

QUESTIONS & ANSWERS



LESSON 1 // CIVIL RIGHTS IN NORTHERN IRELAND

1. Which group were formed on 29th January 1967?

Northern Ireland Civil Rights Association (NICRA).

2. Which group formed as a result of an incident on 5th October 1968?

People's Democracy.

3. a) Which act established the Northern Ireland Housing Executive and when was it passed?

The Housing Executive Act, 25th February 1971.

3. b) Which act appointed a Boundaries Commissioner and what was their job?

The Local Government Boundaries Act. The job of the Boundaries Commissioner was to recommend the boundaries and names of new district councils and ward areas.

4. Why may some members of the Catholic community have been outraged by the incident which resulted in a protest at Caledon on 20th June 1968?

Student's answers should highlight the allocation of a house to a young, single Protestant female ahead of older Catholic families.

EXTENSION ACTIVITY 1

The Cameron Report was set up in January 1969 to look into civil disturbances in Northern Ireland. Looking at the key events, which events may have lead to the establishment of the report?

Student's answers should make mention of disturbances which followed the events of the 5th October 1968 and 1st January 1969.

EXTENSION ACTIVITY 2

Below is a table which lists the demands of NICRA. Read through the list of reforms/acts and write down the name of the reform/act which addressed each demand.

NICRA DEMANDS	REFORM / ACT
One man, one vote	Electoral Law Act
An end to gerrymandering – an end to the setting of unfair electoral boundaries	Local Government Boundaries Act
An end to discrimination in the allocation of government jobs	The Northern Ireland Constitution Act / The Fair Employment Act
An end to discrimination in the allocation of housing	Housing Executive Act
The disbandment of the B-Specials	The Hunt Report (recommendation) / Police Act (RUC reserve force replaced the B Specials)
The removal of the Special Powers Act	This Act was repealed by the Northern Ireland (Temporary Provisions) Act 1972 and Northern Ireland (Emergency Provisions) Act 1973 which introduced direct rule and banned membership to a selection of paramilitary groups.



LESSON 2 // KEY PLAYERS IN THE CONFLICT

1. Create a table which states what a Nationalist is and what a Unionist is.

Students will draw a table which collects the definitions of a Nationalist and a Unionist. Nationalist should be defined as a person (some students may mention that Nationalists are usually Roman Catholic) who favours political independence for a country/a union with the Irish Republic. Unionist should be defined as a person who favoured the maintaining of the political and cultural union with Great Britain (some students may mention that a Unionist in Northern Ireland was usually of the Protestant religion).

2. Create a table which states what a Loyalist is and what a Republican is.

Students will draw a table which collects the definitions of a Loyalist and a Republican. A Loyalist should be defined as someone who sought to maintain Northern Ireland's political and cultural connections to Britain using violence if necessary. Republican should be defined as those who wanted a united Ireland, independent from Britain, by any means necessary.

3. State the difference between a Unionist and a Loyalist.

Unionists in Northern Ireland wished to maintain the political and cultural union with Britain and whereas Loyalists also wanted this, they were willing to engage in violence to maintain it.

4. State the difference between a Nationalist and a Republican.

Nationalists in Northern Ireland favoured independence from Britain and a union with the Irish Republic by peaceful means, whereas Republicans were willing to use any means necessary to achieve a united Ireland.

EXTENSION ACTIVITY 1

Copy the Unionist/Nationalist table. In each of the six spaces, put in the name of one political party. The furthest party out from the centre will be the party most likely to be associated with Loyalism and Republicanism. State your reasons why you placed each party where you did.

From the descriptions in the Key Information (and further research) students should position UUP or the DUP towards the centre of the table, with UDP next and then PUP the furthest out from the centre. On the Nationalist side of the table, students should position the SDLP towards the centre of the table, with Sinn Féin next and Republican Sinn Féin the furthest out from the centre. Student's explanations of why they have positioned parties where they have should mention political aims, paramilitary links, etc...

EXTENSION ACTIVITY 2

Explain why you think that Sinn Féin's association with the Provisional IRA may have caused a problem with them getting involved in politics.

Students should analyse how the relationship between Sinn Féin – with political aspirations – and the Provisional IRA – a paramilitary organisation – may have been viewed by voters and other political parties.



LESSON 3 // 1972: A PIVOTAL YEAR

INTRODUCTORY QUESTIONS

1. Why were NICRA marching in Derry/Londonderry on 30th January 1972?

NICRA were marching to protest against internment.

2. What was the difference in the outcomes of the 2 enquiries into Bloody Sunday?

Student's answers should point out that the first enquiry undertaken by Lord Widgery in 1972, supported the actions of the British soldiers on Bloody Sunday whilst the second enquiry found that the actions of the British soldiers on Bloody Sunday "was both unjustified and unjustifiable".

3. When did Direct Rule come into effect?

Direct Rule came into effect on 30th March 1972.

4. Summarise the events of Bloody Friday (i.e. What happened? When? Who was responsible? What was the result?).

Student's answers will give an overview of the events of Bloody Friday – answering the questions on the inside of the brackets should be used as a guide to give a comprehensive answer.

EXTENSION ACTIVITY

Summarise the events of Bloody Sunday from the marcher's point of view and from a Paratrooper's point of view.

Student's answers should reflect the feelings of marchers and soldiers on Bloody Sunday by writing from a marcher's point of view and then a soldier's point of view. If possible, students should view Suggested Additional Resources 4 to help answer the question.

PROGRESSION QUESTIONS

1. Discuss the reasons why the Provisional IRA may have stepped up their campaign of violence after Bloody Sunday.

Student's answers should question why IRA activity increased after Bloody Sunday. Answers should highlight the hurt and sense of injustice felt amongst Nationalists. Some students may highlight a sense of outrage that may have been felt amongst some Nationalists causing them to join the IRA.

2. In the aftermath of Bloody Sunday violence increased throughout Northern Ireland and as a result Direct Rule was introduced. Explain what Direct Rule was.

Direct Rule meant that Northern Ireland would be run directly by the British government at Westminster. All authority was taken away from the northern Ireland government.

3. How did the British government respond to Bloody Friday?

In response to Bloody Friday, on 31st July 'Operation Motorman' was launched. The objective of the British Army was to retake IRA-controlled areas in Belfast and Derry/Londonderry.

4. How may Operation Motorman have contributed to more violence in Northern Ireland?

Student's answers should highlight the deaths that occurred during Operation Motorman and the possible repercussions of the actions of that day.

EXTENSION ACTIVITY

Starting with Bloody Sunday, summarise how violence escalated throughout 1972.

Students should briefly describe the events stated in the Key Information.

LESSON 4 // THE ULSTER WORKERS COUNCIL STRIKE

1. One of the factors attributed to the success of the UWC strike was the support it got from the unionist and loyalist communities. Describe the two organisations that helped the UWC organise and enforce the strike.

Students will state who the United Ulster Unionist Council and Ulster Army Council were and describe what kind of organisation they were as well as the groups they were made up of.

2. Briefly describe each of the methods that the UWC employed and give an example of how each method helped the strike achieve its goals.

Using examples, students will describe how the UWC used non-attendance, road blocks and intimidation to achieve the goals of their strike.

3. How did the strike bring about the collapse of the Northern Ireland Executive?

Students' answers should point to the refusal of the British government to negotiate with the UWC, leading to the resignation of Brian Faulkner and his unionist supporters from the assembly.

4. Explain the reasons why the UWC strike succeeded in its aim of bringing down the Sunningdale Agreement.

Students will summarise the text in the key information relating to the key factors which led to the success of the strike.

EXTENSION ACTIVITY

Construct a timeline of key events from 1973-74. Begin with the signing of the Sunningdale Agreement on 9th December 1973 and end with the collapse of the agreement on 28th May 1974. The timeline must contain at least 5 key events. (You may want to research this timeframe on the internet to help you complete your timeline!)

Using information they researched from the internet, students will construct a timeline of what they believe are the most important events within the timeframe.





LESSON 5 // THE HUNGER STRIKES

1. What was 'Special Category Status' and when did it end (for all prisoners)?

Prisoners were not treated like regular prisoners. They did not have to wear prison uniforms or do prison work. They were also kept with their fellow paramilitary prisoners and were allowed extra visits and food parcels. It ended for all prisoners on 1st April 1980.

2. Why did prisoners decide to go on another Hunger Strike in 1981?

When the proposed settlement from the British government did not arrive after the 1980 hunger strike, the prisoners released a statement highlighting their intention to go on another hunger strike.

3. Why did the prisoners continue to strike despite pressure from the clergy and their families?

The hunger strikers believed that anything less than the five demands would be a betrayal to their dead comrades.

4. What position did Bobby Sands hold at the time of his death?

MP for Fermanagh and South Tyrone

EXTENSION ACTIVITY 1

Create a spider diagram which states the 5 demands of Republican prisoners.

Using the 5 demands stated in the Key Information, pupils will create a spider diagram.

EXTENSION ACTIVITY 2

Taking Perspectives 3 & 4 into account, why do you think that British Prime Minister Margaret Thatcher became a Republican hate figure?

Student's answers should highlight Thatcher's apparent lack of sympathy and willingness to negotiate with the IRA prisoners.

LESSON 6 // SINN FÉIN AND THE IRA

INTRODUCTORY QUESTIONS

1. When did Sinn Féin adopt the Armalite and Ballot Box strategy?

Sinn Féin adopted the policy after their annual conference which took place on 31st October 1981.

2. What was the immediate result of Sinn Féin's new policy?

In 1982 there was a failed attempt to establish a new Northern Ireland Assembly. In the elections for this assembly, Sinn Fein won 5 seats.

3. What evidence is there to suggest that Sinn Féin were becoming more popular? Provide an example to support your answer.

Students should use the evidence presented in the tables to support the claim that Sinn Féin were becoming more popular amongst voters.

4. What did the Provisional IRA hope to achieve by bombing the British mainland?

The Provisional IRA believed that bombing targets in mainland UK would get the attention of the British government more than attacks within Northern Ireland and force them into political talks.



EXTENSION ACTIVITY

Summarise how Sinn Féin intended to achieve their aim of a United Ireland and explain how the Provisional IRA helped or hindered this aim.

During the 1981 Sinn Féin Ard Fheis, it was decided that Republicanism would pursue a new strategy in its aim of a United Ireland. Known as the "Armalite and Ballot Box Strategy", Sinn Féin would contest elections in Northern Ireland and the Republic of Ireland whilst the Provisional IRA would continue its armed struggle against the British Army, the Royal Ulster Constabulary (RUC) and loyalist paramilitaries.

PROGRESSION QUESTIONS

1. What significance do you think Bobby Sands' election had in Sinn Féin's policy change?

Students' answers should summarise how Sinn Féin changed policy after the election of Bobby Sands in April 1981 and their personal thoughts on whether they think this affected Sinn Féin policy.

2. How might Sinn Féin ending their policy of abstention have helped their cause?

Students will offer their thoughts on how Sinn Féin becoming more involved in politics - by ending their policy of abstention - may have helped them in their political aspirations.

3. From Sinn Féin's point of view, why was the Downing Street Declaration a positive step forward?

The Downing Street Declaration, issued on the 15th December 1993, promised that parties that had links with paramilitary organisations (such as Sinn Féin) could take part in future peace talks

4. Why did the Provisional IRA call a ceasefire after the Downing Street Declaration?

Their bombing campaign initially came to an end on 31st August 1994 when they announced a ceasefire as a result of positive steps forward in the peace process following the Downing Street Declaration.

EXTENSION ACTIVITY

Considering their association with the Provisional IRA, how do you think Unionists may have felt about the British government taking part in peace talks with Sinn Féin?

Students will offer their opinion as to why they believe Unionists may have been opposed to peace talks between Sinn Féin and the British government.

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