

**Subject : Junior Cycle History**  
Teacher : Niall Lenehan

LESSON 11  
**The 1798 Rebellion**

## Learning Intentions

- Understand the causes, course and consequences of the 1798 United Irishmen Rebellion
- The Penal Laws
- The revolutionary influence of France
- The long-lasting consequences of the rebellion (i.e. the Act of Union).

### Learning Outcome 2.3:

Explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth-century example of a rebellion.

## Key words - Define these

Penal Laws

Revolution

Act of Union

Wolfe Tone

Pitch Capping

Parliamentary tradition

Militia

## Background and causes of the 1798 Rebellion

- Irish Parliament controlled by **Protestant Ascendancy**. They did not represent the Catholic tenant farmers who made up the majority of the population.
- **Penal laws** left Catholics poor and uneducated.
- **Tithes** still had to be paid to the Protestant church by Catholics.
- The influence of the American and French revolutions inspired Irish revolutionaries.

- **1695: Catholic disabilities**
  - No catholic institutions of education
  - No arms carrying
  - No horses worth more than £5
- **1697: act of banishment**
  - Bishops and regular clergy banished
  - Undercover bishops appointed by James (Donnelly of Armagh)
  - 1000s of secular clergy allowed to stay, *why?*
- **1704: Popery Act**
  - No catholic to buy land
  - Leases limited to 31 years
  - Estate divided between all sons
  - Protestant heirs to receive all land
  - No Catholics to act as guardians
- **1709: oath of abjuration**
  - Essentially disenfranchises entire catholic population

The Penal laws

## The Society of United Irishmen

- The **Society of the United Irishmen** was founded in Belfast on 18 October 1791.
- They aimed to **reduce English power in Ireland**.
- They sought '**complete and radical reform of the representation of the people in Parliament**'.
- They wanted to include '**Irishmen of every religious persuasion**,' including Catholics, in that reform.

'I \_\_\_\_\_ do voluntarily declare that I will persevere and endeavour to form a brotherhood of affection amongst Irishmen of every religious persuasion. I do further declare that I will persevere and endeavour for a parliamentary reform, and for an equal representation of all the people of Ireland. So help me God'

## Slogan of the Society of United Irishmen

### Theobald Wolfe Tone

- Wolfe Tone was a founding member of the United Irishmen.
- He became prominent when he wrote a pamphlet: **An argument on behalf of the Catholics of Ireland (1791)**.
- He supported the British government getting rid of the Penal laws but was disappointed that they did not banish them all such as Catholics not being allowed to sit in parliament.

### The influence of war

- In 1793, Britain was at **War with France**. The British Government were afraid of France invading through Ireland. Britain began to take measures to try and stop a rebellion in Ireland.
- The Society of United Irishmen was banned. They became a secret society.
- They began planning a rebellion and the formation of a Republic.
- Theobald Wolfe Tone fled to America.

### Wolfe Tone seeks help

- One escaped to America and then to France to get help.
- French provided a fleet of 43 ships and 15,000 soldiers commanded by General Hoche.
- 1796 **General Hoche** and Bantry Bay storms: The British were tipped off about rebellion. The French failed to land in Ireland due to storms.



## Britain tries to stop a Rebellion

- The British government took action to try and **stop a potential rebellion**.
- British **General Lake's** repression began in Ulster and Leinster – He and his troops were House burning flogging, pitch capping and half hanging.
- Catholics and Protestants also clashed in Ulster. This led to the foundation of the **Orange order** who still exist to this day.
- By now (1795), the United Irishmen had over 300,000 members – They began to draw up plans for a rising.



Half hanging and pitch capping

### Recap exercise – 11.2

- Q1.** Explain three causes of the 1798 rebellion.
- Q2.** Explain three Penal Laws.
- Q3.** What did the 'Society of United Irishmen' want to achieve?
- Q4.** Who was Theobald Wolfe Tone and what did he do?
- Q5.** Who did Tone seek help from and what ended up happening?
- Q6.** How did Britain try to stop the rebellion?

## Britain tries to stop a Rebellion

- Spies and informers led to the arrest of the leaders, including **Lord Edward Fitzgerald (1798)**.
- He was wounded during his arrest and would die a few weeks later.
- This would prove to be a big blow for the United Irishmen.





## The course of the 1798 Rebellion

- Despite the leaders being arrested, the rebellion still broke out in four main areas.
- The Rising went ahead in Dublin, Kildare and Meath where the **mail coaches** were attacked. But the attacks were easily put down.
- In **Wexford**, Fr John Murphy & Bagenal Harvey defeated yeomanry (part-time soldiers) and militia (full-time soldiers) at **Oulart Hill**; they captured **Enniscorthy** and Wexford town.
- 200 Protestants were burned in a barn and 100 were killed in Wexford town.
- The rebel groups were defeated at New Ross and Arklow as they tried to move out of Wexford. When they were defeated in a major battle at **Vinegar Hill**.
- A Rising in **Ulster** was also put down and the leaders, Henry Joy McCracken and Henry Munro were executed.

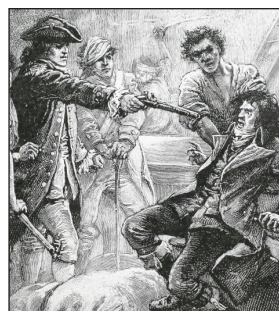


Half hanging and pitch capping



Scullabogue barn massacre

- French troops led by General Humbert landed in Killala, Co Mayo. They defeated the British at the **Races of Castlebar**. But they were beaten in Ballinamuck, CO Longford.
- When Tone arrived in Donegal with a French fleet, he was captured. He was tried for treason, found guilty and sentenced to death. But he committed suicide instead.
- The **Rising of 1798** was defeated because of poor organisation, stronger government forces, spies and insufficient French help.



The arrest of Wolfe Tone

## The Impact/Consequences of the Rebellion

- 30,000 people died and many towns such as New Ross Co. Wexford were badly damaged.
- There were **bitter divisions** between Catholics and Protestants.
- The **Act of Union** was passed in 1800 to abolish the parliament in Dublin and to send members of the Irish parliament and Lords to represent Ireland in the Parliament in Westminster.
- **Robert Emmet** was influenced by the United Irishmen. He attempted a failed rebellion in Dublin in 1803. He was arrested and executed.

### 11.3 – Classroom based assessment 1

**Title: The Past in my place**

<b>Question: Classroom-Based Assessment 1: The Past in My Place Answer:</b>	
<b>What is CBA 1?</b>	A structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the student
<b>What is the structure of the evidence-based enquiry CBA1: The Past in My Place</b>	Students will engage with their chosen subject across a four-stage process which will contribute to the generation of their evidence of learning and achievement: <ul style="list-style-type: none"> <li>▪ <b>Investigating</b></li> <li>▪ <b>Discovering</b></li> <li>▪ <b>Displaying</b></li> <li>▪ <b>Reflecting</b></li> </ul>
<b>How will students work on CBA 1?</b>	Students will work on CBA1 <b>individually, in pairs or in a group.</b>
<b>What format will students use to present their research?</b>	Students will present their research in the form of a <b>display</b> , of the type that they may encounter in a museum, heritage centre or library.
<b>When does CBA 1 take place?</b>	It will take place in defined <b>three-week period</b> and within class contact time to a national timetable during the third term (Easter to summer) <b>of second year.</b>
<b>How will the level of achievement in CBA 1 be assessed?</b>	The level of achievement in CBA 1 will be assessed by the classroom teacher supported by the criteria outlined in the <b>Features of Quality</b> for CBA 1 and the <b>Subject Learning and Assessment Review meeting.</b>
<b>How will the level of achievement in CBA 1 be reported?</b>	Once the SLAR meeting has taken place, the level of achievement will be reported to the student and their parents using one of the following <b>descriptors: Exceptional, Above expectations, In line with expectations and Yet to meet expectations.</b> Feedback on the strengths of students' work and on areas for improvement can be used to support learning in History.

## The Past in my Place CBA1

### Title

#### The Carrickmacross Workhouse

One of 130 Workhouses built in the 1840s to house the poor, hence the Irish name 'Teach na mBocht' - The Poorhouse

Create a series of questions that you would like to find the answers to during your research.



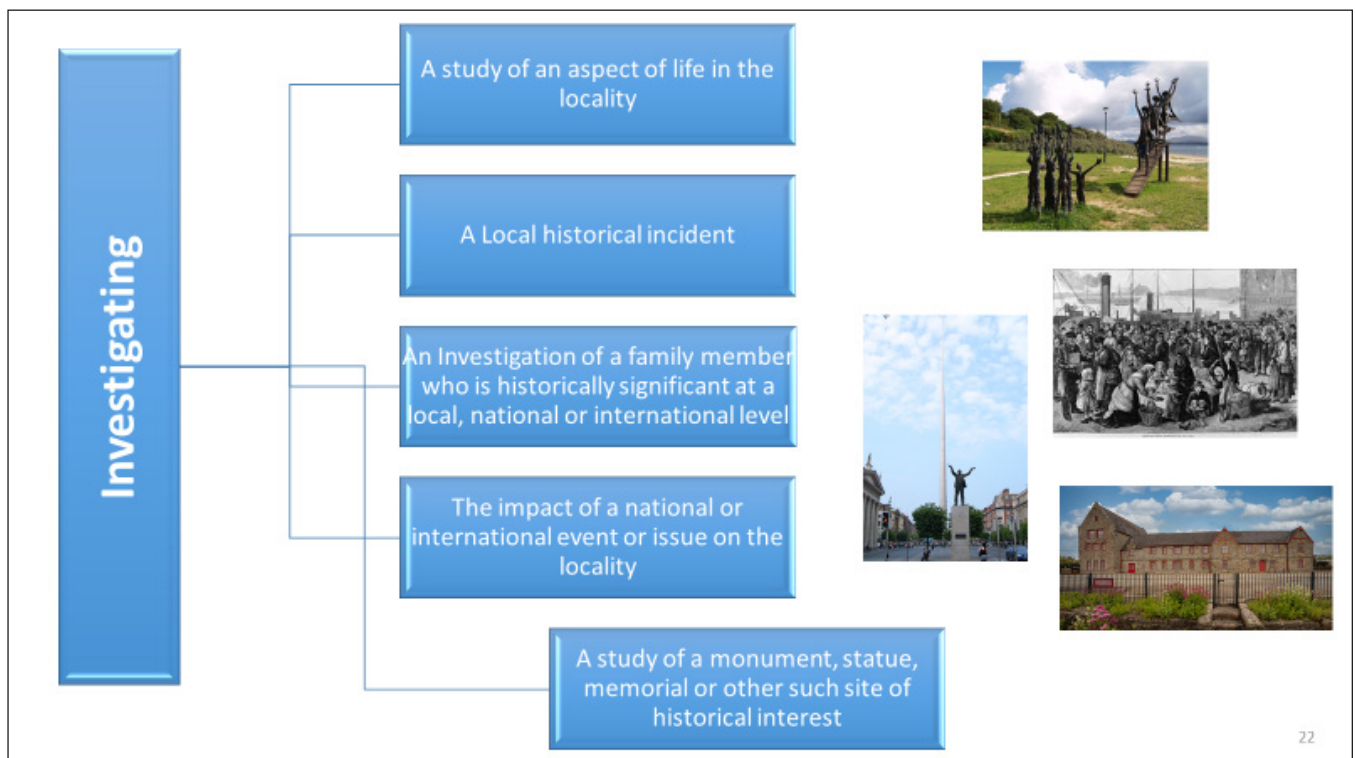
What was the Famine?

What was a Workhouse?

Who built it?

Did they do any good?

How do people today feel about them?



## CBA Example - The Bray Train crash

### The Introduction

The DART runs the same route every day, at the same time. It is also reliable and safe, but I was wondering if it has always been that way. I was thinking about the (keystones to Bray rail line and how it's built on the side of a cliff. I was wondering how they made it safe for passengers to travel along it and as I was thinking about it, I wondered if anything had ever happened there before. I did some research and found out about a crash that happened on the 9<sup>th</sup> of August 1867, when a train ran off one of the viaducts around Bray Head. I was interested to see if the crash had an impact on how the darts run today.

## The crash

On the 9<sup>th</sup> of August 1867 the 6:30 train, owned by the Dublin, Wicklow, Wexford Railway company, from Enniscorthy to Dublin left its station. At 9:05 am, the train consisting of a steam engine and tender, three carriages, and a guard van departed from Delgany station and headed around Bray Head. As it passed over the second of two wooden viaducts built at Bray Head, in a place called Brabazon Corner, the guard in the guard van felt a number of jolts and saw the carriages hopping on the tracks as if they were derailed. He used the brakes in his van to slow the train down, but the train broke through the left-hand side barrier of the viaduct. The train fell from the bridge into a ravine, called the Brandy Hole ravine, 33 feet below. The engine and tender landed upside down, and the first passenger carriage was smashed to pieces. Remarkably a railway employee who was in that carriage at the time didn't receive any injuries. The next passenger carriage was destroyed, apart from its frame, which was supporting the carriage above it, which was hanging over the edge of the viaduct. That carriage was also being held up by chains from another carriage on the track.

Due to the accident two people died. One man, Mr. Murphy died immediately, and a Mrs. Haikman died later in hospital as a result of her injuries. 23 people in total were injured in the accident. Dropside mineral wagons were used as makeshift railway ambulances to bring the injured to Shankill station. From there they were brought to the infirmary at the Rathdown Union for treatment.

Many people were horrified by what had happened as you can see from a section of the Freeman's Journal,

'I lost no time when I heard of the accident in proceeding to this place, and I cannot convey the slightest idea of the terrible sight which met my eyes.'

'The platform of the bridge was torn up like brown paper, and the inner rails were smashed and borne down into the chasm beneath.'

The rail was altered and back up and running by August 14<sup>th</sup>, but it wasn't until September 10<sup>th</sup> that the train was salvaged.

## The investigation

An inquiry into what caused the crash was put into action later that week. It was investigated by Colonel W. Yolland on behalf of the Board of Trade. Firstly, he noted that there had been a previous accident in April 1865, when a first-class carriage had derailed, and gone 420 meters until it was brought to a halt. Due to this, a recommendation was sent in, to put a guard rail on the Bray Head rail line. This work was only partially carried out and wasn't installed yet in the area where the train crash occurred. Colonel Yolland said that if the rail had been built there the train crash would not have taken place. In addition to his statement he said if the train had fallen on the seaward side, where the drop was much bigger, the accident would have been a lot worse.

Secondly, after looking into it further, he found that the crew working on the rail the evening beforehand had left it in a bad condition.

Lastly, after he had inspected the bridge, he concluded that the reason the crash occurred in the first place was due to the method used in laying down the tracks. The track had been re-laid with a mixture of new rail on old and decayed sleepers, which made it unstable.



Yolland commented that this was very bad phuming and if they had made the rest of the track like that the sooner it was re-laid the safer it would be for the traveling public.

When the Dublin, Wicklow and Wexford Railways Company found out about his report they were not happy with it. They disagreed with some of his findings and retained a firm of consultant engineers, Cotton and Fleming, to comment on Yolland's findings. They called meetings with Colonel Yolland and sent him letters asking to discuss his findings further, but he refused. Eventually the railway company had to settle with his verdict.

### The changed it caused

Due to the crash, in 1876 they moved the rail line in towards the cliff. The old and new tunnel that they build is still visible today as you walk along the Bray to Greystones Cliff walk. They moved more of the track in towards the cliff because of erosion in later years and that is the DRAT line we use nowadays. The crash is what sparked the idea to improve the track and build new safer tunnels, because of that, and the discoveries Yolland found about the faulty track, we now have a safer DART route to take to work each day.

## 11.4 Homework Correction



This is an engraving by Paul Revere, who fought against British rule in the American colonies during the American Revolution in the 1770's and 1780's. It shows his version of the event in Boston in 1770 at which British soldiers opened fire on a crowd and killed five people. Examine it and answer the questions below.

### Q1. Who do you think are the victims in this picture?

I think the victims in the picture are unarmed civilians on the left who are being shot by the British soldiers.

### Q2. Explain your answer using evidence from the picture.

Some of the civilians have been shot dead and blood can be seen as a result. They have been shot by the British soldiers who can be seen shooting them.

### Q3. Why is it important to know that Revere was a supporter of the Revolution when assessing the reliability of this source?

It is important to know that Revere was a supporter of the revolution as we know that this source may be biased as a result. The scale of the massacre may be exaggerated as a result and the British troops have been portrayed to be murdering the rioters in cold blood.

### Q4. This picture was distributed around the American colonies and caused a lot of anger. Explain how it is an example of propaganda.

It is an example of propaganda as it is clearly being used to promote the cause of the rebellion. The 'massacre' is exaggerated in the picture to show the British as the main aggressors in a misleading way.

