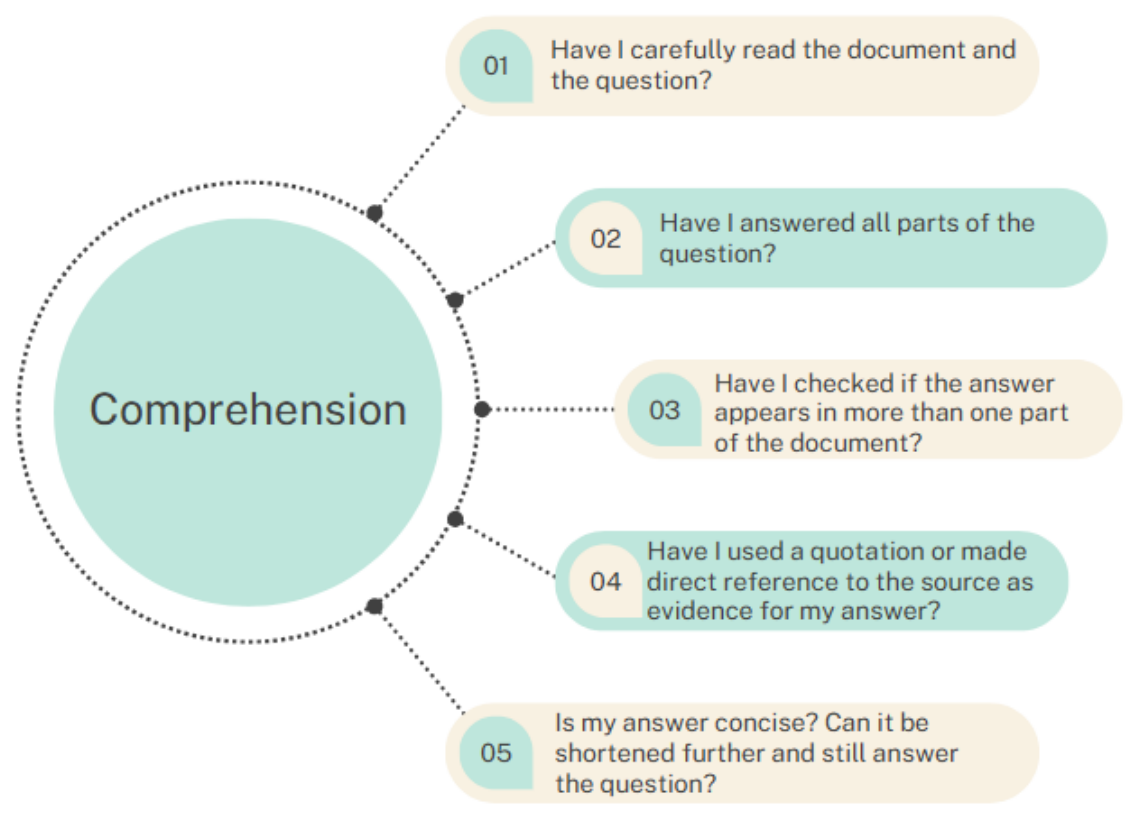


# Comprehension



**WOMEN STRIKERS.**  
Mary Evans was summoned by Constable Doyle for having, on the 28th ult., at Fish Quay Street, being guilty of riotous and indecent behaviour.  
Mr O'Reilly appeared for the defendant. Complainant stated, that on the date mentioned, he was acting as escort with Constable Barrett. They were escorting John Rutledge and Laurence Garvey who were carting at Messrs Pollexfen's mills at Fish Quay Street. While Garvey was outside the mills the defendant came out and called him names. Witness advised her to go home, but instead of taking her advice the defendant made use of filthy language towards him. (Here the witness handed the Court a slip of paper, on which was written the language made use of on the occasion). Another woman named Kate Callaghan also came on the scene, but her daughter brought her into the house. After a few minutes she came out again and called names after the men.

Sligo Champion Newspaper,  
Saturday, 10 May 1913



How do you support your students' responses to comprehension questions?



# Working with documentary and interview clips



RTÉ The Dublin Lockout 1913

Oide

## 3, 2, 1.

Write down **3** new pieces of information that you discovered.

--	--	--

Write down **2** questions you have after watching the documentary.

--	--

Write a **1** sentence summary of the documentary.

--

Oide

### Analysing a Documentary

Notes: Jot down names, facts, dates, what you see and historical terms

--

Enquiry question: What were the social and economic conditions that contributed to the 1913 strike and lockout?

--

Making sense of it

Speaker	What you saw, Its relevance?	What they said: Facts	What they said: Opinions



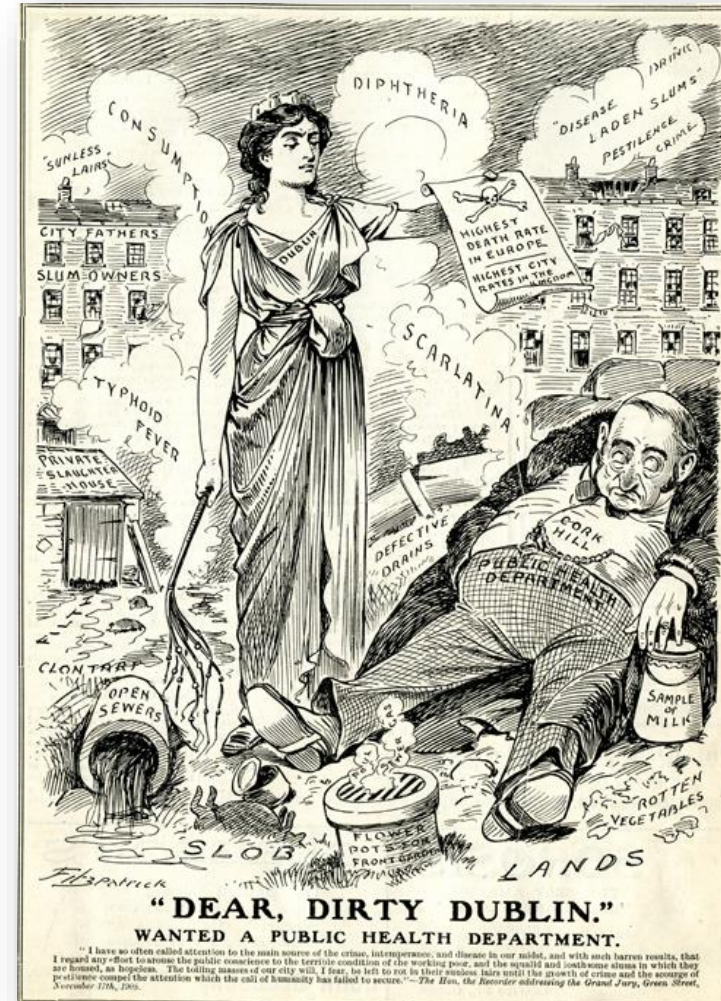
## DUBLIN SLUMS

**“WORSE THAN THE WORST IN ENGLAND.”**

Mr. John Ward, M.P. speaking at a demonstration in the Potteries in aid of the Dublin Strike Fund, said that he had visited slums in Dublin which were a thousand times worse than the worst in England. Nothing could equal them but the very lowest quarters of Spain and Italy.

“It is a disgrace,” he added, “to a nation that calls itself Christian that human beings should be allowed to fester in such places.”

The Freeman's Journal, 15<sup>th</sup> October 1913



“Dear Dirty Dublin”  
Wanted A Public Health Department  
*The Lepracaun Cartoon Monthly.*  
December 1908

# Cartoon/Image Analysis



## Step 1:

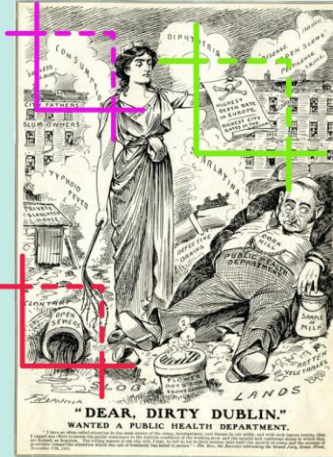
- When was the source made and by who? Does this reveal any issues?
- Who was the source made for? What does this tell us about the potential bias?
- Are there details in the source that can be compared with other sources to help verify its authenticity or accuracy? Are there names, dates, places etc. that I can use to investigate this source?
- Separate claims from opinion. Some opinion can't be checked, but claims can.

## Step 2:

- Identify reputable sources that can be used to cross check the information from my source?
- Compare the details identified in Step 1 with the information gathered from the reputable sources. What matches? Are there differences?

## Step 3:

- Having cross checked your information, evaluate the accuracy of your original source. Present the information you have gathered to support your claim.
- Are there parts of the source that remain difficult to verify?



Source: *The Lepracaun Cartoon Monthly December 1908*

**2** “In 1900 Dublin had the highest infant mortality in the United Kingdom.” Source: *Atlas of the Irish Revolution, Unit 3: Working and Living Conditions in Dublin.*

“Drainage was little better than rudimentary and the majority of meat eaten in the city came from beasts slaughtered in small private abattoirs and slaughter-houses like this one on the Phibsboro Rd. Offal and other substances lay on city streets despite being forbidden in a series of acts, such as the Nuisance Acts, through the 19th century.” Source: National Archives  
“The lanes and courts of Dublin were not maintained by the Corporation Cleansing Department but over 16,000 Dubliners lived in them at increased risk to their health.” Source: <https://centenaries-ituc.nationalarchives.ie/>

**3** The cartoon accurately depicts some of the serious housing and sanitation issues facing those living in the tenements of Dublin. However, it does not reflect some of the efforts made by Dublin Corporation to deal with these issues, including the work of the Dublin Sanitary Inspectors. In 1908 these inspectors made 196,347 visits to the tenements. **(Source: National Archives) Dublin’s mortality rate compared to the rest of Europe does remain difficult to verify.**

The cartoon accurately depicts some of the serious housing and sanitation issues facing those living in the tenements of Dublin. However, it does not reflect some of the efforts made by Dublin Corporation to deal with these issues, including the work of the Dublin Sanitary Inspectors. “In 1908 these inspectors made 196,347 visits to the tenements”.

(Source: National Archives)

Dublin’s mortality rate compared to the rest of Europe does remain difficult to verify.

# Supports for Image Analysis



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### 1913 Strike and Lockout: Can you identify the individuals?

Oide

### Can you identify the logos and buildings of the 1913 Strike and Lockout?

Oide

### 1913 Strike and Lockout: Identify the individuals answers

James Larkin	William O'Brien	Dublin Metropolitan Police Officer	William Martin Murphy
William P. Partridge	William Martin Murphy	Lorcan Sherlock	
James Larkin	George William ('Æ') Russell	George Bernard Shaw	
Harry Gosling	W.B. Yeats	Francis Sheehy-Skeffington	

Research any individuals you don't know of and their involvement in the Strike and Lockout. What other key individuals are not represented here?

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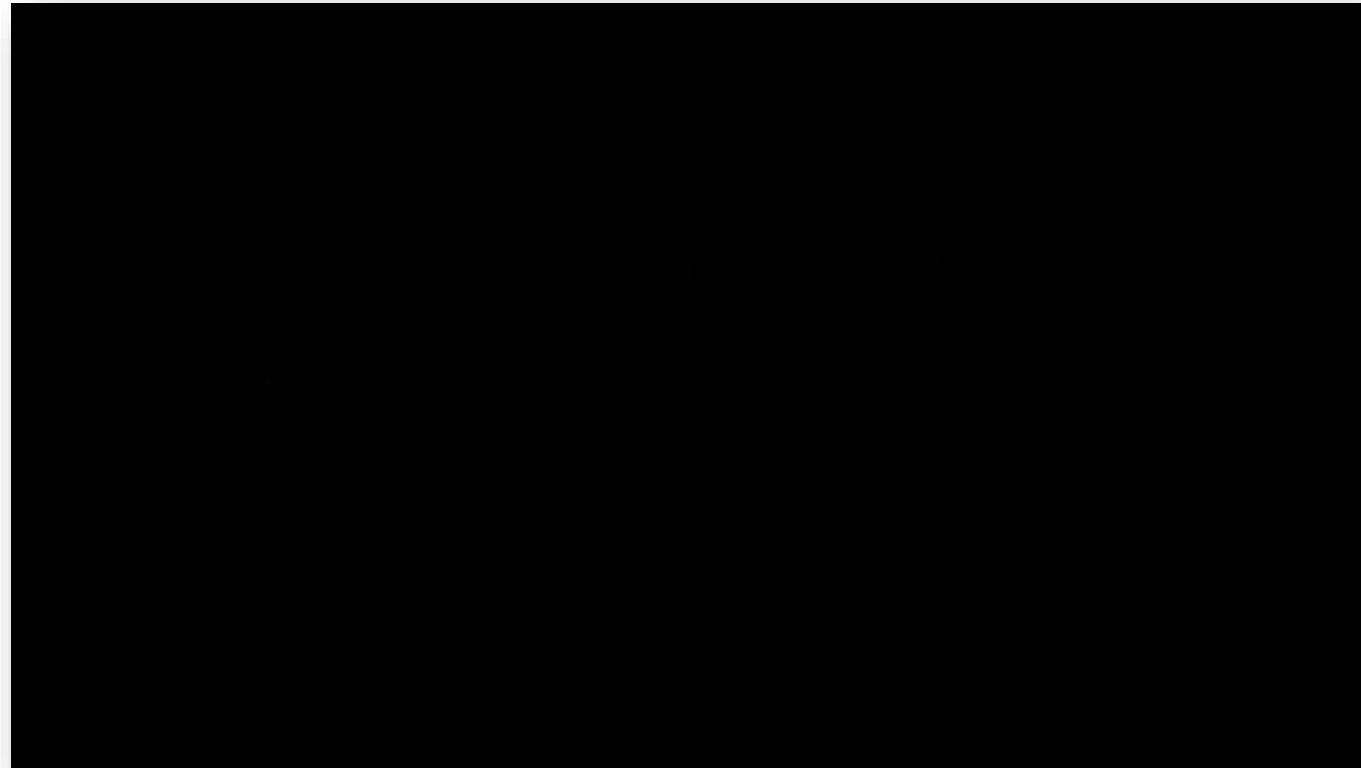
### Logos and Buildings of the 1913 Strike and Lockout

Irish Citizens Army Button	Irish Women Workers Union	Red Hand Logo of the ITGWU	Dublin Metropolitan Police Logo
Dublin United Transport Company Logo "the Flying Snail"	21 to 27 Lower Sackville Street, Dublin Clerys (Owned by William Martin Murphy)	Liberty Hall, Irish Transport and General Workers' Union Headquarters	Liberty Hall, Irish Transport and General Workers' Union Headquarters
Dartry House (Home of William Martin Murphy)	The Imperial Hotel (Owned by William Martin Murphy)	The Imperial Hotel (Owned by William Martin Murphy)	The Imperial Hotel (Owned by William Martin Murphy)

# What were the social and economic conditions that contributed to the 1913 strike and lockout?



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Century Ireland: 'A Disaster Waiting to Happen': The Church Street Tenement Collapse

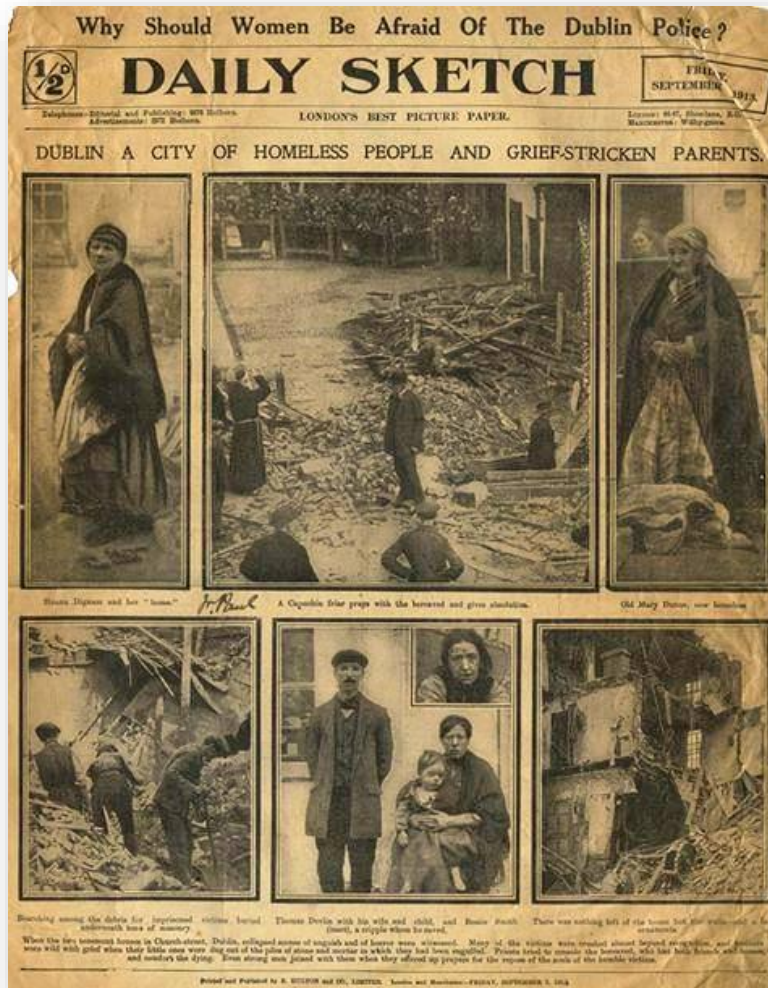
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# What do these sources reveal about life in the tenements?



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The Church Street Tenement Collapse, Century Ireland

# What activities do you use when using photographs with your students?



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# Analysing Photographs



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**Photographic Analysis: The observe, analyse and interpret approach**

Observe	Analyse	Interpret

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**The 1913 Strike and Lockout in Photographs**

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**The 1913 Strike and Lockout in Photographs**

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**Photographic Analysis: The observe, analyse and interpret approach**

Observe	Analyse	Interpret
Describe exactly what you see.	What is happening in it?	What impact would this photograph have had on viewers at the time?
What people/objects are shown?	Is it a staged/unstaged shot?	Has its impact changed over time?
What is the setting?	What does the photographer want us to see?	What can we learn from it?
What else can you see?	Was it intended as a public or private record?	What can we not learn from it?
Is there other relevant information available such as labels/captions? What do they tell us?	Is it simply presenting facts, and/or is it a 'message' shot?	What can we infer from it?

What do these photographs reveal about the cause, course and consequences of the 1913 strike and lockout?



# Comparison



**EXPORTING DUBLIN CHILDREN.**

EXTRAORDINARY SCENES AT THE NORTH WALL AND KINGSTOWN.

SPIRITED ACTION BY THE CLERGY,

BOYS LEAVE THE STEAMER AND RETURN HOME AGAIN.

MR. LARKIN'S APPEAL UNHEEDED.

FIFTEEN GIRLS SENT AWAY BY CITY OF DUBLIN BOAT.

**LONDON LADY ARRESTED.**

CHARGED WITH KIDNAPPING; BAILED BY DUBLIN JEWS.

POLICE SEARCH FOR MRS. MONTEFIORE.

MR. LARKIN ASSOCIATES HIMSELF WITH THE "GOOD WORK."

CHILDREN BROUGHT BACK IN TRIUMPH.



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For each question, write your response to both documents

Questions	Source A Responses	Source B Responses
What is the format of each source?		
Who is the intended audience?		
Which source appears more informative?		
Which source more clearly communicates its message and why?		
What language/imagery is used in these sources?		
What perspectives/viewpoints are presented in each source?		
Which source provides greater factual detail? Give reasons for your answer.		

Irish Independent, 23<sup>rd</sup>, October 1913

Sunday Independent, 26<sup>th</sup>, October 1913

# Interrogating the Sources



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What do sources such as this reveal about the 1913 strike and lockout?

- Key personalities
- Social divisions
- Key events
- Links between social and cultural elements

# Collaboratively Working with Sources



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## Group Research and Source Evaluation

What questions would you like to ask the author or participants?

What can I learn from another written source?

What can I learn from a visual source?

What is the background of author/publisher?

What can I learn from an audio source?

What questions do I have about anything in this source?

How does this source support or build on my current knowledge of the event?

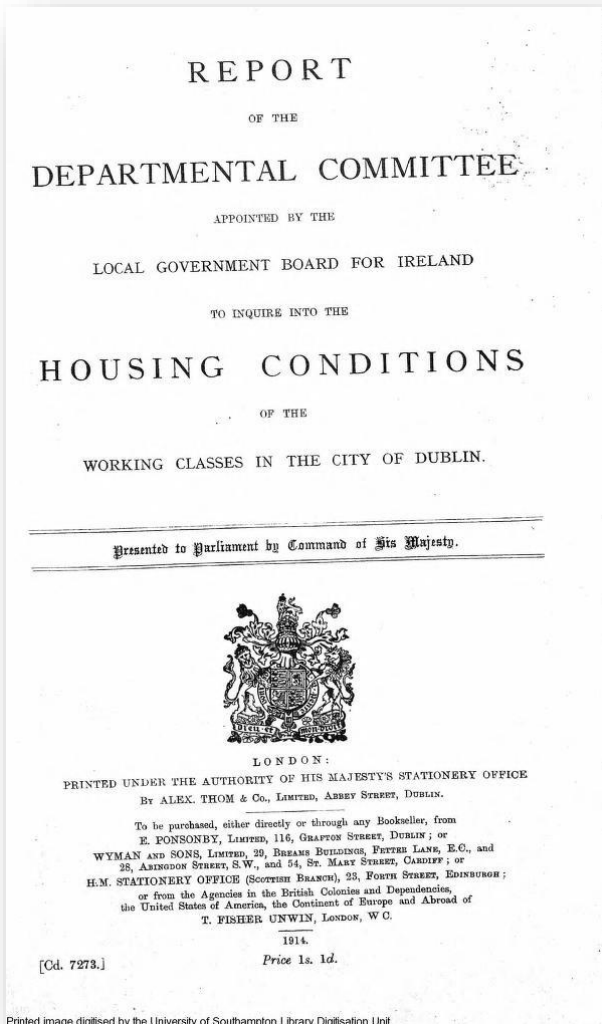
What aspect(s) of this event offers an opportunity for further research?

THE WORLD'S NEWS.  
ANTI-CLERICAL CAMPAIGN.  
PRIESTS ATTACKED.  
SOCIALIST MEETING IN LONDON; "G.B.S." SPEAKS.  
THE PEOPLE URGED TO ARM AGAINST POLICE.  
PEACE NEGOTIATIONS.  
PARLOUR CONDITION OF MEN'S UNION.  
COWARDLY ASSAULTS.

# Statistics: Living Conditions Across the United Kingdom



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What strategies do you use to support students' engagement with numerical data?

How might these sources support students' understanding of the case study?

NUMBER OF PERSONS per 1,000 total population living in tenements of one room, two rooms, three rooms, and four rooms :—

Number of rooms per tenement	Dublin	Edin- burgh	Glasgow	London	Liverpool	Man- chester	Birning- ham	Belfast
1 ...	229	56	132	59	23	7	4	3
2 ...	194	296	469	149	50	22	13	26
3 ...	106	217	205	200	122	86	277	42
4 ...	110	144	69	174	173	379	154	223

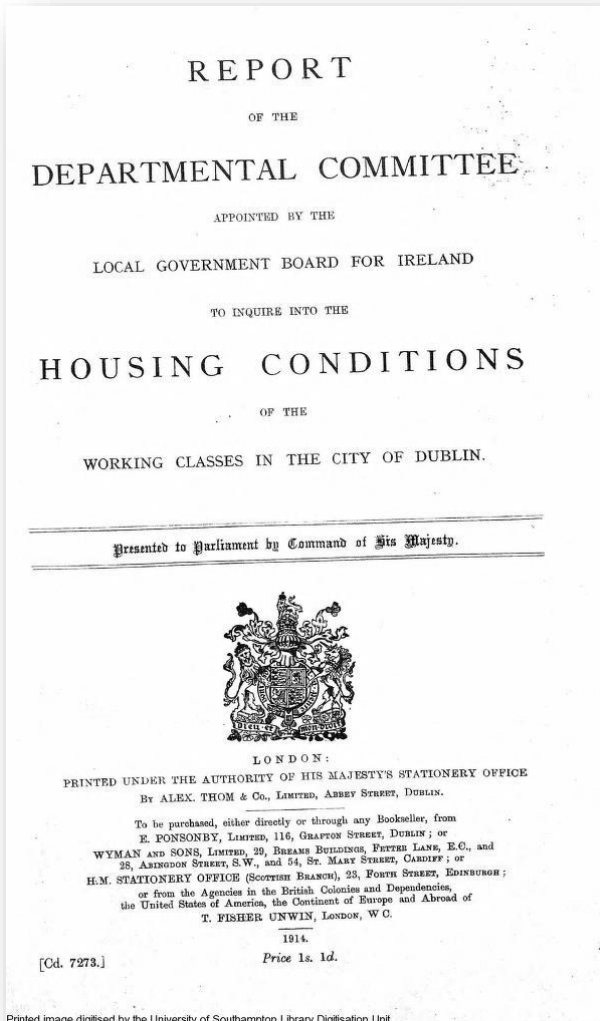
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# Statistics: A Focus on Dublin



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(15) The following is a summarized statement of a return submitted by the Corporation showing the distribution of families in the tenement houses of Dublin :—

First class tenement houses distribution is :—

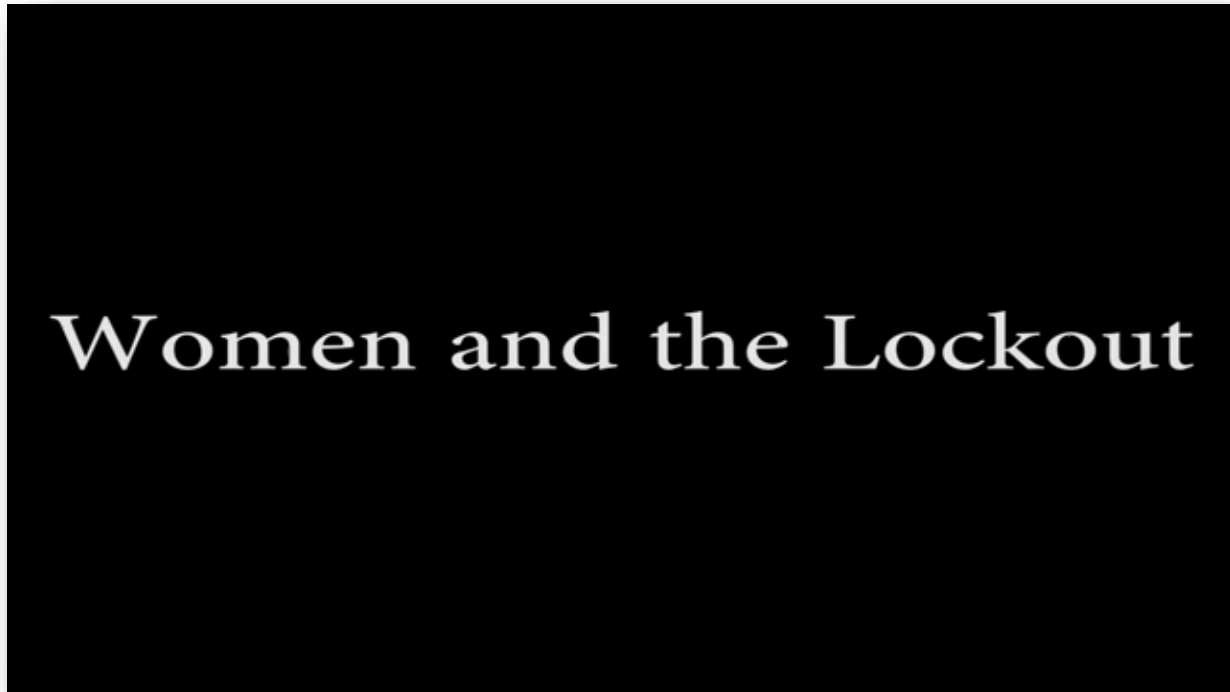
811 are occupied by from 1 to 5 families.  
 632       "       "       6 to 10 families.  
 45       "       "       11 to 15 families.  
 6       "       "       16 to 19 families.

Second class and third class tenement houses' distribution is :—

2,459 houses occupied by from 1 to 5 families.  
 1,146       "       "       6 to 10 families.  
 59       "       "       11 to 15 families.  
 1 house with 16 families.  
 1 house with 17 families.  
 1 house with 24 families.

Heads of Families	All classes of tenements	Second and Third tenements	Second and Third class houses
Rate of wages regulated by Trades Unions ...	4,573	2,775	392
Wages not regulated by Trades Unions ...	8,246	5,488	594
Labourers ... ..	9,542	7,107	1,055
No occupation ... ..	331	143	25
Old Age Pensioners ... ..	906	594	48
Owners ... ..	639	355	21
Widows ... ..	485	379	61
Unascertained ... ..	728	433	34
Pensioners ... ..	372	252	27

# What role did women play in the 1913 strike and lockout?



Century Ireland: Women and the Lockout



Members of the Irish Women's Workers' Union on the steps of Liberty Hall, c. 1914. The Union was founded in 1911. (NLI, KE 204)



Title of document:		
Type of document:		
	Considerations	Answer
Purpose	<p>Why was this source created?</p> <p>You might consider the following:</p> <ul style="list-style-type: none"> <li>Was this produced for a public or private audience?</li> <li>Is the source designed to create an emotional response?</li> <li>Whose viewpoint is the source from?</li> <li>Was the source created to inform, entertain, or create an emotional response?</li> </ul>	
Usefulness	<p>What does it contribute to your understanding of the case study?</p> <p>How useful is this type of source to someone studying this case study?</p>	
Limitations	<p>What does this source not tell you?</p> <p>What are the limitations of this type of source?</p>	
Accuracy	<p>Is the information in this document, correct?</p> <p>Are there identifiable inaccuracies in this source?</p> <p>Does the document present a balanced or imbalanced account?</p>	
Reliability	<p>Is this source trustworthy?</p>	

- How do you support your students' critique of documents?
- How might this support be used to develop students' written responses?

Dora Montefiore

## From a Victorian to a Modern

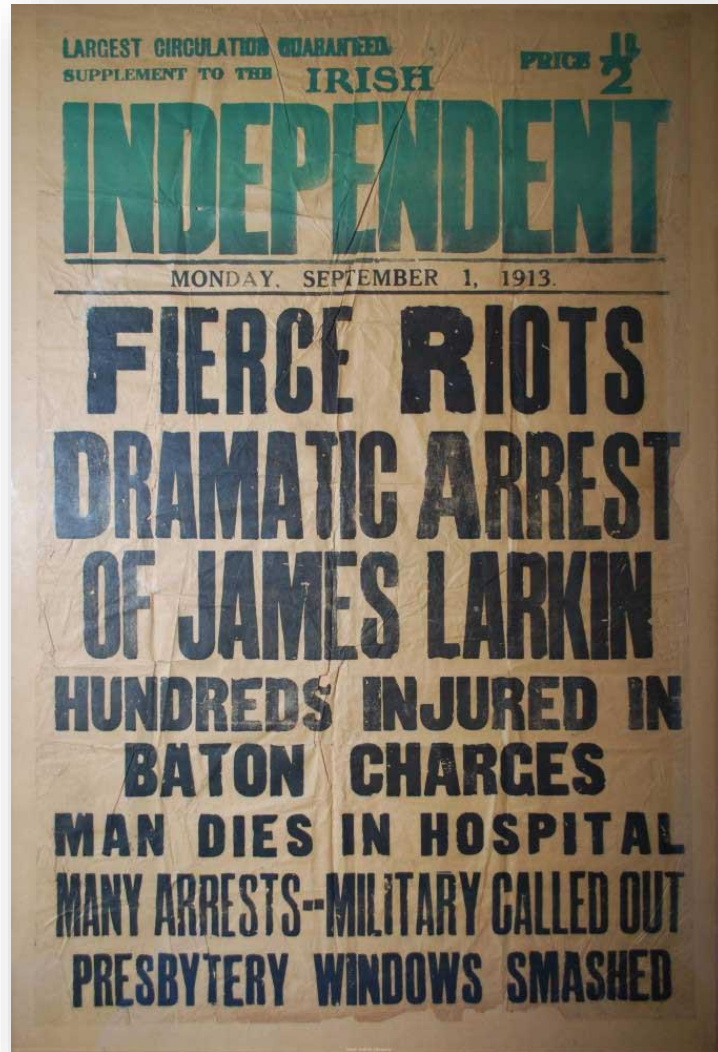
### Experiences in Dublin

In 1913 I was on the platform at a meeting at the Memorial Hall, when Jim Larkin came to tell the English workers what straits the Dublin workers were in after seven weeks of slow starvation. As I listened to his appalling story, it flashed across my mind that here was a great opportunity for organised workers in England to prove their solidarity with the locked-out men in Dublin, by taking in to their homes some of the children who were suffering so severely from the effects of industrial strife. When Larkin had finished speaking I wrote out a slip of paper and passed it across to him, asking him if a plan like this which had already been successfully carried out by Belgian comrades, and in the Lawrence strike, in the United States, could be arranged through the *Herald* League, would it have his backing. He wrote a few words in the affirmative, and I then passed along a line to Lady Warwick, who was also on the platform, asking her if she would act as Treasurer to the Fund, which she agreed to do. With the consent of Mr. Lapworth, the Editor of the *Daily Herald*, I wrote the next day a letter to that paper, setting forth the idea, and in less than two days I had upwards of 110 homes offered by workers in England and Scotland to the "Dublin kiddies." I knew that food ships had already been subscribed for generously by the rank and file of trade unionists and co-operators, who were helping the heroic Dublin workers to realise that their fight was the fight of all other workers, and that an injury or loss to their cause would be the concern of all. But I felt, from what I had heard and read of the slums of Dublin, and the abysmal poverty of the sweated workers that if we could give the children a holiday from such surroundings and fill them with a vision of what life might hold in the way of cleaner and more hopeful environment, my colleagues and I might be the means, not only of saving some of the children, who should be the hope of the race, but also of doing some constructive work for the future of organised industrialism.

# Influence of the Established Press



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South Dublin Libraries

220  
Chief Secretary, Dublin Castle, Ir. to Mason & Son Ltd., 40 Ir. Backville St. Dublin.  
For Papers Supplied - July 1 to September 30, 1913.

Library					
Morning Post	✓	7	7		
Pall Mall Gaz.	✓	8	1		
Standard	✓	7	7		
Dy. News (Man)	✓	4	9		
Daily Chron.	✓	4	9		
West Gaz.	✓	8	.		
S Express	✓	10	9		
S Irish Times	✓	19	9		
S Freeman	✓	19	9		
S Independent	✓	9	11		
Bvg. Telegraph	✓	2	3		
Bvg. Mail Spl.	✓	2	3		
Bvg. Herald	✓	2	3		
Irish Catholic	✓	1	1		
Sinn Fein	✓	1	1		
Constab. Gaz.	✓	2	2		
Funch	✓	4	.		
Angle Celt	✓	2	.		
B.N. Letter	✓	7	7		
B.N. Whig	✓	7	7		
Belfast I. News	✓	7	7		
Cork Const'n	✓	7	7		
" Examiner	✓	7	7		
Comm. Tele.	✓	2	.		
Carlow Sent'l	✓	3	.		
Clare Jol.	✓	4	.		
Drogheda Argus	✓	2	.		
Dundalk Demo.	✓	2	.		
D'patk. Record	✓	2	.		
Galway Exp. U.S.	✓	1	6		
Kilkenny Jol.	✓	4	.		
Kerry Sent'l	✓	4	.		
Kings Co. Chron.	✓	3	6		
L'derry Sent'l	✓	5	6		
forward		10	1	5	

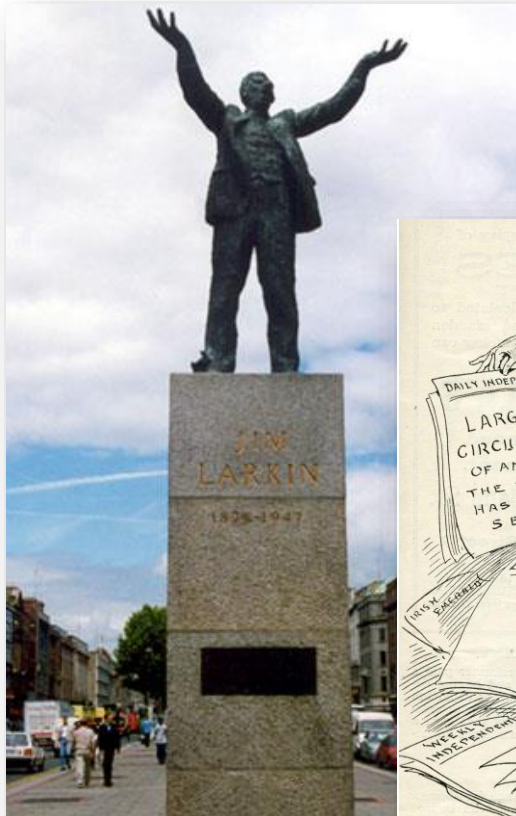
National Archives of Ireland, CSO RP 1913, 17991

221  
Chief Secretary, Dublin Castle, Ir. to Mason & Son Ltd., 40 Ir. Backville St. Dublin.  
For Papers Supplied - July 1 to September 30, 1913.

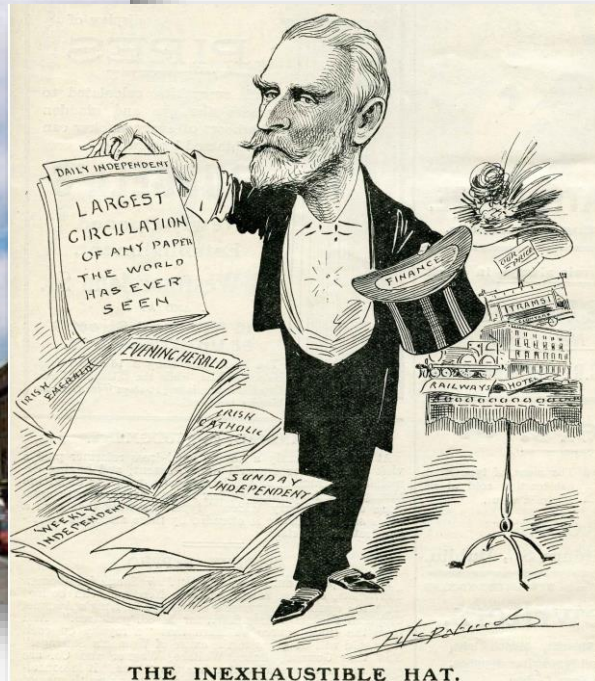
(Library Continued)	Brought forward	10	1	5
L'derry Stand	✓	6	.	
Limerick Chron.	✓	6	.	
L'ford Indept.	✓	2	.	
Leinster Exp.	✓	4	.	
" Leader	✓	2	.	
" Advertiser	✓	2	.	
Meath Herald	✓	2	.	
Newry Tele.	✓	6	.	
North Standard	✓	2	.	
W'common Herald	✓	2	.	
Sligo Champ'n U.S.	✓	1	6	
Tuan Herald	✓	2	.	
Tyrone Cour't	✓	1	6	
Ulster Gaz.	✓	2	.	
Wexford Peop. (Sat. Ed.)	✓	2	.	
" " (Wed. Ed.)	✓	2	.	
W'meath Indept.	✓	2	.	
Wick N. Letter	✓	2	.	
Waterford News	✓	2	.	
Index to Times	✓	10	.	
Tyrone Const'n	✓	2	.	
Ulster Guardn U.S.	✓	1	6	
Dy. Mail (Man)	✓	4	9	
Man. Guardn	✓	7	7	
Nation	✓	7	6	
Liberal Mag.	✓	1	6	
Clonmel Chron. (Wed. & Sat)	✓	4	.	
Stubbs Gaz.	✓			
N.Y.I. World	✓			
Irish Worker U.S.	✓	1	1	
Votes for Women	✓	1	4	
Irish Citizen	✓	1	1	
Suffragette	✓	1	4	
April to June 1913		10	.	
Jan. '14 (sent A/o)				
" " do				
Credit		14	16	1
Dis. off Dublin Papers SA. S. S		8	6	
		24	7	7



# How can a multiperspectpective approach enhance students' understanding of the strike and lockout?



Jim Larkin statue,  
O'Connell Street,  
Dublin



Caricature of William Martin  
Murphy: Dublin City Council  
Photograph of Jim Larkin  
monument: Wikimedia Commons

Dr Robert Stradling defines multiperspectivity as “a way of viewing, and a predisposition to view, historical events, personalities, developments, cultures and societies from different perspectives through drawing on procedures and processes which are fundamental to history as a discipline.”

<https://www.coe.int/en/web/observatory-history-teaching/-/integrating-multiperspectivity-in-the-history-classroom>

# Building a Picture of Events



Oide

CHARGE AGAINST P.T. DALY, JAMES LARKIN, THOMAS LAWLOR,  
WILLIAM O'BRIEN AND W.P. PARTRIDGE, AUGUST, 1913.

"Having on the 26th August, at Custom House Square, Beresford Place, been guilty of the crimes of seditious libel and seditious conspiracy in agreeing and acting together for the criminal purpose of disturbing the public peace and raising discontent among His Majesty's subjects, the citizens of Dublin, and discontent and hatred between certain classes of His Majesty's subjects, to wit, the working classes of Dublin, the police forces of the Crown and the soldiers of the Crown and for the purpose of exciting hatred and contempt of the Government, and for the purpose of inciting to murder, also that they and each of them about the time and place aforesaid were guilty of the crime of the publication of seditious words and that they and each of them together with other persons did at the place aforesaid unlawfully assemble with the intent to carry on the unlawful purpose aforesaid."

National Library of Ireland Ms 13913



The Daily Mirror, Tuesday, September 2, 1913



Helena Moloney of the Irish Citizen Army describe the events of the day on 'The Great Lockout' on RTÉ Radio 1

# The 1913 Strike and Lockout Failed in its Objectives. Discuss.

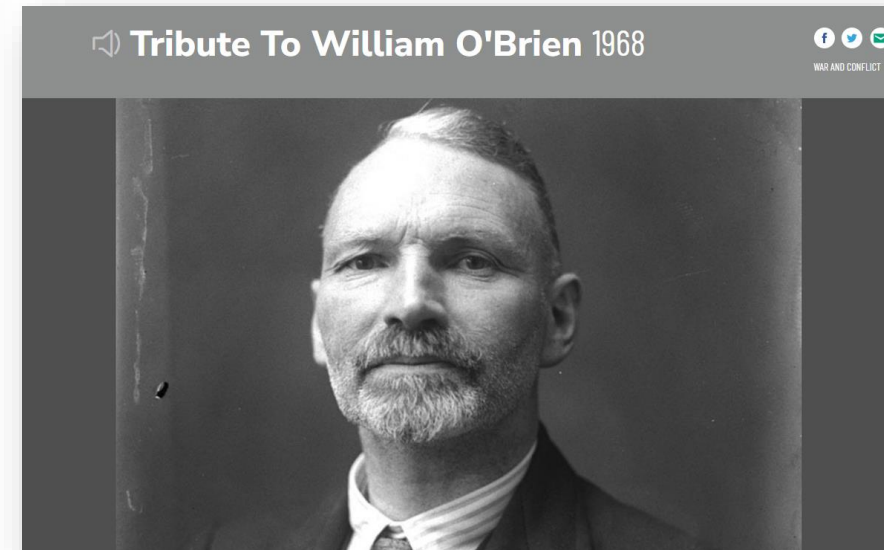


Table 2: ITGWU & Irish Trade Union Congress Membership. 1917-1930

Year	ITGWU	ITUC	ITGWU as % of ITUC
1917	14,920	150,000	9.9
1918	67,827	250,000	27.1
1919	102,823	270,000	38.0
1920	101,970	229,000	44.5
1921	100,000	196,000	51.0
1922	82,243	189,000	43.5
1923	89,000	183,000	48.6
1924	67,000	175,000	38.2
1925	50,984	149,000	34.2
1926	40,000	123,000	32.5
1927	22,000	113,000	19.4
1928	18,857	103,000	18.3
1929	15,453	92,000	16.7
1930	14,608	102,000	14.2

The great Dublin strike and lockout of 1913 did not, I am afraid, stir my social conscience to any great extent, and I imagine I was typical enough of the students generally. I find my attitude not easy to understand now, having regard to my father's sympathy and association with Labour interests generally. I suppose I was too much preoccupied with my own interests and amusements to be much concerned with the troubles of others. There was, moreover, much talk of Syndicalism and some hints of Communism. Considerable hostility had been engendered against Larkin and the Transport Union by the attempt to ship to England some children of the men on strike with a view to sparing them the hardships which their families had to suffer. All students were not, however, as uninterested as I. The National Student observed editorially that "No one could live in Dublin during the strike or lockout and not be provoked to examine his social values and perhaps to make new ones". I believe, to the credit of the College, several students were to be found among the volunteer workers who devoted much time and attention to relieving to some extent the hardships of the strikers' families.

Witness statement of Mr Justice Cahir Davitt (President of the High Court)



<https://www.rte.ie/archives/2018/1015/1003225-william-x-obrien/>

Francis Devine, Organising History: A Centenary of SIPTU, 1909-2009, (Dublin, 2009), pp. 1.004-1005.

# Contextualisation



Oide

What is the question asking me?	
What is the question not asking me?	
What aspect(s) of the wider context of the case study does it refer to?	
What are the main points needed to respond to the specific question?	

	Main Point	How does this answer the question?
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		

Reflection and Feedback	Is there any unnecessary information include?	Is there any information that would strengthen my response to the question?
Student comments		
Teacher comments		
Next steps		

The 1913 strike and lockout failed in its objectives. Discuss.

**Table 1: ITGWU & Irish Trade Union Congress Membership, 1909-1916**

Year	ITGWU	ICTU	ITGWU as % of ICTU
1909	1,200	89,000	1.3
1910	5,000	75,000	6.7
1911	18,089	50,000	36.1
1912	22,000	70,000	31.4
1913	30,000	100,000	30.0
1914	15,000	110,000	13.6
1915	10,000	150,000	6.7
1916	5,000	120,000	4.1

**Source:** Francis Devine, *Organising History: A Centenary of SIPTU, 1909-2009*, (Dublin, 2009), pp. 1,004-1,005

# What sources could you use to analyse the legacy of the lockout?



Oide



# How have you used audio sources in the history classroom?



Oide



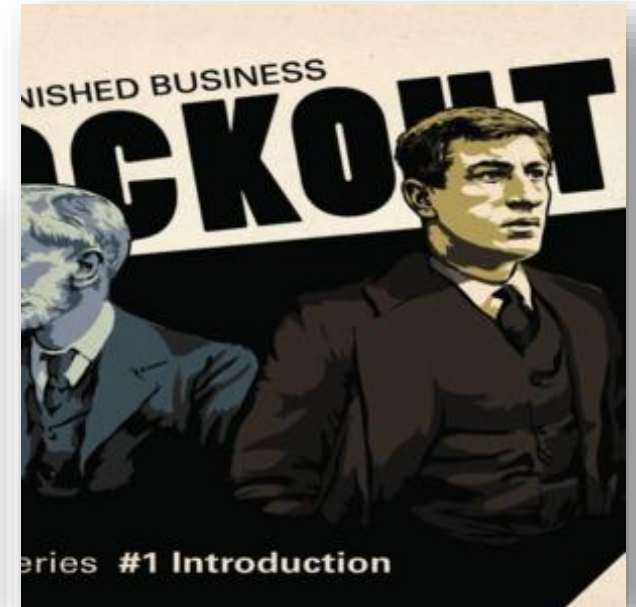
What were the experiences of the women & children of the 1913 Lockout?

RTÉ Radio 1



Citizens: Lockout 1913 – 2013  
(6 episodes)

RTÉ Radio 1



1913 Lockout - Unfinished Business (6 episodes)

Unfinished Business

# Cultural Impact



Oide



Mr. Larkin's arrest after speaking from the balcony of the Imperial Hotel, O'Connell street, Dublin, during the 1913 labour troubles. He was wearing a frock coat belonging to the late Count Markiewicz. Picture by courtesy of The Kerryman.

## “JIM” LARKIN DIES

### Sean O'Casey Tribute

MR. JAMES LARKIN, internationally-known Irish labour leader, died in a Dublin hospital, after a short illness, yesterday morning. He was aged 72. Revolutionary, journalist, orator, “Big Jim” will be remembered chiefly for his work among the unorganised dock labourers of Belfast and Dublin early in this century.

“A man of seething energy . . . of remarkable oratorical talent . . . a talented leader . . . he performed miracles among the unskilled workers”—this was how he was described publicly by Lenin.

Sean O'Casey, last night, paid the following tribute to Mr. Larkin.—“It is hard to believe that this great man is dead; that this ‘lion’ of the Irish Labour movement will roar no more. When it seemed that every man's hand was against him, the time he led workers through the tremendous days of 1913 he wrested tribute of Ireland's greatest and most prominent men. Years, George Russell, O'Connell and George Bernard Shaw proclaimed him to be the greatest Irishman since Parnell. And so he was; for all thoughts and all activities surged in the soul of this Labour leader. He was far and away above the orthodox Labour leader, for he combined within himself the imagination of the artist, with the fire and determination of a leader of a down-trodden class.

“He was the first man in Ireland—and, perhaps, in England, too—who brought poetry into the workers' fight for a better life. Lectures and concerts, and other activities, he brought into Liberty Hall, and the social centre he organised in Claydon Park coloured the life of the Dublin workers, and was a joyous experience they had never known before, and was for Jim the admiration of many who had but scanty interest in the labour movement.

**FORESEER**  
“Before all others, Jim Larkin brought into the Dublin labour strife an interest in the hearts of humanity never associated before with the life of those who had to work hard and long for a living; and to-day this interest has grown to tremendous proportions, and the workers are swarming to enjoy and to understand the finer things of life.

“So Jim Larkin, as well as being a great leader of men, and an imaginative artist himself, was a foreseer of things to come. He was the man who first introduced to me the great name of Eugene O'Neill post-er that playwright had had his ‘Hairy Ape’ produced in New York. He fought for the loaf of bread as no man before him had ever fought, but, with the loaf of bread, he also brought the flask of wine and the book of verse.

“He had the eloquence of an Elizabethan, fascinating to all who heard him, and irresistible to the workers. He was familiar with the poetry of Shakespeare, Whitman, Shelley and Omar Khayyam, and often quoted them in his speeches. In all his imaginative speeches

there ran the fiery thread of devastating criticism not only of the employers, but of the workers themselves.

“Jim Larkin never hesitated to expose and condemn the faults of his followers. No man ever did more since the days of Father Mathew to persuade the workers to live a more sober and sensible life than this Jim.

“Many were jealous of his great fight and of his influence on the working class, and many still are, but the life of this man, so great, so unselfish, so poetic, will live for ever in the hearts and minds of those who love him, and in the minds of those who will bear of the man to men, and of all he did to bring security and decency and honour to a class that never knew of these things until Jim Larkin came.

“There was a man sent from God whose name was Jim, and that man was Larkin, Jim Larkin is not dead, but is with us all, and will be with us always.”

“Mr. George Bernard Shaw said that he had no remarks to make about Larkin. He said, however:—“He had a very distinguished career, and a monument should be erected to his memory.”

**VOTES OF SYMPATHY**  
Votes of sympathy with relatives of Mr. Larkin were passed yesterday by the Dublin Port and Docks Board, the Housing Sub-Committee of the Dublin Corporation, the Fianna Fail group of the Dublin Corporation, and by a conference of the Irish T.U.C. and the Congress of Irish Unions.

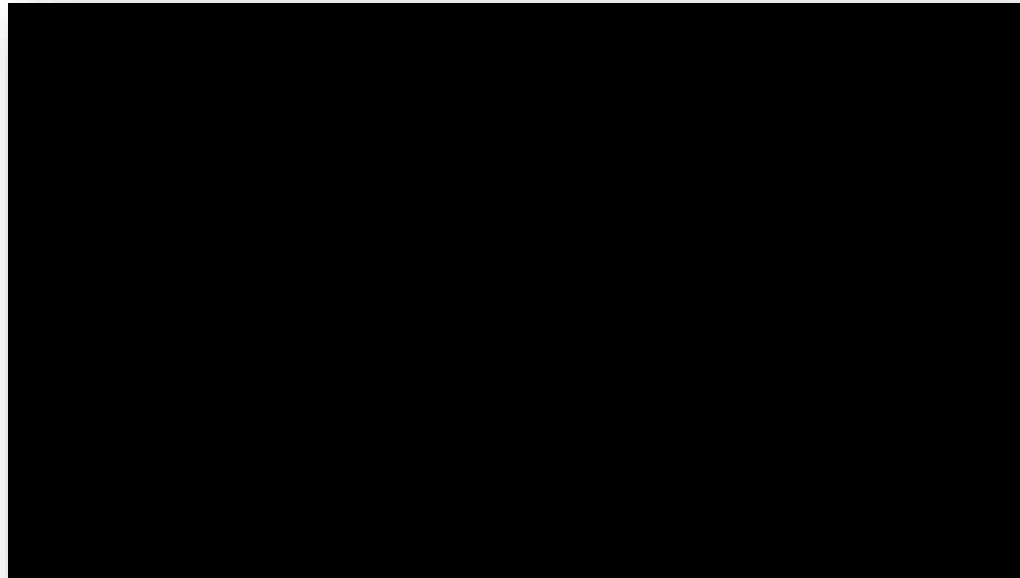
The body of Councillor Larkin will be taken from the Meath Hospital at 7.0 p.m. to-day to the Thomas Ashe Hall, 54 College Street, the headquarters of the Workers' Union of Ireland. There it will lie in state until 3.0 p.m. on Sunday, when it will be taken to St. Mary's Church, Haddington Road.

The funeral will take place after 10 o'clock to-day on Monday morning in Glasnevin Cemetery.

The public will be admitted to Thomas Ashe Hall between 9 o'clock and 11 o'clock to-night; from 10 a.m. to 10 p.m. to-morrow, and from 10 a.m. to 2 p.m. on Sunday.

Members of the Union will escort the body from the Meath Hospital to College Street to-day, and from College Street to Haddington Road on Sunday.

(See also Page 4)



Modern rendition of ‘September 1913’ by W.B. Yeats, performed by the Waterboys in 2011



Oide

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## CULTURAL RESEARCH

Step 1 - Choose a key personality/issue/event mentioned in the poem/song

Step 2 - Explain why you chose this person/event/issue

Step 3 - Research their contribution to the 1913 Strike and Lockout

Issue/person/event

Contribution to the 1913 Strike and Lockout

Sources I engaged with as part of my research

Other songs/poems/ quotes

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# Supports for Analysing and Comparing Sources



## Glossary

- **Allegory** - the expression of truths or generalisations about human existence by means of symbolic fictional figures and their actions.
- **Analogy** - a similarity between like features of two things, on which a comparison may be based.
- **Bias** - tendency to prefer one person or thing to another, and to favour that person or thing.
- **Bias and objectivity** - Again, the distinction is not a "black and white" one. Every account of a past event is conveyed by a subject with her/his own viewpoints. Where the viewpoint of the subject results in an account that is one-sided and excludes some of the available evidence - often to serve a political ideology or to reflect an acquired prejudice - we refer to the resulting account as "biased". "Objectivity", therefore, is the attempt to be as open and fair-minded as possible, taking all of the available evidence into account and resisting the temptation to focus on evidence that matches one's own pre-existing viewpoint. The point where a personal viewpoint may be characterised as a bias is a somewhat blurred one.
- **Caption** - a title or explanation for a picture or illustration, as in a magazine, newspaper, or book.
- **Caricature** - a picture, description, or imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect.
- **Compare** - Identify the similarities, points of agreement.
- **Contemporary** - This describes a piece of evidence that comes from the period of time to which it relates.
- **Contrast** - Identify the differences, points of disagreement.
- **Edited extract/excerpt** - A piece from a longer document from which some words have been removed to make it more accessible to students.
- **Evaluation** - Evaluation involves the "weighing up" of evidence, to try to determine, for example, which of two pieces of evidence appears to be the more accurate and reliable. Attempts to evaluate evidence will always be constrained by factors such as: our knowledge of the provenance of a

## Useful Words and Phrases for Comparing Sources

Similar	Akin	Indistinguishable	Different	Incompatible	Varying
Likewise	Identical	Both	Opposite	At odds	Whereas
Close	Equivalent	Furthermore	Distinct	Inconsistent	Clashing
Corresponding	Parallel	This is mirror			
Related	Matches	Moreover			
In addition	Specifically	Therefore			
Implies	Disputes	Additionally			
Ultimately	Although	Alongside			

## Useful Words for Analysing Sources

Valid	Limited	Balanced	One-sided	Informative
Biased	Exaggerated	Emotive	Omits	Generic
Objective	Useful	Misleading	Dubious	Impartial
Subjective	Credible	Reliable	Persuasive	Accurate
Honest	Dishonest	Unreliable	Detailed	Trustworthy
Deceitful	Realistic	Sensational	Dramatic	Tone
Authentic	Pragmatic	Revealing	Propaganda	Vague
Specific	Critical	Insightful	Perspective	Viewpoint
Alternative	Disinformation	Factual	Verify	Context
Incomplete	Satirical	Disseminates	Genuine	Shrewd



# Finding Sources



Oide

**Irish Independent**

**"MASS PICKETING,"**

**LARKINITE REJOICING AT  
A HOME RULER'S  
DEFEAT,**

**VIOLENT SUFFRAGETTES.**

**INCITEMENT: ATTACKS ON  
THE CLERGY.**

The new tactics of the strikers—mass picketing—are to commence to-day, and Mr. Connolly advised the workers to assemble in large numbers "to watch the 'scabs' going



ROINN COSANTA.

BUREAU OF MILITARY HISTORY, 1913-21.

STATEMENT BY WITNESS.

DOCUMENT NO. W.S. 906

Witness

James Larkin, T.D.,  
5a College St.,  
Dublin.

Identity.

Son of the late James Larkin, T.D.,  
who was a founder member of the Irish  
Transport and General Workers' Union  
and founder of the Workers' Union of  
Ireland.

Subject.

Labour in Dublin, 1913,  
and the genesis of the Irish Citizen Army.

Conditions, if any, Stipulated by Witness.

Nil

File No. S.2211

Form B.S.M. 2



An Chartlann Mhíleata  
The Military Archives

**THE DUBLIN STRIKE.**

By "Æ" (GEORGE W. RUSSELL).

**I. A PLEA FOR THE WORKERS.**

A Speech delivered in the Royal Albert Hall, London,  
November 1, 1913, to an audience of 12,000 persons.

I stand for the first time on a public platform in this country. The great generosity of English to Irish workers has obliterated the memory of many an ancient tale of wrong. I come from Dublin, where most extraordinary things have been happening. Humanity long dumb there has found a voice, it has its prophet and its martyrs. We no longer know people by the old signs and the old shams. People are to us either human or sub-human. They are either on the side of those who are fighting for human conditions in labour or they are with those who are trying to degrade it and thrust it into the abyss.

Ah! but I forgot; there has sprung up a third party, who are super-human beings, they have so little concern for the body at all, that they assert it is better for children to be starved than to be moved from the Christian atmosphere of the Dublin slums. Dublin is the most Christian city in these islands. Its tottering tenements are holy. The spiritual atmosphere which pervades them is ample compensation for the diseases which are there and the food which is not there. If any poor parents think otherwise, and would send their children for a little from that earthly paradise, they will find the docks and railway stations barred by these super-human beings and by the police, and they are pitched headlong out of the station, set upon and beaten, and their children snatched from them. A Dublin labourer has no rights in his own children. You see if these children were even for a little out of the slums, they would get discontented with their poor homes, so a very holy man has said. Once getting full meals, they might be so inconsiderate as to ask for them all their lives. They might destroy the interesting experiments carried on in Dublin for generations to find out how closely human beings can be packed together, on how little a human being can live, and what is the minimum wage his employer need pay him. James Larkin interrupted these inter-



**ILHS**  
Irish Labour History Society

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# Padlet for Sharing Further Supports



Oide

The Padlet board is titled "1913 Lockout" and is shared by "Oide + 2" with 5d. It features several resource cards:

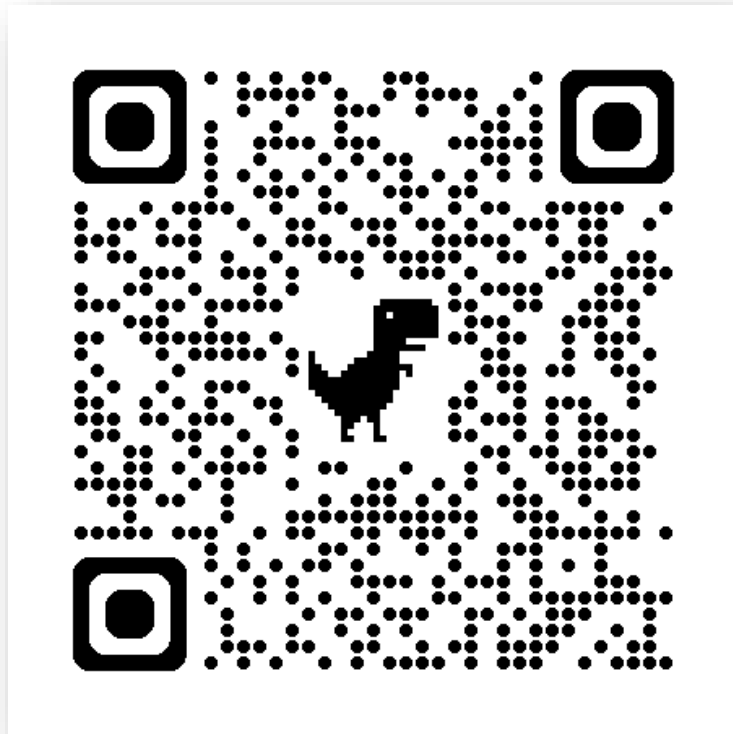
- National Library of Ireland/NCCA documents pack**: A PDF document titled "LEAVING CERTIFICATE HISTORY CASE STUDY" about the Dublin 1913 strike and lockout, with logos for the National Library of Ireland and NCCA.
- Articles**: A card titled "Chronology of the 1913 Strike and Lockout" with a PDF link, detailing the events from August 26th to August 30th.
- Dictionary of Irish Biography**: A card for "Larkin, James" and another for "Murphy, William Martin".
- Podcasts**: A card titled "Citizens Lockout 1913-2013" from rte.ie.
- Audio visual**: A card titled "u3.-poster-1913-strike-and-lockout" featuring an infographic about living and working conditions in Dublin, 1913-14, and a video titled "Recalling Jim Larkin" from rte.ie.

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# Further Supports



Oide



Oide History Home Sessions Leagan Gaeilge

## Enhancing Student Engagement with Historical Sources



Click for Session Activities and Supports

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