

**LESSON**  
**2.**



**LESSON DESCRIPTION**

The Anglo-Irish Agreement was an attempt by the British and Irish governments to end violence in Northern Ireland and address the political gains made by Sinn Féin. Despite both governments reaching an agreement, both sides of the community in Northern Ireland were opposed to the agreement. The lesson describes what the agreement was and why there was opposition to it within Northern Ireland.

**LESSON INTENTIONS**

1. Explain why the Anglo-Irish Agreement was signed and state the conditions of the agreement
2. Contrast the responses to the agreement from different communities
3. Demonstrate intentions 1 & 2 through digital media

**LESSON OUTCOMES**

- Be able to summarise what the Anglo-Irish Agreement was and how the different communities in Northern Ireland viewed the Agreement.
- Students will be able to describe the different reasons why unionists and republicans opposed the agreement.
- Employ ICT skills to express an understanding of the topic.

**HANDOUTS AND GUIDES**

- Lesson 2 Key Information
- M3L2Quote Task
- 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



(c) RTE Stills Library

ACTIVITY	LEARNING OUTCOMES
<p><b>Starter</b> – Watch <b>Suggested Additional Resources 3</b> with the students. The video will help to explain what the Anglo Irish Agreement was.</p>	<p>Watching the video will introduce students to some of the political parties who were active during the Troubles and help them to understand the intentions of these parties.</p>
<p><b>Using the Key Information, teachers will have a choice of activities to engage students.</b></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 learn through interaction with one another. Students will use an “each one, teach one” and clustering approach to engage the topic.</p> <p><b><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></b></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning intentions.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&amp;A.</p> <p>The questions on the Key Information are designed to meet the learning objectives through the students understanding 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><b>Plenary</b> – Read <b>Perspectives 2</b> to the class. This is an excerpt of a speech made by Ian Paisley to approximately 100,000 people in opposition to the Anglo Irish Agreement. Why did so many people oppose the Anglo Irish Agreement?</p>	<p>By discussing the quote students will gain an understanding of what the Anglo Irish Agreement was and why it didn't appeal to the Unionist community (to the extent there was a campaign against it).</p>

KEY  
INFORMATION  
2.

# THE ANGLO-IRISH AGREEMENT

## BACKGROUND TO THE AGREEMENT

In 1981 Sinn Féin made the decision to contest elections and enter mainstream politics. In what became known as the 'Armalite and Ballot Box' strategy, Sinn Féin contested elections whilst the Provisional IRA continued their violent campaign in Northern Ireland and also began bombing targets in mainland UK. By 1985, it was obvious that Sinn Féin were a rising force in politics and the Provisional IRA weren't slowing down. With a growing fear that more voters would begin to support Sinn Féin and in an attempt to stall the PIRA's bombing campaign, the British and Irish governments signed the Anglo-Irish Agreement.

## THE AGREEMENT

The agreement was signed by both governments of Britain and the Republic of Ireland on the 15th November 1985. The pact signed by British Prime Minister Margaret Thatcher and Irish Taoiseach Garret FitzGerald was an attempt to bring an end to the hostilities and troubles of Northern Ireland. Ideally the agreement would help persuade unionist politicians back to a devolved power sharing government for Northern Ireland whilst improving Anglo-Irish relations (*a number of unionist politicians had rejected a similar agreement in 1973 - The Sunningdale Agreement*).

### WHAT WAS DEVOLUTION?

Devolution was the process of transferring power to a lower level of government i.e. transferring power from Westminster to a new power sharing government of NI.

The conditions of the agreement were:

- The agreement helped establish an advisory role for the Irish government in any future Northern Ireland government
- Both sets of governments agreed that the status of Northern Ireland would remain unchanged unless the majority of its people voted for a united Ireland
- The agreement created the Anglo-Irish Intergovernmental Conference. The conference included officials from both British and Irish governments concerning political, legal, cross border and security issues in Northern Ireland

The conference between the British and Irish governments expected a unionist return to a power sharing Northern Ireland government. However, the agreement led to a further division of the two communities of Northern Ireland despite it being successful in co-operation between British and Irish governments. The agreement was supported by a majority of politicians in both governments and of the main parties in Northern Ireland, it was supported by the Social Democratic and Labour Party (SDLP) and the Alliance Party.



Margaret Thatcher and Garret FitzGerald signing the Anglo-Irish Agreement

(c) RTÉ Stills Library



Above:  
 Sinn Féin  
 President Gerry  
 Adams  
 Below: Then leader  
 of the DUP, Ian  
 Paisley

**RESPONSE TO THE ANGLO-IRISH AGREEMENT**

**Unionists and loyalists opposed the Agreement because...**

- ...unionist politicians were excluded from negotiations that led to the agreement
- ...by giving the Irish government a say in the affairs of NI, it was viewed as a threat to its place in the UK
- ...unionists would be excluded from power until they accepted a new devolved power sharing government

**UNIONIST**

Led by the Democratic Unionist Party and the Ulster Unionist Party a unionist anti-agreement campaign began. Under the slogan 'Ulster Says No', forms of protest included mass rallies, strikes and civil disobedience.

In December 1985, in opposition to the Agreement, 15 Unionist Members of Parliament resigned their seats in Westminster.

**LOYALIST**

Although the reaction was less severe than the governments expected, loyalist paramilitaries increased their attacks on Catholics and began to target RUC officers

The Agreement found support mainly from the nationalist community and in particular the Social Democratic and Labour Party (SDLP).

**NATIONALIST**

The SDLP were in favour of the Agreement given their political approach to a united Ireland.

Republicans opposed the Agreement because it confirmed Northern Ireland's status as part of the UK.

**REPUBLICAN**

The Agreement was criticised by Sinn Féin President Gerry Adams who felt that the formal recognition of the partition of Ireland outweighed any kind of consultative role given to the Irish government.

The PIRA continued their campaign of shootings and bombings.

1.))) DISCUSSION

What were the positive outcomes of the Anglo-Irish Agreement?

2.))) DISCUSSION

What were the negative outcomes of the Anglo-Irish Agreement?

### 'ULSTER SAYS NO'

In opposition to the agreement, a Unionist anti-agreement campaign started. Under the slogan 'Ulster Says No', it was led by the **D**emocratic **U**nionist **P**arty and **U**lster **U**nionist **P**arty. The forms of protests included mass rallies, strikes and civil disobedience. The DUP and UUP created a petition against the agreement (which received 400,000 signatures) culminating in a large rally outside Belfast City Hall, on the 23rd November 1985. The rally was attended by almost 100,000 people and included a powerful address from Ian Paisley (See **Perspectives 2**). A national outcry of opposition had not been seen since the signing of the **1912 Ulster Covenant**. Paisley also wrote several letters in protest to both Margaret Thatcher and Garret Fitzgerald. Furthermore, in December of 1985, 15 Unionist Members of Parliament resigned from the British House of Commons.

### THE OUTCOME OF THE AGREEMENT

The agreement attempted to bring about peace and stability to Northern Ireland. However, these objectives were not met. The communities of Northern Ireland felt little effect of the agreement and in many instances opposed it. For those that supported it, the agreement made little to no difference to their lives. For those that opposed it, they felt much resentment to the fact that the agreement existed. The two communities in Northern Ireland remained divided. Nevertheless, it did improve co-operation between the British and Irish governments. The Anglo-Irish Agreement remained in place until the Good Friday Agreement was put into effect on 2nd December 1999.



An Anglo-Irish Agreement protest in NI, 15th November 1985

(c) RTÉ Stills Library

# PERSPECTIVES

1.. "the formal recognition of the partition of Ireland... [is] a disaster for the nationalist cause... [it] far outweighs the powerless consultative role given to Dublin".

*Sinn Féin leader, Gerry Adams*

2. "Where do the terrorists operate from? From the Irish Republic! That's where they come from! Where do the terrorists return to for sanctuary? To the Irish Republic! And yet Mrs Thatcher tells us that that Republic must have some say in our Province. We say never, never, never, never!"

*Democratic Unionist Party Leader, Ian Paisley, 23rd November 1985*

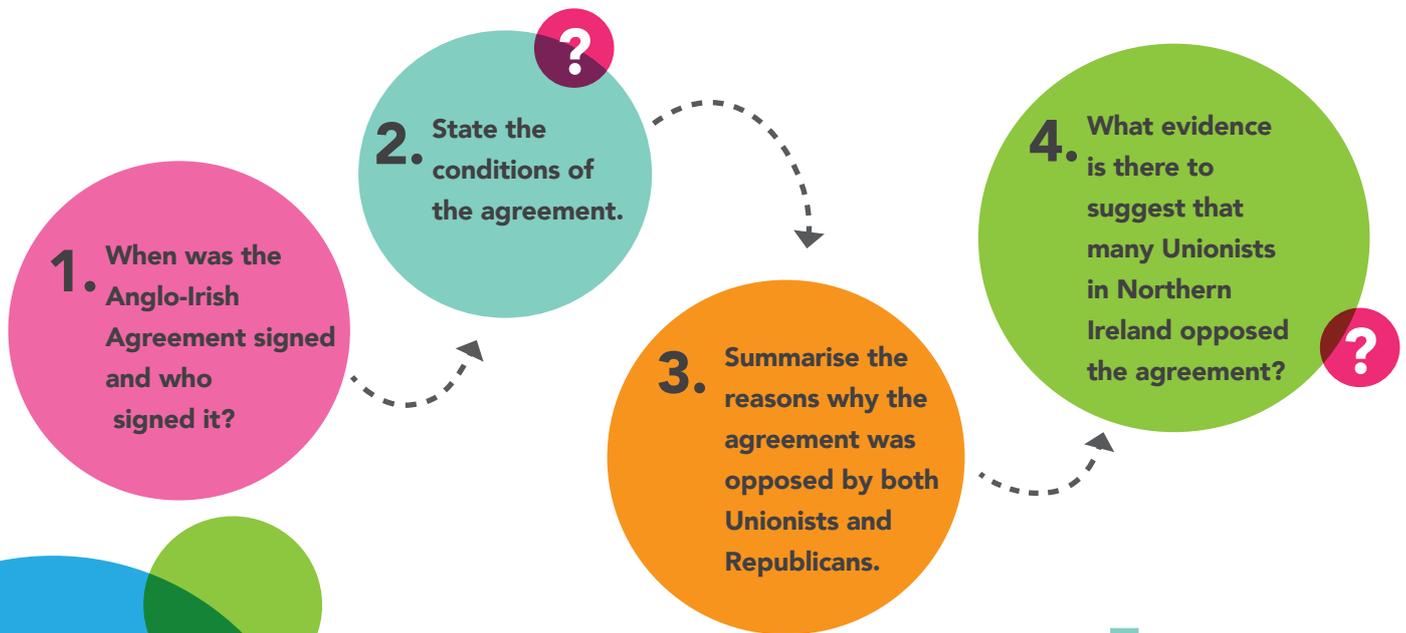
3. "I had come to the conclusion that I must now give priority to heading off the growth of support for the IRA in Northern Ireland by seeking a new understanding with the British Government, even at the expense of my cherished, but for the time being at least clearly unachievable, objective of seeking a solution through negotiations with the Unionists."

*Garret FitzGerald in his autobiography All in a Life (1991)*

4. "I started from the need for greater security, which was imperative. If this meant making limited political concession to the South, much as I disliked this kind of bargaining, I had to contemplate it."

*Margaret Thatcher in her autobiography The Downing Street Years (1993)*

## QUESTIONS



### EXTENSION ACTIVITY 1:

Highlight what you believe to be any positive outcomes from the Agreement.

### EXTENSION ACTIVITY 2:

Assess Perspectives 3 & 4. What do you think the quotes from each leader say about the signing of the Anglo-Irish Agreement?

## TASK 1

In May 1984, the New Ireland Forum Report outlined three alternative structures for a 'new Ireland'. These were:

- A unitary state (i.e. a united Ireland)
- A federal/confederal state (a state comprising of Northern Ireland and Republic of Ireland)
- Joint Authority (the British and Irish governments would have joint responsibility for all aspects of the government of Northern Ireland)

In response to these suggestions, British PM Margaret Thatcher famously said:

"I have made it quite clear ... that a unified Ireland was one solution that is out. A second solution was confederation of two states. That is out. A third solution was joint authority. That is out. That is a derogation from sovereignty. We made that quite clear when the Report was published. Northern Ireland is part of the United Kingdom. She is part of the United Kingdom because that is the wish of the majority of her citizens. The majority wish to stay part of the United Kingdom." 19th November 1984

### IN GROUPS, ANSWER THE FOLLOWING QUESTIONS:

- a) What was the New Ireland Forum and who was involved? (You may want to research this)
- b) Are there any similarities between the suggestions of the forum and the outcome of the Anglo-Irish Agreement?
- c) Read Perspectives 4 and compare it to the above quote. Why do you think that Margaret Thatcher changed her political stance about Northern Ireland?

## TASK 2

Throughout September 1912, in opposition to the proposed Third Home Rule Bill, just under 500,000 Ulster men and women signed the Ulster Covenant. In November 1985, in opposition to the signing of the Anglo-Irish Agreement, approximately 400,000 people signed a petition and around 100,000 turned out for a mass rally at Belfast City Hall.

### IN GROUPS, ANSWER THE FOLLOWING QUESTIONS:

- a) Discuss if there are any similarities between the Third Home Rule Bill and the Anglo-Irish Agreement. (You may want to research this)
- b) Consider the opposition that the Unionist community demonstrated in 1912 and 1985. In your opinion, assess the possible reasons why most of the Unionist community were prepared to accept the Irish government's participation in the Good Friday Agreement in 1998.

### ALTERNATE TASK

- In pairs, students will discuss and complete M3L2QuoteTask.
- Students will use the Key Information to complete the document (extra research may be employed to help complete the task).
- Upon completion, discuss the differing views towards the agreement. What was the agreement trying to achieve? Why did it fail? (This may take the form of a group discussion or a whole class discussion).

### SUGGESTED ADDITIONAL RESOURCES

- 1)  <http://www.bbc.co.uk/learningzone/clips/protests-against-the-anglo-irish-agreement/11506.html> - Protests against the Anglo Irish Agreement
- 2)  [http://www.bbc.co.uk/history/topics/troubles\\_politics](http://www.bbc.co.uk/history/topics/troubles_politics) - Politics in the Troubles
- 3)  [http://www.bbc.co.uk/history/topics/troubles\\_peace#p016kfwx](http://www.bbc.co.uk/history/topics/troubles_peace#p016kfwx) – Peace in the Troubles
- 4)  <http://www.thejournal.ie/margaret-thatcher-ireland-haughey-north-861575-Apr2013/> - 6 Key Moments that defined Margaret Thatcher's relationship with Ireland
- 5)  <http://cain.ulst.ac.uk/events/aia/sum.htm> - Anglo-Irish Agreement Summary of Events

**MODULE 3. PATHWAYS TO PEACE**  
**2: THE ANGLO-IRISH AGREEMENT**

<p>"the formal recognition of the partition of Ireland... [is] a disaster for the nationalist cause... [it] far outweighs the powerless consultative role given to Dublin".</p>			
<p>"I started from the need for greater security, which was imperative. If this meant making limited political concession to the South, much as I disliked this kind of bargaining, I had to contemplate it."</p>			
<p>"I had come to the conclusion that I must now give priority to heading off the growth of support for the IRA in Northern Ireland by seeking a new understanding with the British Government, even at the expense of my cherished, but for the time being at least clearly unachievable, objective of seeking a solution through negotiations with the Unionists."</p>			
<p>"Where do the terrorists operate from? From the Irish Republic! That's where they come from! Where do the terrorists return to for sanctuary? To the Irish Republic! And yet Mrs Thatcher tells us that that Republic must have some say in our Province. We say never, never, never, never!"</p>			
<p><b>WHO SAID THIS?</b></p>	<p><b>PRO-AGREEMENT?</b></p>	<p><b>WHAT DO YOU THINK THIS PERSON WAS TRYING TO SAY?</b></p>	





# DIGITAL TASKS

## COMIC CREATION TASK



### TASK DESCRIPTION

**Students will create a comic which explains what the Anglo Irish Agreement was, who supported it and who was against it.** Students will research the topic 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 describe each event. 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 Anglo Irish Agreement?" and the other student will create a comic which answers the question "Who supported the Agreement and who was against it?" 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 communicate Unionist opposition to the Anglo Irish Agreement (See Perspectives 2 from the Key Information). Students will research suitable images. Choosing 1 image, students will edit it and add text to explain why Unionism opposed the Agreement.*

### 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.