

Appendix: Dossier of Tasks

Task a)

Learning aims	Students can understand and explain the abstract concept of “secular relics” and <i>lieux de mémoire</i> (i.e. sites of memory/commemoration). Through engagement with extracts from a critical article, they are able to apply the concept of relics to a secular context and to discuss its significance.
Short description	<p>After reading the short text introducing the topic, students watch the 1-minute introductory video of Casement’s State Funeral in 1965. Using the first question on the handout, students discuss the significance of Casement’s bones being brought back to Ireland in pairs. The teacher asks the groups to report back to the class. The second handout provides the reading comprehension task. With the help of guiding questions, students read through the text, highlighting any vocabulary they struggle with. Collectively, the class makes a list of new vocabulary and discusses the guiding questions.</p> <p>A potential follow-up discussion could engage with the ideas of collective memory and commemoration (e.g., thinking about the study of history, current debates surrounding statues of slaveholders, the significance of trauma fiction, etc.).</p>
Prerequisites	None
Required material	Two handouts, video on Casement’s State Funeral, available under https://www.dropbox.com/s/xwkwtoxy-hqyi6w/Roger%20Casement%20Funeral.mp4?dl=0 or on YouTube under https://www.youtube.com/watch?v=pCw-FuURQgR4
Main type of student activity	Reading Comprehension, Language Production
Key skills involved	Reading, listening, speaking
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"> 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. 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’.