

# QUESTIONS & ANSWERS



## LESSON 1 // CLIMATE OF REVOLUTION INTRODUCTORY QUESTIONS

### 1. In which country did a protest against a University take place?

France

### 2. Why were there so many protests in the 1960s?

The answer to this question will centre on televised protests from around the world and the inspiration generated from this.

### 3. What happened in America between 1st December 1955 – 20th December 1956?

The Montgomery Bus Boycotts.

### 4. Name 3 forms of protest that American Civil Rights activists used.

Boycotts, Sit-ins and Marches.

### 5. Who was Rosa Parks?

A description of Rosa Parks will be given based on the information within the Montgomery Bus Boycott section of the Key Information.

## EXTENSION

### What were the 2 acts passed as a result of the American Civil Rights protest? Explain each briefly in your own words.

The Civil Rights Act, 1964 and The Voting Rights Act, 1965. Descriptions will be given based on information from the Key Information.

## PROGRESSION QUESTIONS

### 1. Explain what the Jim Crow laws were.

This question will be answered by paraphrasing information from the Key Information.

*"The 'Jim Crow' laws led to the segregation of public schools, public places, public transportation, restrooms, restaurants and drinking fountains for whites and blacks. The U.S. military was also segregated." The student's answer should make mention of segregation.*

### 2. Describe how African-Americans in America were discriminated against during the 1950s and 1960s.

Students will use examples from the Key Information to detail how African-Americans were discriminated against. These may include...

- The Jim Crow laws – segregation of public schools, transportation, restrooms, restaurants, drinking fountains and the military
- Racial violence from civilians and the police
- Voting was made more difficult for African Americans
- Employment discrimination



**3. Draw a spider diagram with each location highlighted above and give a brief summary of the civil rights issues in each.**

Students will construct a spider diagram which briefly describes each protest from around the world.

**EXTENSION ACTIVITY:**

**Imagine you are an African-American living in North Carolina in 1960 and you have to use a separate counter from the white people to get your lunch, how does this make you feel? (1 paragraph).**

Answering this question will encourage students to gain a different perspective on the events of the time.

## LESSON 2 // THE EMERGENCE OF NICRA INTRODUCTORY QUESTIONS

**1. What date was the Northern Ireland Civil Rights Association formed on?**

6th February 1967

**2. What 4 events were linked to the formation of the Northern Ireland Civil Rights Association?**

- The Education Act 1947
- The formation of The Campaign for Social Justice
- The general election of October 1964
- The American Civil Rights Movement

**3. Complete the table below.**

EVENT	DATE	WHAT HAPPENED
The Caledon Protest	20th June 1968	Protestors illegally occupied a house to protest against discrimination of housing allocation
NICRA March in Derry/ Londonderry	5th October 1968	NICRA marched in Derry/Londonderry to protest against housing allocation and unemployment. The march was broken up when the RUC baton charged the crowd. The events were televised across the world.
The first civil rights march by NICRA	24th August 1968	NICRA and the CSJ marched from Coalisland to Dungannon to protest against housing allocation in the Dungannon area.

**4. How did the events of 5th October 1968 in Derry/Londonderry reach people around the world?**

It was captured by television cameras and reported worldwide by news agencies.



**EXTENSION ACTIVITY:**

**1. Why do you think the events of 5th October 1968 caused outrage across the world?**

This answer should point towards the heavy handed tactics of the RUC on the civil rights march, as televised across the world.

**2. Pick one of the events which were linked to the formation of NICRA and explain how it may have inspired people to protest for civil rights.**

Students will pick one of the events and based on the information in the Key Information they will, in their own words, describe how people were inspired by this event. Lesson 2 // The Emergence Of NICRA

**PROGRESSION QUESTIONS**

**1. Explain why the 1947 Education Act may have impacted upon those at the forefront of the civil rights movement.**

Students answers will highlight how the Education Act made school compulsory until the age of 15 and how the introduction of University grants enabled many people to attend university for the first time. The act gave some people the education and the confidence to question how the government were ruling the country.

**2. Give an example of one such person whose access to education may have motivated them to become involved in the civil rights movement?**

Any one of John Hume, Bernadette Devlin, Austin Currie or Michael Farrell.

**3. 3 significant events happened in 1968, what were they and how were they linked?**

The events were the Caledon Protest, the first civil rights march and the NICRA march of 5th October 1968 in Derry/Londonderry. The link between the events is that they were all civil rights protests.

**4. The events on the 5th October 1968 were captured on television and broadcast to a worldwide audience. What effect may this have had on a. NICRA and b. the Unionist government of Northern Ireland?**

Due to the broadcasting of the event on TV, a) NICRA may have gained more support and b) the Unionist government may have come under pressure to make concessions to the protestors.

**EXTENSION ACTIVITY:**

**The Caledon Protest took place to demonstrate against discrimination in housing allocation. Why did many people think it was unfair that Emily Beattie had been allocated the house in the first place?**

Using the Key Information, students will describe the circumstances surrounding the Caledon Protest and critically examine the reasons why some people thought it was unfair. Students answers should reference the points – unmarried 19 year old Protestant vs. married Catholic families and the fact that Emily Beattie was the secretary of a local unionist politician.



## LESSON 3 // THE FORMATION AND DEMANDS OF NICRA

### INTRODUCTORY QUESTIONS

1. Complete the table below.

	Unionist population	Nationalist population	Elected Members
North Ward	4,500	2,000	8
South Ward	1,000	10,000	8
Waterside Ward	3,500	2,000	4

2. Is there any figure that stands out in the above table?

The answer to this question should point towards the massive difference in population in the South Ward: 10,000. Some students may relate this figure to the number of councillors it is responsible for electing.

3. Using this figure, explain what gerrymandering means.

The answer should highlight the fact that even though nationalists were in majority in the city, they did not feel represented in local government due to the drawing up of electoral boundaries. The majority of nationalists lived in one ward, which alone could not dictate control of the Londonderry Corporation.

*"Despite the nationalist population being greater than the unionist population, unionists ran the city council. This was due to drawing up of electoral boundaries – the city was split into 3 wards. As the majority of nationalists lived in the South Ward, they could only affect the outcome of elected members for that ward."*

#### EXTENSION ACTIVITY:

**Pick 2 demands of NICRA and explain them in detail.**

Students will pick any 2 demands of NICRA and in their own words, describe what these demands were.

### PROGRESSION QUESTIONS

1. In your own words, explain what gerrymandering means.

The answer should highlight the fact that even though nationalists were in majority in the city, they did not feel represented in local government due to the drawing up of electoral boundaries. The majority of Nationalists lived in one ward, which alone could not dictate control of the Londonderry Corporation.

*"Despite the nationalist population being greater than the unionist population, unionists ran the city council. This was due to drawing up of electoral boundaries – the city was split into 3 wards. As the majority of nationalists lived in the South Ward, they could only affect the outcome of elected members for that ward."*



**2. Draw a diagram which represents a map of Derry/Londonderry. Label the different wards and detail the population and elected members in each ward.**

Students will look at the figures in the table on the Key Information and create a diagram which communicates the different wards, population and elected members of the city council in Derry/Londonderry.

**3. Draw a spider diagram representing the main demands of NICRA.**

Students will draw a spider diagram highlighting the demands of NICRA.

**EXTENSION ACTIVITY:**

**Read Perspective 1. Gregory Campbell suggests that the alleged religious discrimination at that time was in fact class discrimination. In your own words, explain what this means.**

Students will use quote number 1 from Perspectives to explain what the difference was between religious discrimination and class discrimination. The answer should highlight that religious discrimination is based on faith whereas class discrimination is based on wealth. Some students may use Campbell's quote and their explanations to explain why there may have been a difference in opinion when it came to civil rights.

**LESSON 4 // OCTOBER '68 - AUGUST '69: CONFLICT ERUPTS.**

**INTRODUCTORY QUESTIONS**

**1. Why were people protesting on 9th October 1968?**

They were marching to demonstrate against the apparent police brutality during a civil rights march in Derry/Londonderry on 5th October 1968.

**2. What group were formed that evening and name 1 of their founders.**

- People's Democracy
- Bernadette Devlin or Michael Farrell

**3. What group were formed on 30th July 1969?**

The Derry Citizen's Defence Association (DCDA)

**4. In your own words, write a paragraph summarizing the events of the Battle of the Bogside.**

Students will summarize the events of the Battle of the Bogside. The answer should highlight nationalists' fear of the Apprentice Boys march, the stand off and subsequent riot between residents of the Bogside and the RUC, and the deployment of the British Army on the streets of Derry/Londonderry.

**EXTENSION ACTIVITY:**

**Starting 5th October 1968 with the march in Derry/Londonderry and ending 14th August 1969, construct a timeline detailing events within this time period which raised tension in Northern Ireland.**

Students will read through the information and highlight what they consider to be the main events in this time period. They will then construct a timeline to show how these events unfolded chronologically.



## PROGRESSION QUESTIONS

### 1. Why was the People's Democracy formed?

The People's Democracy was formed in response to violence at a civil rights march in Derry/Londonderry on 5th October 1968. Students should also reference that their demands were similar to NICRA.

### 2. Why would nationalists have been outraged by the incident at Burntollet Bridge?

The answer to this question should mention that the march was attacked by loyalists while the RUC and B Specials looked on.

### 3. Why was the Derry Citizen's Defence Association set up?

The DCDA were formed to keep the peace in the Bogside during the Apprentice Boys parade and to protect the area.

### 4. Why would residents of the Bogside have seen the deployment of the British army as a victory?

Students' answers should point towards the apparent defeat of the RUC. The residents of the Bogside had been rioting against the RUC for the past few days so when the British Army relieved the exhausted RUC, this may have been seen as a victory.

#### EXTENSION ACTIVITY:

**Judging by the events of late 1968 and throughout 1969, do you think the members of the DCDA and residents of the Bogside were justified in their actions?**

Students will use the information in the key information to explore the actions of the DCDA and the residents of the Bogside. Students may also investigate the cause and effect of these actions.

## LESSON 5 // FREE DERRY – A "NO GO" AREA INTRODUCTORY QUESTIONS

### 1. In your own words, explain why the residents of the Bogside put up barricades.

Answers should mention the RUC entering the Bogside area and the breaking up of the People's Democracy march at Burntollet Bridge.

### 2. Name 2 events that happened within the "No Go" Area.

Any 2 of...

- Radio Free Derry
- The publication of the Barricade Bulletin
- Bread and Milk deliveries
- Contact between electric companies and the DCDA
- The Free Derry Fleadh

### 3. What replaced the barricades around "Free Derry"?

They were replaced with a white line to mark the boundary of the "No Go" area.



**4. Which report was set up to look into the reasons behind civil disturbances since 5th October 1968?**

The Cameron Report

**EXTENSION ACTIVITY:**

**Why may unionists have felt that the British government surrendered to the people of the Bogside? (As stated by Gregory Campbell).**

Answers should highlight: the British Army replaced the RUC around "Free Derry" but did not attempt to enter the area or make arrests; include mention of negotiations between the Army and the DCDA; the fact that the "No Go" area was allowed to continue for so long; the visit of James Callaghan; the publishing of the Hunt Report.

**PROGRESSION QUESTIONS**

**1. What were the demands of the DCDA and what were they offering in return for meeting these demands?**

- the Army were not to enter the Bogside
- the RUC must be disarmed
- the B Specials must be disbanded
- the unionist government was to be dissolved.

When these demands were met, the barricades surrounding "Free Derry" would be taken down.

**2. What evidence is there to suggest that there was a good relationship between the DCDA and the British army?**

Answers may highlight communications between the DCDA and the British Army seemed to be civilised (i.e. there was no trouble, riots, etc.). Students may also reference everyday life inside the "No Go" area – the British Army did not interfere in DCDA affairs.

**3. What evidence is there to suggest that daily life went on as normal inside the No-Go area? Present your answer in the form of a spider diagram.**

Students will use a spider diagram to highlight events that took place inside the "No Go" area...

- Radio Free Derry
- Publication of the Barricade Bulletin
- Bread and milk deliveries
- Electricity and utilities companies sought the permission of the DCDA before entering the area
- The Free Derry Fleadh

**4. List 2 of the recommendations from the Hunt Report.**

- The RUC should become an unarmed police force.
- The B Specials should be disbanded.

**5. Why did the DCDA step down?**

**Students should paraphrase the following from the Key Information...**

*"Following the publishing of the Hunt Report, the DCDA announced its decision to stand down as it had successfully defended the Bogside and helped to introduce political, housing and policing reforms. Following a visit to the Bogside on 11th October 1969 by James Callaghan and RUC Chief Constable Arthur Young, unarmed military police crossed the white lines on 12th October bringing an end to "Free Derry's" "No Go" area."*



**EXTENSION ACTIVITY:**

**How do you think unionists would have reacted to the establishment of a No-Go area within the Bogside? How would they have viewed the British government allowing this to happen?**

Students will look at the events of the Battle of the Bogside and the establishment of the "No Go" area from a different perspective. Students should mention the Battle of the Bogside and the establishment of the "No Go" area and the apparent compliance of the British Government and non interference of the Army. The Hunt Report also suggested some favourable reforms that may have angered some unionists.

**LESSON 6 // LEGACY  
INTRODUCTORY QUESTIONS**

**1. How did the unionist government investigate the civil rights movement's claims of discrimination?**

The unionist government investigated claims of discrimination by launching the Cameron and Hunt reports.

**2. Which government act introduced 'Direct Rule' to Northern Ireland and when was it introduced?**

The Northern Ireland (Temporary Provisions) Act was introduced on the 30th March 1972.

**3. Explain what internment was and name the initial operation which carried it out in Northern Ireland.**

Internment was the imprisonment of suspected paramilitaries without trial. Operation Demetrius was launched on the 9th August 1971 to arrest and imprison suspected paramilitaries in Northern Ireland.

**4. What 2 events led to a surge of support and recruitment for the Provisional IRA?**

Internment in 1971 and Bloody Sunday in 1972.

**EXTENSION ACTIVITY:**

**Explain why you think internment and Bloody Sunday reportedly led to an increase in recruitment for the Provisional IRA?**

Students answers should highlight the anger felt amongst the catholic and nationalist communities at this time and state why these events may have caused anger.

**PROGRESSION QUESTIONS**

**1. Why was Direct Rule introduced in March '72?**

Direct Rule was introduced in response to the increasing violence in Northern Ireland and the fear that the unionist government was losing control of the situation.

**2. Explain why you think the introduction of Direct Rule may have angered unionists?**

Students answers should highlight how the running of Northern Ireland was taken away from the unionist controlled Northern Ireland government.



**3. Operation Demetrius was the name given to the initial raids which took place under the internment policy. State 2 reasons why you think Operation Demetrius may have caused an increase in recruitment for the Provisional IRA.**

The initial raid only targeted the Catholic and nationalist community with many of those targeted not involved in paramilitary activity; the subsequent civil unrest resulted in the deaths of 20 civilians with 14 of those being Catholic; following the introduction of internment almost 7,000 people in Belfast left their homes in search of safety with the majority of those being Catholic.

**4. Explain why 1972 was a pivotal year for both the civil rights movement and the Provisional IRA.**

Students answers should highlight how 1972 marked the end of mass street protests for civil rights and an increase in recruitment for the Provisional IRA.

#### **EXTENSION ACTIVITY:**

**As a result of the civil rights movement, a number of acts were passed to address the perceived discrimination in Northern Ireland. In light of these reforms, why do you think Northern Ireland still continued on a path to violence?**

Students will use the information (and some research if necessary) to make an informed opinion of why violence began to overshadow in Northern Ireland and then continued for almost 30 years.

