

# QUESTIONS & ANSWERS

## LESSON 1 // THE SUNNINGDALE AGREEMENT

### 1. Which parties were in favour of the agreement?

The parties in favour of the agreement were the Ulster Unionist Party (UUP), the Social Democratic and Labour Party (SDLP) and the Alliance Party. An Independent Unionist politician was also in favour of the agreement.

### 2. Who was involved in the talks at Sunningdale?

The talks at Sunningdale involved Edward Heath (British Prime Minister), Liam Cosgrave (Irish Taoiseach) and the pro-agreement parties.

### 3. State 2 forms of Unionist opposition to the Sunningdale Agreement. Which form of opposition do you think was most effective?

Students should identify any 2 of the following...

- The formation of the Ulster Army Council
- In January 1974, the Ulster Unionist Party voted against further participation in the Sunningdale Agreement
- The formation of the United Ulster Unionist Council (UUUC), who in February 1974 won 11 out of 12 Northern Irish seats in the UK general election.
- The Ulster Workers Council strike

After identifying and stating two forms of opposition, students will review the information and form an opinion as to which form of opposition they believe was the most effective.

### 4. Draw a spider diagram of the methods the UWC used to strike.

Students will create a spider diagram which highlights the methods used during the UWC strike.

## EXTENSION ACTIVITY 1

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

Students should identify the condition of the agreement that sought to create a Council of Ireland, as the main reason for unionist and loyalist opposition.

## EXTENSION ACTIVITY 2

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

Students should summarise how the Sunningdale Agreement hoped to change how the Northern Ireland government was made up, in the hope that it would not be unionist dominated and how it hoped to establish cross border cooperation. Students will then summarise the reasons why the Sunningdale Agreement collapsed through a lack of support and opposition in the form of the UWC strike.





## LESSON 2 // THE ANGLO-IRISH AGREEMENT

### 1. When was the Anglo-Irish Agreement signed and who signed it?

The Anglo-Irish Agreement was signed on the 15th November 1985 and it was signed by British Prime Minister Margaret Thatcher and Irish Taoiseach Garret FitzGerald.

### 2. State the conditions of the agreement.

- The treaty 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 unless the majority of its people consented 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.

### 3. Summarise the reasons why the agreement was opposed by both Unionists and Republicans.

Unionists opposed the agreement because it gave the Irish government a say in Northern Ireland affairs and Republicans opposed the agreement because it confirmed Northern Ireland's place within the UK.

### 4. What evidence is there to suggest that many Unionists in Northern Ireland opposed the agreement?

Students should identify the rally at Belfast City hall on 23rd November as proof of strong opposition from unionists in Northern Ireland. Attended by almost 100,000 people, it was the largest show of opposition since the signing of the Ulster Covenant in 1912.

## EXTENSION ACTIVITY 1

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

Students will analyse the information and identify what they believe to be a positive outcome from the agreement. As well as any other positive outcome they identify, students should identify the improved relationship between the Irish and British governments.

## 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?

After assessing the quotes, students should be able to interpret that each leader reluctantly signed the Anglo-Irish Agreement with the hope of reducing support for the IRA.

## LESSON 3 // THE PEACE PROCESS IN NORTHERN IRELAND

### 1. What was the first PIRA ceasefire a response to and why did this ceasefire end?

The ceasefire on 31st August 1994 was a response to the Downing Street Declaration and it ended on the 9th February 1996 due to the refusal of the British government to talk to Sinn Féin.



**2. Which parties did not take part in talks on 3rd March 1996?**

The Ulster Unionist Party, the Democratic Unionist Party and Sinn Féin did not take part in the talks on 3rd March 1996. The UUP and DUP refused to take part in the talks and Sinn Féin were refused entry.

**3. The Mitchell Report recommended a number of principles for building peace in Northern Ireland. State what the main principle was.**

The main principle of the report was that decommissioning of arms should take place during all-party talks.

**4. Which party did not sign The Good Friday/Belfast Agreement on 10th April 1998?**

The Democratic Unionist Party did not sign the Good Friday Agreement.

**EXTENSION ACTIVITY 1**

**Why did continuing PIRA violence present a problem for Sinn Féin?**

Continuing IRA violence presented a problem for Sinn Féin throughout the peace process as peace talks were dependent on the IRA agreeing to call a ceasefire and beginning decommissioning.

**EXTENSION ACTIVITY 2**

**Create a timeline of ceasefire activity in Northern Ireland beginning with the Downing Street Declaration and ending with the Good Friday Agreement.**

Students should identify ceasefire activity from paramilitaries between 15th December 1993 and 10th April 1998 and put it in the form of a timeline.

**LESSON 4 // THE GOOD FRIDAY AND ST. ANDREWS AGREEMENTS**

**1. Describe the makeup of the Northern Ireland Assembly and Executive.**

Students will describe the structure of the Assembly and Executive: the Assembly is made up of 108 MLAs voted in by the voting public. The Assembly then chooses different ministers for roles within the Northern Ireland Executive (students do not need to list the posts within the Executive but they may name an example or two).

**2. Explain what is meant by the term 'decommissioning'?**

Decommissioning is the process of disarming weapons.

**3. What were the results of the St Andrews Agreement?**

The results of the St Andrews Agreement were: the reinstatement of the NI Assembly, Sinn Féin acceptance of the new Police Service of Northern Ireland and the DUP agreeing to power sharing.

**4. Which anti-agreement party finally agreed to power sharing during the St Andrews Agreement?**

At the St Andrews Agreement, the DUP agreed to power sharing with republicans and nationalists.

**EXTENSION ACTIVITY 1**

**Explain why you think the St Andrews Agreement was so significant.**

Students' answers should point towards the acceptance of the new PSNI by Sinn Féin and the DUP agreeing to power sharing with republicans and nationalists.



## EXTENSION ACTIVITY 2

**Explain how you think the acknowledgements of the Good Friday Agreement helped to promote equality and tolerance.**

Students' answers should point towards the acknowledge that there was an acceptance of the people of Northern Ireland to identify themselves as either British or Irish and hold either form of citizenship, regardless of whether NI was part of the UK or a united Ireland.

## LESSON 5 // THE INTERNATIONAL COMMUNITY

**1. What was significant about President Bill Clinton's visit to Northern Ireland in 1995?**

The visit of Bill Clinton was the first time a sitting President of the United States visited Northern Ireland.

**2. Explain why decommissioning was important to the peace process and what the role of the IICD was.**

Students should explain how the British government would not engage in peace talks with groups that were still engaged in violence – so decommissioning became essential to the peace process. The role of the IICD was to oversee, facilitate and monitor decommissioning.

**3. State the role Senator George Mitchell played in Northern Ireland.**

Mitchell chaired an international body which would deal with the issue of arms decommissioning. The body produced a report in January 1996 which contained six principles of democracy and non-violence, known as the "Mitchell Principles" - ground rules which all potential parties to talks had to agree to. When negotiations commenced in June 1996, Senator Mitchell was appointed chair of the talks.

**4. Explain how EU peace funds help Northern Ireland to deal with the past.**

The EU Special Support Programme for Peace and Reconciliation in Northern Ireland and the Border Region of Ireland was established to promote reconciliation and a peaceful, stable society.

The Peace Funds from this have provided for programs to develop positive cross community relations, which have allowed for more constructive ways of dealing with the past and better strategies for dealing with the future.

## EXTENSION ACTIVITY 1

**Create a table with 2 columns. In the left column write the names of 3 people who played a role in the Northern Ireland Peace Process. In the right column describe what their role was.**

Studying the information on the map, students will create a table which identifies three people who played a role in the peace process and what their role was.

## EXTENSION ACTIVITY 2

**In your opinion, why do external mediators play an important role in conflict resolution?**

Considering how external mediators played a role in the peace process, students will offer their opinions on how mediators are important when trying to solve issues between two conflicting sides.

## LESSON 6 // DEALING WITH THE PAST

### 1. Give two examples of how other countries have commemorated their past. Who were these countries and what did they do?

Students will state two examples from the Key Information of how other countries have commemorated their past from the section "How do other countries deal with the past?".

### 2. What was the purpose of The Haass Talks?

The purpose of the Haass Talks was to create consensus recommendations regarding the issues of parades and protests, flags, symbols and dealing with the past amongst the five largest parties in Northern Ireland.

### 3. What is the purpose of the Parades Commission?

The Parades Commission was set up after the Good Friday Agreement to settle disputes arising from controversial parades.

### 4. Choose two processes of a Truth and Reconciliation Commission and describe how you think they would help a society overcoming conflict.

Students will choose two of the following processes and describe how they think these processes would help a society to overcome conflict.

**Interviewing Victims**

**Interviewing Witnesses**

**Collecting Archives**

**Producing Reports**

**Producing Recommendations**

**Releasing of State Information**

**Protecting Evidence**

## EXTENSION ACTIVITY 1

### How do you think a Truth and Reconciliation Commission would help Northern Ireland?

Understanding what a Truth and Reconciliation Commission is, students will offer their opinion as to how such a commission would help Northern Ireland deal with its conflicted past. Students may recommend processes of a Truth and Reconciliation Commission that could be used in Northern Ireland.

## EXTENSION ACTIVITY 2

### In your opinion, would there be any negative effects of having a Truth and Reconciliation Commission in Northern Ireland?

Students will offer their opinions on whether there would be any negative effects of a Truth and Reconciliation Commission in NI.

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