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Supporting the Professional
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Ireland Topic 2: Movements for Political and Social Reform, 1870-1914

Case Study

The elections of 1885 and
1886: issues and
outcomes

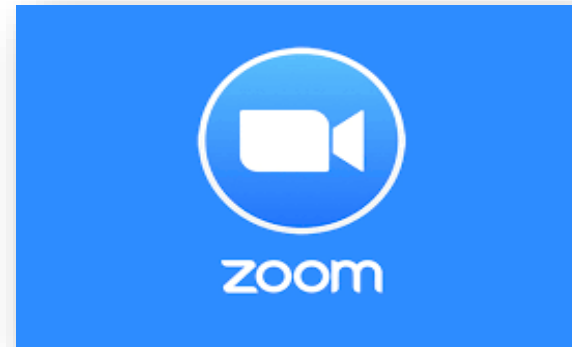


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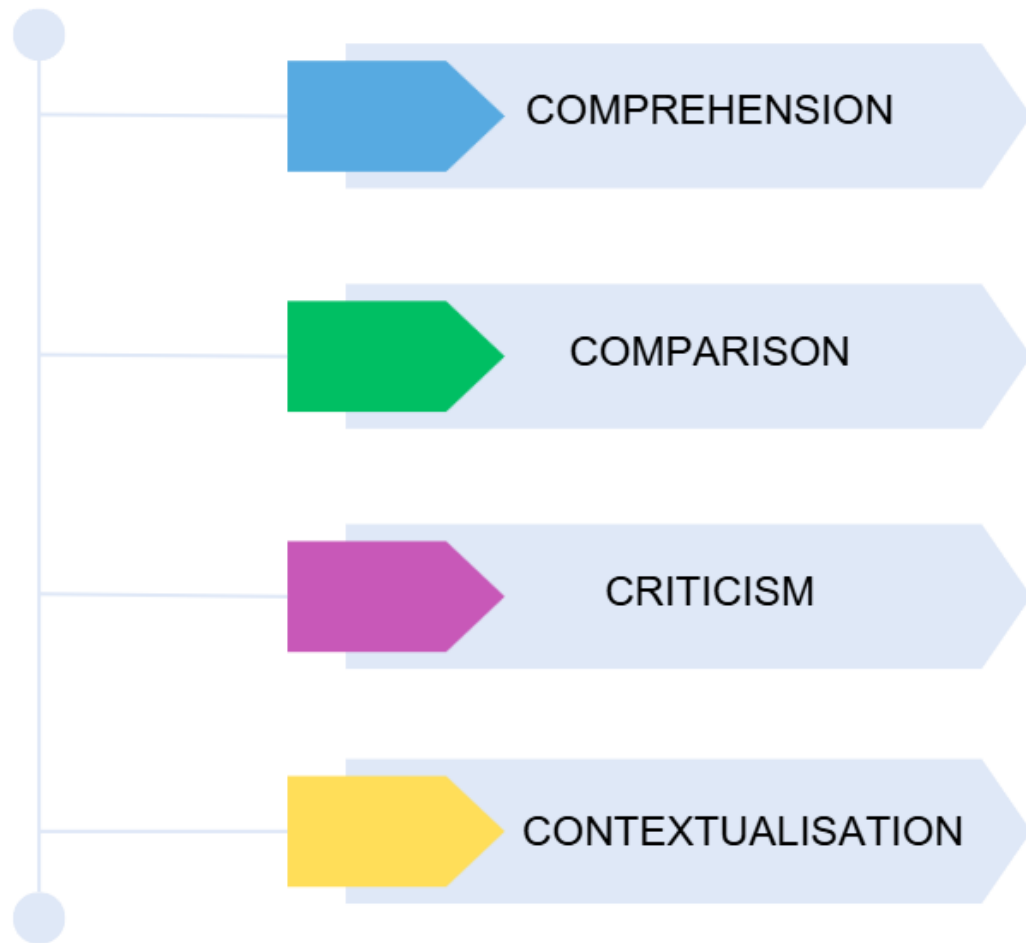
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Focus of The Webinar

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- To explore ways of developing students' analytical and critical thinking skills when working with a broad range of historical documents

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The study of one of the topics will involve the structured use of historical documents.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



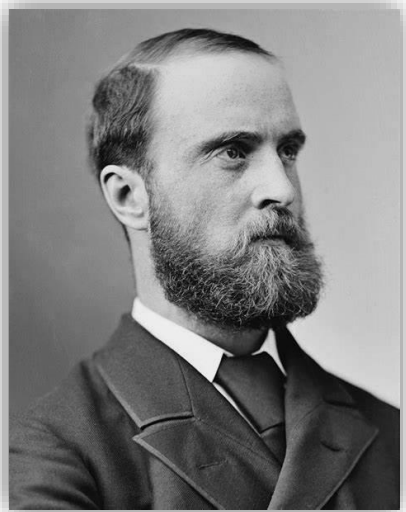
Context



Key Personalities



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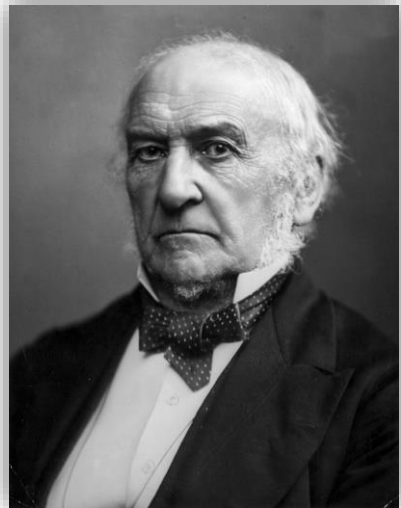
Charles
Stewart Parnell



Joseph
Chamberlain



Isabella Tod



William Ewart
Gladstone



Lord Salisbury



Randolph Churchill

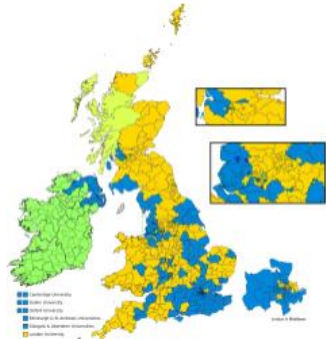
Timeline of Events



Timeline: The Irish Elections of 1885 and 1886 - Key Issues and Outcomes

Exploring the pivotal elections that shaped Ireland's political landscape during the Home Rule era

November-December 1885: The General Election of 1885



The general election takes place. In Ireland, it's a triumph for the Irish Parliamentary Party led by Charles Stewart Parnell, which wins 86 out of 103 Irish seats. This result gives the Irish nationalists significant leverage in Westminster.

December 17, 1885: the 'Hawarden Kite'



Gladstone's son Herbert announced to the press that his father had come to favour Home Rule. This incident is known as 'flying the Hawarden Kite' as 'flying the kite' is when a political party leaks plans in order to gauge public reaction.

January 1886: The Liberal Alliance and Gladstone's Third Government



William Gladstone forms his third government with the support of the Irish Parliamentary Party. He commits to introducing a Home Rule Bill for Ireland, a decision that will have far-reaching consequences.

January 1886: Ulster Loyalist Anti-Repeal Union (ULARU) founded.



Protestants from both Liberal and Conservative backgrounds form the Ulster Loyalist Anti-Repeal Union (ULARU) to coordinate an anti-Home Rule campaign. It provided a unionist structure focussed specifically on Ulster, distinct from the southern-controlled Irish Loyal and Patriotic Union. The Ulster-based Union, closely associated with the Orange Order and the Protestant churches in Ulster and supported by the Conservative Party, quickly became known for the forthright nature of its speakers such as Rev.

January 1886: Unionist Party founded



Follows calls from the Orange Order to establish a unionist parliamentary party the 18 Irish anti-Home Rule MPs united to form the Unionist Party (initially called the Irish Unionist Party) in

February 23, 1886: Randolph Churchill at the Ulster Hall



The Conservative Party in Ulster launched an anti-Home Rule campaign in February 1886. It joined with the Orange Order to organise a huge political rally which was addressed by Lord Randolph Churchill.

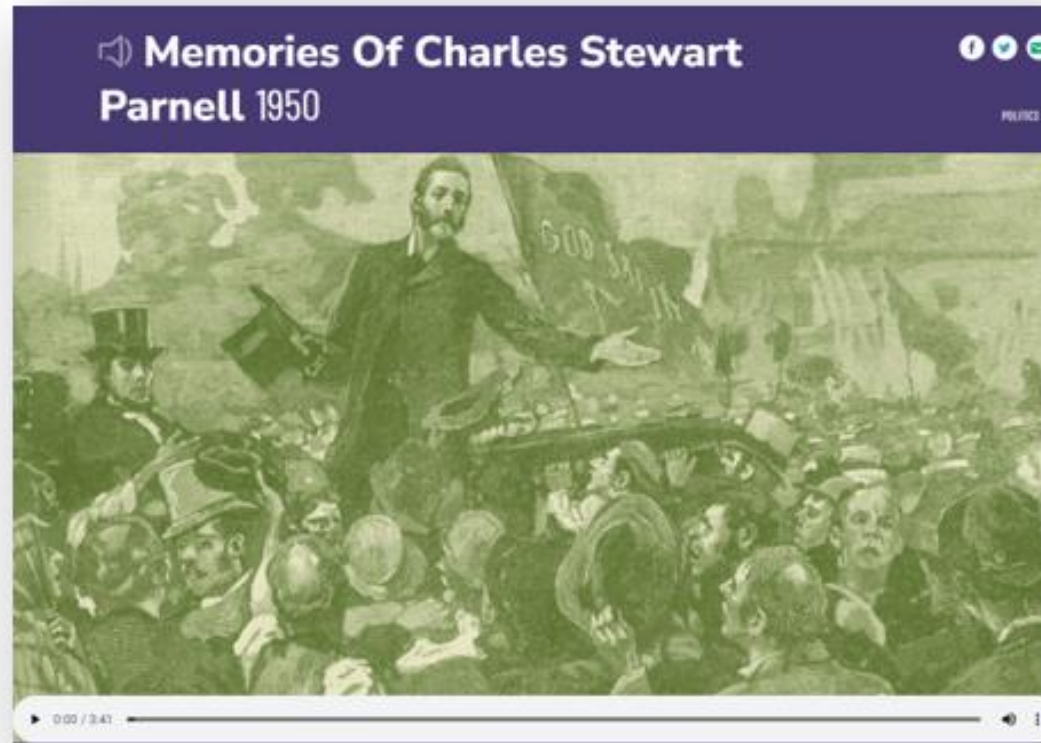
What Type of Sources Are Available for Students to Engage with?



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Cartoons, illustrations and maps



Audio, film and documentaries




Newspapers, diaries and reports

An Enquiry-Focused Approach



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Sentence Supports for Creating a Historical Enquiry Question

Cause and Consequence:

- What led ...?
- To what extent did ... influence?
- Why did ... happen?
- What role did ... play in ...?

Continuity and change over time:

- In what ways do the views of ... show continuity /change in ...?
- How does ... event show continuity/change in ...?
- How and why was there change/continuity between ... and ...?

Comparison:

- Why are ... and ... similar/different?
- In what ways are ... similar/different?
- What factors are responsible for the similarities/difference between ... and ...?
- What were the different views held by ... about ...?
- Why were perspectives on ... the same/different?

Significance:

- Why was ... significant?
- What do the sources tell us about ...?
- What can we learn from ...?
- In what ways is this important to ...?

Evaluate your questions:

- Is the question clear? Does it make sense?
- Is it related to my topic?
- Does my question have multiple possible answers?
- Is it an important topic from a period in history or for today?
- Do I know where I can access sources that might help me answer my question?


‘Carefully framed questions can arouse the curiosity of students and focus attention on matters of key importance.’

Leaving Certificate Guidelines for Teachers, p. 37

Student Led Enquiry



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Crafting a Historical Enquiry Question

Topic/area of research:

Circle/highlight what you are hoping to learn from your research.

- Causes of your topic.
- Consequences of your topic?
- Why it was important at the time?
- How/why things stayed the same.
- How/why things changed?
- Comparing two things?
- Other

Write your first draft of the question:

Write your second draft of the question:

- o The question is clear and makes sense.
- o It is related to the topic.
- o There are multiple ways of answering the questions.
- o It is interesting and important.

Final research question:

- Formulating questions and students' understanding
- Exploration and analysing of sources
- Drawing conclusions

What were the Issues Informing the Irish Parliamentary Party's 1885 Election Campaign?



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“The idle and the industrious boys”
The Weekly Freeman, September 8th, 1883



National Library of Ireland, Call Number EPH A356

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Analysing Sources



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Student Guide for Working with Sources

Who – who made the source- did they have an opinion or bias? Were they involved?	
What – what information does the source give? Is it the full story? Is it accurate?	
Why – why was the source made? Was it made to persuade people of a particular opinion?	
When – was it made at the time? Was the person there?	
Where – where was the source made? Were they involved in the event? Did they have an opinion?	
Identify the source – is it primary or secondary? Who wrote it?	
Author/artist? – consider their religion, nationality, job etc	
Put it into context – what events had happened or were happening when this was created? Who was the intended audience?	

Student Guide for Working with Sources

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Questioning Sources

Comprehension Questions	Inferential Questions	Evaluative Questions
Who was the source created by? For whom was the source created?	Why do you think that the individual or group portrayed in the source acted in a particular way? Explain your reasoning.	What viewpoints are apparent in the source? Is the creator of the source trying to present only one of the many perspectives? What words/phrases/ images suggest different viewpoints?
What do you know about the creator of the source? You might consider the following: age, gender, social position, occupation, religious beliefs, political beliefs etc.	Why did the creator of the source produce it? Consider whether it was to make money, influence people, tell their side of the story, record an event, criticise someone etc.	Are there any parts of the source that seems to be inaccurate? Describe these and explain why you believe these parts are inaccurate.
When was the source created?	Who might have been the intended audience for the source? How do you think the creator wanted the audience to respond?	Does the source that you are looking at support, or contradict, another source that you have looked at? What is this other source? In what ways do the sources support/ contradict each other?
What was happening at the time? Consider significant events, the political situation, common beliefs and prejudices, social norms etc.	List evidence from the source and your knowledge about the creator that led you to your conclusions.	Does the source offer opportunities for further research and cross-referencing?

Questioning Sources

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Evaluating Sources

1. Use these analysis skills	2. To justify these evaluation skills
<p>Information: What is the clear meaning of this source? How does this source confirm/deny the information from a different source?</p> <p>Origin: Who created the source? What kind and type of source is it?</p> <p>Perspective: From what point of view was this source created?</p> <p>Context: When was the source created? What historical events happened at this time that are important to the creation of this source?</p> <p>Audience: Who was the intended audience of the source?</p> <p>Motive: For what purpose was this source made?</p>	<p>Usefulness How relevant is this source to the topic you are studying?</p> <p>Reliability How trustworthy is the source?</p>
3. Evaluation	

Evaluating Sources

Supports for Political Cartoons



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Can you identify the five individuals in the above political cartoon?

“Too small.”
Weekly Freeman, 24th October 1885

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Supports for Political Cartoons



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Test your students' familiarity with the recurring individuals and symbols present in the political cartoons of the era?

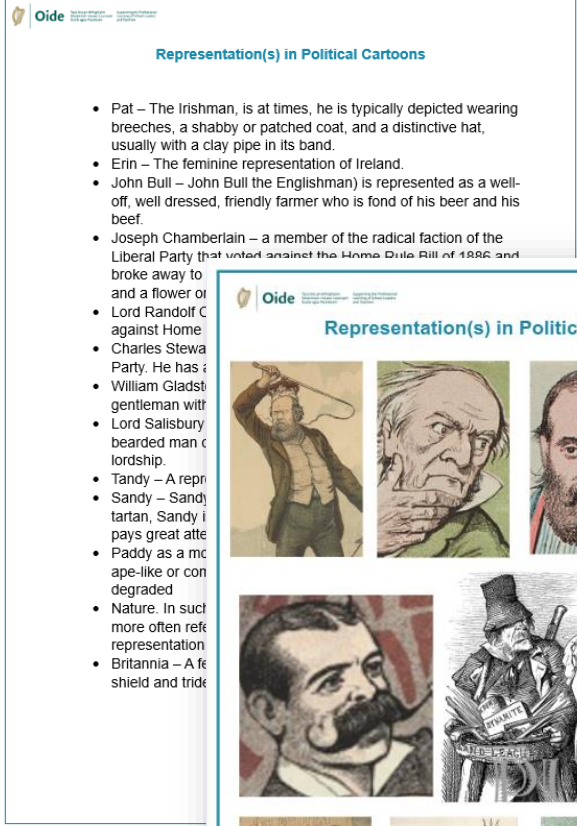
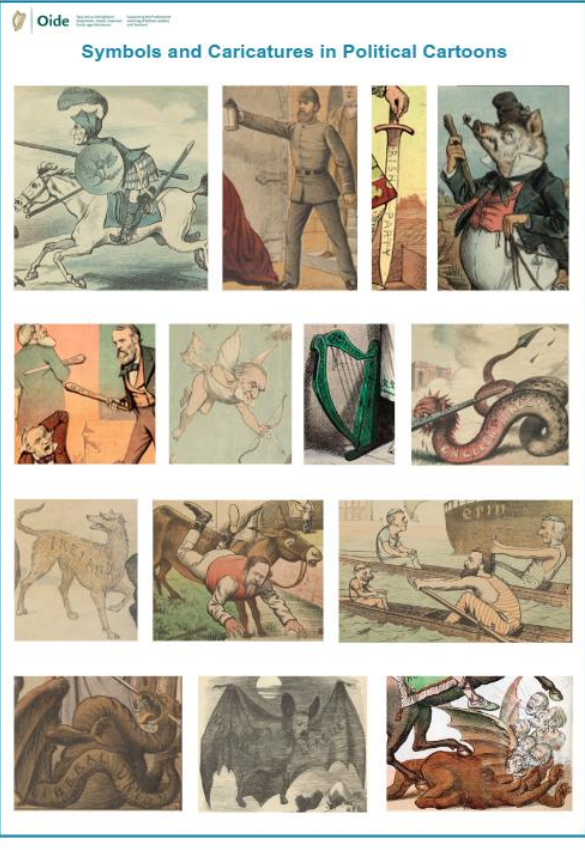
Representation(s) in Political Cartoons

- Pat – The Irishman, is at times, he is typically depicted wearing breeches, a shabby or patched coat, and a distinctive hat, usually with a clay pipe in its band.
- Erin – The feminine representation of Ireland.
- John Bull – John Bull the Englishman) is represented as a well-off, well dressed, friendly farmer who is fond of his beer and his beef.
- Joseph Chamberlain – a member of the radical faction of the Liberal Party that voted against the Home Rule Bill of 1886 and broke away to form the Liberal Unionist Party.
- Lord Randolph Churchill – a Conservative politician who was a leading figure in the opposition to Home Rule.
- Charles Stewart Parnell – an Irish nationalist politician who was a leading figure in the Irish Home Rule movement.
- William Gladstone – a British statesman, Liberal Party politician and philosopher who served as Prime Minister of the United Kingdom.
- Lord Salisbury – a British statesman, Conservative Party politician and philosopher who served as Prime Minister of the United Kingdom.
- Tandy – A representation of the Irish people, often depicted as a man in a shabby coat and a hat, holding a pipe.
- Sandy – A representation of the Scottish people, often depicted as a man in a kilt and a hat, holding a pipe.
- Paddy as a monkey-like or con-degraded figure.
- Nature. In such representations, the land is often depicted as a woman in a dress, holding a cornucopia.
- Britannia – A representation of the United Kingdom, often depicted as a woman in a dress, holding a shield and a sword.



Symbols and Caricatures in Political Cartoons

- Politics**
 - Scales – justice
 - Wall and fence – division, separation, obstacle
 - Ropes and chains – slavery, entrapment
- Animals and nature**
 - Dove – peace
 - Figs – dirty, disorderly and lawless
 - Wolfhound – Ireland
 - Vampire bat – danger, fear
 - Olive branch – peace, forgiveness
 - Serpent/snake – deceitful
 - Dragon – danger
 - Hydra/multiheaded monster – multiple enemies
 - Donkey/ASS – loser, clumsy
 - Shamrock - Irish
 - Sun – hope, beginning
 - Storm – trouble brewing
- Miscellaneous**
 - Knight – heroic, saviour
 - Policeman – justice, power
 - Harp – Ireland
 - Cupid/Heart – love
 - Crown – royalty
 - Shields – protection
 - Swords – strength
 - Stick/baton – strength, authority
 - Boat race - an analogy for party or coalition competition



Evaluating a Political Cartoon



What can a cartoon such as this tell us about the issues of the time in the period following the 1886 elections?

“Shocking to think of”

Bull - "I should be very, very sorry to see it, Old Man; but you've been consorting a good deal lately with those who have been there, and, likely enough, may be there again."

JUDY, OR THE LONDON SERIO-COMIC JOURNAL.—SEPTEMBER 29, 1886.




SHOCKING TO THINK OF!

Bull.—"I SHOULD BE VERY, VERY SORRY TO SEE IT, OLD MAN; BUT YOU'VE BEEN CONSORTING A GOOD DEAL LATELY WITH THOSE WHO HAVE BEEN THERE, AND, LIKELY ENOUGH, MAY BE THERE AGAIN.."

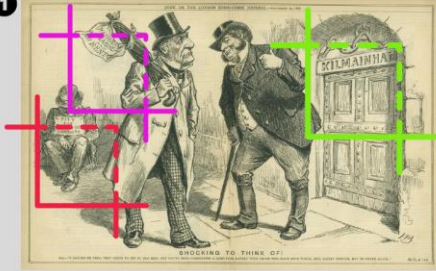
See Q. P. 153.

Judy, or The London Serio-Comic Journal,
29th September 1886

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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.



1 “Shocking to think of”
Bull - “I should be very, very sorry to see it, Old Man; but you’ve been consorting a good deal lately with those who have been there, and, likely enough, may be there again.”
Source: [Judy or the London Serio-Comic Journal, 29th of September 1886](#)

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?

2 “Parnell, Davitt and the other leaders of the Land League were imprisoned in Kilmainham Gaol in October 1881.” Source: Kilmainham Gaol Museum.
“If a landlord refused to accept what was offered, then the rent was to be withheld by the tenant and given to the National League to be used to assist tenants who were evicted because they withheld their rent.” The quote refers to the Plan of Campaign which begun in September 1886.
Source: <https://openpress.universityofgalway.ie/materialforvictory/chapter/chapter-11-william-obrien/>
The views of the publication the cartoon is taken from “tended to be conservative”. Source: [Journal of Victorian Culture, 9th December 2021](#)

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?

3 The cartoon depicts the character of John Bull sharing his concerns about Gladstone’s links with Parnell and the Irish Parliamentary Party in the wake of the launch of the Plan of Campaign. The figure in the mid-left background represents a destitute landlord who has been impacted by the campaign to withhold rent. However, the cartoon, which comes from a conservative-leaning publication, represents just one side of the issue.

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Literacy Supports



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Glossary

- **Allegory** - the expression of truths or generalisations about human existence by means of symbolic fictional figures
- **Analogy** - a similarity between like things; a comparison may be based on the analogy
- **Bias** - tendency to prefer one person or thing over another
- **Caption** - a title or explanation for a picture, newspaper, or book
- **Caricature** - a picture, description, or drawing in which striking characteristics are exaggerated to produce a grotesque effect
- **Exaggerate** - represent (something) as being more than it really is
- **Figurative** - a statement or phrase not taken literally
- **Historiography** – the study of history writing
- **Hyperbole** - the use of exaggeration for emphasis or effect
- **Infer** – come to a conclusion by using reasoning
- **Literal** - following the words of the original text; figuratively or metaphorically
- **Metaphor** - a figure of speech that does not literally mean what it says but helps explain an idea or feeling
- **Objectivity** – based on fact and verified by evidence
- **Personification** - the attribution of human qualities to ideas, etc., as for literary or artistic effect
- **Propaganda** - the spreading of information, truths, or lies—to influence public opinion
- **Revisionism** – the reinterpretation of history from a new perspective or new facts
- **Rhetorical question** – a question asked so that an answer is not expected

Glossary for the 1885 & 1886 Elections

NB: It is not necessary for students to be familiar with all of terms listed below, you may include some other terms that you think are relevant

- **Act of Union 1801** – Passed on the Jan. 1, 1801, the Act of Union was a legislative agreement uniting Great Britain (England and Scotland) and Ireland under the name of the United Kingdom of Great Britain and Ireland. It abolished the Irish Parliament in Dublin and ended Irish legislative independence granted in 1782.
- **Ashbourne Act 1885** – Formally entitled the **Purchase of Land (Ireland) Act 1885**, is an Act of the Parliament of the United Kingdom, passed by a Conservative Party government under Lord Salisbury. It extended the terms that had been achieved under the Kilmainham Treaty. It set up a £5 million fund and any tenant who wanted to buy land could do so.
- **Avondale** - Avondale House, in Avondale, County Wicklow, Ireland, is the birthplace and home of Charles Stewart Parnell.
- **Ballot Act of 1872** - was an act of the Parliament of the United Kingdom that introduced the requirement for parliamentary and local government elections in the United Kingdom to be held by secret ballot.
- **Central Board Scheme (1885)** - A limited form of Irish local government devised by the English Liberal Joseph Chamberlain in 1885 as a substitute for an Irish parliament. It involved setting up Irish county councils that would make proposals to the Viceroy. Parnell held secret meetings with Chamberlain about this and Capt. William O'Shea acted as a go between. But Parnell saw it as a step towards Home Rule and not something to replace Home Rule (What Chamberlain envisaged). The talks collapsed.
- **Chief Secretary of Ireland** – The Chief Secretary for Ireland was a key political office in the British administration in Ireland. Nominally subordinate to the Lord Lieutenant, and officially the "Chief Secretary to the Lord Lieutenant", from the early 19th century until the end of British rule he was effectively the government minister with responsibility for governing Ireland, roughly equivalent to the role of a Secretary of State.
- **G.O.M.** – stands for 'the Grand Old Man' and was the famous nickname of William Ewart Gladstone, leader of the Liberal party.

Term	Definition	Where have I encountered it?	Synonym	Use it in a sentence
Audience				
Archive				
Autobiography				
Bias				
Bibliography				
Biography				
Chronicle				
Chronology				
Context				
Data				
Historian				
Historiography				
Journal				
Objectivity				
Primary Source				
Propaganda				
Revisionism				
Secondary Source				

Interrogating Written Sources



Ireland. What we have to consider, however, in this connection is not the empire, but the United Kingdom. It is now one kingdom, not three; are we to break it up? It would still be united if there were local Parliaments for England, Scotland, Ireland, and Wales, subject to the supreme authority of the Imperial Legislature; but we know that this is the very last thing the Irish now desire. That was, in the main, the idea of Mr. Butt, and because it was his idea the Nationalists of the day—then a furious minority—constantly attacked his meetings and refused to vote for his nominees. They have since then accepted the agitation of Mr. Parnell, because they see in him and in the Land League the means of gratifying their hatred of English rule. We must also remember that the heart and soul, to say nothing of the money-chest, of the movement are in America. The men who supply the vigour and venom of the agitation, and also its sinews of war, are not concerned in local government, protective duties, or the elevation of Irish industries. They hate England not on account of any practical wrongs, but as a matter of traditional sentiment. A peaceful settlement of the question, a compromise breaking out between Mr. Gladstone and Mr. Parnell, would disappoint them. The leader of the Irish has great power now, because, in the opinion of his followers, nobody exceeds him in resolution to sever finally the last link binding England to Ireland. If, however, it were once understood that he was ready to "take an instalment," as O'Connell said, and to accept an "Irish Parliament (Limited)," his influence over the fanatics in America and from America would disappear. We

What do sources such as this reveal about the outcome of the 1885 election?

- Key personalities
- Political divisions
- Key events
- International connections
- Political leaning of publications

Working with Written Sources



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Belfast Newsletter, December 22nd, 1885

Imperial Legislature – Parliament of the United Kingdom

Land League – an agrarian organisation that worked for the reform of Ireland's landlord system under British rule

Mr. Butt – Isacc Butt founder of the Home Rule League

Money-chest – financial support

Sinews – strength/power

O'Connell – Daniel O'Connell Irish nationalist leader

Belfast Newsletter – known for taking an anti-nationalist point of view

Supports for Analysing Sources



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

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 mirrored	Contrasting	Contradictory	Conflicting
Related	Matches	Moreover	Contrary	Differs from	Alternatively
In addition	Specifically	Therefore	Resembles	The reverse	Consequently
Implies	Disputes	Additionally	Initially	Originally	Highlights
Ultimately	Although	Alongside	Equal	Duplicates	Complementary

Comparing Written Sources



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The Leinster Express
SATURDAY, JULY 10, 1886
THE ELECTIONS.
THE result of the Elections so far have exceeded the most sanguine expectations of the supporters of the Union. It is too soon to prophesy complete success; but we are amply justified in entertaining strong hopes of a decisive defeat of the Separatists. Lamentable casualties are inevitable in a battle such as that the Unionists are fighting. The defeat of Mr GOSCHEN at Edinburgh and the loss of West Belfast are the most serious misfortunes that have overtaken the Unionists, but we find ample compensation for them in the reverses sustained by Mr GLADSTONE'S followers. If the Ministerialists have not lost a man of Mr GOSCHEN'S calibre the reason is that, with the exception of Mr GLADSTONE himself, they have no man of equal weight in their party. A seat will, of course, be found for Mr GOSCHEN, and, in the meantime

Leinster Express,
July 10th, 1886

THE LATE GENERAL ELECTION IN ENGLAND.
[BY TELEGRAPH.]
(FROM OUR SPECIAL CORRESPONDENT.)
LONDON (VIA ADELAIDE), DEC. 4.
The home history of the week has been formed in the general election, and the case of the polls has been most singular. Up to the departure of the last mail, the two English parties ran a neck-and-neck race, the totals between them hardly varying more than two or three a day. On Saturday the Liberals made their first advance, and came out 18 or 20 ahead, but on Monday something of this advantage was lost. Then the counties began to poll, and in the elections of Tuesday, declared on Wednesday afternoon, the Liberals made a surprising move forward, finishing some 30 to the front. This position was improved in the returns given in yesterday, and at the time of writing the record stands as follows:—Liberals, 278; Conservatives, 222; Independents, 2; Parnellites, 57. It will thus be seen that the Liberals count within three of the combined total of the latter party. There are yet considerably more than 100 seats to be filled, and though it is as yet too early to speculate as to the result of the elections, this is sufficiently clear, that Mr. Parnell, to win his game, will control Parliament—in the sense, that without his aid neither party will be able to out-rotate the other.
Some competent authorities seem to think that Mr. Parnell will be induced, during one session at least, to give the Government fair play; while others, and perhaps the greater portion, affirm, on the contrary, that trouble will begin at once for Lord Salisbury, and that we may look for another dissolution, with another general election within six or nine months. The Times is actively agitating the question of a coalition Government to meet the necessity of the situation, and, of course, to draw the Parnellites. It is said further,

The Sydney Morning Herald, Friday
January 8th, 1886

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Written Sources

Similarities	Differences

- Students will interrogate both written sources
- Students can use the useful words resource to evaluate sources and to discuss the similarities and differences of each source
- Teachers can create their own questions depending on their class contexts to encourage students to critique each source

What were the Outcomes of the 1885 Election?



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"The Pig has the Pull"

Puck, 9th December 1885

What views are expressed in these sources about the outcomes of the 1885 election?

The riding down policy adopted by the Liberals prevented Parnell and Chamberlain from coming together, and I expect that Chamberlain felt deadly hurt at Parnell's Tory policy of 1885. By refusing to stand by the Tories in their helpless position in 1885, he had the misfortune to turn two of the very ablest men in England, Churchill and Chamberlain, against him. It was the power displayed by Parnell over the Irish in England, by getting them to vote with their traditional enemies – the Tories – against their natural allies – the Liberals – that induced Gladstone to offer him an alliance on Home Rule. When Chamberlain failed to use Parnell and his democrats to get him to the front in England, he broke up the Liberal Party rather than let Parnell win without him.

The Material for Victory: The Memoirs of Andrew J. Kettle

Chapter 10: The 1885 Election – The Transfer of Power from the Tory to the Liberal Party

Available at:

<https://openpress.universityofgalway.ie/materialforvictory/chapter/chapter-10-the-1885-election/>

Collaboratively Working with Sources



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Group Source Evaluation

Excerpt from the *Leinster Express*,
12th of June 1886

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 the author/creator of this source?

THE DEFEAT OF THE HOME RULE BILL.

The Home Rule Bill of the Government has been defeated by a majority of thirty. The scene which followed the announcement of the numbers of the division is without parallel in the proceedings of parliament in recent times. Some who witnessed it state that no such spectacle has been presented in the House of Parliament since the Gordon riots. There was, however, this distinction between the appearance of the House when the Gordon rioters menaced its safety and the scene of Tuesday morning. Alarm was the emotion most apparent in the assembly when Gordon's followers clamoured at its doors; on Tuesday morning the majority of the House of Commons was moved with enthusiastic triumph, and the multitudes assembled in Palace Yard gave way to outbursts of joy.

What can I learn from an audio source?

What questions do I have about anything in this source?

What questions do I have about the author, publisher, or participants in this source?

What aspect(s) of this source support what I know about this topic?

- Each student group is given a visual/written source to interrogate
- Students work together discussing the source and answering the questions
- Students share their responses with the class

Remembering Parnell



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DocArchive: Remembering Parnell

10 JUL 09 • 27 MINS • DOCUMENTARY ON ONE PODCAST

Charles Stewart Parnell was an Irish Nationalist who led the fight for Irish Home Rule in the late 1800's. This documentary pieces together first hand accounts of Parnell and his life. Parnell was an Anglo Irish protestant born in Wicklow (Broadcast 1962)

RTE

00:00

Share



27:12



Listen Identify Expand

Prior knowledge of the topic	What topic and events are this clip related to?	Dates	Key historical figures	Key historical terms	Learning from podcast	Area for further research

Working with Documentary and Interview Clips



Oide



The Story of Ireland with Fergal Keane
Episode 4, 'The Age of Union'

Click image to play clip

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Name of Documentary

What is the specific scene/topic?

Scene Summary	Format
Historical Value	Historical Accuracies/Inaccuracies
Supporting Sources	

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Parnell's Character

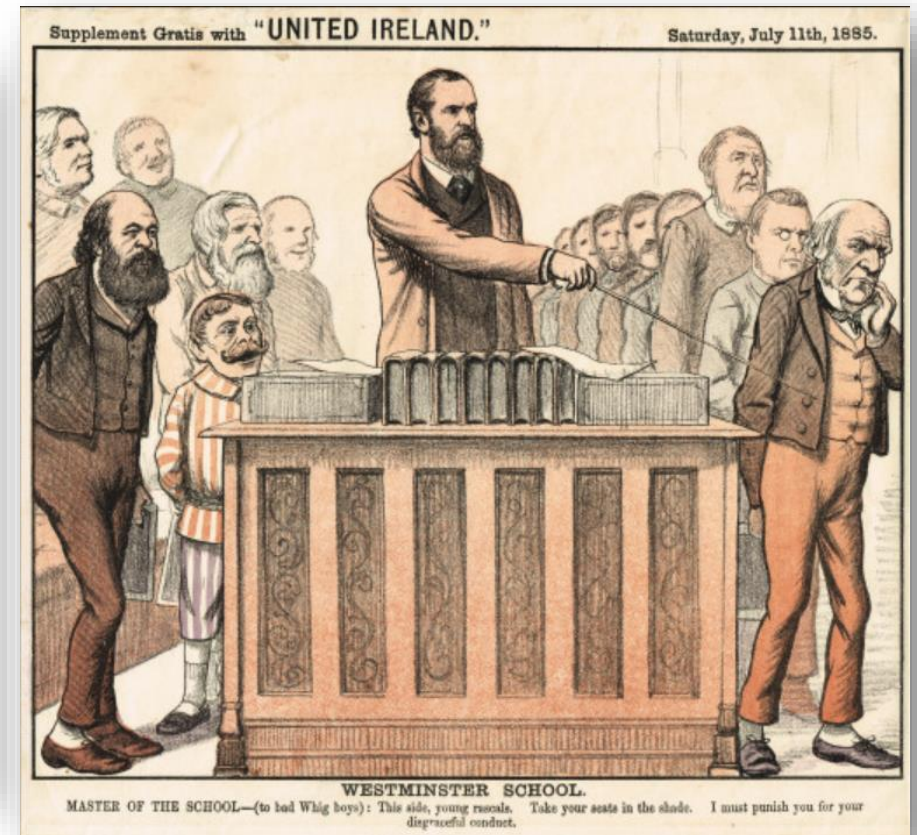


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His discipline of his party was now very severe, and he treated his subordinates – for they could hardly be called his colleagues – in an autocratic manner. Mr Barry O'Brien records his method with them. "A Whig Home Ruler came along, and was about to pass him in the reading-room, when Parnell suddenly stopped him. 'Where are you going?' he asked. 'Just into the reading-room, Mr Parnell, to skim over the evening papers.' 'Don't you think you ought to be in the House?' 'Yes, Mr Parnell; I will return immediately.' After a time another Irish member (a moderate Nationalist) came along. Parnell stopped him too. 'Why have you come away?' he asked. 'I have just spoken, Mr Parnell,' said the member, 'to the motion for adjournment, and I cannot do anything until the division is taken. I cannot speak twice to the same motion.' 'No, but you can help to keep a House and watch what is going forward. I think you should all remain in your places.'" The inexorable Anglo-Irishman reduced the Celtic Irish to a state of servility, and it was then, and only then, that they were effective in the House of Commons. None of them, not Davitt nor Dillon nor the cleverest of them all, Tim Healy, could stand up to him. He was their master.

Parnell by St. John Ervine Published by Ernest Benn Ltd, 1925, pg. 207

https://www.irishhistorian.com/IrishHistoryLinks//Historical_Documents/Parnell_First_Home_Rule_Bill.html



United Ireland, 11th of July 1885

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Council of Europe, ‘Integrating Multiperspectivity in the History Classroom’



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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>



**OBSERVATORY
ON HISTORY TEACHING
IN EUROPE**

Multiperspectivity



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Charles Stewart Parnell

Strengths	Weaknesses

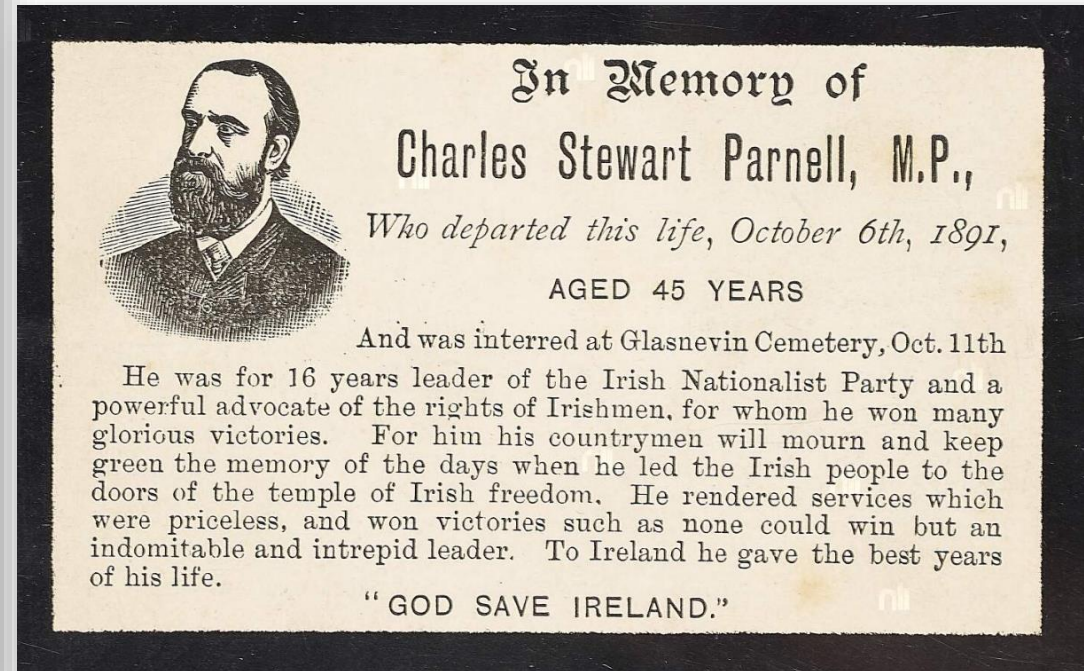
Oide

Irish Parliamentary Party

Strengths	Weaknesses



Caricature of Charles Stewart Parnell: Dublin Punch, October 24, 1885.



Memoriam Card for Parnell
Department of Ephemera, Call Number EPH A8

Contextualisation Questions



COMPREHENSION

- These questions assess your understanding of the document or your interpretation of a visual source
- You will find the answers to these questions in the documents
- Use quotations from the document to back up your answers

COMPARISON

- These questions assess your ability to identify the similarities and difference of each document
- Comparison questions often relate to reliability and objectivity
- Refer to both documents in your answer and compare them

CRITICISM

- These questions assess your ability to recognise bias, propaganda and to judge the reliability of the sources
- You need to be able to identify fact, opinion, unbalanced views, contradictions and source reliability
- Use evidence and quotes from each document to back up your answer

CONTEXTUALISATION

- These questions assess your overall understanding of the subject matter they are often based on a personality, movement or event relating to the case study
- You are required to write a short essay, ensure that each paragraph answers the question bring asked.

DOCUMENT
BASED
STUDY
QUESTIONS

What approaches do you use to support students answering contextualisation questions?

Document Based Questions Group Activity



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"THE KILMAINHAM TREATY."

The terms of the alleged negotiation between Mr. PARNELL and Mr. GLADSTONE, which Tory statesmen, the Tory press, Mr. FORSTER, and other enemies of social order in Ireland, sneeringly, and with a desire to be sarcastic, designate "the Treaty of Kilmainham," have now, after a great deal of indecent Tory prying, been made public by Mr. PARNELL himself, and the most fastidious diplomatist could not find a word in the communication that is not honorable, in the strictest sense, to the parties concerned. To be sure, it is still attempted to pervert the wording of the principal letter into a compromise of principle between Mr. PARNELL and Mr. GLADSTONE, but read in a clear and impartial light, when considering the circumstances of the country, with outrages hourly being committed, and life sacrificed for motives that no one could discern, the letter of Mr. PARNELL must be viewed as a document written in the true spirit of Christianity, for the restoration of the outlines of civilization, and in that view alone was it accepted by Mr. GLADSTONE, and all his Ministers, with the exception of Mr. FORSTER, whose recreancy makes him just now the idol of the Tory party, whilst with the viciousness of a snake, he has turned upon his former colleagues, and in the most dastardly manner, betrays the secrets of the Cabinet which obtained, as long as he remained a treacherous Friend.

Waterford News and Star,
6th May 1882

Punch Magazine,
18th June 1885



If I had taken the advice of my doctor I should have gone to bed when I arrived in Dublin the night previous, but if I had done that my enemies would be throwing up their hats, and announcing that I was dead before I was buried...

I have never kept the question of leadership up to the front, and I have never abandoned any question of leadership. My desire in setting out was not to lead any people, but to put our people in the path to lead themselves, so that they would be able to choose their own leader; and when that day comes that a self-governed Ireland is able to guard and cherish her own honour and her own destiny, then I promise these men who to-day talk about facts and will of the Irish nation, that I will poll throughout all Ireland man for man, and more than man for man, of independent Irishmen in protest against this doctrine which is now preached to us that the strong arm of the Liberal party is supreme for the purpose of gaining freedom for Ireland. We are told in these days that the voice of the Church is the voice of God, and that, therefore, it must be obeyed in politics. That was not the condition upon which I entered public life sixteen years ago. It never struck me at any time during these sixteen years that the Irish clergy were particularly skilful politicians....

United Ireland
3rd October 1885
Dublin City public libraries

Parnell's last public speech.
September 27th, 1891 Galway



Using Historical Quotes to Create Contextualisation Questions



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HISTORICAL QUOTES 1885/1886 ELECTIONS



“Conor Cruise O’Brien has remarked, the home rule movement was transformed into a ‘well-knit political party of a modern type—effectively monopolising the political expression of national sentiment’ ”

<https://historyireland.com/the-1885-and-1886-general-elections-in-ireland/>

“I grieve to say in the presence of distinguished Irishmen that I know of no blacker or fouler transaction in the history of man than the making of the Union”

Gladstone Speech in Liverpool (28 June 1886), from *The Times* (29 June 1886), p. 11

“The results of the Elections so far have exceeded the most sanguine expectations of the supporters of the Union. It is too soon to prophecy complete success; but we are amply justified in entertaining strong hopes of decisive defeat of the Separatists”

The Leinster Express, Saturday, July 10th, 1886

“Mr Parnell has accomplished a feat which may well excite the envy of the most skillful practitioner in the art of political organisation on this side of St Georges Channel”

The Brisbane Courier, Monday February 23rd, 1885

“As far back as January 1886 there had been indications on the Galway estates of the Marquess of Clanricarde that the tenants were ready to turn and fight. An explosion was avoided so long as Home Rule was in the balance, but in the autumn, after Parnell had failed to persuade the House of Commons to accept a Tenants’ Relief Bill, the situation rapidly became more critical”

This is an edited extract from *Ireland Since the Famine* by F.S.L. Lyons. P.188



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QUOTES ACTIVITY

Step 1 - Choose a quote about the 1885/1886 elections

Step 2 - Explain why you chose this quote

Step 3 - Create a contextualisation question using this quote

Step 4 - Create an answer for your contextualisation question, your answer must make reference to the wider issues and outcomes from the time of the 1885/1886 elections

Step 1

Step 2

Step 3

Finding Sources



Oide

Kerry Sentinel 1878-1916, 08.12.1885, page 3

MR. PARNELL ON THE SITUATION.

THE IRISH LEADER AND THE ULSTER GAINS.

STATE OF THE ENGLISH PARTIES.

THE SETTLEMENT OF THE IRISH QUESTION.

(From the Freeman.)

The Dublin correspondent of the *Boston Herald* had an interview with Mr. Parnell on Saturday evening. We are enabled, by the favour of the correspondent, to give the details of the interview concurrently with our Boston contemporary.

I found Mr. Parnell, says the correspondent, at Morrison's, resting after his electoral campaign. He was tired, but in excellent spirits, and appeared to be perfectly willing to talk on the political situation. I, accordingly, seized the opportunity to extract his opinions on various points of current interest. The following is a report of our conversation:—



Parnellite Manifesto to the Irish Electors in Great Britain.

THEN AND NOW!

THE following manifesto to the Irish voters in Great Britain was on Friday, November 20, 1885, submitted to Mr. Parnell, and by him approved and ordered to be circulated:—

TO OUR COUNTRYMEN IN ENGLAND AND SCOTLAND.

The Liberal Party are making an appeal to the confidence of the electors at the general election of 1885, as at the election of 1880, on false pretences. In 1880 the Liberal Party promised peace, and a afterwards made untrue; war; economy, and its Budget reached the highest point yet attained; justice to aspiring nationalities, and it mercilessly crushed the national movement of Egypt under Arabi Pasha, and thousands of thousands of Arabs “rightly struggling to be free.” To Ireland, more than to any other country, it bound itself by most solemn pledges, and these it most flagrantly violated. It denounced coercion, and it patented a system of coercion more brutal than that of any previous Administration. Liberal or Tory. Under this system juries were packed with a shrewdness unprecedented even in Liberal Administrations, and innocent men were hung, or sent to the living death of penal servitude; 1,200,000 men were imprisoned without trial, ladies were convicted under an obsolete Act directed against the degraded of their sex; and for a period every utterance of the popular Press and of the popular meeting was as completely suppressed as if Ireland were Poland and the Administration of England a Russian Czar. The representation of Liberalism in Ireland were men like Mr. Foster and Lord Spencer, who have left more hateful memories in Ireland than any statement of the century. The last declaration of Mr. Gladstone was that he intended to renew the very worst clauses of the Coercion Act of 1851, and if our long-cherished triumph had not saved the Liberal Government from office Lord Spencer would at this moment be in Dublin Castle, coercion would be triumphant in Ireland, and the landmarks instead of making the massed statements announced by the depression of agriculture and conceded to every landlord in England and Scotland, would be existing wholesale, with the encouragement of Lord Spencer and the backing of police, military, coercive magistrates, and filled goods. The Liberals began by measuring the Established Church, and under the name of free schools made an insidious attempt to subvert the religious education of the country, to establish a system of State tyranny and to fetter the rights of conscience, which is as sacred in the selection of the schools as in the free selection of one's church. The cry of Unemployment has been dropped, the cry of the schools has been explained away, and the two last cries left to the Liberal party are the so-called reform of procedure and a demand to be independent of the Irish party. Reform of procedure means a new gag, and the application to all enemies of Radicalism in the House of Commons of the despotic methods, and the mean machinery of the Birmingham caucus. The species demanded for a majority against the Irish party is an appeal for power to crush all anti-Radical members of Parliament—first, then, to propose to Ireland some scheme deemed to be a failure because of its unavailability to the wants of the Irish people, and, finally, to force down a halting measure of self-government upon the Irish people by the same method of wholesale imprisonment by which durability was sought for the inoperable Land Act of 1881. Under such circumstances, we feel bound to advise our countrymen to place no confidence in the Liberal or Radical party, and so far as in them lies to prevent the government of the Empire falling into the hands of a party so perfidious, treacherous, and incompetent. In no case ought an Irish Nationalist to give a vote, in our opinion, to a member of the Liberal or Radical party, except in some few cases in which courageous knavery to the Irish cause in the last Parliament has given a guarantee that the candidate will not belong to the servile and cowardly and unprincipled herd that would break every pledge and violate every principle in obedience to the call of the Whips and the mandate of the caucus. The executive of the National League will communicate the names of the candidates whom they think should be excepted from the terms of this manifesto. In every other instance we earnestly advise our countrymen to vote against the men who covered Ireland deluged Egypt with blood, massacred religious liberty in the school, the freedom of speech in Parliament, and promise to the country generally, a repetition of the crimes and follies of the last Liberal Administration.

(Signed) T. F. O'CONNOR, President of the Irish National League of Great Britain, James O'Kelly, J. G. Biggar, Executive.

On February, 23, 1886, three months later the following appeared:—
The Nationalists and Sir E. J. Reed's Re-election.

BY TELEGRAPH.

The following telegram has been received by Dr. Mullin, President of the Cardiff Branch of the Irish National League from Mr. T. P. O'CONNOR, M.P., in reference to the election of Sir Edward Reed, as Father Lord of the Treasury:—
“We sincerely trust, London—Executive of the National League respectfully advise the Irish electors of Cardiff to vote in a mass for Sir Edward J. Reed, the supporter of Mr. Gladstone and Justice to Ireland.”
T. F. O'CONNOR, President of the League.

PUBLISHED BY THE IRISH LOYAL AND PATRIOTIC UNION.
CARDIFF OFFICE: LONDON: 26, FLEET STREET, CHANCERY.
DUBLIN: 107, GRANVILLE STREET. BRIDGE ST., WINDMILLER.
No. 13

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Journals of the House of Commons

Adjournment. Sir *Michael Hicks Beach*, Member for the Western Division of *Bristol*, rose in his place, and asked leave to move the Adjournment of the House for the purpose of discussing a definite matter of urgent public importance, viz., the statements of Her Majesty's Government as to the future proceedings on the Government of *Ireland Bill*; but, the pleasure of the House not having been signified, Mr. Speaker called on those Members who supported that Motion to rise in their places, and, not less than Forty Members having accordingly risen in their places;

A Motion was made, and the Question being put, That this House do now adjourn;

The House divided.
 The Yeas to the Right;
 The Noes to the Left.

Tellers for the	Mr. <i>T. P. O'Connor</i> ,	} 1.
Yeas,	Mr. <i>John Redmond</i> :	
Tellers for the	Mr. <i>Arnold Morley</i> ,	} 405.
Noes,	Mr. <i>Marjoribanks</i> :	

So it passed in the Negative.

JOURNALS OF THE HOUSE OF COMMONS.

12 January 1886 to 25 June 1886;
AND
5 August 1886 to 25 September 1886.

1886.—(23rd Parl.—1st Session.)—49 & 50 VICTORIA,
AND
1886.—(24th Parl.—1st Session.)—50 VICTORIA.

Vol. 141.

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Commons Journals February 1880 – August 1890

- [General Index to the Journals of the House of Commons - Volume 135-145 \(1880-1890\). \(scanned PDF 138 MB\).](#)
- [The Journals of the House of Commons - Volume 145 \(February 1890 - August 1890\). \(scanned PDF 101 MB\).](#)
- [The Journals of the House of Commons - Volume 144 \(February 1889 - August 1889\). \(scanned PDF 85.1 MB\).](#)
- [The Journals of the House of Commons - Volume 143 \(February 1888 - December 1888\). \(scanned PDF 49.3 MB\).](#)
- [The Journals of the House of Commons - Volume 142 \(January 1887 - September 1887\). \(scanned PDF 60.6 MB\).](#)
- [The Journals of the House of Commons - Volume 141 \(January 1886 - September 1886\). \(scanned PDF 38.1 MB\).](#)
- [The Journals of the House of Commons - Volume 140 \(October 1884 - August 1885\). \(scanned PDF 36.3 MB\).](#)
- [The Journals of the House of Commons - Volume 139 \(February 1884 - August 1884\). \(scanned PDF 77.1 MB\).](#)
- [The Journals of the House of Commons - Volume 138 \(February 1883 - August 1883\). \(scanned PDF 45.2 MB\).](#)
- [The Journals of the House of Commons - Volume 137 \(February 1882 - December 1882\). \(scanned PDF 100 MB\).](#)
- [The Journals of the House of Commons - Volume 136 \(January 1881 - August 1881\). \(scanned PDF 47.1 MB\).](#)
- [The Journals of the House of Commons - Volume 135 \(February 1880 - September 1880\). \(scanned PDF 53.3 MB\).](#)

Available at:

<https://www.parliament.uk/business/publications/commons/house-of-commons-journal/>

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What were the Outcomes of the 1886 Election?



What can we learn from these sources about the outcomes of the 1886 election?



“Away with him!” St. Stephen's Review Presentation Cartoon, June 26th 1886



The riots in Belfast. ‘The police charging the mob in the Brickfields.’ The Illustrated London News, June 19th 1886

THE DEFEAT OF THE HOME RULE BILL.

The Home Rule Bill of the Government has been defeated by a majority of thirty. The scene which followed the announcement of the numbers of the division is without parallel in the proceedings of parliament in recent times. Some who witnessed it state that no such spectacle has been presented in the House of Parliament since the Gordon riots. There was, however, this distinction between the appearance of the House when the Gordon rioters menaced its safety and the scene of Tuesday morning. Alarm was the emotion most apparent in the assembly when Gordon's followers clamoured at its doors; on Tuesday morning the majority of the House of Commons was moved with enthusiastic triumph, and the multitudes assembled in Palace Yard gave way to outbursts of joy.

The Leinster Express, June 12th 1886

Padlet for Sharing Further Supports



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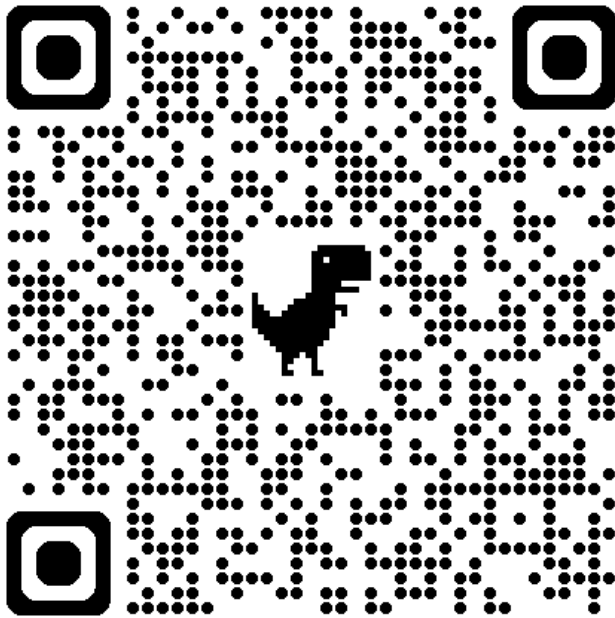
The Padlet board is titled "1885/86 elections resources" and is organized into several columns and rows of resource cards. The cards include:

- National Library of Ireland/NCCA documents pack:** A PDF document titled "LEAVING CERTIFICATE HISTORY CASE STUDY" about the 1885-86 elections, available at historyireland.com.
- Articles:** A map of Ireland showing election results, also from historyireland.com.
- Dictionary of Irish Biography:** A card for William Ewart Gladstone, with the gov.uk logo.
- Podcasts:** Two cards: "British Elections Series Ep5: '1886: The Irish Question'" from podcasts.apple.com, and "The History Show" from rte.ie titled "Remembering Parnell".
- Audio visual:** Two cards: "RTE Archives" featuring "First Impressions Of Charles Stewart Parnell" and "One Parnellite Recalls Parnell" from rte.ie; and a YouTube video titled "Ireland - A Television History - Part 6 of 13 - 'Parnell'".
- Political Cartoons:** A card from dail100.ie titled "Political cartoons" and another card titled "Cartoons" showing a political cartoon from 1884.
- Kilmainham Goal Document Pack Parnell:** A document pack from kilmainhamgoalmuseum.ie.
- Limerick in the General Election 1885:** A PDF document by James Doherty from dib.ie.

Further Supports



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Ireland Topic 2: Documents-Based Study Home ▾ 🔍

Movements for Political and Social Reform: 1870-1914

Documents-Based Case Studies

The elections of 1885 and 1886: issues and outcomes

The GAA to 1891

Dublin 1913: strike and lockout

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