

# HISTORY

## The Treaty and Civil War

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' notes* for explanations, additional activities, and tips and suggestions.

|                        |  |
|------------------------|--|
| <b>Theme</b>           | <b>The Treaty and Civil War</b>  |
| <b>Level</b>           | <b>A1 – B1</b>   |
| <b>Language focus</b>  | Key vocabulary, word identification, grammar, use of student's own language.   |
| <b>Learning focus</b>  | Using History textbooks and accessing curriculum content and learning activities.  |
| <b>Activity types</b>  | Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.   |
| <b>Acknowledgement</b> | <b>Extracts from <i>History Revision for Junior Certificate</i>.<br/>Desmond O' Leary. Gill &amp; Macmillan.</b><br><br>We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.  |
| <b>Learning Record</b> | A copy of the Learning Record should be distributed to each student.<br><br>Students should: <ol style="list-style-type: none"> <li>1. Write the subject and topic on the record.</li> <li>2. Tick off/date the different statements as they complete activities.</li> <li>3. Keep the record in their files along with the work produced for this unit.</li> <li>4. Use this material to support mainstream language learning.</li> </ol> |

## Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. ‘*We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar*’ etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

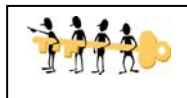


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

amount  
army  
artillery  
cease-fire  
chaos  
county  
courts  
deal  
debate  
delegates  
dominion  
effects  
empire  
execution  
forces  
freedom  
government  
guerrilla  
hatred  
inability  
independence  
irregulars  
means  
monarch  
MPs  
negotiations  
oath  
oath of allegiance  
partition  
peace  
president  
republic  
solution  
state  
supplies  
the British  
the troubles

treaty  
treaty ports  
truce  
twenty six counties  
war

### Verbs

to accept  
to achieve  
to agree  
to become  
to believe  
to clash  
to defeat  
to discuss  
to establish  
to exhaust  
to feel  
to kill  
to negotiate  
to object  
to reject  
to replace  
to resign  
to shell  
to sign  
to surrender  
to vote

### Adjectives

Anti-Treaty  
anxious  
bitter  
British  
civil  
exhausted  
free

important  
independent  
Irish  
national  
nationalist  
ordinary  
peaceful  
pro-treaty  
small  
state  
total  
unionist

### Adverbs

frequently  
heavily  
spectacularly

### Proper names

Arthur Griffith  
Auxiliaries  
Blacks and Tans  
Boundary Commission  
British Commonwealth  
Eamon de Valera  
Four Courts  
Irish Republican Army (IRA)  
Liam Cosgrave  
Michael Collins  
Sinn Fein  
The Dáil  
TD  
Winston Churchill

### Other

against

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

| Word         | Meaning | Word in my language |
|--------------|---------|---------------------|
| against      |         |                     |
| cease-fire   |         |                     |
| delegates    |         |                     |
| guerrilla    |         |                     |
| independence |         |                     |
| negotiations |         |                     |



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

### Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

| Word       | Meaning | Word in my language |
|------------|---------|---------------------|
| oath       |         |                     |
| partition  |         |                     |
| treaty     |         |                     |
| truce      |         |                     |
| to defeat  |         |                     |
| to exhaust |         |                     |



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

### Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

| Word         | Meaning | Word in my language |
|--------------|---------|---------------------|
| to negotiate |         |                     |
| to sign      |         |                     |
| to surrender |         |                     |
| bitter       |         |                     |
| independent  |         |                     |
| peaceful     |         |                     |



Get your teacher to check this and then file it in your resource folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

**Level:** all  
**Type of activity:** whole class

**Focus:** vocabulary, spelling,  
dictionary, writing  
**Suggested time:** 10 minutes

## Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

### **independence** **empire**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).

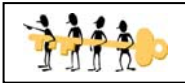


Students should record vocabulary and terms from the spidergram in their personal dictionaries.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
**HISTORY: The Treaty and Civil War**

**Level:** A1  
**Type of activity:** pairs or individual

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes



**Working with words**

**1. Tick the correct answer**



- a) this is a truce being signed
- b) this is a war
- c) this is a coat
- d) this is a fishing boat



- a) this is a river
- b) these are guerrillas
- c) this is a computer
- d) this is a sharpener

**2. Find these words in your textbook.**

Write your own explanation for these words. Then write the word in your own language. Use your dictionary if necessary.

| Word         | Page in textbook | Explanation | In my language |
|--------------|------------------|-------------|----------------|
| artillery    |                  |             |                |
| cease-fire   |                  |             |                |
| independence |                  |             |                |
| guerrilla    |                  |             |                |



Check that these key words are in your personal dictionary.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

Level: A1  
Type of activity: pairs or individual

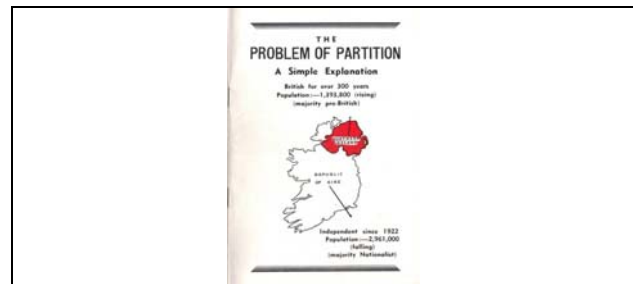
Focus: vocabulary, basic sentence structure  
Suggested time: 30 minutes



## Picture Sentences

### 1. Tick the correct answer

- a) This is partition in Ireland.
- b) This is a ship.
- c) This is a bus.



- a) This is a shopping centre.
- b) These are books.
- c) These are negotiations.



- a) These are computers.
- b) This is a temple.
- c) This is an oath being taken.



### 2. Put these words in the correct order to form sentences.

the Treaty signed was in January 1922

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the people 900 over killed were in Civil War

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are 26 counties the of Ireland in there Republic

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

Level: A1/A2  
Type of activity: pairs or individual

Focus: word identification, vocabulary  
Suggested time: 20 minutes



### Odd One Out

1. Circle the word which does not fit with the other words in each line.

Example: *apple orange banana* **taxi**

treaty      proclamation      declaration      cake

arms      gun      letter      rifle

execute      wind      kill      murder

civil      citizen      phone      country

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to achieve \_\_\_\_\_

to accept \_\_\_\_\_

to clash \_\_\_\_\_

to defeat \_\_\_\_\_

to surrender \_\_\_\_\_



Check that these key words are in your personal dictionary.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

Level: A2 / B1  
Type of activity: individual

Focus: key vocabulary, writing  
descriptive text  
Suggested time: 20 minutes



## History Keywords

1. Fill in the missing letters of the keywords listed below.  
On the line beside each word, write whether the word is a noun, an adjective or a verb.

t\_eat\_ \_\_\_\_\_

o\_ t\_ \_\_\_\_\_

del\_gat\_s \_\_\_\_\_

pe\_c\_ \_\_\_\_\_

2. Write as many words as possible related to Civil War. You have 3 minutes!

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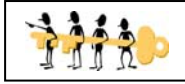
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**Level:** A1 / A2  
**Type of activity:** pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes



### Unscramble the letters

1. The opposite of peace is... WRA

**Answer** \_\_\_\_\_

2. The Irish Free State was to be a... DOMNIOIN

**Answer** \_\_\_\_\_

3. June 1922 marked the beginning of this war CVILI

**Answer** \_\_\_\_\_

4. The head of the state was the British... MOANCRH

**Answer** \_\_\_\_\_

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

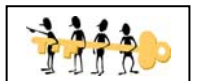
Have you got this word in your personal dictionary?



### Solve the secret code

|          |   |   |   |   |   |   |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|---|---|---|---|---|---|
| English= | A | C | D | E | Y | I | N | R | O | S | T | U |
| Code=    | B | X | Y | F | G | Q | R | O | L | E | A | W |

example: (code) EAWYFRA = STUDENT (English)



**AOFBAG =**

\_\_\_\_\_



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## HISTORY: The Treaty and Civil War

**Level:** A2 / B1  
**Type of activity:** individual

**Focus:** key vocabulary, topic information, reading comprehension, multiple choice  
**Suggested time:** 40 minutes



### Multiple choice

*Read the text below and choose the best answers.*

#### The Treaty Debates

The Dáil discussed the Treaty in a series of bitter debates (December 1921-January 1922). Some TDs rejected the Treaty because: (i) it did not give Ireland total independence; (ii) they could not take the oath of allegiance; (iii) they objected to the Treaty ports and (iv) they did not like partition.

Other TDs accepted the Treaty because: (i) it brought peace; (ii) it was the best deal possible; (iii) it gave the country a great amount of freedom and (iv) it gave Ireland the chance to obtain even more independence by peaceful means.

The Treaty was accepted on 7 January 1922 by sixty-four votes to fifty-seven.

#### A. Origins

1. De Valera now resigned as president of the Dáil.
2. Griffith replaced him and Collins took charge of the change-over from British to Irish rule.

1. What did the Dáil discuss in a series of debates?

- |               |          |
|---------------|----------|
| a) the Treaty | b) food  |
| c) the rain   | d) drink |

2. When was the Treaty accepted?

- |               |                |
|---------------|----------------|
| a) 7 January  | b) 1 June      |
| c) 8 December | d) 25 December |

3. What did some TDs reject?

- |               |            |
|---------------|------------|
| a) music      | b) weapons |
| c) the Treaty | d) food    |

4. Did de Valera resign?

- |        |       |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

Find another word with a similar meaning. Use your dictionary or textbook.

debate \_\_\_\_\_  
treaty \_\_\_\_\_  
oath \_\_\_\_\_



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

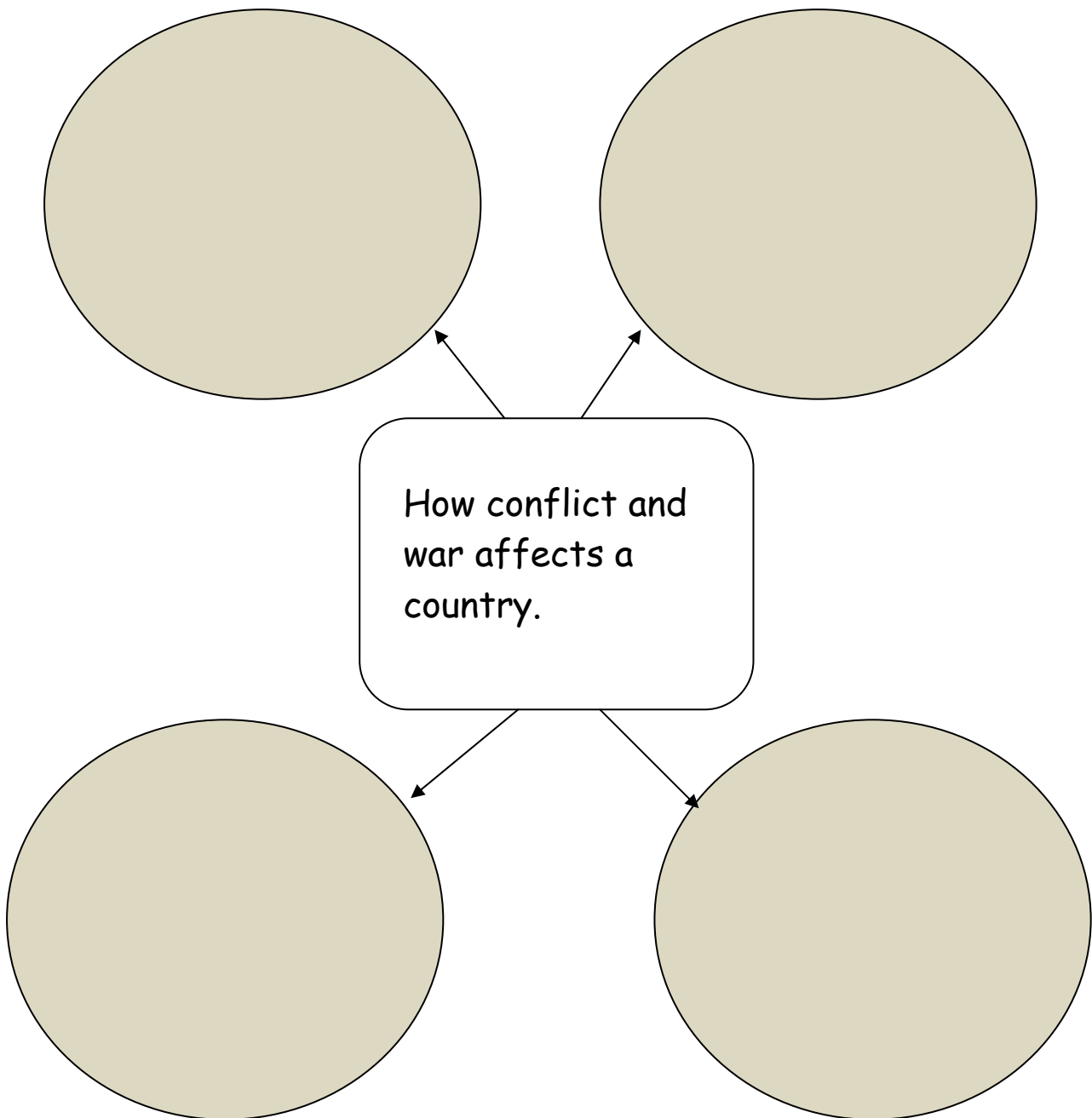
**Level:** A2 / B1  
**Type of activity:** pairs / individual

**Focus:** vocabulary, structure, planning and creating text  
**Suggested time:** 40 minutes

You are going to write a piece of text on the topic '**How conflict and war affects a country**'.

Work with your partner to collect and organise your ideas. Use your keyword list and textbook to help you.

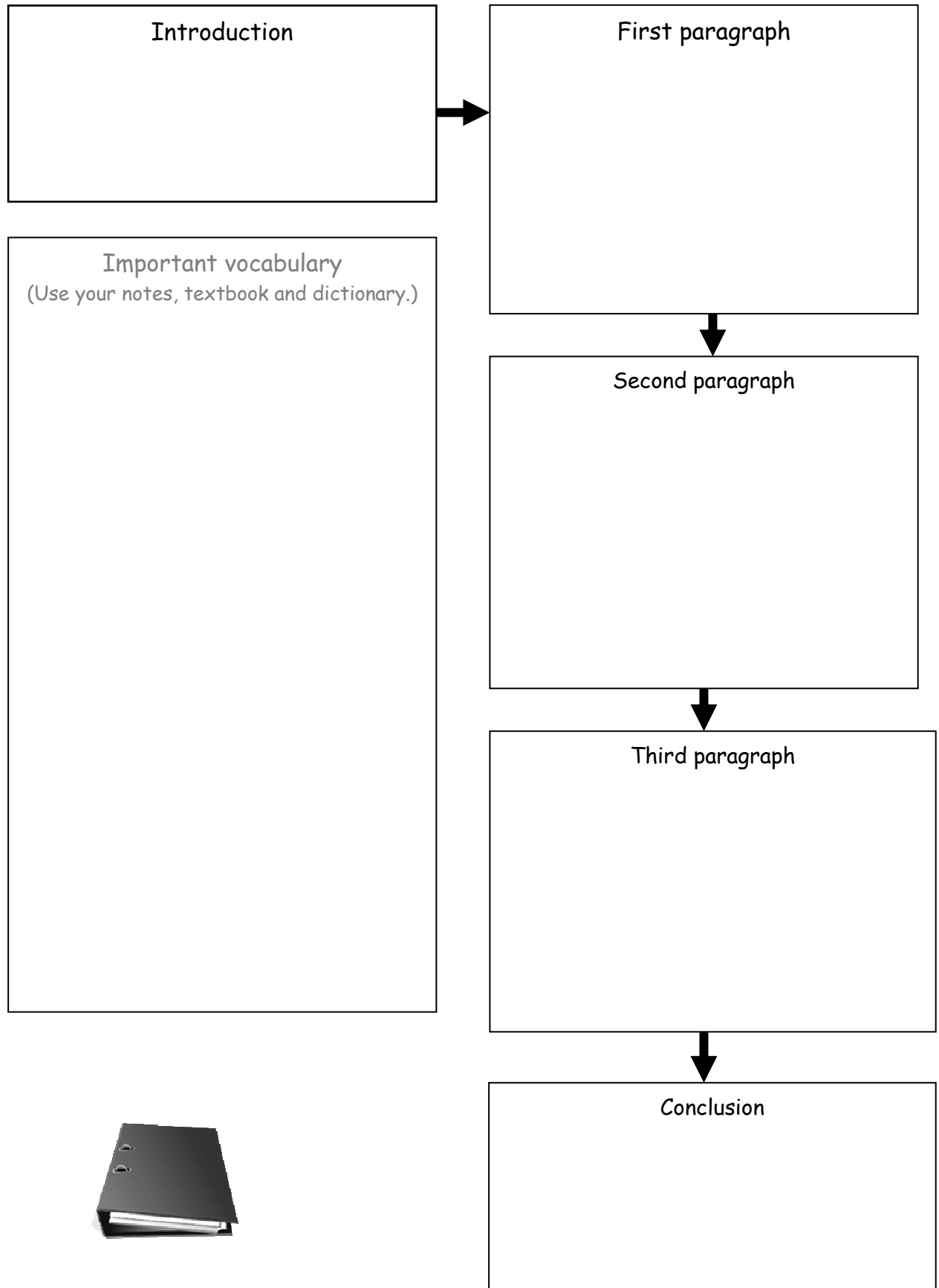
### Ideas



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: The Treaty and Civil War**

Now plan your text by making notes on this chart:







NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

Level: all  
Type of activity: individual

Focus: content words,  
dictionary work, word  
identification  
Suggested time: 30 minutes



### Vocabulary

Put a circle around all the words in the box below that relate to government or the state. If you are not sure, check the words in your keyword list, textbook or dictionary.

|            |                    |          |          |           |
|------------|--------------------|----------|----------|-----------|
| government |                    | bicycle  | empire   | computer  |
|            | forces             |          |          |           |
| cooking    |                    | monarch  |          | courts    |
|            | oath of allegiance |          |          |           |
| president  |                    | republic | sunshine | classroom |
|            |                    |          | army     |           |
| cinema     | dominion           |          | science  |           |

### Noun Hunt

Circle 10 nouns from this Unit. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

|           |              |             |
|-----------|--------------|-------------|
| anxious   | believe      | execution   |
| delegates | heavily      | reject      |
| guerrilla | independence | war         |
| treaty    | establish    | nationalist |
| bitter    | truce        | peaceful    |
| civil     | chaos        | hatred      |
|           | ordinary     | small       |

Score: \_\_\_\_\_ points



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: The Treaty and Civil War**

**Level:** A2 – B1  
**Type of activity:** individual/pair

**Focus:** linking words and phrases  
**Suggested time:** 30 minutes



**Grammar Points**

Linking text

1. We use linking words and phrases to connect ideas.

**and                      but**

Example: It was cold and wet.  
It was cold but it wasn't wet.

**neither ... nor                      either ... or                      both ... and**

Example: The army was neither trained nor prepared. (negative)  
The court will decide either today or tomorrow. (positive)  
The debate was both long and bitter. (emphasis)

**Put the correct linking words into these sentences.**

- The people were anxious \_\_\_\_\_ exhausted.
- The army was small \_\_\_\_\_ it would not surrender.
- Some politicians would \_\_\_\_\_ agree \_\_\_\_\_ take the oath of allegiance. (negative)
- Some ordinary people were \_\_\_\_\_ shocked \_\_\_\_\_ ashamed. (positive)
- The ceasefire was \_\_\_\_\_ peaceful \_\_\_\_\_ welcome.

2. **Write your own sentences using each of these linking words or expressions.**

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The Treaty and Civil War

Levels A1 and A2

## Alphaboxes

Using your textbook, find one word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

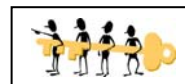
|   |   |     |
|---|---|-----|
| a | b | c   |
| d | e | f   |
| g | h | i   |
| j | k | l   |
| m | n | o   |
| p | q | r   |
| s | t | u   |
| v | w | xyz |

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War



### Word search

Find the words from the list below. When you have found all the words, write each word in your own language.

W H D V G R I F F I T H R B N  
I R I S H K I L L E D J X W H  
Y C R C O L L I N S C I R A Q  
I N D E P E N D E N C E K M R  
E X E C U T E D O M I N I O N  
T S O U R C E E M P I R E D K  
S T A T E G O V E R N M E N T  
A R M Y S I R R E G U L A R S  
F O R C E S W A R C I V I L L  
V Z R E P U B L I C S O A T H  
G W Z N E G O T I A T I O N S  
D E C L A R E D R C O U R T S  
Q S S U R R E N D E R X C C R  
D E L E G A T E S V A L E R A  
M O N A R C H B R I T I S H K

|              |              |
|--------------|--------------|
| ARMY         | IRISH        |
| BRITISH      | IRREGULARS   |
| CIVIL        | KILLED       |
| COLLINS      | MONARCH      |
| COURTS       | NEGOTIATIONS |
| DECLARED     | OATH         |
| DELEGATES    | REPUBLIC     |
| DOMINION     | SOURCE       |
| EMPIRE       | STATE        |
| EXECUTED     | SURRENDER    |
| FORCES       | VALERA       |
| GOVERNMENT   | WAR          |
| GRIFFITH     | IRA          |
| INDEPENDENCE |              |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

HISTORY: The Treaty and Civil War

## Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



|                    |                    |
|--------------------|--------------------|
| <b>negotiation</b> | <b>negotiation</b> |
| <b>surrender</b>   | <b>surrender</b>   |
| <b>delegates</b>   | <b>delegates</b>   |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

|                   |                   |
|-------------------|-------------------|
| <b>execution</b>  | <b>execution</b>  |
| <b>irregulars</b> | <b>irregulars</b> |
| <b>dominion</b>   | <b>dominion</b>   |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HISTORY: The Treaty and Civil War**

**independence**

**independence**

**peace**

**peace**

**monarch**

**monarch**



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

## Answer key

### Working with words, page 8

1. a, b

### Picture Sentences, page 9

a,c,c

The Treaty was signed in January 1922.

Over 900 people were killed in the Civil War.

There are 26 counties in the republic of Ireland.

### Odd one out, page 10

Cake, letter, wind, phone

### History keywords, page 11

Treaty (noun), oath (noun), delegates (noun), peace (noun)

### Unscramble the letters, page 12

war, dominion, civil, monarch

Secret code: Treaty

### Completing sentences, page 13

By mid-1921, both sides wanted **peace**.

The IRA was exhausted and short of supplies.

The **British** were embarrassed by their inability to **defeat** a small guerrilla army.

Many ordinary British people were ashamed of their government's behaviour and pressured their **MPs** to find a fair solution to the troubles in Ireland. De Valera

was **anxious** for peace before the country fell into total chaos. Both sides agreed to a truce (cease-fire) on 11 July 1921.

### Multiple Choice, page 14

1a,2a,3c,4a.

Debate/discussion/argument

Treaty/written agreement

Oath/promise

### Vocabulary, page 18

|            |                    |          |           |          |
|------------|--------------------|----------|-----------|----------|
| government |                    | bicycle  | empire    | computer |
|            | forces             |          |           |          |
| cooking    |                    | monarch  |           | courts   |
|            | oath of allegiance |          |           |          |
| president  |                    | republic | classroom | army     |
|            |                    | sunshine |           |          |
| cinema     | dominion           |          | science   |          |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
HISTORY: The Treaty and Civil War

**Nouns:**

Delegate, guerrilla, treaty, independence, truce, chaos, execution, war, nationalist, hatred

**Grammar points, page 19**

- The people were anxious and exhausted.
- The army was small but it would not surrender.
- Some politicians would neither agree nor take the oath of allegiance.
- Some ordinary people were either shocked or ashamed.
- The ceasefire was both peaceful and welcome.

**Word Search, page 21**

W H D V G R I F F I T H R B N  
I R I S H K I L L E D J X W H  
Y C R C O L L I N S C I R A Q  
I N D E P E N D E N C E K M R  
E X E C U T E D O M I N I O N  
T S O U R C E E M P I R E D K  
S T A T E G O V E R N M E N T  
A R M Y S I R R E G U L A R S  
F O R C E S W A R C I V I L L  
V Z R E P U B L I C S O A T H  
G W Z N E G O T I A T I O N S  
D E C L A R E D R C O U R T S  
Q S S U R R E N D E R X C C R  
D E L E G A T E S V A L E R A  
M O N A R C H B R I T I S H K