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LC History: The Pursuit of Sovereignty and the Impact of Partition, 1912-1949

Leaving Certificate

History

The Pursuit of Sovereignty and the Impact of Partition, 1912-1949

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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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, The Pursuit of Sovereignty and the Impact of Partition, 1912-1949* 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

abstentionism
acres
agreement
agriculture
allegiance
ambushes
ammunition
annuities
army
arrest
attack
auxiliaries
barracks
border
boundary
brigade
brotherhood
censorship
commander
commission
commonwealth
conference
conscription
constabulary
constituencies
constitution
council
county
courts
crisis
death
debates
delegation
depression
diplomacy
dominance
dominion
economy
elections
emigration
empire
executions
executive
export
failure

farmer
forces
general
government
governor
guerrilla
gun running
history
imprisonment
independence
industry
intelligence
internment
involvement
irregulars
jail
leader
leadership
league
loyalty
majority
manoeuvres
member
military
million
minister
minority
mutiny
nation
nationalism
nationalist
navy
negotiations
neutrality
oath
opposition
organiser
parliament
partition
party
peace
police
politics
popularity
port

posts
power
prisoners
proclamation
progress
propaganda
protectionism
rallies
rebellion
regiment
repeal
representative
rising
rule
ruler
seat
shipbuilding
soldiers
specials
spy
squad
state
sufficiency
tariffs
tensions
tillage
treaty
tribunals
truce
unionism
unionist
volunteer

Proper Nouns

(names of people and places)

Frank Aiken
Richard Dawson Bates
Blueshirts
Basil Brooke
Edward Carson
Michael Collins
James Connolly
W. T. Cosgrave
John A Costello

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Countess Markievicz	ban	organise
James Craig	become	repeal
Cumman na nGaedhael	control	resign
Éamon De Valera	criticise	strengthen
Fianna Fáil	defend	suffer
Arthur Griffith	dismantle	surrender
Evie Hone	dominate	take
Seán Lemass	execute	
Eoin MacNeil	fail	
J. J. McElligott	favour	Adjectives
Kevin O Higgins	fear	
Patrick Pearse	fight	compulsory
John Redmond	gunrunning	economic
Sinn Fein	influence	external
	intern	failed
	invade	favoured
Verbs	kill	neutral
achieve	lead	pro
agree	maintain	provisional
appoint	meet	random
arrest	negotiate	sympathetic
attack	oppose	vocational

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Vocabulary file for the topic
The Pursuit of Sovereignty and the Impact of Partition, 1912-1949

Word	Meaning	Page(s) in my textbook	Note
neutrality			
conscription			
diplomacy			
guerrilla			
partition			
truce			
legacy			
parliament			



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Word	Meaning	Page(s) in my textbook	Note
border			
delegation			
empire			
regiment			
execution			
crisis			
election			
negotiations			
emigration			



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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:

Northern Ireland
The Irish Language
Irish independence

- 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	Verb	Adjective
volunteer			
conscription			
internment			
negotiation			
retaliation			

2. Vocabulary in use

Write a short sentence using each of the following words. Change the form of the word to suit your sentence. Check your text book or dictionary if you are not sure.

volunteer _____

conscription _____

internment _____

negotiation _____

retaliation _____



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3. 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
Partition	An agreement between two enemies to stop fighting for a period of time.
Truce	Being independent and not supporting any side in a war or argument.
Propaganda	A system in which people are forced to join the army.
Neutrality	Skill in dealing with relationships, often between governments.
Conscription	The division of (Ireland) into two states.
Diplomacy	Information or ideas, which are sometimes false, that an organisation communicates to make people agree with what it is saying.

4. 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.



- During the war, the Irish Free State continued to maintain _____ (*change to an adjective*) relations with Britain and the USA on one side, and Germany on the other.
- Irish _____ during the war was an expression of its independence and sovereignty.
- Although _____ – compulsory entry to the armed forces – was introduced in Great Britain in 1915, it was not extended to Ireland at the time.
- At noon on the 11 July 1921 a _____ began, bringing an end to a period of violence that had lasted for two and a half years.
- The Government of Ireland Act (1920) provided for the _____ of Ireland into two states: Northern Ireland consisting of six counties; and Southern Ireland consisting of the remaining 26.
- In 1920 the republican side had a significant _____ victory when worldwide attention was centred on the hunger strike and death of Terence MacSwiney, the Lord Mayor of Cork.

Level: B1 Individual / pair

Focus on grammar

5. Verbs

Use verbs in the brackets to complete this text. The verbs will be used in different past tense forms.

Arthur Griffith _____(to be born) in Dublin in 1871. He _____ (to be educated) by the Christian Brothers and _____ (to become) a member of the Gaelic League and The Irish Republican Brotherhood. He _____ (put) forward his ideas in a book called ‘The Resurrection of Hungary’. He _____ (found, *meaning to start an organisation*) Sinn Féin to put forward his ideas. Griffith _____ (join) the Irish volunteers in 1913 and _____ (to be involved) in the Howth gunrunning in 1914. Although he did not take part in the 1916 Rising he _____ (to be arrested) and jailed in England. When he _____ (to be released) he began to rebuild Sinn Féin. His party _____ gradually _____ (to be taken over) by Republicans. He _____ (to step) aside and de Valera became president of Sinn Féin in 1917. He _____ (to be elected) as MP for East Cavan and _____ (to be appointed) Minister for Home Affairs in the first Dáil.

6. Regular and irregular verbs

Read the sentences in the first column and put the verb in the Past Tense column. Be careful about spelling and the past tense forms. If you are not sure, check your dictionary or grammar book. Tick to show whether the verb is regular or irregular.

When you have finished, highlight the **irregular** verbs. You should add these verbs to your personal dictionary. You may also put your own note or translation in the right hand column.

Verb	Past tense	Regular (✓)	Irregular (✓)	Note
Griffith (to found) Sinn Féin.				
He (to step) aside and de Valera became president..				
He (to put) forward his ideas in a book..				
Republicans gradually (to take over) Sinn Féin.				
de Valera (to become) president of Sinn Fein.				

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Level: B1 / B2
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:

- a. *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 four below.*
- b. *Decide on the correct order, 1-4, for the paragraphs.*

Main title: **Constance Markievicz (1868-1927)**

***Later life and death** ***1914-1918**

***Early days** ***1903-1913**

1) Title: _____

Countess Markievicz was appointed Minister for Labour in the first dáil. She strongly opposed the Anglo-Irish Treaty of 1921 and campaigned against it at home and abroad. She was a founder member of Fianna Fáil in 1926. She died in Dublin on 15 June 1927.

2) Title: _____

On settling in Dublin in 1903, Countess Markievicz became actively involved in the various cultural revival movements of the time, including the Gaelic League, the Abbey Theatre and Sinn Féin. She joined Maud Gonne's Inghinidhe na hÉireann (daughters of Ireland) and in 1909 founded Fianna Éireann, which inculcated nationalist ideals in the young. She took the side of the workers during the 1913 strike and lockout and maintained a soup kitchen at Liberty Hall.

3) Title: _____

Constance Gore-Booth was born in London on 4 February 1868 and educated privately at the family home in Lissadell, Co. Sligo. She studied painting in London and Paris, where she met the Polish aristocrat Count Casimir Markievicz. She married him in 1900, thereafter assuming the title Countess Markievicz.

4) Title: _____

Countess Markievicz joined the Citizen Army and was second-in-command at the College of Surgeons during the Easter Rising of 1916. She was sentenced to death for her part in the Rising, but the sentence was later commuted to life imprisonment. She was elected Sinn Féin MP in the general election of 1918. Although she did not take her seat, she was the first woman elected to the Westminster Parliament.

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!



- How many counties in Ulster were to receive special treatment?
- Who did Lloyd George release from prison?
- Name two nationalist organisations.

The Aftermath of the Rising

After the defeat of the Rising, the British Prime Minister Asquith, made one further attempt to reach a compromise between unionists and nationalists. He did not want the Irish Question to continue absorbing the undue attention of the British government in the middle of its titanic struggle on the Western Front. He also hoped to entice the neutral United States to join the war on the allied side. A successful policy in Ireland would influence opinion in America in Britain's favour. Asquith therefore gave his most able minister, David Lloyd George, the task of seeking a compromise in Ireland. Having negotiated separately with Redmond and Carson, Lloyd George got both to agree that the area in Ulster to receive special treatment would consist of six counties. These included Fermanagh and Tyrone which had nationalist majorities. However, whereas Redmond understood that the exclusion of the six counties from Home Rule would be only temporary, Lloyd George promised Carson that it would be permanent. By agreeing to the exclusion of Fermanagh and Tyrone and by being tricked by Lloyd George, Redmond lost a lot of his remaining popularity in Ireland. His apparent acceptance of partition alienated nationalists throughout the country, but especially in Ulster.

In December 1916 Asquith was forced out of office, and Lloyd George became Prime Minister at the head of a coalition government. His initial challenge was to lead Great Britain to victory in World War 1. However, he was to remain in power until October 1922, and to make decisions that would have a deep impact on the future development of Ireland, north and south. On becoming Prime Minister, Lloyd George decided to implement a friendly gesture towards Ireland. He ordered the release of most of the 1,800 participants in the 1916 Rising who had not been considered important enough to be put on trial. After their release from prison camps in England and Wales the prisoners returned to Ireland to huge demonstrations. Most of the men were determined to continue the struggle for an independent Ireland. The continuing decline of the Home Rule Party and the actions of the British government in Ireland during 1917 and 1918 were to facilitate greatly the growth of more extreme nationalism. This was represented by two organisations – the revived Irish Volunteers and a new Sinn Féin.

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Individual / pair

Focus on writing

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. Use the facts below to practise writing sentences. You can use your textbook to help you. The first sentences are done for you.



Michael Collins

1. 1890 Cork

Michael Collins was born in Cork in 1890

2. 15/work//London/joined GAA, Gaelic League, Sinn Féin.

At 15 he went to work in London and joined the GAA, the Gaelic League and Sinn Féin

3. Take/small part/1916 Rising

4. Interned/ camp Wales

5. December 1916 /return Ireland /become active/ independence movement.

6. Elected /Sinn Féin MP /South Cork /1918 general election

7. Appoint/Minister of Finance.

9. Truce 1921/London/talks

10 Accepted treaty

11. Killed/ ambush/ 1922

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Next, use the facts about Patrick Pearse to write a paragraph about him. You can use your textbook to help you.

Patrick Pearse

- Born/Dublin/1879
- Barrister
- Interest in Irish history and language
- Founded his own school
- 1914 member IRB (Irish Republican Brotherhood)
- Believed /blood sacrifice/helped plan 1916 Rising
- Read/proclamation of the Irish Republic/steps of GPO
- Executed/along with brother Willie/after Rising

Patrick Pearse



Answer key

Focus on vocabulary

Word building, page 8

Noun – object / action /situation	Person/people	Verb	Adjective
volunteer	a volunteer	to volunteer	voluntary
conscription	a conscript	to be conscripted	conscripted
internment	(a prisoner)	To intern/to be interned	internment (camp)
negotiation	a negotiator	to negotiate	negotiable
retaliation	retaliator (rarely used)	to retaliate	retaliatory

Key terms – matching, page 9

Truce: An agreement between two enemies to stop fighting for a period of time.

Neutrality: Being independent and not supporting any side in a war or argument.

Conscription: A system in which people are forced to join the army.

Diplomacy: Skill in dealing with relationships, often between governments

Partition: The division of (Ireland) into two states

Propaganda: Information or ideas, which are sometimes false, that an organisation communicates to make people agree with what it is saying.

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Using key terms, page 9

- During the war, the Irish Free State continued to maintain **diplomatic** relations with Britain and the USA on one side, and Germany on the other.
- Irish **neutrality** during the war was an expression of its independence and sovereignty.
- Although **conscription** – compulsory entry to the armed forces – was introduced in Great Britain in 1915, it was not extended to Ireland.
- At noon on the 11 July 1921 a **truce** began, bringing an end to a period of violence that had lasted for two and a half years.
- The Government of Ireland Act (1920) provided for the **partition** of Ireland into two states: Northern Ireland consisting of six counties; and Southern Ireland consisting of the remaining 26.
- In 1920 the republican side had a significant **propaganda** victory when worldwide attention was centred on the hunger strike and death of Terence MacSwiney, the Lord Mayor of Cork.

Focus on grammar

Verbs, page 10

Use verbs in the brackets to complete this text. The verbs will be used in different past tense forms.

Arthur Griffith **was born** in Dublin in 1871. He **was educated** by the Christian Brothers and **became** a member of the Gaelic League and The Irish Republican Brotherhood. He **put** forward his ideas in a book called 'The Resurrection of Hungary'. He **founded** Sinn Féin to put forward his ideas. Griffith **joined** the Irish volunteers in 1913 and **was involved** in the Howth gun running in 1914. Although he did not take part in the 1916 Rising he **was arrested** and jailed in England. When he **was released** he began to rebuild Sinn Féin. His party **was gradually taken over** by Republicans. He **stepped** aside and de Valera became president of Sinn Féin in 1917. He was elected as MP for East Cavan and **was appointed** Minister for Home Affairs in the first Dáil.

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Regular and irregular verbs, page 10

Verb	Past tense	Regular (√)	Irregular (√)	Note
Griffith (to found) Sinn Féin.	founded	√		(find/found/found is a different verb)
He (to step) aside and de Valera became president..	stepped	√		(double p)
He (to put) forward his ideas in a book..	put		√	(put/put/put)
Republicans gradually (to take over) Sinn Féin.	took over	√		
de Valera (to become) president of Sinn Fein.	became		√	

Focus on reading

Reading for the main idea, page 11

a. These are the title for the four paragraphs as they appear on the page.

- *Later life and death
- *1903-1913
- *Early days
- *1914-1918

b. Here is the correct order for the paragraphs

- *Early days
- *1903-1913
- *1914-1918
- *Later life and death

Reading for specific information, page 12

- Six
- 1,800 participants in the 1916 Rising.
- The Irish Volunteers and Sinn Féin

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Focus on writing

Writing - Michael Collins, page 13

These are suggested answers only. Check with your teacher if yours are different.

3. Take/small part/1916 Rising

He took a small part in the 1916 Rising.

4. Interned/ camp Wales

He was interned in a camp in Wales.

5. December 1916 /return Ireland /become active/ independence movement.

In December 1916 he returned to Ireland and became active in the independence movement.

6. Elected /Sinn Féin MP /South Cork /1918 general election

He was elected Sinn Féin MP for South Cork in the 1918 general election.

7. appoint/Minister of Finance.

He was appointed Minister of Finance.

9. after truce 1921/London/talks

After the truce in 1921 he went to London to attend talks.

10. Accepted /signed Anglo-Irish treaty

He accepted and signed the Anglo-Irish treaty.

11. Killed/ ambush/ anti-treaty forces/1922

He was killed in an ambush by anti-treaty forces in 1922

Writing – Patrick Pearse, page 14

This is a suggested answer only. Check with your teacher if yours is different.

Patrick Pearse was born in Dublin in 1879. He qualified as a barrister. He was very interested in Irish history and language and founded his own school. In 1914 he became a member of the IRB (Irish Republican Brotherhood). He believed in blood sacrifice and helped plan the 1916 Rising. He read the proclamation of the Irish Republic from the steps of the GPO. He was executed, along with his brother Willie after the Rising.