

NAME: _____ DATE: _____
 LC History: Movements for Political and Social Reform, 1870 - 1914

Leaving Certificate

History

Movements for political and social reform, 1870-1914

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>Modern Ireland</i> , Gerard Brockie and Raymond Walsh.	
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	Answer Key	17,18,19,20

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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, Movements for Political and Social reform, 1870 – 1914* 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.

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Keywords

The list of keywords for this unit is as follows:

Nouns

aims
alliance
Anglicisation
appeal
archbishop
army
arrears
association
bill
board
boycott
branches
campaign
campaign
church
clan
classes
club
coercion
college
commons
conference
conservatives
control
culture
departure
divorce
dockers
education
election
employers
extremist
folklore
franchise
general
government
home
independence
influence
jail
land
landlord
language
leader
leadership
league

leaseholder
legends
liberals
literacy
lockout
loyalty
meeting
member
moderate
movement
murders
nationalism
nationalist
obstructionism
obstructionist
organiser
outrages
ownership
parliament
partition
party
pledge
policy
politics
popularity
power
priests
propaganda
protestants
queen
reform
rent
republican
revival
riots
rising
ruler
school
seats
secretary
shipbuilding
split
strikes
success
successful
suffrage

support
tenant
theatre
tramway
treaty
union
unionism
university
volunteers
war
women
workers

Proper Nouns

(names of people and places)

Arthur Balfour
Isacc Butt
Edward Carson
Chamberlain
James Connolly
Craig
Thomas Croke
Michael Cusack
Davin
Michael Davitt
Devoy
Dillon
Fenian
GAA
William Gladstone
Maud Gonne
Arthur Griffith
Harland & Wolffe
Anna Haslam
Jame Larkin
Larne
Mayo
Kitty O Shea
Charles Stewart Parnell
Phoenix Park
Piggot
John Redmond
Hanna Sheehy -
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James Millington Singe
Sinn Fein
Straide
UVF (*Ulster volunteer
Force*)
Westminster
Wyndham
W. B. Yeats

Verbs

act
become
believe
boycott
bring
campaign
coerce
contribute
control
demand
depart
depend
elect
evict
fear
found
give

grow
influence
introduce
jail
lead
murder
obstruct
oppose
organise
persuade
plan
propose
provide
publish
reform
rent
represent
resign
riot
rise
rule
strike
support
want
win

Adjectives

agrarian
congested
conservative
cultural
educated
extreme
liberal
parliamentary
southern
successful
unionist
unskilled

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Vocabulary file for the topic
Movements for Social and Political Reform, 1870-1914

Word	Meaning	Page(s) in my textbook	Note
nationalism			
unionism			
landlord			
literature			
volunteer			
parliament			
campaign			
alliance			



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Word	Meaning	Page(s) in my textbook	Note
moderate			
obstruct			
partition			
revive			
folklore			
royal			
sympathetic			
militant			
rising			



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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:

Ireland under British Rule

The Irish language

Irish sports

- 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.

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Level: B1
Individual / pair

Focus on vocabulary

1. 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
nationalism		
unionism		
extremism		
socialism		
moderation		

2. Vocabulary in use

Write a short sentence using each of the following words (you can change the form of the word). Check your text book or dictionary if you are not sure.

nationalism _____

extremism _____

socialism _____

moderation _____

unionism _____



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3. Key terms - Matching

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

Column A	Column B
Democracy	Using physical force to achieve political aims.
Suffragettes	A political system in which the government owns important business and industries and the people share the money and opportunities equally.
Militarism	An organization that represents people who do a particular job
Socialism	Women who campaigned for women's right to vote.
Anglicisation	A system of government in which people elect their leaders.
Trade Union	The process where Ireland became more like England, with the same language and customs.

4. Using key terms

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



- The main growth in _____ occurred in Dublin, where there was a large gap between rich and poor.
- _____ increased when the Ulster Unionist Council founded the Ulster Volunteer Force, which was a well trained army.
- Cultural nationalism was a revolt against _____ (the spread of the English language and culture).
- James Larkin believed in _____ and wanted the nationalisation of factories and the land of Ireland for the people of Ireland.
- The Local Government Act set up a system of local _____ whereby people who paid rates (property taxes) could vote.
- _____ demanded votes for women in parliamentary and local elections.

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Individual / pair

Focus on grammar

5. Prepositions

(preposition: a word used before a noun to show place, direction, time etc)

Some prepositions have been removed from this paragraph from your textbook. Select a preposition from the box below (some are used twice).

The Gaelic Athletic Association
____ 1 November 1884 a momentous gathering took place at Hayes's Hotel in
Thurles, Co Tipperary. ____ a short meeting, attended by about twelve men,
Michael Cusack founded the Gaelic Athletic Association (GAA) in order to
preserve Gaelic games from extinction in Ireland. This was the culmination of a
long period ____ planning on Cusack's part. ____ many years he had
observed ____ dismay the decline of hurling and other local Irish games due to
increased competition from British sports. ____ the 1860s, soccer and rugby
became organised ____ England, and they spread to Ireland. In Cusack's view
this was just one further example of the threat to Irish culture ____ the spread of
English influence. He was also an enthusiast ____ the revival of the Irish
language and had deep sympathy for the Fenians.

of from during for on with at in

6. Prepositions of time

Organise the following **phrases of time**, according to the preposition that goes before them.

Four o' clock, the morning, Fridays, Tuesday morning, June, breakfast, night, June 21st, summer, Christmas, the weekend, 2009, the next day, that time

at	
on	
in	

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7. Prepositions of place

Organise the following **phrases of place**, according to the preposition that goes before them.

the bus stop, 16 O Connell Street, the garden, the theatre (watching a play), the theatre (inside the building), Dublin , England, the swimming pool (swimming or watching the swimming), the swimming pool (the water)

at	
in	

8. Verb + prepositions

Some verbs are always followed by the same preposition. For example:
wait **for**, look **at**, depend **on**, talk **about**, decide **on**

Search the paragraph on page 10 and find the preposition which follows each of the verbs below:

- attended _____
- preserve _____
- observe _____
- spread _____

Now write four sentences using these verbs + prepositions.

.

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Individual / pair

Focus on reading

9. Reading for the main idea

History involves a lot of reading! However, you do not have to slowly read through every sentence and paragraph and to understand every word. It is always good to read with a purpose. In this exercise you must read each paragraph (taken from your textbook) to decide on the main idea. You must then select a title for each paragraph from the list of three below.

Main title: **Living and Working Conditions in Dublin**

- **Working conditions for unskilled workers.**
- **Action for unskilled workers.**
- **Conditions for skilled workers.**
- **Living conditions for unskilled workers.**

1) Title: _____

Dublin around 1900 was a city of deep divisions between rich and poor. A minority of people who made their wealth from business or the professions, lived lives of luxury and could afford to employ domestic servants. Although the majority of people were working class, there were sharp contrasts between skilled and unskilled workers. Skilled workers or tradesmen enjoyed higher pay and more secure employment than the unskilled. In turn skilled workers enjoyed the protection of craft organisations and trade unions, which were frequently British based.

2) Title: _____

Unskilled workers, however, were paid much lower wages than their counterparts in England. Because of the vast oversupply of unskilled labour in Dublin, employers could pay low wages and hire practically at will. For general labourers such as carters and dockers, short time working was the norm; they were frequently employed on a casual day-by-day basis. Unlike in north-east Ulster and Britain, industrial employment for women and children was practically non-existent in Dublin.

3) Title: _____

Most unskilled worked and their families in Dublin lived in one-room tenements. As late as 1914 over 20.000 families – amounting to of third of the city's population – lived in these conditions. Weekly wages were barely sufficient to pay for rent and food. Because of the unsanitary conditions in the slums, death from diseases such as tuberculosis was a constant threat. Death rates among infants and children were among the highest of any city in Europe at the time.

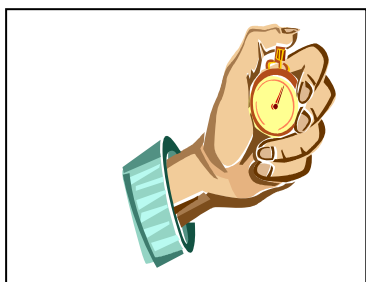
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4) Title: _____

Unlike skilled workers, the unskilled labourers of Dublin were completely unorganised and unrepresented by trade unions. Two men set about the task of organising Irish labourers to struggle for better working and living conditions – James Connolly and James Larkin.

10. Reading for specific information

Read the following extract from your textbook. Don't read slowly though every word and sentence. Read the questions first, then read the text in order to find answers to the following questions. If possible time yourself!



- **Where did Parnell go to university and was he successful there?**
- **What made Parnell interested in Irish nationalism?**
- **When was Parnell elected chairman of the Home Rule party?**

Charles Stewart Parnell (1846-91)

The son of a protestant landowner, Charles Stewart Parnell was born in Avondale, Co. Wicklow in 1846. From an early age, the young Parnell, although born into the ascendancy class, was intensely anti-English. This he inherited in part from his mother, Delia Stewart, herself the daughter of an American admiral who had fought against England in the war of 1812. His anti-English views were further intensified by his experiences in Cambridge Universities, where a clash with the authorities forced him to leave without receiving his degree.

On the surface, Parnell seemed an unlikely type of person to enter politics. He was shy in personality and hesitant in speech. He was later to state that Fenianism and the memories of the 1798 United Irishmen's rebellion in his native Wicklow generated

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his interest in Irish nationalism. In 1875, at the age of twenty-eight, he was elected Home Rule MP for County Meath. Although a poor and reticent orator, Parnell soon drew attention to himself in parliament. In a speech he asserted that the fenians who had killed the two policemen in Manchester in 1967 while attempting to rescue their comrades were not murderers but martyrs. He quickly adopted the obstructionist tactics associated with Joseph Biggar and a small number of other home Rule MPs.

Parnell was highly ambitious and his rise within the Home Rule party was to be dramatic and meteoric. His speeches and obstructionist tactics drew him to the attention of Fenians and ex-Fenians in England. As a result, in 1877 he replaced Butt as leader of the Fenian dominated Home Rule Confederation of Great Britain. Butt's position as leader of the Home Rule Party was becoming increasingly weak. However, when he died in 1879, Parnell was not yet in a strong enough position to become leader of the party. This position was filled by William Shaw. Following the general election in 1880, Parnell's supporters were in a dominant position, and he was elected chairman of the Home Rule party. Over the next ten years he was to fashion it into a unified and disciplined organisation. However, although the achievement of Home Rule for Ireland was to be Parnell's primary political objective, the Land Question was to dominate the early years of his political career.

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Focus on writing

11. Writing a paragraph

A paragraph is a unit of information unified by a central controlling idea.

As part of the Leaving Cert history exam, you are asked to write paragraphs to show how much information you know on a topic.

The following is a paragraph from your textbook about the Expansion of Education.

(*Expansion= growth*).

a. Paragraphs should focus on one piece of information. Read the paragraph to find a sentence that doesn't belong. Draw a line through it.

The Expansion of Education

Between 1870 and 1914 there were a number of developments in education that reflected the divisions and tensions in Irish society. Education was often a controversial matter because it was closely linked to two extremely sensitive areas: religion and politics. The main churches in Ireland took a close interest in education and exercised as much control as the British government would permit. Various British governments believed that children should be taught loyalty to Queen Victoria and the British Empire at school. Nationalists, on the other hand, objected to this. They in their turn believed that schools should foster the Irish language, teach Irish history and promote other aspects of national identity. Parnell was educated in England. Thus, education, at all three levels became the focus of rivalry between different interest groups.

b. The main idea in a paragraph is often expressed in *one particular sentence* (called the topic sentence). This sentence is usually at the beginning of a paragraph, but can come at the end or even in the middle. Draw a line under the topic sentence in the paragraph above.

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c. A good paragraph is written in order. Find and underline a word used in the paragraph, to bring the points to an end.

d. The following is a different paragraph from your textbook, but the sentences are in the wrong order. Re-write the paragraph in the correct order.

Hint: First, look for the topic, or main sentence. Then, look at the use of pronouns. Very often, a pronoun (it, they, he, she) is used in a second or third sentence to refer back to the noun, instead of repeating the same noun again and again.

The Decline of the Irish Language

- It had been declining significantly for over a hundred years
- By 1893 Irish was in serious decline as a spoken language.
- Most of those speaking it lived in poverty on the western seaboard.
- They associated it with poverty and ignorance
- Even before the Great famine, many parents refused to have their children brought up speaking Irish.
- The famine dealt a heavy blow to the language
- Politics and trade were mostly conducted through English, and English was necessary for the huge numbers emigrating from Ireland.
- From then on, the language appeared to be in terminal decline.
- The areas that were most severely affected by death and emigration were precisely those where Irish was strongest.

e. Finally, write **paragraph answers** on one of the topics you are studying in history at the moment. For example:

- The Piggott Forgeries.
- The Achievements of Isabella Todd
- Balfour's Land Act

Answer key

Focus on vocabulary

Word building, page 8

Noun – object / action /situation	Person / people	Adjective
nationalism	nationalist	nationalistic
unionism	unionist	unionist
extremism	extremist	extreme
socialism	socialist	socialist
moderation	moderate	moderate

Matching, page 9

Militarism: Using physical force to achieve political aims

Socialism: A political system in which the government owns important business and industries and the people share the money and opportunities equally.

Trade Union: An organization that represents people who do a particular job

Suffragettes: Women who campaigned for women's right to vote.

Democracy: A system of government in which people elect their leaders.

Anglicisation: The process where Ireland became more like England, with the same language and customs.

Using Key terms, page 9

- The main growth in **trade unions** occurred in Dublin, where there was a large gap between rich and poor.
- **Militarism** increased when the Ulster Unionist Council founded the Ulster Volunteer Force, which was a well trained army.

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- Cultural nationalism was a revolt against **Anglicisation** (the spread of the English language and culture)
- James Larkin believed in **socialism** and wanted the nationalisation of factories and the land of Ireland for the people of Ireland.
- The Local Government Act set up a system of local **democracy** whereby people who paid rates (property taxes) could vote.
- **Suffragettes** demanded votes for women in parliamentary and local elections.
-

Focus on grammar

Prepositions, page 10

On 1 November 1884 a momentous gathering took place at Hayes's Hotel in Thurles, Co Tipperary. **At** a short meeting, attended by about twelve men, Michael Cusack founded the Gaelic Athletic Association (GAA) in order to preserve Gaelic games from extinction in Ireland. This was the culmination of a long period **of** planning on Cusack's part. **For** many years he had observed **with** dismay the decline of hurling and other local Irish games due to increased competition from British sports. **During** the 1860s, soccer and rugby became organised **in** England, and they spread to Ireland. In Cusack's view this was just one further example of the threat to Irish culture **from** the spread of English influence. He was also an enthusiast **of** the revival of the Irish language and had deep sympathy for the Fenians.

Prepositions of time, page 10

at	<i>four o'clock breakfast night Christmas the weekend that time</i>
on	<i>Fridays Tuesday morning June 21st the next day</i>
in	<i>the morning June summer2009</i>

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Prepositions of place, page 11

at	<i>the bus stop 16 O Connell Street the theatre (watching a play) the swimming pool (swimming or watching the swimming)</i>
in	<i>the garden the theatre (inside the building) Dublin England the swimming pool (the water)</i>

Verb + preposition, page 11

Attend **by**, preserve **from**, observe **with**, spread **to**

Focus on reading

Reading for the main idea, page 12

Paragraph 1: Conditions for skilled workers

Paragraph 2: Working Conditions for unskilled workers

Paragraph 3: Living Conditions for unskilled workers

Paragraph 4: Action for unskilled workers

Reading for specific information, page 13

- Parnell went to Cambridge University. No, he clashed with authorities and didn't graduate.
- Fenianism and the memories of the 1798 rebellion in Wicklow.
- 1880.

Focus on writing

Writing a paragraph, pages 15 and 16

.

The Expansion of Education

The answers to a, b and c are marked in the text

b. Between 1870 and 1914 there were a number of developments in education that reflected the divisions and tensions in Irish society. Education was often a controversial matter because it was closely linked to two extremely sensitive areas: religion and politics. The main churches in Ireland took a close interest in education and exercised as much control as the British government would permit. Various British governments believed that children should be taught loyalty to Queen Victoria and the British Empire at school. Nationalists, on the other hand, objected to this. They in their turn believed that schools should foster the Irish language, teach Irish history and promote other aspects of national identity. ~~a. Parnell was educated in England.~~ **c. Thus**, education, at all three levels became the focus of rivalry between different interest groups.

The Decline of the Irish language.

The topic sentence is highlighted.

Pronouns –

It refers back to the Irish language.

They refers back to parents.

By 1893 Irish was in serious decline as a spoken language. Most of those speaking it lived in poverty on the western seaboard. **It** had been declining significantly for over a hundred years. Even before the Great famine, many parents refused to have their children brought up speaking Irish. **They** associated it with poverty and ignorance. Politics and trade were mostly conducted through English, and English was necessary for the huge numbers emigrating from Ireland. The famine dealt a heavy blow to the language. The areas that were most severely affected by death and emigration were precisely those where Irish was strongest. From then on, the language appeared to be in terminal decline.