

## Leaving Certificate

# History

## Movements for political and social reform, 1870-1914

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

|   |   |                    |
|---|---|--------------------|
| <b>Learning Support</b>                     | Vocabulary, key terms working with text and writing text  | Pages 3-9, 12-16   |
| <b>Language Support</b>                     | Vocabulary, key terms, grammar, working with text and writing text  | Pages 3-16         |
| <b>Subject class</b>                        | Key vocabulary  | Pages 3-9          |
| <b>Learning focus</b>                       | Using History textbooks and accessing curriculum content and learning activities.   |                    |
| <b>Levels for Language Support students</b> | Students' English-language skills should be developed to <b>Level B1</b> during funded Language Support.<br>Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations. |                    |
| <b>Acknowledgement</b>                      | 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.  |                    |
| <b>Contents of this Unit</b>                | Keywords  | <b>Page</b><br>3,4 |
|   | Vocabulary file   | 5, 6               |
|   | Activating students' knowledge  | 7                  |
|   | Focus on vocabulary   | 8, 9               |
|   | Focus on grammar<br>( <i>prepositions</i> )   | 10, 11             |
|   | Focus on reading  | 12, 13, 14         |
|   | Focus on writing<br>( <i>writing paragraphs</i> )   | 15, 16             |
|   | Answer Key  | 17,18,19,20        |

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## Using this unit

### Learning support, language support and mainstream subject class

The sections *Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for **Learning Support**.

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

*Focus on vocabulary*, *Focus on reading* and *Focus on writing* are suitable for use in **Learning Support**, **Language Support** and **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

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Hanna Sheehy -  
Skeffinton  
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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| <b>Word</b> | <b>Meaning</b> | <b>Page(s) in my textbook</b> | <b>Note</b> |
|-------------|----------------|-------------------------------|-------------|
| 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 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.

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Language 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.

| <b>Noun – object / action /situation</b> | <b>Person / people</b> | <b>Adjective</b> |
|--|------------------------|------------------|
| 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.

|   |
|---|
| Language Level: B1<br>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).

|  |
|--|
| <p>The Gaelic Athletic Association<br/>         ____ 1 November 1984 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.</p> |
|--|

|   |
|---|
| 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 21<sup>st</sup>, summer, Christmas, the weekend, 2009, the next day, that time*

|           |  |
|-----------|--|
| <b>at</b> |  |
| <b>on</b> |  |
| <b>in</b> |  |

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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)*

|           |  |
|-----------|--|
| <b>at</b> |  |
| <b>in</b> |  |

### 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-buy-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.

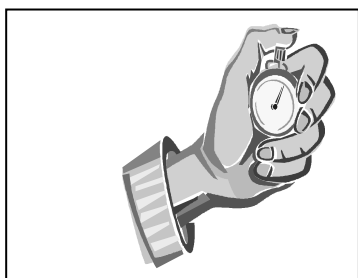
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4) Title: \_\_\_\_\_

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 1867 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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Individual / pair

## 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 1984 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**

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

**Prepositions of place, page 11**

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

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**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.