

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.

| Theme | The Treaty and Civil War | |
|---|--|-------|
| 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 |
| | Writing | 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 | 22-24 |
| | Play Snap | 18-20 |
| Language support: Additional activities for Language Support: | Vocabulary | 18 |
| | Grammar points | 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:



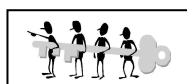
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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

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

| Word | Meaning | Note or example* |
|--------------|---------|------------------|
| against | | |
| cease-fire | | |
| delegates | | |
| guerrilla | | |
| independence | | |
| negotiations | | |

* 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 Treaty and Civil War

Vocabulary file 2

| Word | Meaning | Note or example |
|------------|---------|-----------------|
| 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

| Word | Meaning | Note or example |
|--------------|---------|-----------------|
| 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

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:

Independence

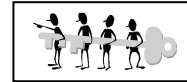
Empire

- 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.

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



Working with words

1. Tick the correct answer



- a) They are signing a truce.
- 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 a note or example to help you remember the word. Use your dictionary if necessary.

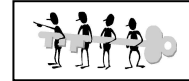
| Word | Page in textbook | Explanation | Note or example |
|--------------|------------------|-------------|-----------------|
| artillery | | | |
| cease-fire | | | |
| independence | | | |
| guerrilla | | | |



Check that these key words are in your personal dictionary.

NAME: _____ DATE: _____
HISTORY: The Treaty and Civil War

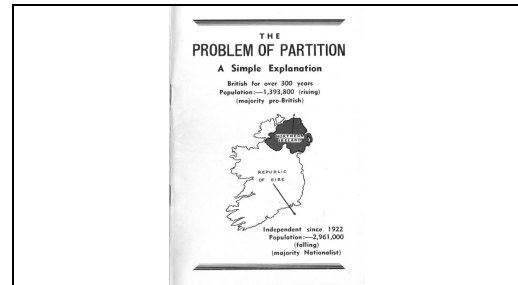
Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes



Picture Sentences

1. Tick the correct answer

- a) This is about 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) They are taking an oath.



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

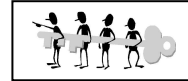
the Treaty signed was in January 1922

the people 900 over killed were in Civil War

are 26 counties the of Ireland in there Republic

NAME: _____ DATE: _____
HISTORY: The Treaty and Civil War

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

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.

t_eat_ _____

o_ t_ _____

del_gat_s _____

pe_c_ _____

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

NAME: _____ DATE: _____
HISTORY: The Treaty and Civil War

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

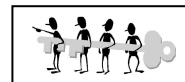
| | | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|---|---|---|
| English= | A | C | D | E | Y | I | N | R | O | S | T | U |
| Code= | B | X | Y | F | G | Q | R | O | L | E | A | W |

example: (code) EAWYFRA = STUDENT (English)

AOFBAG =

NAME: _____ DATE: _____
HISTORY: The Treaty and Civil War

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.

By mid-1921, both sides wanted _____.

The IRA was exhausted and short of supplies.

The _____ were embarrassed by their inability to _____ a small guerrilla army. Many ordinary British people were ashamed of their government's behaviour and pressured their _____ to find a fair solution to the troubles in Ireland. De Valera was _____ for peace before the country fell into total chaos. Both sides agreed to a truce (cease-fire) on 11 July 1921.

Word
Box

MPs anxious British
 peace defeat

Put these adjectives into short sentences:

exhausted _____

embarrassed _____

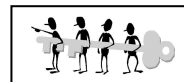
ashamed _____

fair _____

total _____

Note: 'total' can also be used as a noun.

Language Level: A2 / B1
Type of activity: individual
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

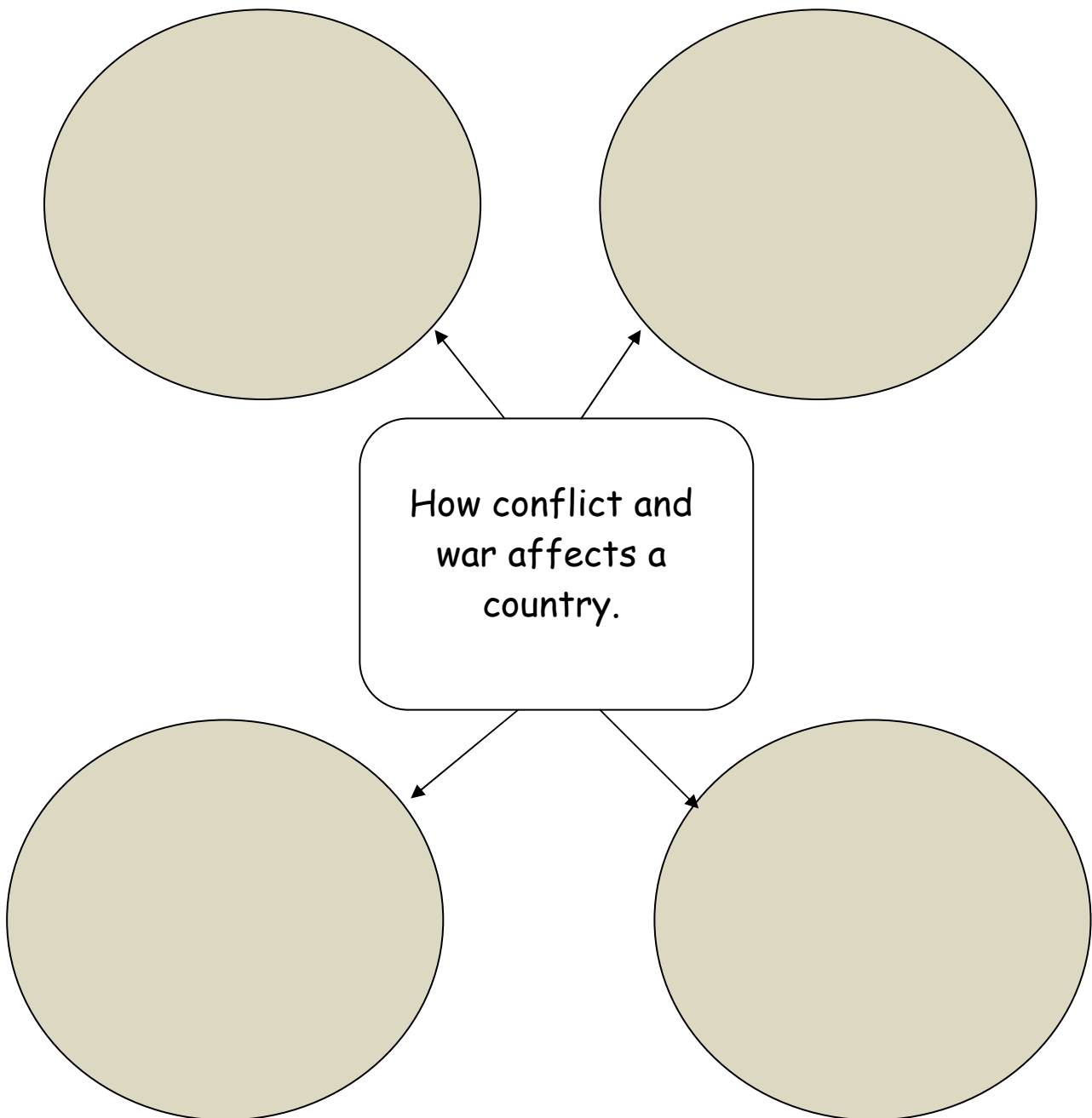
Language Level: A2 / B1
Type of activity: pairs / individual
Suggested time: 40 minutes

Writing

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.

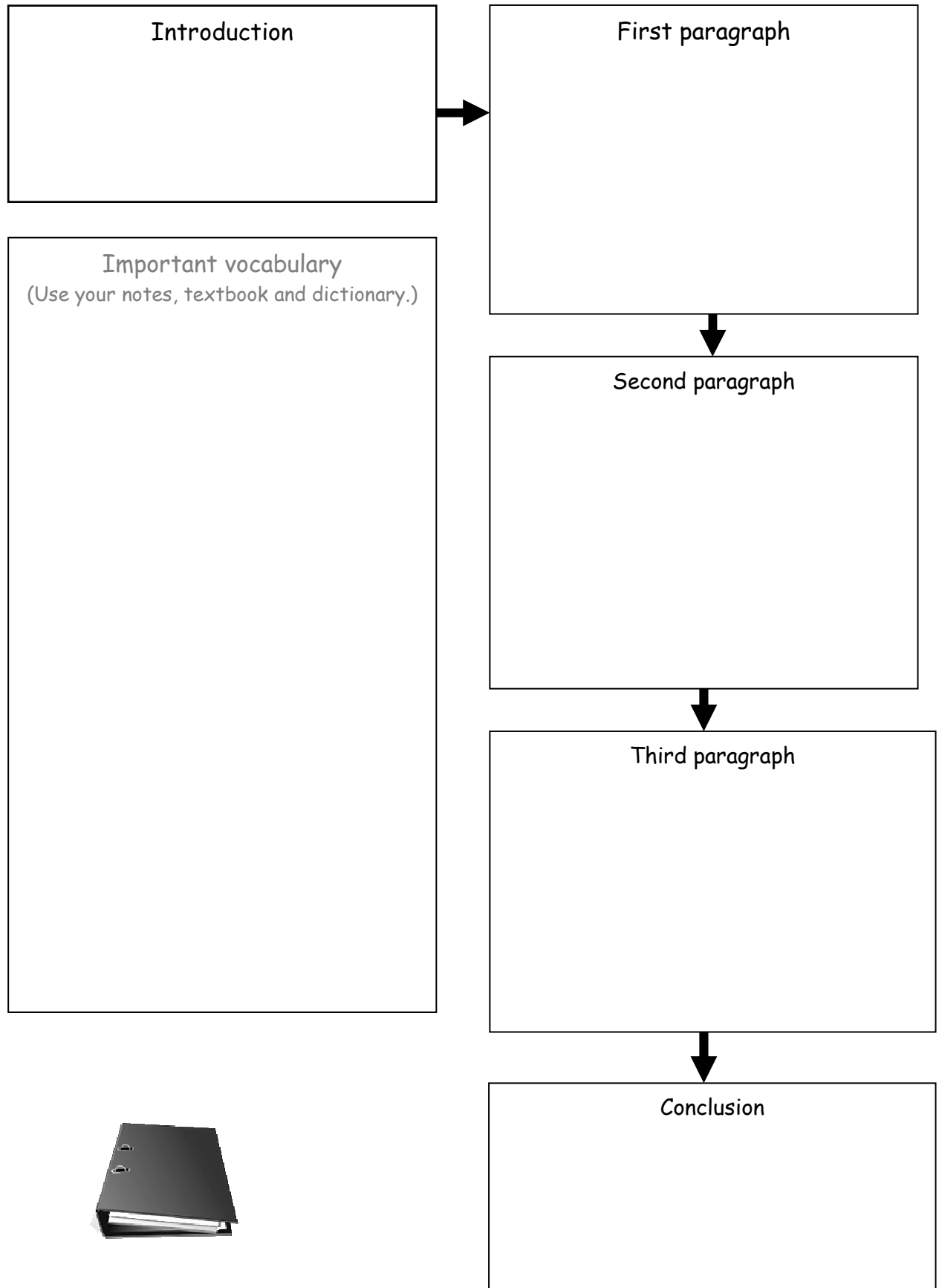
Ideas



NAME: _____ DATE: _____

HISTORY: The Treaty and Civil War

Now plan your text by making notes on this chart:



Language Level: all
Type of activity: individual
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 |

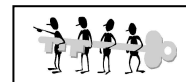
Score: _____ points



NAME: _____ DATE: _____

HISTORY: The Treaty and Civil War

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

NAME: _____ DATE: _____
HISTORY: The Treaty and Civil War

Alphaboxes

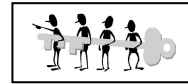
Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

| | | |
|---|---|-----|
| 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.

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.



| | |
|-------------|-------------|
| negotiation | negotiation |
| surrender | surrender |
| delegates | delegates |

NAME: _____ DATE: _____
HISTORY: The Treaty and Civil War

| | |
|-------------------|-------------------|
| execution | execution |
| irregulars | irregulars |
| dominion | dominion |

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 | monarch | courts | |
| cooking | oath of allegiance | | classroom |
| president | republic | sunshine | army |
| 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