

LESSON
1.



LESSON DESCRIPTION

The lesson will detail the first major attempt at a peace settlement after the introduction of direct rule in 1972. The Key Information will state what the Sunningdale Agreement was and why it was opposed as well as how it was brought to an end by the UWC strikes.

LESSON INTENTIONS

1. Understand how the new Northern Ireland government was structured and what role it played in the Sunningdale Agreement
2. Explain why there was opposition to the agreement and why it collapsed
3. Demonstrate objectives 1 & 2 through digital media

LESSON OUTCOMES

- Be able to describe what the Sunningdale Agreement was and what it was trying to achieve.
- Be able to summarise the reasons why many unionists opposed the agreement and how this led to the UWC strike.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 1 Key Information
- M3L1Tasksheet
- Comic Creation Storyboard
- Digital Imaging Design Sheet

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Image Editing Software e.g. GIMP

HARDWARE

- Whiteboard
- PCs / Laptops

MODULE 3. PATHWAYS TO PEACE
1: THE SUNNINGDALE AGREEMENT



ACTIVITY	LEARNING OUTCOMES
<p>Starter - Play Suggested Additional Resource 1 from the Key Information. The video will give students an overview of the signing of the Sunningdale Agreement and the UWC strike which ended it.</p>	<p>Watching the video clip will summarise the events detailed in the Key Information and help the students meet the objectives of the lesson.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Extension Activities as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in pairs to research and discuss issues relating to the signing and collapse of the Sunningdale Agreement.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary - Engage the students in a discussion which compares the current NI government to the proposed NI government from the Sunningdale Agreement – why was the Good Friday Agreement accepted and Sunningdale not?</p> <p>*Depending on which task the students completed will depend on how much knowledge they have of the Good Friday Agreement / the Assembly and Executive. If necessary, give pupils a brief explanation of the Good Friday Agreement.</p>	<p>The brief discussion gives students the opportunity to think about how attitudes in Northern Ireland had changed between the Sunningdale Agreement and the Good Friday Agreement.</p>



THE SUNNINGDALE AGREEMENT

PROPOSAL

As a result of increasing violence, on 30th March 1972 Northern Ireland came under direct rule from Westminster. **In an attempt to restore peace through political means, on 20th March 1973 the British government proposed a 78 member Northern Ireland Assembly and a separate Council of Ireland.** The assembly was to replace the suspended Northern Ireland government with the hope that it would not be unionist dominated, making it acceptable to nationalists. The Council of Ireland would be made up of representatives from the Irish government and the new Northern Ireland government. The idea was that the British government would have control over law, order and finance and the Council of Ireland and new Northern Ireland government would act in a consultancy role.

WHAT WAS DIRECT RULE?

The Northern Ireland government was suspended and Northern Ireland was to be ruled directly from London.

THE NORTHERN IRELAND ASSEMBLY

The elections for the new Northern Ireland Assembly took place on the 28th June 1973. Those in favour of the British government's proposals - the Social Democratic and Labour Party (SDLP), Ulster Unionist Party (UUP) and the Alliance Party (AP) - won a clear majority of 52 seats to 26. Despite this, an influential minority within the Ulster Unionist Party opposed such an agreement between Northern Ireland and the Republic of Ireland.

1973 NI ASSEMBLY RESULTS			
PRO-AGREEMENT		ANTI-AGREEMENT	
Party	Seats	Party	Seats
Ulster Unionist Party	24	Democratic Unionist Party	8
Social Democratic and Labour Party	19	Ulster Unionist Party	7
Alliance Party	8	Vanguard Progressive Unionist Party	7
Independent Unionist	1	West Belfast Loyalist Coalition	3
		Labour (NI)	1



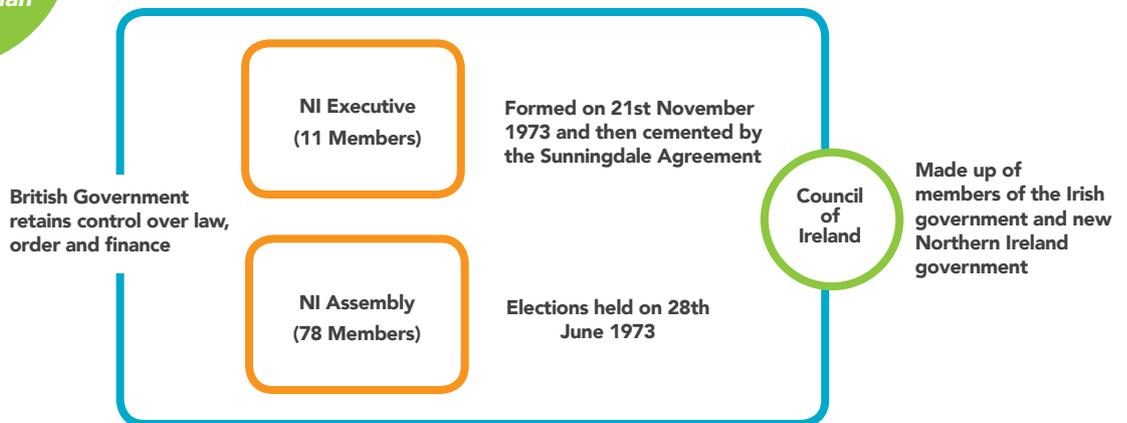
Signatories of the Sunningdale Agreement (front row centre are Liam Cosgrove and Brian Faulkner)

THE NORTHERN IRELAND EXECUTIVE

Following the elections a series of talks on 5th October were held at Stormont castle by Secretary of State, William Whitelaw, discussing the formation of a new executive to govern Northern Ireland. On the 21st November, the 3 parties in favour of the British government’s proposals reached agreement on a new Northern Ireland Executive. The new executive consisted of 6 UUP members, 4 SDLP and 1 AP. Brian Faulkner, leader of the UUP was selected to be Chief Executive and Gerry Fitt, leader of the SDLP was selected as Deputy Chief Executive. Regardless of this, many members of the UUP remained deeply divided on participation. There was unionist resentment at the idea of interaction and collaboration with the Republic of Ireland.

THE SUNNINGDALE AGREEMENT

After an agreement on an executive for Northern Ireland was clarified, attentions changed to creating a Council of Ireland. The talks for these were held in Sunningdale, Berkshire, between the 6th and 9th December 1973. The talks involved Edward Heath (British Prime Minister), Liam Cosgrave (Irish Taoiseach) and the three pro-agreement parties. The agreement was announced on the 9th December 1973 and became known as the **Sunningdale Agreement**. The agreement involved a power-sharing Northern Ireland Executive and a cross-border Council of Ireland.



THE COUNCIL OF IRELAND		
Function...	Executive functions of the Council of Ireland limited to “tourism, conservation, and aspects of animal health”. The idea was to motivate co-operation between Northern Ireland and the Republic of Ireland.	
Elements...	Council of Ministers	Consultative Assembly
Role of each element...	Had executive, harmonising and consultative role.	Had an advisory and review function.
Element comprised of...	7 members from NI Executive and 7 from Irish Government.	30 members from the NI Assembly and 30 members from Dáil Éireann.

DISCUSSION

Why were Unionists not happy with the Sunningdale Agreement?



An anti-Sunningdale poster from the Ulster Unionist Party, 1974

UNIONIST REACTION TO SUNNINGDALE

- >> Many unionists saw the link with the Republic of Ireland via the Council of Ireland as a step toward their fears of a united Ireland.
- >> The day after the agreement on the 10th December, loyalist paramilitaries announced a coalition of their own including the Ulster Volunteer Force (UVF) and Ulster Defence Association (UDA), called the Ulster Army Council. Their aim was to prevent any moves towards a united Ireland – by any means necessary.
- >> January 1974 saw the resignation of Brian Faulkner as leader of the UUP. The party had voted against further participation in the Sunningdale Agreement.
- >> Further opposition mounted with the creation of the United Ulster Unionist Council. The UUUC combined the Ulster Unionist Party with the Vanguard Progressive Unionist Party and the Democratic Unionist Party.
- >> When a UK general election took place in February 1974, the UUUC won by a landslide taking 11 out of 12 Northern Irish seats. Pro-assembly unionists did not win a single seat. In April at a party conference, the UUUC agreed upon a policy which aimed to end power sharing, hold new elections and end the Council of Ireland.

ULSTER WORKERS COUNCIL STRIKE AND THE COLLAPSE OF THE SUNNINGDALE AGREEMENT

The Ulster Workers Council was a loyalist organisation set up in 1974 to organise and co-ordinate unionist opposition of the Sunningdale Agreement and power sharing arrangements. The UWC soon became the most prominent form of loyalist opposition with full backing from the UUUC and UDA. When their demand for new elections for the Northern Ireland Assembly fell on deaf ears, the UWC responded by threatening a general strike. Following a large meeting on the 13th May a general strike was agreed. The UWC strike began on 15th May 1974 and ended on 29th May. In this time, the UWC with the support of the Ulster Army Council and a majority of the Protestant workforce brought Northern Ireland to a standstill. To maximise disruption to Northern Ireland and to put pressure on the British government, the UWC employed a number of tactics, both violent and nonviolent.

The strike ended on 29th May after Chief Executive of the NI Executive, Brian Faulkner and his pro-assembly Unionist supporters resigned. Their resignation was a result of the British government’s refusal to negotiate with the UWC. The assembly and the executive collapsed and direct rule was again brought into effect in Northern Ireland.



PERSPECTIVES

2. "I am very happy about the bombings in Dublin. There is a war with the [Republic of Ireland] and now we are laughing at them."

Press officer for the UDA and the UWC Strike Committee, Sammy Smyth in response to the UVF bombing of Dublin, 17th May 1974

1. "...the vehicle that would trundle Unionists into a united Ireland."

SDLP politician Hugh Logue referring to the Council of Ireland whilst giving a speech at Trinity College, Dublin, 17th January 1974

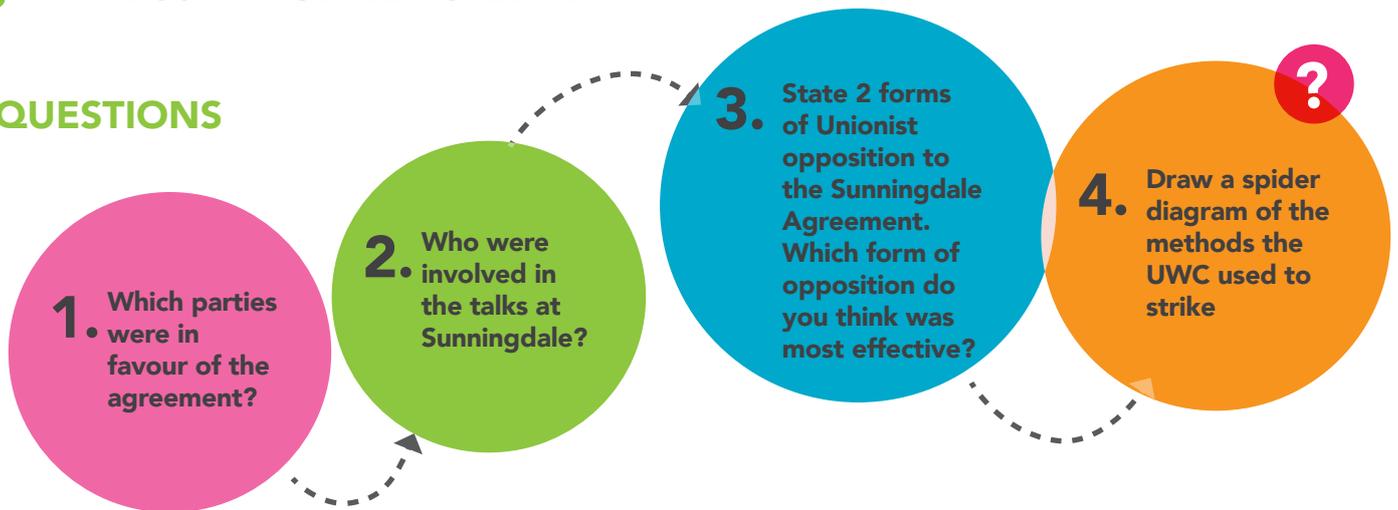
3. "Who do these people think they are?"

British Prime Minister Harold Wilson referring to the strikers in a speech on 25th May 1974

4. "...after five months of being able to work together, Catholic and Protestant, I hope that one thing can remain - that we do not attack each other on a sectarian basis ever again" .."

His final words in the Executive meeting room, Chief Executive Brian Faulkner, 28th May 1974

QUESTIONS



EXTENSION ACTIVITY 1:

The Sunningdale Agreement met a lot of resistance from Unionists and Loyalists. Explain the main reason for this.

EXTENSION ACTIVITY 2:

Write a summary of what Sunningdale hoped to achieve and why it collapsed.

TASK 1

A key factor in the collapse of the Sunningdale Agreement was the inclusion of the Council of Ireland. At the signing of the agreement were Edward Heath (British Prime Minister), Liam Cosgrave (Irish Taoiseach) and representatives from the three pro-agreement parties (Alliance Party, SDLP and UUP).

Should the anti-agreement parties have been invited to talks? Consider whether or not the Sunningdale Agreement would've been signed had the anti-agreement representatives had been invited to the talks.

TASK 2:

The Sunningdale Agreement was quite similar to the Good Friday Agreement of 1998 which devolved power to Northern Ireland, involved cross border co-operation and established an Assembly and a power sharing Executive. Although there was a minority of both communities that did not agree with the terms of the Good Friday Agreement, the majority of people, politicians and paramilitaries were willing to agree to end the conflict in Northern Ireland.

Why do you think that both communities in 1998 were more willing to accept a power sharing agreement than in 1974?

ALTERNATE TASK

- In pairs, students will complete the M3L1Tasksheet.
- Each pair will use the Key Information as a starting point to research the topic, answer the questions on the task sheet and complete the task.
- Use research and *Suggested Additional Resource 4* to find out more information on the Good Friday Agreement and the NI Assembly and Executive.

SUGGESTED ADDITIONAL RESOURCES



1. <http://www.bbc.co.uk/programmes/p016l0gn> - Sunningdale and the UWC strike



2. <http://www.rte.ie/archives/exhibitions/1861-strikes-pickets-and-protests/469857-commercial-life-disrupted-by-general-strike/> - Loyalist Strike in Northern Ireland



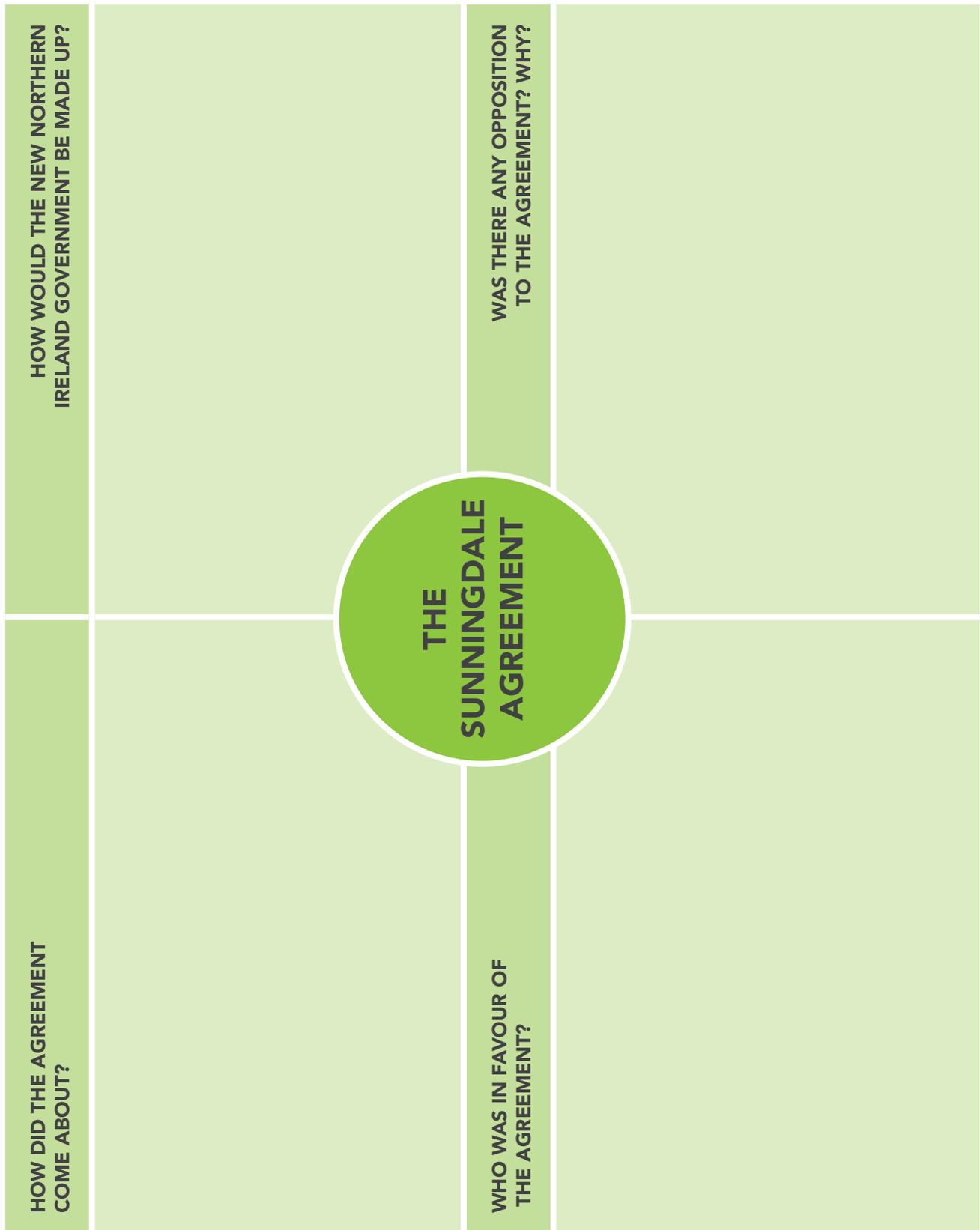
3. <http://www.youtube.com/watch?v=lwDMo5PcszQ> – The UWC Strike



4. http://education.niassembly.gov.uk/post_16/the_assembly_and_executive/video - Explanation of the modern Assembly and Executive



5. http://news.bbc.co.uk/onthisday/hi/dates/stories/december/9/newsid_2536000/2536767.stm - On This Day – 1973 Sunningdale Agreement Signed



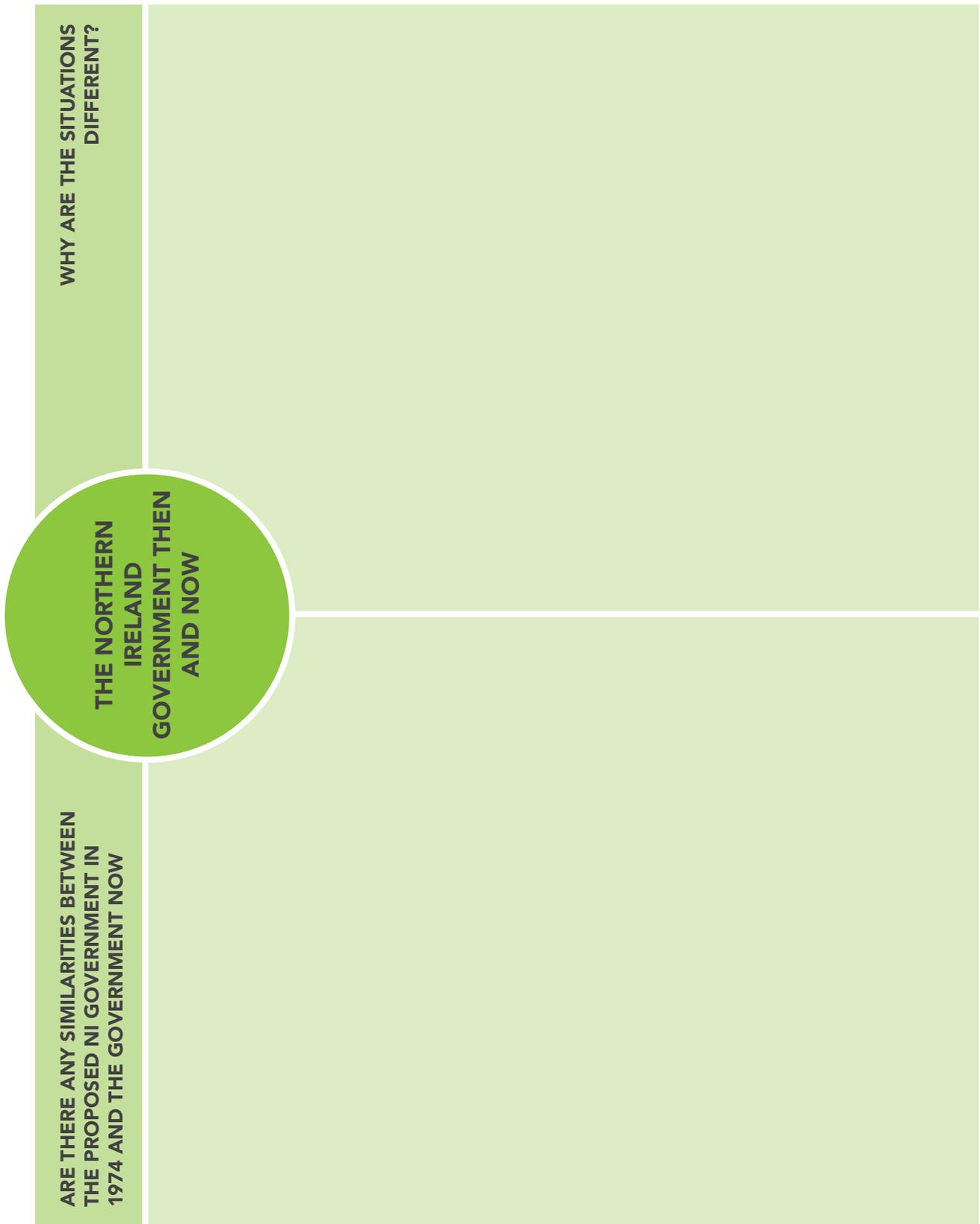
WHAT METHODS DID THE UWC
USE DURING THEIR STRIKE?

**THE
UWC
STRIKE**

HOW DID THE UWC STRIKE BRING
ABOUT THE END OF THE AGREEMENT?



MODULE 3. PATHWAYS TO PEACE
1: THE SUNNINGDALE AGREEMENT





DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a comic which explains what the Sunningdale Agreement was and how the Ulster Workers Council strike caused its collapse. Students will research the topics by reading the Key Information and if possible, performing extra research on the internet. (Alternatively, images and information may be sourced by the teacher prior to the lesson).

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard

DO

Students will use images and speech bubbles/caption boxes to explain what the Sunningdale Agreement was and how it collapsed. Students will use at least 3 images that they have sourced. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

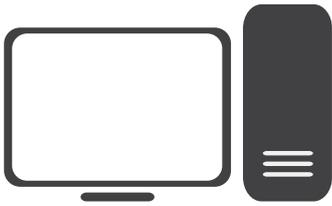
REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.

Alternative Task

In pairs, students will create one comic each. One student will create a comic which answers the question, "What was the Sunningdale Agreement?" and the other student will create a comic which answers the question "Why did the Sunningdale Agreement collapse?" Students will work collaboratively to ensure that their comic designs are consistent and that it has a front cover.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will manipulate an image to explain how the Ulster Workers Strike contributed to the collapse of the Northern Ireland Executive.

Students will research suitable images. Choosing 1 image, students will edit it and add text to explain how the UWC strike contributed to the collapse of the NI Executive.

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find. Advise students that it is best to try and source medium/large images.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.

ALTERNATE TASK

Split the class into 2 groups. Each student from group 1 will research images connected to the Sunningdale Agreement, whilst students from group 2 will research images connected to the Ulster Workers Council strike. Students from each group will then edit and add text to their image to explain what the Sunningdale Agreement was and what the UWC strike was. Students will then export and share their work with one another.

