

HISTORY

The Labour Movement

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.

Theme	The Labour Movement	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Preparing a talk	15-17
	Wordsearch	21
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Sentences	9
	Odd One Out	10
	History Keywords	11
	Unscramble the letters	12
	Alphaboxes	20
	Play Snap	22-24
Language support: Additional activities for Language Support:	Grammar points	18
	Pronunciation	19
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using History textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>History Revision for Junior Certificate</i> by Desmond O' Leary.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

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.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

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 learning/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:



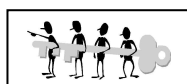
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



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

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

Keywords

The list of keywords for this unit is as follows:

Nouns

baton-charges
brutality
business
Catholic Church
century
conditions
conflict
demonstrations
dockers
employees
employers
government
Home Rule
ill health
industry/industries
Irish Citizen Army
Irish language
labour
landlords
lockout
malnutrition
organisations
outbreak
pay
police
poverty
protest
rebellion
republic
revolution
socialism
socialists
society
strikes
trade unions

trade unionists
tramway
transport
unemployment
unions
wages
work
worker
working conditions

Verbs

to achieve
to believe
to clash
to defend
to demonstrate
to destroy
to enjoy
to exploit
to force
to help
to hit back
to increase
to live
to lock out
to organise
to plot
to protest
to sack
to strike
to suffer
to suspend
to work

Adjectives

aware
badly paid
British
important
Irish
nationalist
poor
public
socialist
unemployed
unionist
unskilled
voluntary

Adverbs

frequently
heavily
spectacularly

Proper names

Countess Markievicz
Hanna Sheehy
Skeffington
Home Rule Party
Irish Transport and
General Workers'
Union (ITGWU)
James Connolly
James Larkin
William Martin Murphy

Other

against

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Vocabulary file 1

Word	Meaning	Note or example*
brutality		
conditions		
demonstrations		
dockers		
employees		
employers		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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 Labour Movement

Vocabulary file 2

Word	Meaning	Note or example
labour		
lockout		
protect		
socialism		
trade unions		
unemployment		



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 Labour Movement

Vocabulary file 3

Word	Meaning	Note or example
working conditions		
to clash		
to demonstrate		
to organise		
to sack		
to suspend		



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 Labour Movement

Language Level: All
Type of activity: whole class
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:

Workers Revolution

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



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

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes

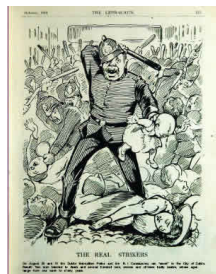


Working with words

1. Tick the correct answer



- a) This is an office.
- b) This is a cinema.
- c) This is a demonstration.
- d) This is a DVD player.



- a) This is a policeman with a baton.
- b) This is a school lunch.
- c) This is a computer printer.
- d) This is a pencil.

2. Find these words in your textbook.

Write your own explanation for these words. Then write a note or example to help you remember the word. Use your dictionary if necessary.

Word	Page in textbook	Explanation	Note or example
brutality			
dockers			
labour			
landlords			



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Language Level: A1
Type of activity: pairs or individual
Suggested time: 20 minutes



Picture Sentences

1. Tick the correct answer

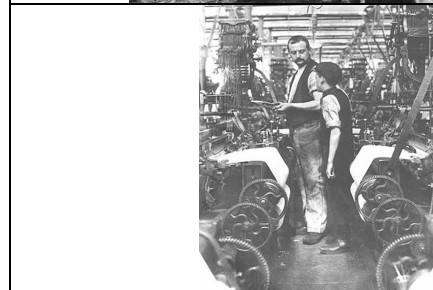
- a) This is a strike.
- b) This is a ship.
- c) This is a bus.



- a) This is shopping centre.
- b) These are dockers.
- c) These are trams.



- a) These are factory workers.
- b) This is a temple.
- c) This is a television.



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

Irish some people very poor were

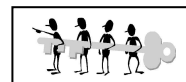
some paid were little very workers

unions wanted the workers better wages for

NAME: _____ DATE: _____

HISTORY: The Labour Movement

Language Level: A1/A2
Type of activity: pairs or individual
Suggested time: 30 minutes



Odd One Out

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

Example: *apple orange banana taxi*

factory worker door union

workers wages strike house

protest play rebellion demonstration

poor poverty malnutrition lunch

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

to believe _____

to defend _____

to demonstrate _____

to organise _____

to suffer _____

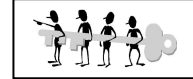


Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____

HISTORY: The Labour Movement

Language Level: A2 / B1
Type of activity: individual
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.

tr_ns_or_ _____

re_ol_tio_ _____

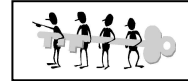
so_iet_ _____

wo_k_rs _____

2. Write as many words as possible related to **the labour movement**. You have 3 minutes!

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Language Level: A1 / A2
Type of activity: pairs or individual
Suggested time: 20 minutes



Unscramble the letters

1. This was called the industrial... REVLOTUINO

Answer _____

2. Marx's ideal was called... SOCLIAMIS

Answer _____

3. Protest marches happened during the... LOCOKTU

Answer _____

4. Larkin formed the... UNNOI

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

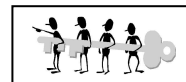
English=	A	C	D	E	F	I	N	M	O	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: (code) EAWYFRA = STUDENT (English)

XLRYQAQLRE =

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Language Level: A2 / B1
Type of activity: pairs or individual
Suggested time: 30 minutes



Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

During the 1900s Dublin's unskilled _____ were very badly paid. They were frequently _____ and they lived in very bad conditions. Many suffered from malnutrition and ill health. Employers and landlords were often important members of the Home Rule Party or of Dublin Corporation and therefore workers had nobody to help them.

James Larkin and James Connolly

In 1909 James Larkin and James Connolly set up the Irish Transport and General Workers' Union (ITGWU). The _____ organised strikes and forced employers to _____ wages.

The 1913 _____ and Lock-Out

William Martin Murphy organised the employers to fight the ITGWU. In 1913 he sacked employees who belonged to the ITGWU.

Word
Box

unemployed strike union
workers increase



Word building

How many words can you write that relate to the word unemployed?
Look at the text again and use your dictionary!

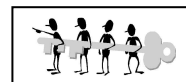


Have you ticked
this activity on your
skills checklist?

NAME: _____ DATE: _____

HISTORY: The Labour Movement

Language Level: A2 / B1
Type of activity: individual
Suggested time: 30 minutes



Multiple choice


Read the text below and choose the best answers.

Some workers set up the Irish Citizen Army to defend themselves against police brutality. Employers and workers alike lost heavily and both groups were happy to end the conflict early in 1914.

The Irish Citizen Army

James Larkin spent 1914-23 in America and James Connolly took charge of the Labour movement and the Citizen Army. He believed that Irish workers would get a fair deal only when they set up a socialist workers' republic. Following the outbreak of World War I he began to plot rebellion.

1. What did some workers set up?
a) houses
b) schools
c) factories
d) the Irish Citizen Army
2. What were they happy to end?
a) conflict
b) school
c) Karl Marx
d) peace
3. Where did James Larkin spend 1914-23?
a) Liverpool
b) France
c) Dublin
d) America
4. Following the outbreak of World War 1, Larkin began to plot rebellion.
a) true
b) false

 These are all irregular verbs taken from the text. Put the phrases in the <u>present tense</u> .	Tenses	
	Past	Present
they lost	_____	
they were happy	_____	
he spent	_____	
they took charge	_____	
he began	_____	

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Language Level: A2 / B1
Type of activity: pairs / small groups
Suggested time: 40 minutes

Preparing a talk

You are going to give a short talk to your class on the topic '**Workers need unions now as much as they did in the early 1900s**'.

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

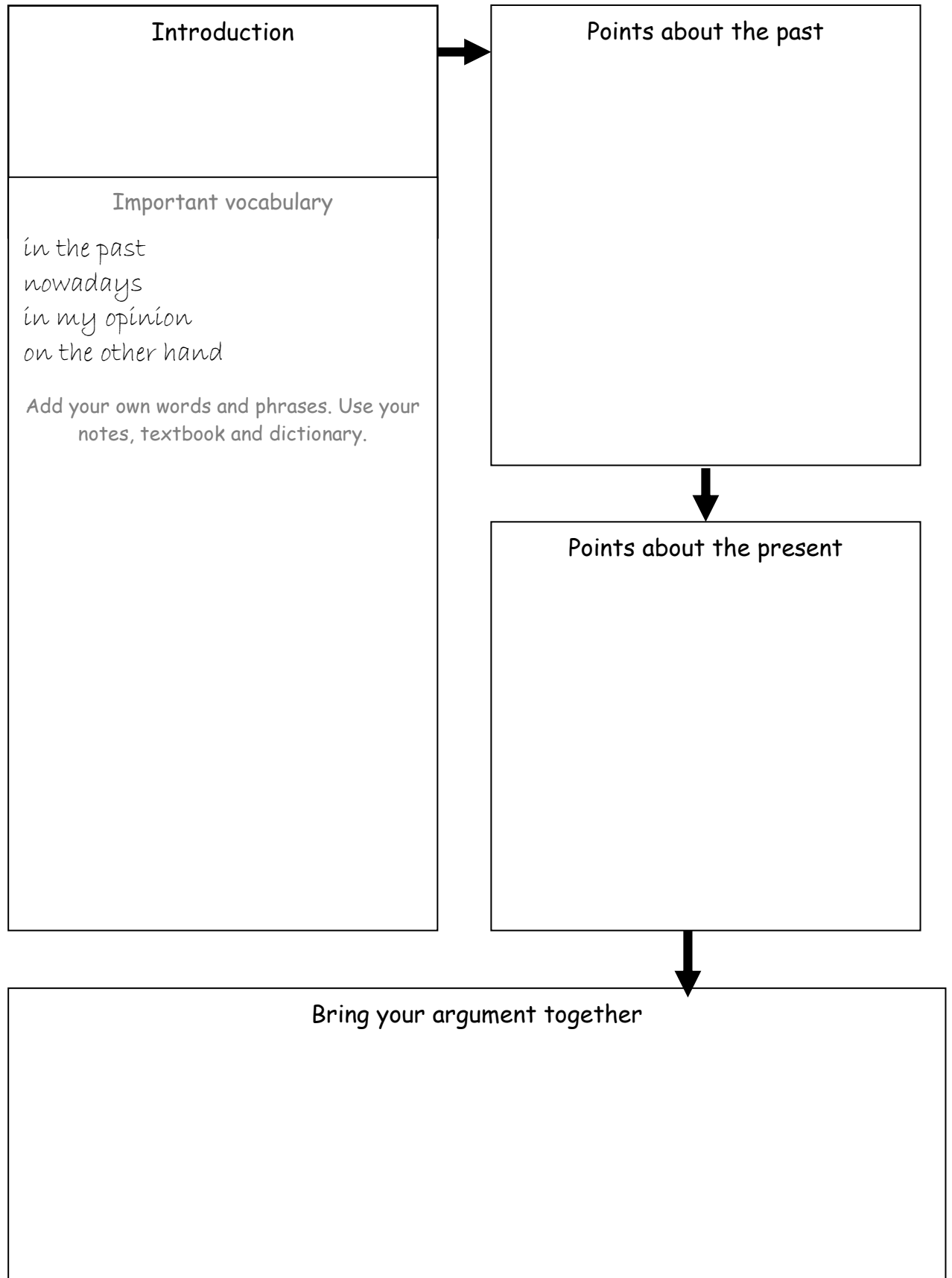
The situation in the early 1900s

The situation today

NAME: _____ DATE: _____

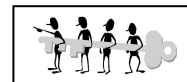
HISTORY: The Labour Movement

Now plan how you will present your ideas.



NAME: _____ DATE: _____
HISTORY: The Labour Movement

Language Level: A2 / B1
Type of activity: individual
Suggested time: 30 minutes



Grammar points

Rearrange these words to form sentences. Don't forget capitals and punctuation!

was labour up movement set in 1909 the

and were conditions bad workers pay for very

army charge of connolly the citizen was in irish james

who to belonged the employees were itgwu sacked.

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!

business

lockout

wages

enjoy

demonstrations

worker

organisations

sack

against

poor

conditions

unskilled

frequently

police

badly

dockers

strikes



Have you ticked
this activity on your
skills checklist?

Score: _____ points

NAME: _____ DATE: _____
 HISTORY: The Labour Movement

Language Level: A2/ B1
Type of activity: individual/ whole class
Suggested time: 20 minutes



Pronunciation

It is important to think about your pronunciation so that other people will understand you.

Words are made up of syllables. Look at the words from this Unit.

Word	How we say it	Number of syllables
pay	pay	1
landlord	land lord	2
employee	emp loy ee	3
revolution	re vo lu tion	4
organisations	or gan is a tions	5

Say these words and write down how many syllables they have.

health	_____	rebellion	_____
labour	_____	outbreak	_____
union	_____	industry	_____
lockout	_____	unemployment	_____
worker	_____	brutality	_____
malnutrition	_____	strikes	_____

When you look up a new word in your dictionary, you should check the spelling and pronunciation.

When verbs and nouns are the same.
 When we have a noun with 2 syllables which is spelt the same way as a verb, there is a rule for pronunciation.
 In the **noun** the emphasis is placed on the **first syllable**.
 In the **verb** the emphasis is placed on the **second syllable**.
 a rebel (noun) to rebel (verb)

Say these words and underline where you must place the emphasis:

an increase (noun)	to protest (verb)	an exploit (noun)
to contract (verb)	an object (noun)	to desert (verb)

Now pronounce the noun and the verb for each word.

NAME: _____ DATE: _____
HISTORY: The Labour Movement

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.



Word search

Find the words from the list below.

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

CONDITIONS	VIOLENCE
CONNOLLY	WERE
DOCKERS	WORKERS
HUNGER	POVERTY
ITGWU	SOCIALISM
JAMES	SOCIALISTS
LARKIN	STRIKE
LOCKOUT	STRUGGLE
MARX	UNIONS

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Play Snap

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



workers	workers
dockers	dockers
transport	transport

NAME: _____ DATE: _____
HISTORY: The Labour Movement

society	society
revolution	revolution
industry	industry

NAME: _____ DATE: _____
HISTORY: The Labour Movement

unemployment	unemployment
conditions	conditions
union	union

Answer key

Working with Words, page 8

1. c, a

Picture sentences, page 9

1. a, b, a

2. Some Irish people were very poor. Some workers were paid very little. The unions wanted better wages for workers.

Odd one out, page 10

Door, house, play, lunch

History keywords, page 11

Transport (noun), revolution (noun), society (noun), workers (noun)

Unscramble the letters, page 12

Revolution, socialism, lock out, union

Secret code: conditions

Completing Sentences, page 13

During the 1900s Dublin's unskilled **workers** were very badly paid. They were frequently **unemployed** and they lived in very bad conditions. Many suffered from malnutrition and ill health. Employers and landlords were often important members of the Home Rule Party or of Dublin Corporation and therefore workers had nobody to help them.

James Larkin and James Connolly

In 1909 James Larkin and James Connolly set up the Irish Transport and General Workers' Union (ITGWU). The **union** organised strikes and forced employers to **increase** wages.

The 1913 **Strike** and Lock-Out

William Martin Murphy organised the employers to fight the ITGWU. In 1913 he sacked employees who belonged to the ITGWU.

unemployed

employed

employer

employee

to employ

employment

unemployment

Multiple Choice, page 14

1d,2a,3d,4a.

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Grammar points, page 18

Tenses

Past	Present
they lost	they lose
they were happy	they are happy
he spent	he spends
they took charge	they take charge
he began	he begins

The labour movement was set up in 1909.
Pay and conditions were very bad for workers.
James Connolly was in charge of the Irish Citizen Army.
Employees who belonged to the ITGWU were sacked.

Nouns: business, organisations, dockers, lock out, demonstrations, conditions, police, strikes, wages, worker

Pronunciation, page 19

Syllables

health	1	rebellion	3
labour	2	outbreak	2
union	2	industry	3
lockout	2	unemployment	4
worker	2	brutality	4
malnutrition	4	strikes	1

Emphasis:

an <u>increase</u> (noun)	to <u>protest</u> (verb)	an <u>exploit</u> (noun)
to <u>contract</u>	an <u>object</u>	to <u>desert</u>

NAME: _____ DATE: _____
HISTORY: The Labour Movement

Word search, page 21

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