

Task b)

Learning aims	Students are able to apply the concept of “secular relics” to their experience, and to illustrate and debate this concept in relation to their own lives.
Short description	Students are asked to write a paragraph on a memory object or place of their own, referring to three questions to guide their writing.
Prerequisites	Students must have completed task a) before starting on this task.
Required material	One handout
Main type of student activity	Language Production
Key skills involved	Writing
Primary texts referenced	McDiarmid, Lucy. “Secular Relics: Casement’s Boat, Casement’s Dish”. <i>Textual Practice</i> 16.2 (2002), 277–302.
Relevant secondary sources	<p>Further reading:</p> <ul style="list-style-type: none"> <li>• Grant, Kevin. “Bones of Contention: The Repatriation of the Remains of Roger Casement”. <i>Journal of British Studies</i> 41 (2002), 329–353. → Grant’s exhaustive account of the repatriation of Casement’s bones and the vested political interests in this decision add valuable depth of information and background for the teacher.</li> <li>• Cole, Teju. “The White-Savior Industrial Context”. <i>The Atlantic</i>, 21 March 2012. → Cole’s article provides a necessary intervention in the construction of white-saviour narratives. As such it serves as useful secondary reading for this task, which engages with the idea of the ‘national hero’.</li> </ul>