



Working as a Historian ON THIS DAY



Glasnevin Cemetery in the early 1900s. Image courtesy of the National Library of Ireland.

Learning Resources:

(The information for this learning resource came from just two sources - the records of Glasnevin Cemetery and the 1901 & 1911 Census available on The National Archives website: <http://census.nationalarchives.ie/>.)

01

Records

The records of Glasnevin Cemetery date all the way back to 1832! This is when the cemetery opened. They are an important source of information on life in Ireland in the 19th & 20th centuries.

02

Teachers

Below you will find information and short biographies on the lives of different people who lived in the past and are buried in Glasnevin Cemetery.

Each person's biography is linked (through dates in history) to a major event in Irish and/or World History. This enables students who are studying the past to discuss context and see 'the big picture'.



Curriculum Links

Primary

Links include:



Skills and concepts: Working As A Historian

- Change and continuity
- Cause and effect
- Time and chronology
- Using evidence
- Synthesis and communication
- Empathy



Strands

- Local studies – use of census returns from the local community based on this approach. Links to local history. Linking the lives of individuals to wider historical events.
- Stories – asking students to discuss memories of census records at home with different generations/ the census may be a new experience for some families.
- Life, Society, Work & Culture in the Past – Life in the 19th century, Language and culture in late 19th and early 20th century Ireland.
- Eras of change and conflict – The changing role of women in society, the First World War.
- Politics, conflict and society – 1916 and the foundation of the state.

Post-Primary

Junior Cycle History Links include:



Developing Historical Consciousness

- 1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context.



Working with Evidence

- 1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence.
- 1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition.



Acquiring the Big Picture

- 1.11 make connections and comparisons between people, issues and events in different places and historical eras.



Exploring People, Culture & Ideas

- 2.9 explain how the experience of women in Irish society changed during the twentieth century.



Applying Historical Thinking

- 2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events.

Note:

Different activities and content for both Primary and Post-Primary feature below. Selections can be made to suit the learning context.



Literacy and Numeracy Links

Literacy

-  • Keyword development.
-  • Understanding and explaining occupations from the past - many are uncommon in the present time.
-  • Demonstrating understanding through written responses and feedback.

Numeracy

-  • Mental maths - Calculation of years of birth, ages, etc.
-  • Potential to map trends over years when contrasting family circumstances.



Keyword Checklist



- **Census** - is an official count of a country's population.



- **Enumerator** - a person who is employed to carry out the census count.



- **Biography** - is the story of someone's life (it is written by someone else).



- **Primary source** - is a source that dates from the time of the event.



- **Accuracy** - being correct.



- **Occupation** - a person's job.



Suggested approach for use in the classroom

- Explain the keyword 'census' and discuss why population counts are important to a society in the present and in the future.
- Present students with access to a copy of the census record (s) (follow the links below on pages 6-9).
- Use prompt questions to encourage students to think and work as Historians.
- Work to create a biography from the facts that students have access to.
- These activities work best for pair or group work.
- There is an opportunity for further learning if students contrast the 1901 and the 1911 census returns for the same person.
- Provide a more detailed biography on individuals by using the information in this pack.
- Explain the link to national and international events and allow students to research and discuss these events.



This example links to the First and Second World Wars

01

Examine the census returns for Jeremiah Carroll and Thomas Dardis. Use the prompt questions (page 5) and a class discussion to write a short biography on each man and to learn about society at that time. Compare the biographies that students created in class with the biographies that feature on each individual in this pack.

02

Focus on the date of each man's death/or funeral and allow the class to provide answers on the importance of these dates. (The end of the First and the start of the Second World War).

03

Provide some background facts on WW1.

04

Use the date – the end of WW1 – as an avenue for further research on the war. Topics can be distributed to groups to form the basis of research projects. Students can present their research to the class.

05

Possible topics – The causes of the War/Links with the local area/Use of planes in WW1/The varied role of women in the war effort/Food shortages in WW1/War poets/Trench Warfare/End of WW1/Treaty of Versailles/etc.

06

To assist with research there is a wealth of online resources and materials. Please see the Glasnevin Education Section for links to some useful websites.

07

Students carry out research and present their findings to the class in a variety of methods - presentation/speech/collage/etc.



Historical Investigation

Examining Evidence: Questions and Activities

Scaffold student research and encourage enquiry based learning

01

Examine

Examine the census record (s) and make a list of the occupations that were carried out by men and a list of occupations that were carried out by women. Do you know the meaning of the jobs listed? Discuss the difference between the jobs of men and women. Do these differences tell us anything about the role of men and women at the time? Did many women work outside of the home?

02

Find out

You will find the term boarder listed in the census reports. Find out the meaning of this term. Why did people board and why did people take in boarders?

03

Write

From your investigation of the census write:

A statement about Education (which is based on the facts in the document).

04

Identify Patterns

Go to the column on Irish Language in the census. What do the responses tell you about the use of the Irish Language at the time? Is there any pattern when looking at people's age and the regions in Ireland where they are from?

05

Note Changes

Census returns allow us to examine changes that have taken place in a household over a large amount of time. Contrast the 1901 and 1911 record for Jeremiah Carroll. How did his life change over 10 years?

06

Insights

Examine the return for Elizabeth Boland. What does her record reveal about life at the time?

07

Learn More

Elizabeth Dodd does not appear as Elizabeth on her census return. Therefore, if you were searching for the name Elizabeth, it would not appear. Does this teach us anything about historical research? If you would like to learn more about names, and the challenges that face historical researchers, there is great information for schools on the following website: <https://www.irishgenealogy.ie/en/2016-family-history/modules-courses/surnames>



Birth, Burial Records and Social History



Boyle

http://www.census.nationalarchives.ie/pages/1901/Dublin/Rotunda/Upper_Gardiner_St_/1332106/

http://www.census.nationalarchives.ie/pages/1911/Dublin/Rotunda/Gardiner_Street__Upper/32837/

Michael Francis Boyle 1865 - 1922

Clerk

Michael Francis Boyle was born in Glasnevin, Dublin in 1865. In 1901, he was working as a clerk and living in 12 Upper Gardiner Street. He had been married to his wife Nora for 7 years. Nora was from Galway and she and Michael had 6 children together. Sadly, only 3 were still alive by 1911. The Boyle family could afford to employ servants and they also took on boarders from time to time.

In 1922, Michael had moved to the other side of Dublin City and was now living at 80 Pembroke Road, Ballsbridge. He was suffering from neurasthenia, a word which means nervousness and exhaustion today. He died of this in August aged 57. He was buried in Glasnevin Cemetery on the 28th August 1922.

One of the largest funerals, that Glasnevin Cemetery has ever seen, took place on the day that Michael Boyle's family laid him to rest. It is believed that 300,000 people lined the streets in mourning! They did not come to attend Michael's funeral however, but rather the funeral of a man who had died in Cork six days beforehand.



Can you guess who was buried on the same day as Michael Boyle?



Judith Alcock

http://www.census.nationalarchives.ie/pages/1911/Dublin/Rathmines__Rathgar_West/Grove_Park/65483/

Judith Alcock 1846 - 1916

Judith Alcock was born in Tipperary in 1846. She married a clerk called Robert Alcock when she was 23 years old. Robert and Judith lived at 33 Mount Pleasant Square, Dublin. Robert died of congestion of the lungs in May 1895. After this, Judith moved to 71 Grove Park, Rathmines, Dublin.

She lived there with her two daughters, Kathleen and Mary Louisa. The family took on boarders and at the time of the 1911 census, there were five boarders living in the house with Judith and her daughters. These boarders came from Kilkenny, Waterford and Tyrone. By 1916, Judith's health was failing. She was 83 years of age.

She died on the 24th April 1916 and was buried in a plot which her sister had bought. In the records of Glasnevin, her cause of death is listed as 'senility' (this was associated with her age). Even though Judith died on the 24th of April, she was not buried at Glasnevin Cemetery until the 12th May.



Can you think of an event that happened at this time in Dublin and delayed Judith's burial?



Birth, Burial Records and Social History

http://www.census.nationalarchives.ie/pages/1911/Dublin/South_Dock/Stephen_s_Place/84439/

Dardis

Thomas Dardis 1879 - 1939

General Labourer / Van Driver

In 1911, Thomas Dardis was living with his wife Julia at Stephen's Place, Dublin. He worked as a general labourer. Thomas and Julia had been married for 13 years. They had had six children and five survived. Their daughter Elizabeth died in 1904 when she was just a year old.

Her cause of death is listed as 'teething' which may seem strange to us today, but many children developed a temperature when they were teething and had no access to medicines which are common today. Two years after the census was taken, Thomas and Julia had another child called Richard. Richard also worked as a labourer, but only lived to the age of 20, dying in 1933 of tuberculosis.

Later on in life, Thomas became a van driver and he and Julia decided to move to Macken Street, right beside the South Dublin Dock. By 1939, Thomas was 60 years old and suffering from kidney disease. He died on the 1st of September 1939 and was buried at 178 St. Patrick's Section. Julia died a month after her husband Thomas and is buried in the same grave at Glasnevin Cemetery.



A major world event happened in Europe the day that Thomas Dardis died. What was this event?

http://www.census.nationalarchives.ie/pages/1901/Cork/No_6_Urban_South_Centre/Lapp_s_Quay/1110199/

http://www.census.nationalarchives.ie/pages/1911/Dublin/Arran_Quay/Sullivan_Street/47907/

Jeremiah Carroll

Jeremiah Carroll 1877 - 1918

Railway Shunter

Jeremiah Carroll was a Cork man who was 24 years old and living in a boarding house in Lapp's Quay, Cork City in 1901. One year after the census was taken, Jeremiah met a lady called Margaret and they got married. Jeremiah and Margaret moved to Dublin a year later and in 1904, their daughter Mary Ellen was born. In 1911, Jeremiah, Margaret and Mary Ellen were living at Sullivan Street along with a boarder called Michael Cahill who worked as a railway guard.

Jeremiah himself was working as a railway shunter at this time and he and his family could read and write. Tragedy struck the Carroll family on the 8th of November 1918, when Jeremiah died of pneumonia. He was 41 years of age. He was buried at Glasnevin Cemetery in a poor ground grave. Margaret lived on at Sullivan Street after Thomas' death and died in her home in 1941 of heart failure. She too was buried in Glasnevin Cemetery in a poor ground grave.

Although the 11th November 1918 was a very sad day for the Carroll family, many others across Ireland and Britain would have been celebrating after hearing some very important news. What was happening in Europe on the 11th November 1918?





Birth, Burial Records and Social History

Boland

http://www.census.nationalarchives.ie/pages/1911/Dublin/Merchants_Quay__part_of_/Coombe/77371/

Elizabeth Boland 1879 - 1921

Elizabeth Boland was born in Co. Tipperary. In 1879, she married a bottle dealer from Cork called William Boland. By 1883, Elizabeth and William had moved to Dublin City and were living at Meath Street and by 1911 they had moved to The Coombe. Elizabeth had 16 children during her lifetime but only 6 survived- Elizabeth, Anne, David and Esther are listed on the census return.

Elizabeth died on the 6th December 1921 as a result of complications following an operation. Her son David bought a grave for her at Glasnevin Cemetery and she was buried in the same plot as her granddaughter, Eliza, who had died in 1918.



On the same day that Elizabeth died in Dublin, something happened at No. 10 Downing Street London which would affect the course of Irish history. What happened in London on the 6th December 1921?

Elizabeth

Dodd

<http://www.census.nationalarchives.ie/pages/1901/Dublin/Kinsealy/Cloughran/1266126/>

Elizabeth Dodd 1861 - 1919

Elizabeth Mary Helen Dodd was born in Co. Dublin in 1861. In 1901, she was living in Cloughran Co. Dublin, with her husband Christopher who was a farmer. Elizabeth and Christopher lived with their son, also called Christopher, and their daughters Josephine and Mary. The family employed one servant, a lady called Bridget Finn who was from Mayo. In 1909, Christopher died of gout. Elizabeth remained in Cloughran after her husband's death.

Her son Christopher took on the family business of farming and the family could still afford to employ a servant. By her late 50s, Elizabeth was suffering from bronchitis. She lived to see the new year of 1919, but she died shortly afterwards, on the 18th of January. She was buried in the same plot as her husband in Glasnevin Cemetery on the 21st January 1919.



Two major events happened in Ireland on the day that Elizabeth was buried. What were these events?



Birth, Burial Records and Social History



http://www.census.nationalarchives.ie/pages/1911/Dublin/North_Dock/Seville_Place/18991/

Charles Grist

Railway Agent

Charles Grist was born in England in the middle of the 1800s. When he was 23 years of age, he married a lady from Dublin called Bridget who was 19. Bridget and Charles had 10 children together, but only 6 survived to adulthood. Charles himself worked as a railway agent and he and Bridget lived at Ballymascanlan, Co. Louth with their children: Catherine, Elizabeth, John and Peter Aloysius.

Over the next ten years, Elizabeth became a school teacher, and John and Peter took on work as clerks in an office. Charles himself rose to the position of railway master and on his retirement received a pension from the London and North Western Railway.

Charles died of heart disease, two years after the 1911 Census was taken and was buried in a grave which his son John had bought. His son Peter Aloysius died in 1915 of tuberculosis and his wife Bridget passed away in 1917. Both were buried in the same plot as Charles at Glasnevin.



On the same day that Charles was laid to rest at Glasnevin Cemetery, a public meeting took place 3km away at the Rotunda Hospital in Dublin City. A new organisation was launched at this meeting. Its purpose was to ensure the introduction of Home Rule. What was the name of this organisation?

Did You Know?

As part of the centenary to mark the 1916 Rising the Central Statistics Office produced a publication which illustrated what life was like for people living 100 years ago.

This is available here:

<https://www.cso.ie/en/releasesandpublications/ep/p-1916/1916irl/>