

Leaving Certificate

History

Politics and Society in Northern Ireland, 1949-1993

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

Levels	Students' English language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
Learning focus	Using History textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The English Language Support Programme gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress More Success, History Revision for Leaving Cert</i> , Dermot Lucey.	
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Using this unit

Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

Focus on reading and *Focus on writing* are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the topic from Modern Ireland, **Politics and Society in Northern Ireland, 1949-1993** on the Leaving Certificate history curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

The list of keywords for this unit is as follows:

Nouns

act	force	reform
affairs	forum	regiment
agreement	government	relations
alliance	grievances	republican
allocation	health	resignation
apprentice	houses	rights
armalite	hunger	rioting
arms	impact	role
army	initiative	rule
association	internment	schools
attacks	involvement	sectarianism
ban	jobs	security
barracks	killings	shipbuilding
barricades	labour	shipyards
battle	leader	siege
bigotry	leadership	status
border	league	strike
campaign	linen	success
Catholic	loyalist	support
ceasefire	majority	suspects
church	march	tactics
civilians	members	talks
clashes	minister	targets
committee	modernisation	tensions
concessions	movement	terrorism
conference	murals	tolerance
consent	nationalism	troubles
conservative	nationalist	unemployment
control	north	unionism
council	official	unity
crossroads	operation	university
deaths	opposition	victory
declaration	parades	violence
defeat	paramilitaries	volunteer
defence	partition	war
democracy	party	wing
demonstration	peace	withdrawal
discrimination	police	youths
disturbances	policy	
divisions	politics	
downfall	popularity	
ecumenism	premiership	
education	prison	
election	propaganda	
executive	protest	
favour	Protestants	
	rallies	

NAME: _____ **DATE:** _____
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Proper Nouns

(name of a person or place)

Armagh
Bann
Brookeborough
Belfast
Blaney
Bogside
Boland
Britain
Chichester
Clark
Coleraine
Conn
Craig
CSJ
Derry
Devlin
Dungannon
DUP
Faulkner
Fitt
Foyle
Garret Fitzgerald
Gerry Adams
Harland & Wolff
Haughey
Heaney
Ian Paisley
IRA
Ireland
Irish
John Hume
Lemass
Lockwood
London
Londonderry
Long Kesh
Lynch
McAteer
MmCluskey
Molyneaux
MPs
Mrs Thatcher
NICRA
O' Neil

Provos
Queen's
RUC
SDLP
Sinn Fein
Stormont
Sunningdale
Tyrone
UDA
UFF
Uster
UVF
Westminster
Whitelaw
Wilson

Verbs

accuse
appoint
become
begin
believe
bomb
bring
celebrate
complain
control
criticise
decline
discriminate
elect
face
fail
favour
found
impose
injure
intervene
introduce
involve
kill
lead
march
oppose
parachute
propose
refuse

resign
say
succeed
support
take
want
win
withdraw

Adjectives

agreed
Anglo
anti
banned
bloody
British
celebrated
civil
continued
defeated
direct
economic
educated
extreme
failed
favoured
feared
increased
Irish
largely
later
northern
organised
political
proposed
provisional
rejected
sectarian
sharing
social
south
united

NAME: _____ DATE: _____
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Vocabulary file (1) for the topic
Politics and Society in Northern Ireland, 1949-1993

Word	Meaning	Page(s) in my textbook	Note
arms			
discrimination			
border			
segregated			
reforms			
campaign			
conservative			
rioting			
sectarian			



NAME: _____ **DATE:** _____
LC History: Politics and Society in Northern Ireland, 1949-1993

Vocabulary file (2) for the topic
Politics and Society in Northern Ireland, 1949-1993

Word	Meaning	Page(s) in my textbook	Note
bombing			
majority			
internment			
direct rule			
ceasefire			
terrorism			
tactics			
initiative			
ecumenism			



Introduction

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:

Northern Ireland
The IRA
Peace in Northern Ireland

- 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.

Level: B1 Individual / pair

Focus on vocabulary

1. Identifying vocabulary

In the box below are 8 words associated with the conflict in Northern Ireland. Circle the 8 words.

conflict	sailor	terrorist	employee
stakeholder	soldiers	repayment	republican
bombing	benefit	cost	loan
	religion		
capital	army	loyalist	

2. Key terms - Matching



Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
bigotry	information or ideas, which are sometimes false, that an organisation communicates to make people agree with what it is saying.
ecumenism	belonging to one particular (usually religious) group, and having hatred for the opposing groups.
sectarianism	the use of violence to achieve political aims.
terrorism	the quality of allowing people to do or believe what they want although you do not agree with it.
tolerance	encouraging different types of Christian churches to unite.
propaganda	holding strong unfair opinions and refusing to consider different opinions.

3. Using key terms

The sentences below are mainly from your text books, but the key terms from Exercise 2 are missing. Select the correct ones and insert the correct form of the word.

- The IRA were involved in bitter _____ killings with the UVF. Many people died when Protestant and Catholic bars were bombed.
- The main republican _____ was carried out by the Provisional IRA (provos).
- In 1948 the World Council of Churches was set up as an international _____ organisation to promote common action by the churches.
- Margaret Thatcher's actions on the hunger strike became a _____ success for the IRA.
- _____ and _____ are opposite in meaning, and both relate to acceptance or non acceptance of other people's beliefs.

4. Word building

Complete as much of the grid as possible. There may not be words for every space. Use your dictionary or textbook if necessary.

Noun – object / action /situation	Person / people	Adjective
bigotry		
ecumenism		
sectarianism		
terrorism		
tolerance		
propaganda		

Level: B1
Individual / pair

Focus on grammar

5. Verbs + prepositions (phrasal verbs)

a) Use verbs from the box below to complete this text.

Be careful – you have to put the verbs in the past tense!

- Northern Ireland was _____ under the government of Ireland Act 1920.
- By the time the border campaign was _____ in 1962, 12 IRA and 6 RUC had been killed.
- In the early 1960s, due to competition from synthetic fibres such as rayon and terylene, many factory workers were _____.
- The main republican terrorism was _____ by the Provisional IRA (Provo's).

to carry out to call off to set up to lay off

b) Now think of another verb with the same meaning as each of the ones in the box above. We have done the first one for you.

to call off = *to cancel*

to set up = _____

to lay off = _____

to carry out = _____

6. Verbs with prepositions (phrasal verbs)

When we add a preposition (*on, at, with, for to* etc) to a verb, we can get a new meaning, as in the examples above. We call these new verbs *phrasal verbs*.

See if you can match the *phrasal verbs* on the left to the regular verbs on the left.

blow up	raise
bring up (<i>children</i>)	escape
come off	postpone
find out	rise
get away	discover
go up	succeed
knock down	increase
put off	calculate
put up	explode
work out	demolish

7. Using phrasal verbs

Practise using the phrasal verbs from exercise 6, by rewriting the sentences below. We have done the first one for you.

a) Who calculated the figures?

Who worked out the figures?

b) The petrol tank exploded causing huge destruction and many injuries.

c) The cost of food is rising all the time.

d) The grandparents raised the children because the parents were in prison.

e) The Department says they will demolish the old school and build a new one.

f) They never discovered who murdered the elderly lady.

g) Their plans to win money by playing the lottery have succeeded!

h) It is very difficult to calculate the cost of your flight from the website.

Level: B1 / B2
Individual / pair

Focus on reading

8. Reading to develop vocabulary

- a) Read the six explanations of words below. Can you guess what these words might be? Write in your guesses.

_____ : when one group of people is separated from another because of race or gender.

_____ : following the customs or ways of behaving that has continued for a long time in a society.

_____ : a group of people with the same interests, nationality, job etc.

_____ : having the same opinion about each other.

_____ : all the subjects taught in a school or educational course.

_____ : when two or more things are combined to make them more effective.

- b) Read the text once to get the main idea of what it is about.
c) Now read the text more carefully in order to find the six words which are explained above.

Education

- Schools remained segregated with the vast majority of Protestant and Catholic students educated separately.
- Schools followed traditional games – Catholic schools played Gaelic games, while Protestant schools played those of British origin, e.g. rugby, cricket. But soccer and basketball cut across religious lines.
- Schools were involved in building up community relations especially from the 1980s onward. The Department of Education set up the 'Education for Mutual Understanding' programme.
- Schools had to include themes on community relations in their curriculum.
- Integrated schools were developed. They were attended in roughly equal numbers by Protestants and Catholics.
- The first such school was Lagan College which began in 1981.
- By 1991 there were 21 integrated primary and secondary schools. But only one per cent of the population went to these schools.
- The main area of education which was integrated was third level and further education.

Level: B1 / B2
Individual / pair



Focus on writing

9. Writing biographies (the story of a person's life)

In your history exam, you often have to write about a famous person. You must remember the facts, and put them into sentences/a paragraph.

a) Use the facts below to practise writing sentences. You can use your textbook to help you. Two sentences are done for you.

John Hume

1. born/Derry/1937

John Hume was born in Derry in 1937.

2. graduated history/French/became/teacher

3. founded/Derry Credit Union

4. leader/civil rights movement/late 1960s.

Hume was a leader in the Civil Rights movement in the late 1960s.

5. believed non-violent resistance

6. set up SDLP (Social Democratic and Labour Party) 1970/with Gerry Fitt, Paddy Devlin

7. played major part/Sunningdale Agreement 1973

8. 1979 leader SDLP/elected European Parliament

9. strongly supported Anglo-Irish Agreement 1985

10. major role/Good Friday agreement 1998

11. 1998 Nobel Peace Prize with David Trimble

b) Use the facts about Ian Paisley to write a paragraph about him. You can use your textbook to help you.

Ian Paisley

- From /Ballymena, Co. Antrim
- Founded Free Presbyterian Church/leader until 2008
- Opposed to Catholics/1950s and 1960s opposed ecumenism
- Elected/ Stormont /then Westminster 1970
- Founded DUP (Democratic Unionist Party) with Desmond Boal/1971
- Oppose/Anglos-Irish relationship/Thatcher
- Opposed Anglo Irish agreement 1985
- Opposed Downing Street Declaration /1993
- After 1993 rise to power/more popular than Ulster Unionist Party
- 2007 shared power/Sinn Féin/Northern Ireland Executive

Ian Paisley



Answer key

1. Identifying vocabulary

The eight words are highlighted.

conflict	sailor	terrorist	employee
stakeholder	soldiers	repayment	republican
bombing	benefit	cost	loan
	religion		
capital	army	loyalist	

2. Key terms - Matching

Column A	Column B
bigotry	holding strong unfair opinions and refusing to consider different opinions.
ecumenism	encouraging different types of Christian churches to unite.
sectarianism	belonging to one particular (usually religious) group, and having hatred for the opposing groups.
terrorism	the use of violence to achieve political aims.
tolerance	the quality of allowing people to do or believe what they want although you do not agree with it.
propaganda	information or ideas, which are sometimes false, that an organisation communicates to make people agree with what it is saying.

3. Using key terms

The sentences below are all from your text books, but the key terms from exercise 3 are missing. Select the correct ones

- The IRA were involved in bitter **sectarian** killings with the UVF. Many people died when Protestant and Catholic bars were bombed.
- The main republican **terrorism** was carried out by the Provisional IRA (provo's).

- In 1948 the World Council of Churches was set up as an international **ecumenical** organisation to promote common action by the churches.
- Margaret Thatcher's actions on the hunger strike became a **propaganda** success for the IRA.
- **Bigotry** and **tolerance** are opposite in meaning, and both relate to acceptance or non acceptance of other people's beliefs.

4. Word building

Noun – object / action /situation	Person / people	Adjective
bigotry	bigot	bigoted
ecumenism	ecumenist	ecumenical
sectarianism	-----	sectarian
terrorism	terrorist	terrorist
tolerance	-----	tolerant
propaganda	-----	propaganda

5. Phrasal verbs

a)

- Northern Ireland was **set up** under the government of Ireland Act 1920.
- By the time the border campaign was **called off** in 1962, 12 IRA and 6 RUC had been killed.
- In the early 1960s, due to competition from synthetic fibres such as rayon and terylene, many factory workers were **laid off**.
- The main republican terrorism was **carried out** by the Provisional IRA (Provo's).

b) to call off = *to cancel*

to set up = to establish, to start, to found

to lay off = to fire/to make redundant/to cause to lose their job

to carry out = to do/to complete something

6. Phrasal verbs

blow up	explode
bring up (<i>children</i>)	raise
get away	escape
put off	postpone
find out	discover
go up	rise
come off	succeed
knock down	demolish
put up	increase
work out	calculate

7. Rewriting sentences

- a) Who worked out the figures?
- b) The petrol tank *blew up* causing huge destruction and many injuries.
- c) The price of food is *going up* all the time.
- d) The grandparents *brought up* the children because the parents were in prison.
- e) The Department says they will *knock down* the old school and build a new one.
- f) They never *found out* who murdered the old lady.
- g) Their plans to win money by playing the lottery have *come off*!
- h) It is very difficult to *work out* the cost of your flight from the website.

8. Reading to develop vocabulary

segregated, traditional, community, mutual, curriculum, integrated