

Castleross

Examining the profit made by landlords in Ireland in 1841

How does Sir Edmund spend his money? Out of the list below tick the things you think he should spend his money on. Make your choices add up to £4000 because he needs to keep some money in the bank in London.

- | | |
|--|------|
| 1. buy a racehorse | £250 |
| 2. pay fares for villagers to emigrate | £100 |
| 3. decorate London house | £700 |
| 4. send eldest son to Cambridge | £550 |



Castleross

This activity was developed in 1983 by Emma Thornton and Stuart Scott as part of pack on the history of Ireland for the Inner London Education Authority. The printed pack is no longer available, but there is now a lot of evidence available on the internet. Please let us know if anything is now either inaccurate or whether our information needs some rebalancing.

At the moment this activity could be used with individuals working on their own. Can we strongly discourage you from doing this. We will build in some information gap techniques soon so it has to be done in groups!

Webaddress: www.collaborativelearning.org/castleross.pdf

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Castleross

Here is a sketch map of the small village of Castleross in southwest Ireland. Sir Edmund Ross owns the whole village of 4000 acres. They rent out three quarters of this land.

Sir Edmund owns 4000 acres and farms 1000 acres rents out 3000 acres to:

| | | |
|---------------|----------------|------------|
| Matthew Nolan | Thomas Cadogan | John Geary |
| 1000 acres | 1000 acres | 1000 acres |

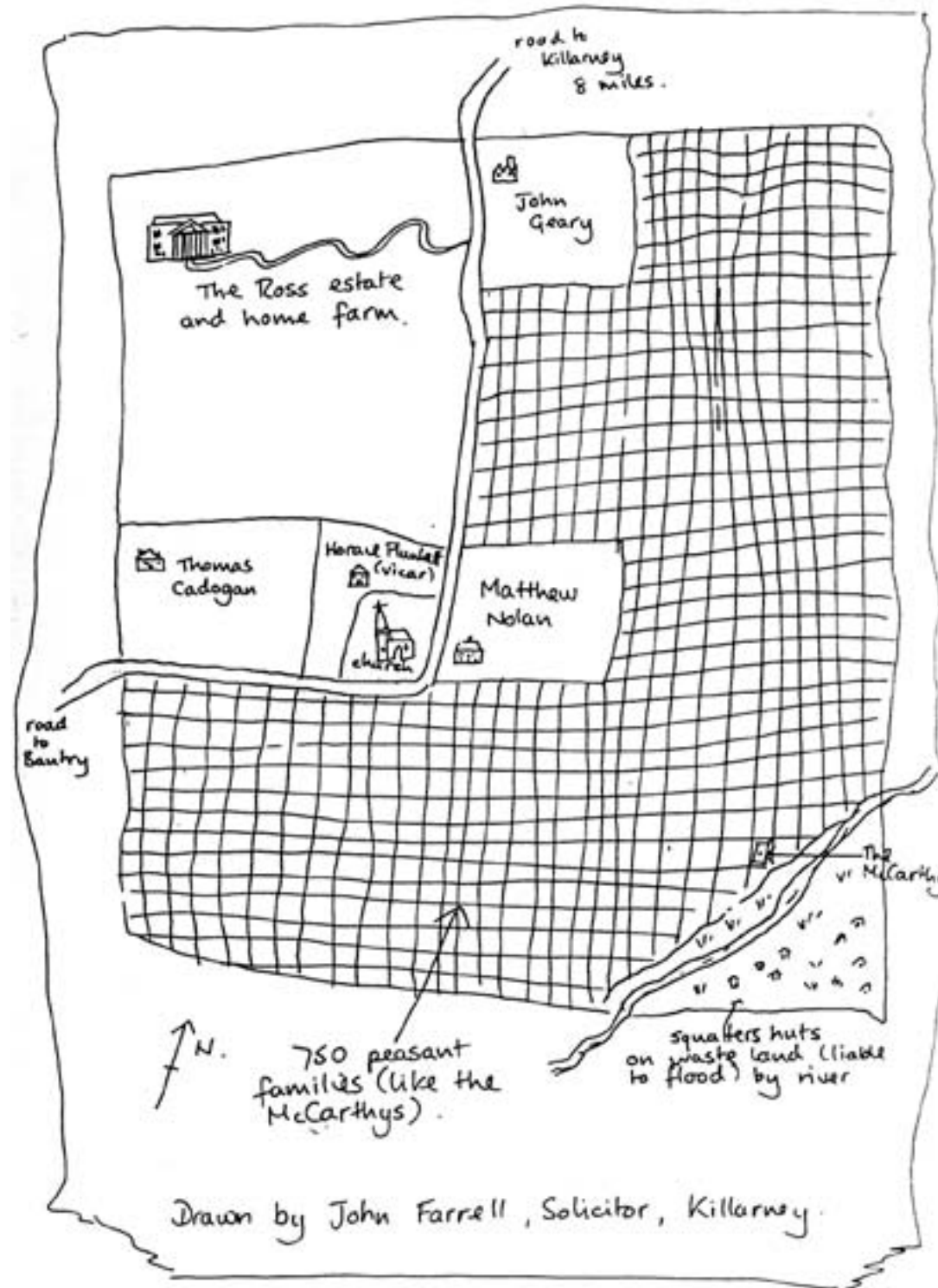
These middlemen farm 250 acres each and rent the rest in 3 acre plots to 250 peasant families

Also in the village there are:

10 families of squatters who have no land and hire themselves out as labourers.

1 vicar of the Church of England (Rev Plunkett has 25 acres attached to the church and vicarage.)

1 Catholic priest (who has no land)



Castleross

Use the sketch map and the information provided to work out how much money the land in Castleross produces. Who receives how much?

1. Each peasant family pays £3 each acre. They have three acres so each family pays £..... to the middleman.

2. Each middleman has 250 tenants. Every year they receive £..... in rent. They each pay Sir Edmund £1250 for all their land. So their profit from rent is £..... They also farm the land they have not rented out. They pay £100 in wages and receive £600 for their produce. Their total profit farm and rent is £.....

3. Sir Edmund, the landlord, rents his land out to three middlemen. They each pay £1250 in rent. He therefore receives £..... He also farms his land - the home farm. He pays £500 in wages and receives £2000 from the produce. His profit from the farm is £..... His total profit from farm and rent is £.....



4. How does Sir Edmund spend his money? Out of the list below tick the things you think he should spend his money on. Make your choices add up to £4000 because he needs to keep some money in the bank in London.

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|---|------|
| 1. buy a racehorse | £250 |
| 2. pay fares for villagers to emigrate | £100 |
| 3. decorate London house | £700 |
| 4. send eldest son to Cambridge | £550 |
| 5. hire more servants from the village | £50 |
| 6. buy French chandeliers for Dublin house | £200 |
| 7. install English iron bathtubs | £100 |
| 8. build a better road through the village | £250 |
| 9. buy English farm machinery | £500 |
| 10. buy Nottingham lace for his wife | £100 |
| 11. give money to the local poor | £150 |
| 12. buy luxury goods in Dublin (coffee, brandy, wine, perfume, snuff) | £200 |
| 13. go on a tour of Europe | £550 |
| 14. buy English railway shares | £500 |
| 15. buy English wrought iron gates for Castleross | £100 |
| 16. improve the church | £400 |
| 17. improve the Dublin house | £400 |
| 18. anything else?? | £ |

Put a cross beside the spending that will keep the wealth in the village