



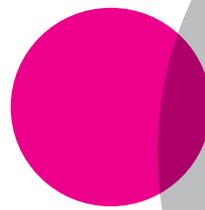
**THE
siege**
museum



THE SIEGE OF
LONDONDERRY
KEY STAGE 3 RESOURCE



LOTTERY FUNDED



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MODULE
7.

OVERVIEW

This module reflects on events leading up to the Siege of Londonderry, including the struggles for power and dominance in Ireland and England during the 16th and 17th centuries.

Beginning with an insight into how the city of Londonderry was established, the module progresses to tell a detailed story of the Siege of the city and the impact it had and continues to have today. Lessons will explore the context of politics and religion during that time and the legacy of the Williamite Wars in Ireland before students have the opportunity to examine how and why commemoration of the Siege continues to take place today.

Each lesson provides students with opportunities to learn through questioning and investigation based active learning methodologies and links to a series of archive images, audio and video. The digital tasks provided will enable students to form creative expressions of the learning that they have developed around the Siege of Londonderry and the Williamite Wars in Ireland as a whole.



THE SIEGE OF LONDONDERRY HISTORY STATUTORY REQUIREMENTS

Developing pupils' Knowledge, Understanding and Skills	OBJECTIVE 1 Developing pupils as Individuals	OBJECTIVE 2 Developing pupils as Contributors to Society	OBJECTIVE 3 Developing pupils as Contributors to the Economy and the Environment
<p>Pupils should have opportunities to: Investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"> • Different perspectives and interpretations • Cause and effect • Continuity and change • Progression and regression <p>and by developing:</p> <ul style="list-style-type: none"> • The enquiry skills to undertake historical investigations • Critical thinking skills to evaluate a range of evidence and appreciate different interpretations • Creative thinking skills in their approach to solving problems and making decisions • Chronological awareness and the ability to make connections between historical periods, events and turning points • An ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses <p>through a broad and balanced range of:</p> <ul style="list-style-type: none"> • Historical periods • Irish, British, European and global contexts • Significant political, social, economic, cultural and religious development 	<p>Pupils should have opportunities to: Explore how history has affected their personal identity, culture and lifestyle</p> <p>(Personal Understanding) 1. 2. 3.</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions</p> <p>(Mutual Understanding) 3.</p> <p>Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy</p> <p>(Moral Character) 1. 2. 3.</p> <p>Explore issues related to Personal Health (Personal Health)</p> <p>Explore issues related to Spiritual Awareness (Spiritual Awareness)</p>	<p>Pupils should have opportunities to: Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points</p> <p>(Citizenship) 3.</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world (Cultural Understanding) 3.</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual (Media Awareness)</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically (Ethical Awareness) 1. 2. 3.</p>	<p>Pupils should have opportunities to: Investigate how the skills developed through history will be useful in a range of careers (Employability)</p> <p>Explore issues related to Economic Awareness (Economic Awareness)</p> <p>Investigate the need to preserve history in the local and global environment (Education for Sustainable Development)</p>

THE SIEGE OF LONDONDERRY

HISTORY STATUTORY REQUIREMENTS

LEARNING OUTCOMES

The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.

PUPILS SHOULD BE ABLE TO:

- research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate;
- show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

1.

Lesson 1. The Origins of Londonderry

2.

Lesson 2. The Siege of Londonderry

3.

Lesson 3. Commemoration and Remembrance

THINKING SKILLS AND PERSONAL CAPABILITIES

Through a selection of independent, group and digital tasks students are provided the opportunity to apply meaning, ideas and analysis to the information they have been provided and analyse patterns and relationships. Through using ICT students also have the opportunity to create, design and share knowledge and new ideas as well as evaluate and monitor their progress. Through learning and fostering ideas, students are encouraged to understand and manage not only the information available to them but also their emotions. Providing students with the means to research new information and ideas allows them to take the initiative and direct their own learning.

USING ICT

All 3 lessons of the module provide students the opportunity to develop skills in using ICT. The suggested additional resources available in each lesson encourage students to explore, critically think and reflect on the topic using a range of video, imagery and audio. The digital tasks available throughout the module give students the opportunity to learn both independently and collaboratively, as well as help develop their learning across the 5 Es (Explore, Express, Exchange, Evaluate, Exhibit) on a number of software packages.

Through using ICT, students are encouraged to be creative, think independently, collaborate with others and share what they have learned on a digital platform.

LESSON
1.

A TRUE
ACCOUNT
 OF THE
SIEGE
 OF
London-Derry

Reverend Mr. George Walker
 ... in the County ...
 ... of Derry ...



LESSON DESCRIPTION			
<p>The first lesson in the module will be used to inform students how the area of Londonderry became established, including some of the key figures who made it happen. The lesson will also look at the period known as the Glorious Revolution which served as a precursor to the Siege of Londonderry.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Discuss how Londonderry was impacted by the Plantation of Ulster 2. Understand how events in England during the 17th Century had importance across Ireland 3. Demonstrate objectives 1&2 through digital media 		<ul style="list-style-type: none"> • Be able to explain how Londonderry was a strategically important location • Employ ICT skills to express an understanding of the topic 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 1 Key Information • GIMP Storyboard • Audacity Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • GIMP Software • Audacity Software 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops • Headphones / Microphone

THE SIEGE OF LONDONDERRY
1: THE ORIGINS OF LONDONDERRY



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play a video detailing the Plantation of Ulster and how it impacted across the island of Ireland. (See Suggested Additional Resources 5)</p>	<p>The video aims to give students an insight into the wider impact of England's control on Ireland at that time, and how the Plantation of Ulster led to future conflict</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Extension Activities as group discussion questions or to test individual knowledge.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.</i></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Conclude the session with a class discussion and ask students if they felt they would have been for or against the Plantation of Ulster. Ask students to offer fair and balanced answers, giving reasons for their decisions, and hold a vote within the class.</p>	<p>The plenary discussion will focus on the Plantation of Ulster and the impact it had on the area in the coming decades.</p>

KEY
INFORMATION

1.

THE ORIGINS OF LONDONDERRY

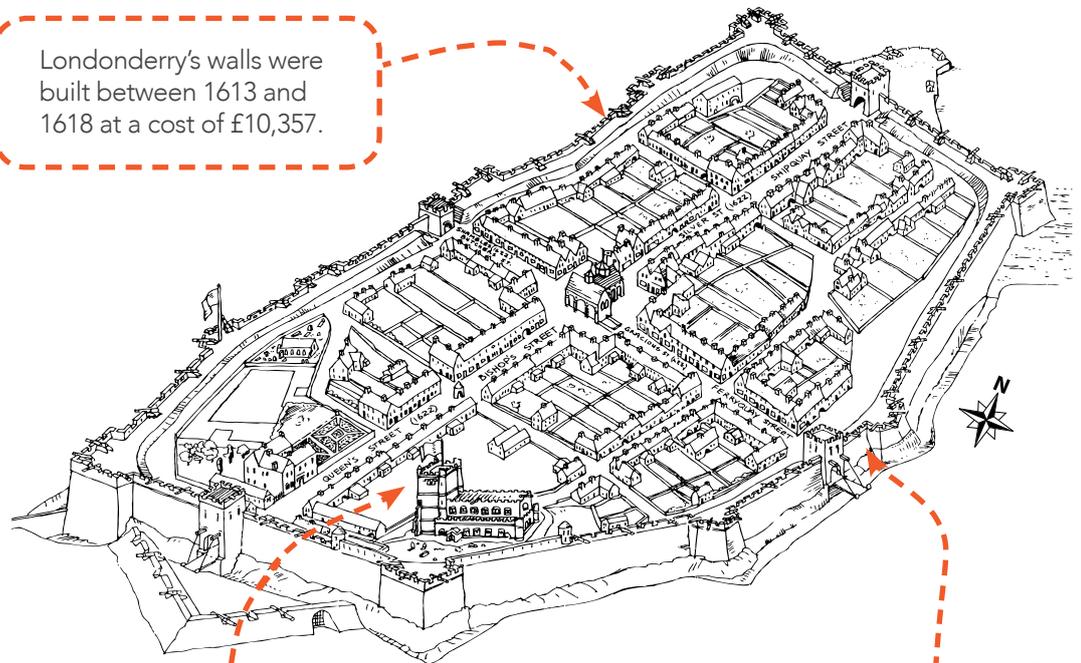
HOW IT WAS FOUNDED

The city of Londonderry was founded in 1613. Prior to this, 'Derry' (or in Gaelic, Doire or Daire – meaning "oak grove") had been a settlement which existed from the 6th Century. It is believed the settlement was built around a monastery founded by Saint Columba (or Saint Colmcille), now the patron Saint of Londonderry. In the centuries that followed, 'Derry' became of strategic importance to the English who wished to conquer the area. In 1600, Sir Henry Docwra built fortifications and streets on the hilltop of the site, leading many to proclaim him the 'founder of Derry'.

WHO WAS SIR HENRY DOCWRA?

Henry Docwra, 1st Baron Docwra of Culmore (1564-1631) joined the English army at a young age and served in France, Netherlands, Ireland and Spain. Docwra then returned to Ireland in 1599 under the orders of Queen Elizabeth I as part of the Nine Years War. He was tasked with suppressing the Gaelic Chieftains in Ulster. Landing at Culmore, just North of modern day Londonderry, on 15th May 1600, Docwra fortified abandoned forts along the route until he reached 'Derry' where he fortified the hill and built the town's first streets. Docwra is often referred to as the founder of the city of 'Derry' because of this.

Londonderry's walls were built between 1613 and 1618 at a cost of £10,357.



Londonderry was a market city and port for the surrounding region. By 1630 it had a population of around 400 families.

The walls were 24 feet (or 7 metres) high, 18 feet (or 5.5 metres) deep and ran for 1700 yards (or 1,555 metres) around the city.

CONQUEST AND PLANTATION IN IRELAND

1166

In 1166, the King of Leinster, Diarmait MacMurchada lost his kingship to a local rival. In defeat MacMurchada fled to England for support from the Norman King Henry II. After swearing loyalty to the King he returned with Norman Knights to recover his ancestral lands in 1167.

1166

1171

By 1171, MacMurchada was dead and had been succeeded as King of Leinster by the Earl of Pembroke, known as Strongbow. Wary of the power his generals were amassing in Ireland, King Henry II landed a large army to assume control. English authority was mainly focused on a small area around Dublin, known as the Pale.

1500

By the sixteenth century, English rule in Ireland had been delegated to the most powerful family on the island, the Fitzgeralds of Kildare. Problems arose when the Fitzgeralds began scheming with opponents to the English throne.

1534

In 1534, the Fitzgerald family rebelled against King Henry VIII when their powers were given to a rival family. After crushing the rebellion, Henry VIII attempted to control Ireland by **surrender and regrant**: Irish lords were to surrender their lands to the monarchy – once they swore their allegiance to the crown, they were given their land back by Royal Charter (a type of formal ownership), granted an English title and admitted to the Irish parliament.

1594

The Nine Years War took place from 1594 to 1603 and was fought by native Gaelic Irish clans against English rule in Ireland. Mainly fought in Ulster, it ended in defeat for the native Irish. Penetrating Ulster through 'Derry' to the north, and defeating a joint Spanish-Irish army in January 1602 effectively spelled the end of the rebellion and led to the surrender of the Irish Chieftains.

1603

After the war, the leaders of the rebellion were granted pardons and had their estates returned, on condition that they surrendered their titles and pledged their loyalty to the English Crown. The new King of England, James I, was lenient with the rebellious Earls as he wanted to ensure the allegiance of the Irish and he could not afford to keep fighting the war.

1603

THE SIEGE OF LONDONDERRY
1: THE ORIGINS OF LONDONDERRY



King James I

1.))) DISCUSSION

Why do you think Antrim, Down and Monaghan were not involved in the Plantation?



DID YOU KNOW...

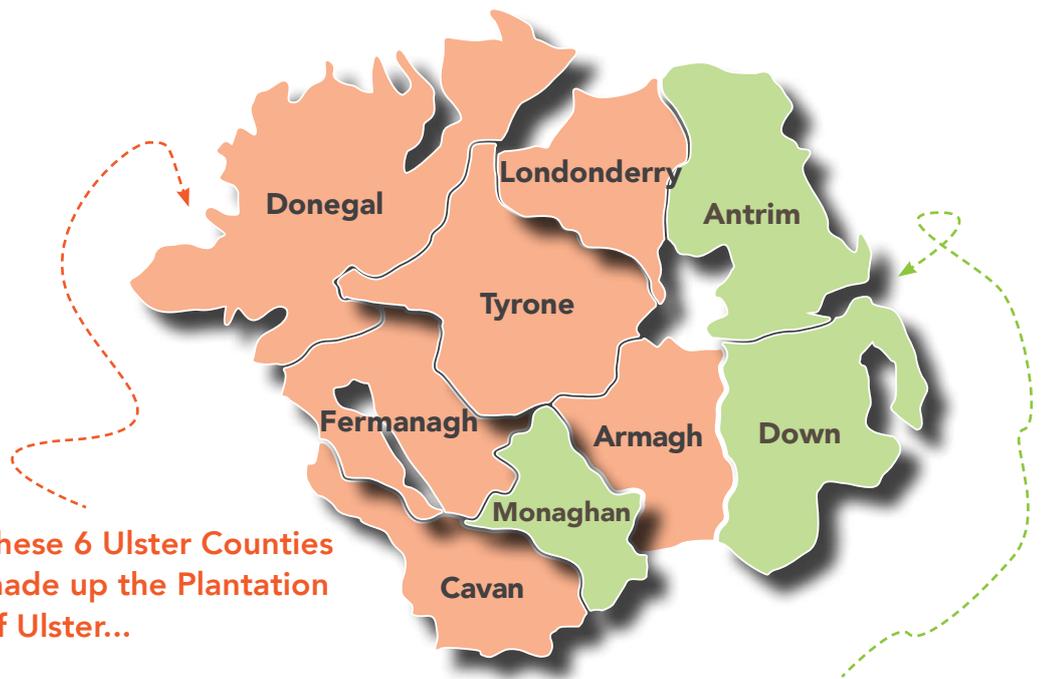
County Londonderry was originally called Coleraine. The territory was enlarged, and the name changed, following the Plantation.

THE FLIGHT OF THE EARLS

Despite being treated leniently by King James I, some Irish Earls and their allies found it difficult to adjust to the new political landscape in the aftermath of the Nine Years War. The Flight of the Earls occurred on the 14 September 1607. It was a pivotal moment in Irish history as it marked the end of the age of the great native Irish clans. Chieftains Hugh Ó Neill of Tyrone and Rory Ó Donnell of Tyrconnell along with a group of their followers, fled Ireland after growing pressure to adhere to English law. They fled to Europe where they hoped to raise enough support to launch an invasion to reclaim Ireland from English rule. They failed to do so and in their absence, James I (**left**) confiscated their lands and made the decision to occupy it with loyal Scottish and English settlers, leading to The Plantation Of Ulster.

PLANTATION OF ULSTER AND ESTABLISHMENT OF LONDONDERRY

The 'Plantation of Ulster' aimed to 'pacify' and 'civilise' Ulster. 'Derry' (sometimes referred to as 'The Derrie') was to play a key role in James I's plans. In order to help fund the Plantation of 'Derry', the crown turned to businessmen and trade associations from the City of London. The Honourable The Irish Society was formed and tasked with building a new walled town – the first planned town in Ireland – on the site of 'Derry'. In recognition of the part played by these businessmen, tradesmen and craft workers from London, the prefix of 'London' was added to 'Derry'. In 1613, this new city was granted a Royal Charter by King James I and Londonderry was born. Plantation was used to try and prevent future rebellion. It created a society of division between the native Irish and the new Protestant settlers.



These 6 Ulster Counties made up the Plantation of Ulster...

...these 3 Ulster counties were not part of the Plantation



2.)) DISCUSSION

Looking at Suggested Additional Resource 7, how did the Williamite War end in Ireland and what repercussions did it have in Europe?

King William III



King James II



THE WILLIAMITE WARS IN IRELAND

In 1685, James II was crowned, creating alarm among Protestants throughout the kingdom. By 1688, English Protestants became increasingly fearful of their future under the rule of James II. This led them to invite Prince William of Orange, of the Netherlands, to come to England with his wife, Mary, (the Protestant daughter of King James II) to take the throne. The deposed King James II escaped capture and fled to France. However, the war continued between William (with mostly Protestant support) and James (with mostly Catholic support) over who would gain control as King. That war was fought on Irish soil and James was conclusively beaten by William, at the Battle of the Boyne in 1690. As a result of the post-war settlement, laws were passed limiting Catholic rights (these laws were part of a wider ranging set of laws referred to as the Penal Laws (see **Suggested Additional Resource 1**). These laws ensured a minority population of Protestants ruled Ireland for years to come (referred to as the Protestant Ascendancy). To this day, the Siege of Londonderry (1689) and the Battle of the Boyne (1690) are still commemorated, largely by the Protestant community in Northern Ireland.

KEY BATTLES OF THE WILLIAMITE WAR IN IRELAND



PERSPECTIVES



1. "T'was the divine Providence that drove me early out of my native country, and t'was the same Providence ordered it so that I past most of the twelve years I was abroad in Catholic kingdoms, by which means I came to know what their religion was."

King James II speaking about his Catholic religion.

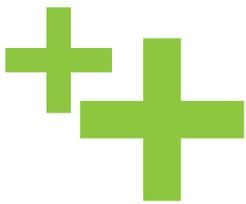
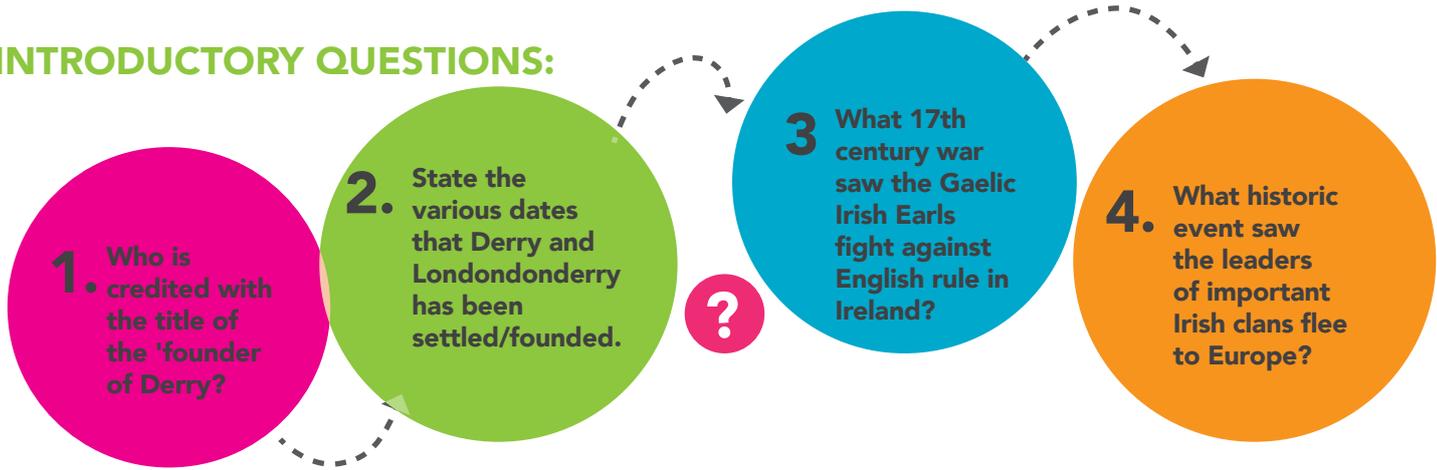
2. "The liberties of England and the Protestant religion I will maintain."

William of Orange on landing in England in November 1688, at the request of Protestant noblemen.

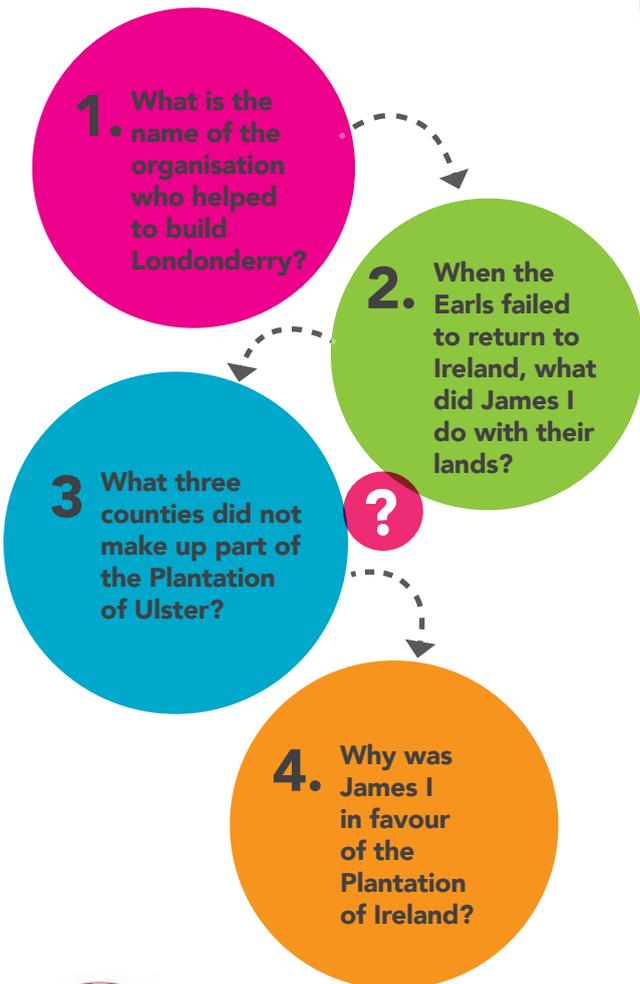
3. "And now that all Ulster, or the most part, has fallen into His Majesty's power, he intends to order it so as it may redound to his honour and profit."

The thoughts of King James I are conveyed in a letter to Sir Arthur Chichester, in July 1608.

INTRODUCTORY QUESTIONS:



PROGRESSION QUESTIONS:



EXTENSION ACTIVITY 1:

Research the Plantation of Ulster and the methods used by King James I to encourage new settlers into Ireland. Do you think his methods were justified? Write a paragraph explaining your findings.

SUGGESTED ADDITIONAL RESOURCES



1) <http://www.derrywalls.com/map.html> - An interactive map of the walls today



2) http://www.bbc.co.uk/history/places/derry_londonderry - A comprehensive history of Derry and Londonderry including podcasts and video



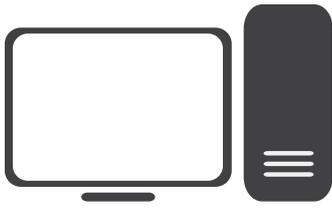
3) <http://www.bbc.co.uk/history/british/plantation/planters/es02.shtml> - BBC History site detailing the Flight of the Earls



4) www.plantationofulster.org/ - Interactive website charts the plantation of Ulster



5) http://www.bbc.co.uk/history/events/battle_of_the_boyne - BBC history website provides a background to the Williamite Wars in Ireland



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will use GIMP to design a poster offering alternative views on the Williamite Wars in Ireland. The poster should include an image of a leader on both sides of the fight along with a quote explaining their reasons for fighting. Students will research their images and quotes from the internet for their piece of work.

PLAN

Images and information will be sourced from the internet and designed in the form of poster/manipulated image.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into GIMP and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each others' work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing others work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Using the Flight of the Earls as a backdrop, students will work in pairs to script, record and edit a radio news report to explain what is happening. The script will detail the events leading up to the Flight of the Earls and capture the thoughts of some of the travellers before they depart.

Research the topic by examining why the Earls decided to leave and the impact it had on society in Ireland. The pair will then write a script based on the information they have researched and record a radio podcast around the event. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function on Audacity to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each others' work. This may be done by playing back the best work or students may circulate the room listening to others work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.

LESSON
2.



LESSON DESCRIPTION

This lesson will explore the Siege of Londonderry in depth, including how and why the city became a strategic location. It will also look at the impact of the Siege and how people living in the city were affected.

LESSON INTENTIONS

- Discuss the reasons why James II was keen to take control of Londonderry
- Examine the role played by forces on both sides, and the impact on civilian life
- Demonstrate objectives 1&2 through digital media

LESSON OUTCOMES

- Understand the political and social reasons that underpinned the Siege of Londonderry
- Employ ICT skills to express an understanding of the topic

HANDOUTS AND GUIDES

- Lesson 1 Key Information
- Comic Life storyboard
- Audacity Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Life Software
- Audacity Software

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphone

ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play a video that explores the background to how the Siege began (See Suggested Additional Resources 6).</p>	<p>Students will learn, from exploring the facts, the various political and religious motivations that led to the Williamite Wars in general</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information (the Key Information may be split into 2 sections and divided amongst the students). Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Introductory / Progression Questions as group discussion questions or to test individual knowledge.</p> <p>The active learning activity will give students the opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils' understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion</p>
<p>Plenary – Conclude the session with a class discussion and ask students what choices they feel they would have made at the time, if they had been alive. Ask students to give balanced and fair reasons for their decision and hold a vote within the class.</p>	<p>The discussion should encourage students to think objectively about the time and the role of religious beliefs in society.</p>

KEY
INFORMATION
2.

THE SIEGE OF LONDONDERRY

Having been ousted from power by his daughter Mary and her husband William of Orange during the Glorious Revolution, King James II sought to reclaim areas of strategic importance in Ireland to help his cause. During his reign, the Catholic James had supported Irish people and advanced reforms that would benefit Catholics. Richard Talbot had been appointed 'Earl of Tyrconnell' in Ireland and implemented James' orders to recruit Catholics in place of Protestants into positions of power. James' actions caused alarm amongst Protestants in both England and Ireland and when his son was born in 1688, ensuring a Catholic would once again take the throne, Protestant nobles had sought the help of William to come to England and help to overthrow James.



BACKGROUND TO THE SIEGE

Following William's arrival in England, Richard Talbot attempted to secure strongholds across Ireland, with the help of the newly recruited army made of Catholic men. The Earl of Antrim, also a Catholic, set out with a group of Redshank forces for Londonderry and arrived at the city on 7 December 1688. Many people had flooded into the town fearing a repeat of the 1641 massacre when thousands of Protestants were murdered throughout Ireland. As the Redshank forces made their way to the city, those inside debated whether or not to allow them entry.

A group of 13 young apprentices, using their own initiative, raised the drawbridge and locked the city's gates. The apprentices then seized the city's weapons store. A request was then sent to London for further help and assistance to defend the city. Angry at the city's response, Talbot ordered troops to march from Dublin and take control of Londonderry. Two companies of soldiers were eventually permitted entry under the command of Lieutenant Robert Lundy.

Redshanks

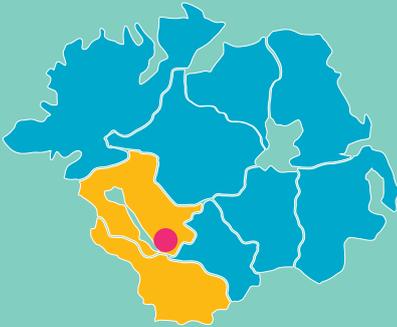
Redshank was the name given to kilt wearing Scottish soldiers who played a part in Irish armies during the 16th Century.

Who were the Apprentice Boys?

The 13 apprentice boys who locked the gates of Londonderry against the approaching Redshanks were young men in their late teens or early twenties who worked, as their name suggests, at a number of the city's trades and industries:

- Henry Campsie
- William Crookshanks
- Robert Sherrard
- Daniel Sherrard
- Alexander Irwin
- James Steward
- Robert Morison
- Alexander Cunningham
- Samuel Hunt
- James Spike
- John Conningham
- William Cairns
- Samuel Harvy

Other battles took place in Ulster at the same time...



...including at Enniskillen. A Williamite force made up of the local Protestant population carried out raids against Jacobites in Connaught and Ulster. One of those Jacobite forces, led by Justin MacCarthy, was defeated at the Battle of Newtownbutler (highlighted on the map above) on 28 July 1689. Up to 1,500 men were killed. As a result of this heavy defeat, many Jacobite troops were pulled back to a camp at Dundalk.

1.))) DISCUSSION

Why did those in the city fire on King James II and his troops? Remembering the Comber letter and the 1641 Rebellion, what did they believe were the risks of surrendering to King James II?

JAMES JOINS THE ACTION

In December 1688, James made his escape to France, seeking the support of his cousin King Louis XIV. From here he planned to regain power and in March 1689, he landed at Kinsale with an army of 6,000 French soldiers. He marched north to Londonderry and, on 18 April, the city was fully surrounded and became completely besieged - the Siege proper began. Meanwhile, inside the city's walls, Robert Lundy oversaw repairs to the defences along with the creation of new strategic defences. An appeal had again been made to London for help and in late March 8,000 muskets and 480 barrels of gunpowder were delivered.



James had arrived at the city confident that his appearance would grant him entry. Citizens within the city, however, felt he had broken an agreement not to come within four miles of the walls and some of the city's garrison fired upon the Jacobite forces with the cry of 'No Surrender'. James remained outside the city of Londonderry for three days in the hope of a peaceful surrender. Colonel Robert Lundy had proposed a surrender but later that day, unhappy with his leadership, citizens appointed Colonel Henry Baker and Reverend George Walker as joint Governor. Lundy, with the assistance of Baker and Walker, hid under disguise and escaped the city, fleeing for Scotland.

Fighting took place across the north-west resulting in heavy casualties on both sides. Realising they lacked the firepower to breach the city's defences, Jacobites began firing over the wall, causing huge devastation throughout the city. In May 1689, they also built a wooden boom across the River Foyle at Culmore to stop any help from reaching the city by water.

THE SIEGE OF LONDONDERRY

2: THE SIEGE OF LONDONDERRY

Supplies: Food and water was scarce in the city. The Foyle was salt water. Some wells dried up and filled with soil. Others were in full view of James' marksmen. People were forced to eat mice, rats and even dogs.

Disease: Disease, including typhus and plague, spread rapidly killing upwards of 7,000 people. Space was at a premium and dead bodies were forced to be left in the streets or in cellars.

LIFE DURING THE SIEGE

Life inside the city was appalling for citizens, many of whom had come there looking for refuge.

Bombardment: It's estimated that 587 bombs landed inside the city's walls, injuring and killing men, women and children.

Overcrowding: Although only designed to accommodate approximately 2,500 people, upwards of 25,000 people were crowded in, with many forced to sleep on the streets.

2.))) DISCUSSION

Do you think James II was being too lenient when he ordered General Rosen to return the hostages to their homes?

THE RELIEF OF LONDONDERRY

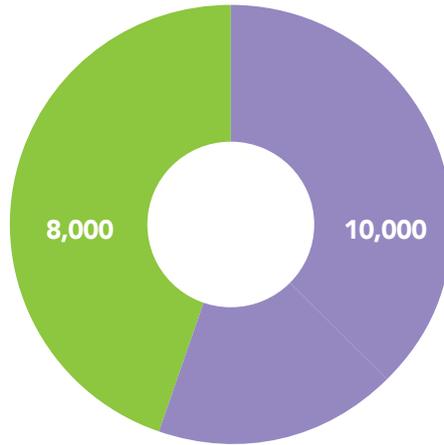
In early July, 1689, Jacobite General Rousen rounded up old and injured Protestants in the surrounding area and marched them to the city's walls in a bid to force the city's defences to open. Upon hearing this, James, who was now back in Dublin, ordered the hostages be returned safely to their homes.

By mid-July a fleet of ships had arrived in Lough Foyle but stopped short of the boom at Culmore. Although initially overjoyed at their appearance, residents of the city were dismayed when the ships took no further action. With the city close to breaking point, Williamite forces entered into negotiations with Jacobites by mid-July to bring the Siege to an end. On 28 July, relief ships succeeded in breaking through the boom across the River Foyle and the blockade was lifted. Jacobite forces continued to fire their cannons at the city for a further three days but retreated on 1 August 1689, 105 days after the Siege had begun.



Artwork depicting the *Mountjoy* breaking through the boom at Culmore.

THE SIEGE OF LONDONDERRY
2: THE SIEGE OF LONDONDERRY



Death toll during the Siege

- Williamite Forces and citizens
- Jacobite Forces

50 WALKER'S DIARY.

	l.	s.
Horse flesh sold for, per pound,	0	1
A quarter of a dog (tattened by eating the bodies of the slain Irish),	0	5
A dog's head,	0	2
A cat,	0	4
A rat,	0	1
A mouse,	0	0
A small flook taken in the river, not to be bought for money, or purchased under the rate of a quantity of meal.		
A pound of greaves,	0	1
A pound of tallow,	0	4
A pound of salted hides,	0	1
A quart of horse blood,	0	1
A horse pudding,	0	0
An handful of tea wreck,	0	0
_____ of chick-weed,	0	0
A quart of meal, when found,	0	1

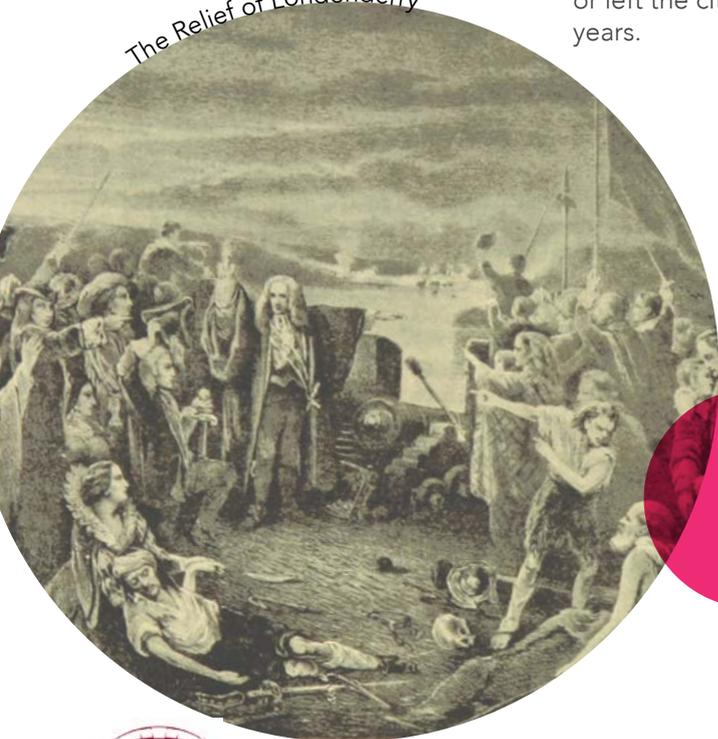
An extract from Walker's 'A True Account of the Siege of Londonderry' shows what citizens would have paid for food.

AFTERMATH OF THE SIEGE AND LUNDY'S FATE

Rev George Walker travelled to London after the Siege had ended to offer an account of events to King William III and Queen Mary II. He later published his experiences of the Siege in a pamphlet, 'A True Account of the Siege of Londonderry', which focused largely on Walker's role during the events. A number of appeals for money to help the city recover were made to Parliament in 1689, the first for £10,000 and a second for £30,000 – neither were paid. Many of the officers who defended the city also went unpaid with less than £10,000 of a £75,000 wage bill covered.

Colonel Robert Lundy was brought before a parliamentary committee in September 1689, where he was forced to answer questions about his role in the events leading up to the Siege. The committee recommended he stand trial in Londonderry. However, Lundy argued it would be impossible for him to receive a fair trial and that so many of the potential witnesses had since died or left the city. He was released and went on to serve again as a soldier in later years.

The Relief of Londonderry



Robert Lundy



PERSPECTIVES



2. "If occasion were, I hope God would give me his grace to suffer death for the true Catholic religion as well as banishment."

King James II speaking about his exile from England after converting to Catholicism

1. "I am sure it was the Lord kept the city, and none else; for there were many of us that could hardly stand on our feet before the enemy attacked the walls, who, when they were assaulting the out-trenches, ran out against them most nimbly and with great courage. Indeed, it was never the poor, starved men that were in Derry that kept it out, but the mighty God of Jacob, to whom praise for ever and ever."

John Hunter, soldier, from his diary kept during the Siege.

3. "Our drink was nothing but water, which we paid very dear for, and cou'd not get without great danger; We mixt in it Ginger and Aniseeds, of which we had great plenty."

George Walker recalls the supply shortage during the Siege

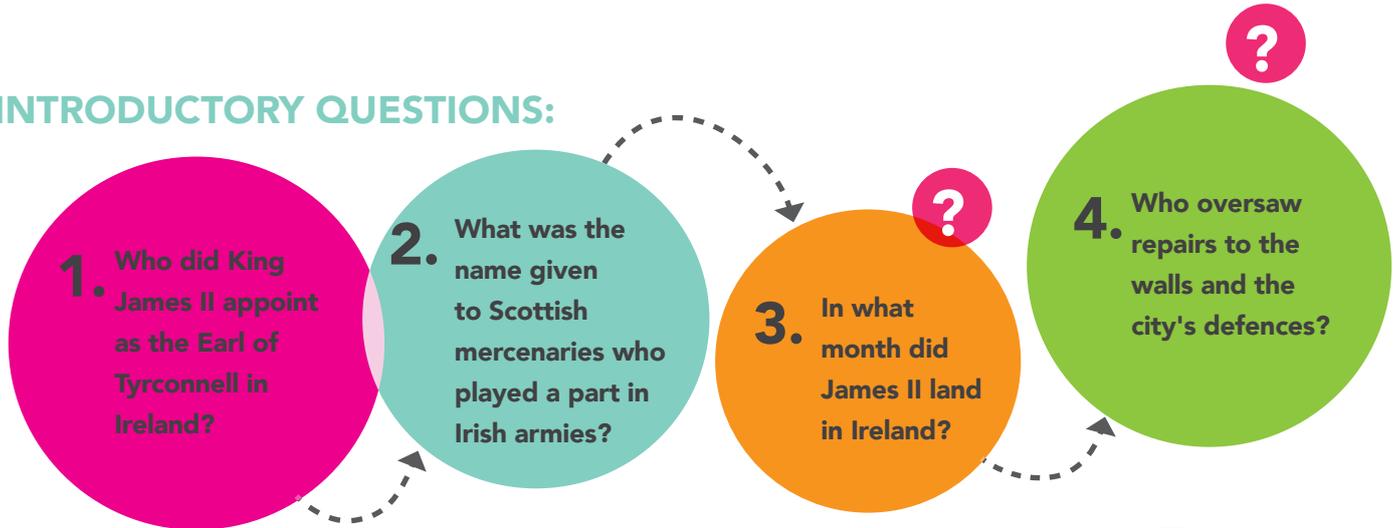
4. "He spoke so discouragingly to many of them, concerning the indefensibleness of the place that they strongly suspected he had a design to give it up: and they could see little hope of preventing it, in such a confusion if he proved Treacherous, and therefore were unwilling to stay, only to be betrayed into the Enemies hands."

Rev John MacKenzie recalled the actions of Robert Lundy

5. "We are beholden to Londonderry; if that had not made a good resistance, King James had been at Edinburgh before now."

Richard Holt MP addressing a House of Commons Committee presentation in the aftermath of the event

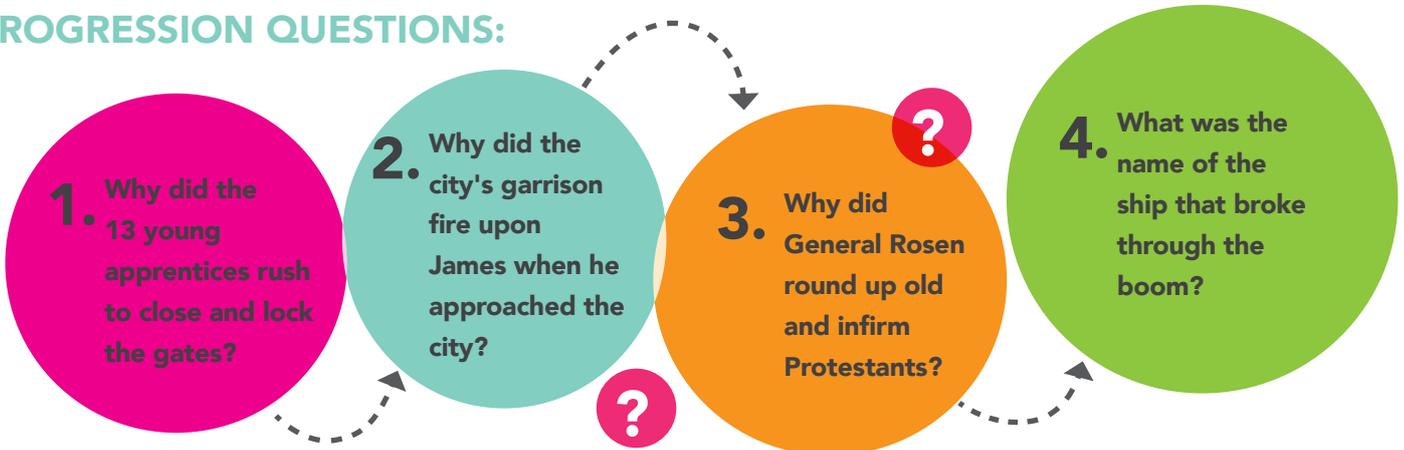
INTRODUCTORY QUESTIONS:



EXTENSION ACTIVITY 1:

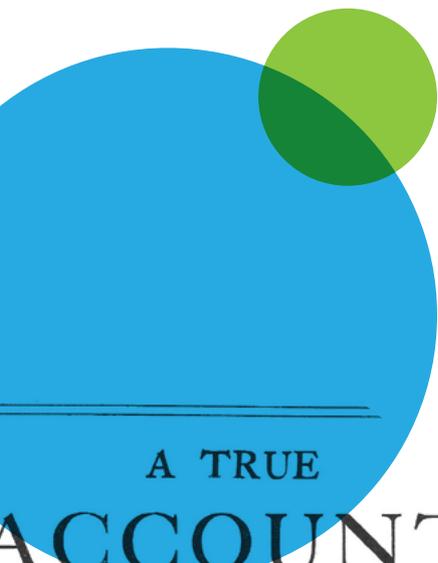
Compile a series of 5 tweets that could have been used by someone living in the city during the Siege to explain what was happening. Decide on a character who is writing the tweets, think of a hashtag that could accompany it and imagine what a citizen's life would have been like. Remember that your tweets should not be more than 140 characters long.

PROGRESSION QUESTIONS:



EXTENSION ACTIVITY 2:

Looking at Perspective 5, why do you think Richard Holt MP made this statement? What did he fear might have happened if the Siege had ended differently?



A TRUE
ACCOUNT
OF THE
SIEGE
OF
London-Derry

The Reverend Mr. *George Walker*
Donoghmore in the County of
Governour of *Derry* in

ALTERNATIVE TASK

- Students will form into two groups, one in favour of James II and the Jacobite forces and one in favour of William III and the Williamite forces, and debate the reasons why they feel their side was justified during the Williamite Wars.
- Both groups will put forward points based on the actions of each side and how and why they feel their actions were justified.
- Students should research the years leading up to the Siege of Londonderry, including the background and actions of both James and William, and how politics and religion were interlinked. They should also look in-depth at the actions of both parties during the Siege, and justify their actions.
- Both sets of students will present their results to the class and stage a mini debate to reflect their viewpoints.

SUGGESTED ADDITIONAL RESOURCES



1) <http://www.apprenticeboys.co.uk/> - Official website of the Associated Clubs of the Apprentice Boys who commemorate the role of the 13 young apprentices who shut the gates of Londonderry in December 1688



2) www.thetrialoflundy.com - Innovative website uncovers the facts of Lundy's involvement during the siege



3) <http://www.thereformation.info/Derry%20facts.htm> - Includes statistics of life inside the walls during the siege



4) <http://www.bbc.co.uk/northernireland/siege/> - An interactive timeline of the siege



5) <https://www.youtube.com/watch?v=fYXPmYS9hPA> - A BBC made documentary exploring the events of the siege

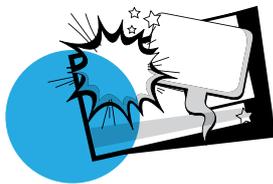


6) <http://thetrialoflundy.com/the-banishment-of-doubt/> - A series of graphic novels looking at various events during the siege



DIGITAL TASKS

COMIC LIFE TASK



TASK DESCRIPTION

Students will use Comic Life to create a one page comic that tells the story of the Siege of Londonderry, including the actions of key figures on both sides of the battle. Research and choose images and information from the internet which will be used in your comic to tell the story. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard

DO

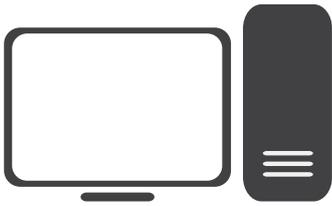
Students will use images and speech bubbles/caption boxes to describe how both parties were remembered and commemorated. Students will use at least 3 images that they have sourced. Some students may compare these commemorations with others from across the UK. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing others' work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit an interview with James II in the aftermath of the Siege of Londonderry. The script will detail his thoughts on the failed Siege and what his next steps are.

Research the topic by examining the fallout on the Jacobite forces in the aftermath of the siege and what they next tactical moves were. The pair will then write a script based on the information they have researched and record a radio interview between a reporter and James II. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function on Audacity to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...).When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room listening to others' work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.

LESSON
3.

LESSON DESCRIPTION

This lesson will look at how the Siege of Londonderry has been remembered and commemorated, including the organisation known as The Apprentice Boys who are responsible for maintaining the legacy of the event. The lesson will explore the changing nature of commemorations and how they were impacted by The Troubles.

LESSON INTENTIONS

1. Understand how and why the Apprentice Boys came into existence
2. Identify events from throughout history that have led to modern day commemorations
3. Demonstrate objectives 1&2 through digital media

LESSON OUTCOMES

- Students will be able to explain how and why commemorations take place here
- Students will understand the important legacy of the Siege to the Apprentice Boys and the area
- Employ ICT skills to express an understanding of the topic

HANDOUTS AND GUIDES

- Lesson 3 Key Information
- Comic Life Storyboard
- Movie Maker Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Life
- Movie Maker

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphone



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Look at Suggested Additional Resource 2 about the Relief of Londonderry commemoration which was followed by the Battle of the Bogside.</p>	<p>This will offer students an insight and background to "The Troubles" and how they began, while also highlighting the importance and significance of commemorative events.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Stage a discussion within the class about modern day commemorations and how they have evolved over time. Ask the class what types of commemoration they feel are most appropriate, giving their opinion on various forms of remembrance.</p>	<p>The discussion will allow students to understand the thoughts and feelings of a wide range of people who take part in commemorative activities. This will incorporate the active learning method OPV (Other People's Views).</p>

KEY
INFORMATION
3.

COMMEMORATION AND REMEMBRANCE

1.))) DISCUSSION

Why do you think it is important for The Apprentice Boys to commemorate the Siege?

THE ASSOCIATED CLUBS OF THE APPRENTICE BOYS OF DERRY

The Apprentice Boys of Derry is a historical organisation committed to maintaining the spirit of the original Apprentice Boys during the Siege of Londonderry. The organisation was founded by Colonel John Mitchelburne who was joint Governor of Londonderry during the latter part of the Siege. He founded a club in August 1714 to commemorate the relief of the city. Following his death, the club became dormant for a number of years but was reformed in 1814 with the purpose of commemorating the events of the Siege. The traditions of the Apprentice Boys have grown over time and are not just limited to members. Annual parades attract thousands of participants and spectators while the musical tradition of marching bands offers non-members a chance to participate.



THE MEMORIAL HALL

The Memorial Hall (**left**) – or the ‘Mem’ – was completed in 1877. It is the meeting place and home of the Associated Clubs and General Committee of the Apprentice Boys. The building was designed in the distinctive Scottish baronial style by the architect John Guy Ferguson, a former Governor of the Association. A new extension and exhibition space were completed in 2015 to support the work of the Association as it raises awareness of the Apprentice Boys and the Siege story.



2.))) DISCUSSION

Commemorative events around the Siege have not always been peaceful. Why might some people be opposed to remembering the Siege?



WALKER'S TESTIMONIAL

A memorial pillar and statue was erected in 1828 as a monument to Rev. George Walker (see above). The monument consists of a column which is 81 feet (or 25 metres) high and a statue of Walker which is 9 feet tall (2.75 metres). The annual burning of the effigy of Lundy took place here until 1970 before moving to Bishop Street. The monument was destroyed by an IRA bomb in 1973.

COMMEMORATIVE EVENTS

Two main events from the Siege of Londonderry are commemorated each year – the "Shutting of the Gates" and "Relief of Londonderry".

The Shutting of the Gates – first Saturday in December

Four cannon shots are fired from the city's walls at midnight before members of the parent clubs walk within the walls, symbolically touching the gates to ensure the safety of the city. The next day, parent clubs and visiting branches assemble outside the Memorial Hall before parading to a Service of Thanksgiving in St. Columb's Cathedral. A wreath laying service takes place at the Siege Heroes Mound located at St. Columb's Cathedral before the parade makes its way to Bishop Street for the symbolic burning of an effigy of the traitor Governor Robert Lundy (pictured right).



The Relief of Londonderry – second Saturday in August

As in December, four cannon shots are fired from the city's walls at midnight before members of the parent clubs walk within the walls, symbolically touching the gates to mark the city's relief. Parent Clubs and the General Committee then parade around the walls with their bands before laying a wreath at the city's cenotaph, followed by a Service of Thanksgiving. A re-enactment of the final hours of the Siege takes place with participants dressed in period costume. Following the re-enactment, approximately 10,000 Apprentice Boys from branches across the world take part in a celebratory parade.

Parent Clubs

There are eight Parent Clubs in the Apprentice Boys of Derry. These clubs were founded in the city. Members of the ABOD who do not live in the city may join a Branch Club, of which there are 244 across the world. Enrolled Branch Club members are obligated to attend an initiation ceremony inside the Walls of Londonderry, before they are accepted as full members of the Association. The Parent Clubs are:

- | | |
|--------------------------|----------|
| Apprentice Boys of Derry | Baker |
| Walker | Browning |
| No Surrender | Murray |
| Mitchelburne | Campsie |

3.))) DISCUSSION

The Battle of the Bogside is considered by many as an event that ignited 'The Troubles'. Do you think this is a fair assessment? What is your view of the event?

FROM PAST TO PRESENT DAY

Throughout the period known as "The Troubles", the Apprentice Boys continued to hold their commemorative events. Tensions were high between both communities following a period of unrest in late 1968 and early 1969. In August 1969, the annual "Relief of Londonderry" commemoration was attacked as it neared its end in the commercial centre of the city. Three days of rioting, known as the Battle of the Bogside (pictured below left), took place between police and Catholic rioters before the army was deployed on the streets of the city.

Violence affected many people over the course of "The Troubles", and over 3,600 people were killed. Social conditions changed too, and in Londonderry, over 17,000 Protestants began an exodus from the West Bank of the River Foyle due to fear, intimidation and murder, to the Waterside of the city and beyond.

In more recent years the Apprentice Boys commemorative events have been incident free, thanks in part to cross-community collaboration and negotiations. The Association is involved in the annual Maiden City Festival which takes place each August and promotes the story of the Siege through dance, music, art and drama.



PERSPECTIVES



1. "On August 12 the Apprentice Boys parade took place and was virtually trouble free. However at around 3.45pm stone throwing began in Waterloo Place. I was present and the trouble started with youths from the Bogside throwing stones at the end of the parade."

Journalist Brian Walker recalls the day the Battle of the Bogside began

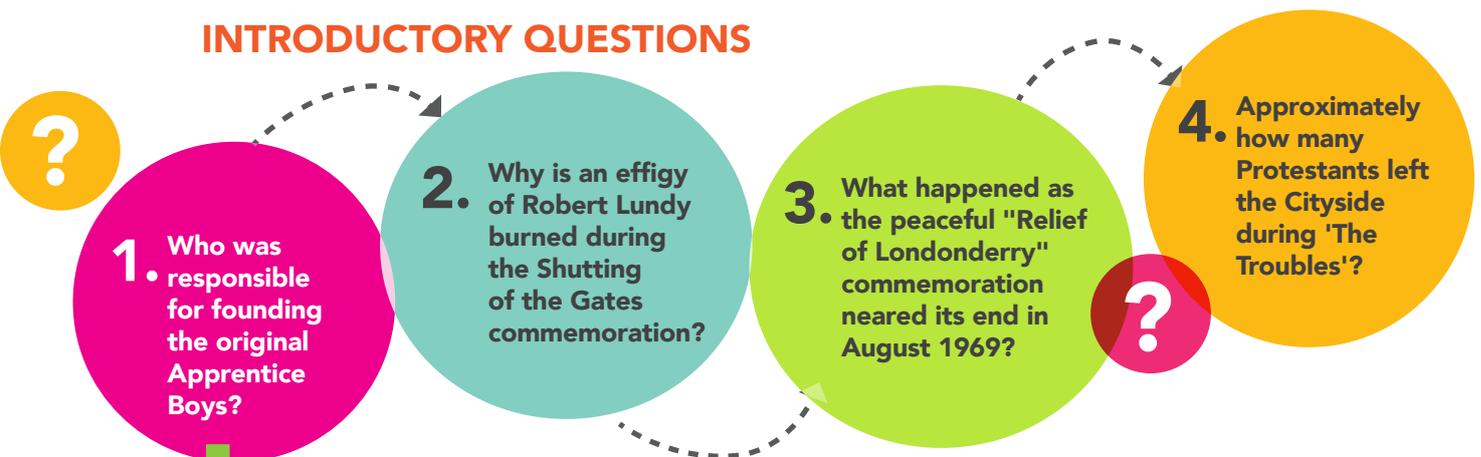
2. "Today has been a really positive day for the city. We tried to make sure we got our policing style right today and have actually pulled back and made this as normal a policing day for shoppers and everybody in the city. I'm pleased to say that the partnership we've had with the organisers of the parade, the traders and the City Centre Initiative has worked really well."

Chief Supt Stephen Cargin, Police Service of Northern Ireland, speaking after a peaceful Apprentice Boys parade in August 2013

3. "I'm not going to dictate as to what other areas should do. We're concentrating on what we do here. What we do here is good, what we do here has been successful, and we don't want to rock any boats."

Apprentice Boys Governor Jim Brownlee speaking after the 2013 parade

INTRODUCTORY QUESTIONS



EXTENSION ACTIVITY 1:

Look at Perspectives 1 and 2 and discuss the reasons why Apprentice Boys' marches and events have been largely incident free in recent years.

ALTERNATIVE TASK

- Students will form into different groups within the class and imagine they are organising a new commemorative event to mark the Siege of Londonderry that will involve all communities in Northern Ireland.
- Students should explore the types of commemoration events that have previously taken place and how they came into existence. Groups should think about which events are most popular and how they are currently received.
- Groups will choose whether to produce a new commemorative event for the "Shutting of the Gates" or the "Relief of Londonderry", deciding on a day-long structure for their chosen event. Students should keep in mind how their event will be supported across all communities in Northern Ireland.

SUGGESTED ADDITIONAL RESOURCES

- 1)  <http://www.thesiegemuseum.org/> - Official Siege Museum website includes information on the Siege and annual commemorative events
- 2)  <https://www.youtube.com/watch?v=7tGvR6MBqfk> - A youtube video shows footage of the Apprentice Boys parade in August 1969 which was followed by violence
- 3)  <http://www.belfasttelegraph.co.uk/news/northern-ireland/psni-grateful-after-apprentice-boys-of-derry-march-passes-off-peacefully-31438512.html> - Belfast Telegraph report from August 2015 shows how parade passed off peacefully
- 4)  http://news.bbc.co.uk/1/hi/events/northern_ireland/latest_news/233777.stm - BBC news report from 1998 reveals how violence broke out after an Apprentice Boys parade
- 5)  http://news.bbc.co.uk/panorama/hi/front_page/newsid_7968000/7968707.stm - BBC Panorama programme cuts together series of clips from the Battle of the Bogside



DIGITAL TASKS

MOVIE MAKER TASK



TASK DESCRIPTION

Students will create a movie of at least 30 seconds which will tell the story of how the Siege of Londonderry has come to be remembered and commemorated in popular culture. Students will use images and video footage from events across the decades, as well as adding captions and voiceover to explain what's happening.

PLAN

Information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, audio and information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using the various tools of Movie Maker (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their piece of work by exporting it in a suitable file format (i.e. WMV).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by viewing selected pieces of work or students may circulate the room viewing others' work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.



DIGITAL TASKS



TASK DESCRIPTION

Students will use **Comic Life** to create a one page comic telling the story of the **Apprentice Boys parade in August 1969, and the Battle of the Bogside that followed**. Research and choose images and information from the internet which will be used in your comic to tell the story. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard

DO

Students will use images and speech bubbles/caption boxes to describe how both parties were remembered and commemorated. Students will use at least 3 images that they have sourced. Some students may compare these commemorations with others from across the UK. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing others' work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.