

QUESTIONS & ANSWERS

LESSON 1 // THE CONFLICT IN NORTHERN IRELAND



1. How do you think the civil rights movement contributed to the start of the Troubles?

Students will review the key information and highlight the reasons why they think the civil rights movement contributed to the beginning of the Troubles. Answers should highlight the increased tension between nationalists and the state (police and government), and the increase in violence following marches and protests. In particular students should highlight the 5th October 1968 as an event which increased tension and violence.

2. At the beginning of the conflict, the British Army found it difficult to fight the PIRA. Explain why this was and question how the tactics used by the British Army contributed to PIRA recruitment.

Students will describe the tactics used by the PIRA and explain why these tactics made it hard for the British Army to fight them. Students will also discuss how the tactics used by the British Army may have contributed to PIRA recruitment; in particular students should describe operations Demetrius and Motorman.

3. The Good Friday Agreement encompassed many of the elements of the Sunningdale and Anglo-Irish Agreements. Despite opposition from extreme republicanism and some unionist politicians, explain why you think the majority of politicians and population of Northern Ireland welcomed the Good Friday Agreement in 1998.

Students will offer their own thoughts as to why the Good Friday Agreement was a 'success' compared to earlier agreements.

4. One of the issues that politicians cannot agree on today is a way to deal with the past. Countries such as Argentina, Chile, Sierra Leone and South Africa have successfully set up Truth and Reconciliation Commissions to investigate wrong doing by participants in conflict in order to help resolve outstanding differences and grievances. Currently, there is no Truth and Reconciliation process for Northern Ireland. Create a table that states the pros and cons of a Truth and Reconciliation Process for Northern Ireland. Analyse your answers in the 'cons' column. Why do you think this process may be difficult for Northern Ireland?

Students will create a table which analyses the pros and cons of a Truth and Reconciliation process for Northern Ireland. Students will then use their answers from the cons column to formulate a theory as to why this process may be difficult in NI. Students' answers should raise the question of ongoing differences being a possible stumbling block.

EXTENSION ACTIVITY 1

Research the period 5th October 1968 to 14th August 1969. Analyse the events and incidents that took place and explain why you think

a) this time period was so volatile and

b) why you think these dates are commonly referred to as the starting date of the Troubles?

a) After researching events from the period, students will explain why they think these events took place and how they affected Northern Ireland.

b) Referring to the start and end date of the time period, students will reflect on these events and question why they are considered so important when analysing the start date of the conflict.

EXTENSION ACTIVITY 2

Many of today's politicians lived through the Troubles, were directly involved in it or are in some way 'victims' of it. Why do you think that many politicians in the current Northern Ireland government disagree on issues relating to the running of the country?

After considering the experiences and backgrounds of many of NI's politicians, students will discuss the reasons why they believe that there are many disagreements between NI politicians. If students have performed research, encourage them to provide examples of some politicians' connections to events of the conflict and why these experiences may influence how they approach issues in NI today.

LESSON 2 // INDIA

1. What did the Muslim League Council hope to achieve when they announced 'Direct Action' and what was the outcome?

Through 'Direct Action Day', the Muslim League Council demanded the creation of Pakistan which would serve as a separate country for Indian Muslims. 'Direct Action Day' resulted in days of rioting between Muslims, Hindus and British Troops in which thousands died.

2. What two states were formed with independence in 1947 and what was the result?

In August 1947, the states of India and Pakistan were formed. The result was a large scale mass migration of up to ten million people. In the riots and low level fighting that accompanied the migration, up to one million civilians died.

3. What event led to widespread protests in Pakistan in 1948?

In 1948, the Government of Pakistan ordained Urdu as the sole national language, sparking extensive protests among the Bengali-speaking majority of East Pakistan.

4. What event sparked the Gujarat Riots of 2002?

The Gujarat Riots (also known as the Gujarat Pogrom) began in February 2002 when an express train was attacked by a Muslim mob. 58 pilgrims returning from the ancient city of Ayodhya were killed in the attack leading to retaliatory attacks against Muslims and riots on a large scale.

EXTENSION ACTIVITY 1

Hindus have long held the views that cows should be protected and cow protection movements became established in the 1870s. Research the rise of cow protection movements and what conflict happened as a result of the action. Why are cows revered in Indian culture? Complete a short profile paragraph on your findings.

After researching the topic, students will explain why cows are revered in Indian culture (the cow is revered as the source of food and symbol of life and may never be killed). Students will also complete a short paragraph on cow protection movements and any conflicts that have arisen as a result of these movements.

EXTENSION ACTIVITY 2

Mahatma Gandhi is perhaps one of the most well known Indian figures of the 20th century who championed the role of peace and the right for Indian independence from British rule. Research Gandhi and his beliefs including what he hoped to achieve and compile a timeline of his life, highlighting some of the major occurrences along the way.

Students will research the life of Mahatma Gandhi and identify key events throughout his life. Using the information they have researched, students will create a timeline.

LESSON 3 // LEBANON

1. Create a diagram which explains how political power is distributed in Lebanon.

Students will create a diagram/table to represent the following information: The President is a Maronite Christian, the Speaker of the House of Parliament is Shia Muslim and the Prime Minister is Sunni Muslim. Other positions of power are distributed among other sects while the constitution also stipulated that seats in Parliament and other areas of power, including main civil service positions, should be split equally among Muslims and Christians.

2. Which two political camps were formed in 2005 and what issues did they disagree on?

In 2005 two political camps formed in Lebanon, one was known as 'March 14' and the other as 'March 8', so-called because of the dates they were formed. The difference between these two camps centered on foreign policy, relations with Syria and defence policy.

3. Analyse how religious, social and political factors can lead to conflict within any given country. Highlight examples from Lebanon in your answer.

Students will use examples from the Key Information to highlight how and why they think religious, social and political factors can lead to conflict.

4. Describe the lasting legacy of conflict in Lebanon.

Students answers should reflect casualties inflicted upon the Lebanese population, remaining threats, changes to political systems, damage to the countries' infrastructure and population movements.

EXTENSION ACTIVITY 1

Research conflicts that have occurred in the Middle East. Draw a map of



the area and make a note of the key conflicts that have taken place in the region. How have these affected Lebanon? See Additional Resource 6 for more information.

From the research students will draw a map of the Middle East region and note down the key conflicts that have taken place. Students will also assess what impact these conflicts have had on Lebanon.

EXTENSION ACTIVITY 2

Research the role of Palestinian immigration in Lebanon. Make a note of major population movements. When and why did these population displacements occur and what affect did they have on Lebanon? Why do you think they chose Lebanon? Explain your answers.

Students will research the major population movements of Palestinians into Lebanon and make a note of when and why these movements occurred. Students will then offer their thoughts as to what impact this immigration had on Lebanon and why these refugees chose Lebanon.

LESSON 4 // THE SIERRA LEONE CIVIL WAR

1. After being restored to office, why do you think Siaka Stevens began to tighten his grip on power?

Students should highlight Siaka's previous experience in office when he was overthrown only hours after being elected. Students may also highlight the apparent fragility of the government at this time highlighting the unrest and number of coup d'états that occurred after the death of Milton Margai.

2. Explain three factors which you believe contributed to civil war breaking out in Sierra Leone.

Reading through the Key Information (and if possible through internet research) students will state and explain three factors which they believe contributed to civil war. Students may highlight the mishandling of the countries resources, corruption, poor economy and poverty as factors in the outbreak of war.

3. State why you believe the Abidjan Agreement failed. Why do you believe the Lomé Agreement led to a peace settlement?

Students should identify the failure of the Abidjan Agreement to be implemented and then explain why they think the Lomé Agreement led to a peace settlement. Students may identify the terms of the Agreement and the willingness of UNAMSIL to implement it.

4. What is the purpose of a Truth and Reconciliation process and how do you think that it helped victims of the civil war?

The purpose of the Truth and Reconciliation Committee was to provide a forum for victims and aggressors during the conflict to tell their stories and help the healing process. Students will offer their thoughts as to why this process helped victims of the civil war.

EXTENSION ACTIVITY

Analysing the timeline of the conflict, describe what you believe was the key turning point in the war which set Sierra Leone on the road to a peace settlement (if possible, perform internet research to gather more information).

Analysing the timeline (and of possible performing extra research on the



internet), students will highlight and describe what they believe was a key turning point which set Sierra Leone on the road to a peace settlement. Students may highlight events such as: the first peace agreement – the Abidjan Agreement – on November 1996, the overthrowing of the AFRC and Kabbah's government being restored, the Lomé Agreement of July 1999 or the work of the UNAMSIL in 2001.

LESSON 5 // SOUTH AFRICA

1. Name three things that apartheid enforced on the black population of South Africa.

During apartheid the minority white population controlled the rule of the country and up until 1971 numerous laws were passed which determined where a person might live, go to school, who they could have a relationship with or what job they could have.

2. What did Nelson Mandela do to show his solidarity to the people killed in the Sharpsville Massacre?

In solidarity to the people killed in the massacre, Nelson Mandela burned his passbook and rioting broke out across South Africa, leading the government to introduce martial law.

3. What was Afrikaans and why did South Africa's black population resist the implementation of Afrikaans?

Afrikaans is an offshoot of several Dutch dialects and spoken in South Africa and other African countries including Zimbabwe and Botswana. South Africa's black population saw Afrikaans as the 'language of the oppressor' and many teaching organisations objected.

4. What factors led to the end of apartheid in South Africa?

The purpose of the Truth and Reconciliation Committee was to provide a forum for victims and aggressors during the conflict to tell their stories and help the healing process. Students will offer their thoughts as to why this process helped victims of the civil war.

EXTENSION ACTIVITY 1

Examine the role of F.W. de Klerk and complete a short profile of his life in politics. When did he come in to power and what did he hope to achieve? Why did he release all ANC prisoners and legalise the actions of the ANC? Look at Perspective 7 above and take into consideration how his actions would have been viewed across the world.

Students will research who F.W. de Klerk was and what role he played during apartheid. Utilising the research, students will answer the questions in the activity in order to provide a short profile of de Klerk.

EXTENSION ACTIVITY 2

Look at the background to the Afrikaans language and discuss why the black South African population may have viewed it unfavourably. Examine Suggested Additional Resource 5 (below) and understand the position of the white population in South Africa. Do you think it was unfair for Afrikaans to be forced into the South African education system? Explain your answer.

Students will detail what the Afrikaans language was and offer their opinion on why it may not have been popular amongst black South Africans. Students will also use Suggested Additional Resource 5 to inform their answer.

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