

A STATE APART

Teachers Notes

Key Stage 3-4

Ages 14-16+

STUDY IRELAND: HISTORY – A STATE APART

A Unit of 5 Programmes dealing with the History of Northern Ireland from 1920 - 1994

Key Stage 4

Producer: Mickey Magowan

Teachers' Notes: Gerry Jones

Broadcast on **BBC Two Northern Ireland** on **Mondays** between **10.30am and 11.00am**

THE PROGRAMMES

Separate Government

Monday 6th November

The Civil Rights Movement

Monday 13th November

Ulster Workers' Council Strike

Monday 20th November

Hunger Strike

Monday 27th November

Agreement

Monday 4th December

AIM OF THE SERIES

This series deals with the History of Northern Ireland from 1920 to 1994.

It will be extremely useful for Key Stage 4 students taking the CCEA GCSE History Study In Depth course, "Changing Relationships: Britain, Northern Ireland and Ireland c1965 – c1985".

It will also be relevant for Key Stage 4 students taking the CCEA History GCSE course "Peace, War and Neutrality: Britain, Northern Ireland and Ireland and the Second World War c1932 – c1949".

The programmes will also be a valuable resource for History students in Key Stage 3 who are studying the impact of Partition on Northern Ireland and Southern Ireland, which is a key element in the new Revised History Curriculum for Northern Ireland.

Students of Local and Global Citizenship in Key Stage 3 may also find it helpful when studying the Key Concept of Equality and Social Justice.

The programme format is based on a presenter who outlines key events and attitudes and provides an analysis of the history of the period using a range of contemporary sources of evidence. It is hoped that pupils will be encouraged to use the programmes to gain information but also to challenge the presenter's views and selection of sources. Once they have analysed the style of the programmes, pupils may debate the series as an historical interpretation as well as discussing the issues central to each topic.

AFTER THE BROADCAST

The teachers' notes provide an outline of the programme content and suggest activities which may be undertaken before, during and after viewing. Teachers are encouraged to preview each programme before classroom use and a photocopyable Teachers' Viewing Logsheet is provided to assist in keeping notes and timings.

In addition to notes and suggestions, a number of Pupil Worksheets are provided for use as follow-up classroom activities. The blank format Pupils' Viewing Logsheet may be used to focus pupil attention on aspects of the content whilst viewing each programme.

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Programme 1

SEPERATE GOVERNMENT

CONTENT

This opening programme in the series traces the history of Northern Ireland from the Government of Ireland Act 1920 to the 1960s, opening in 1965 with the historic meeting between Terence O'Neill, the Prime Minister of Northern Ireland, and Sean Lemass, Taoiseach of the Republic of Ireland. The programme travels back to the 1920s and sketches the history of Ireland in the ensuing 45 years. The approach combines comparison of trends North and South with a chronology of the landmark events.

ABOUT THE PROGRAMME

The first programme traces the History of Northern Ireland from 1920 to 1964 and provides an historical backdrop for the four remaining programmes. It covers a number of complex topics in a general way. As such, it might be useful to pause the programme at intervals to allow pupils to discuss the various sections of the programme, particularly if they are using the Pupil Log provided.

KEY SECTIONS

1. The opening of the Northern Ireland Parliament, 1921
Attitudes of Unionists, Northern and Southern Nationalists
2. War, Treaty and Civil War in the South
The Boundary Commission 1919 – 1925
3. DeValera, Fianna Fail and constitutional change in the South
Basil Brooke and the nature of Northern Ireland, 1926 – 1939
4. Economic and social conditions North and South
The impact of the Second World War, 1929 – 1945
5. Post-war changes including the NHS, education and economic development in Northern Ireland
Increased political awareness amongst Northern Nationalists
The failure of the IRA campaign 1956 – 62
The emergence of Terence O'Neill as Prime Minister in 1963

BEFORE THE PROGRAMME

- A review of 'Steps to Partition' would set the scene for the events outlined in the Programme.
- Brief pupils on the key personalities mentioned.

DURING THE VIEWING

- Pupils may make notes on the Pupil Viewing Log.

AFTER THE PROGRAMME

- Compile a timeline of events from 1920-1963. Choose and discuss events which might be seen as major 'Turning Points'.

HISTORICAL SKILLS/ASSESSMENT OBJECTIVES

Programme 1 provides a clear timeline of key events in the History of Northern Ireland since 1920. Opportunities are provided for the pupils to place the key events in chronological order and note the most important events in the period. Viewing the programme should give pupils a sound understanding of the main people, issues and changes involved in the period.

(Assessment Objective AO1 CCEA GCSE History Specification)

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Programme 2

THE CIVIL RIGHTS MOVEMENT

CONTENT

This programme looks at discrimination, the emergence of the Northern Ireland Civil Rights Association and the violence of the 1960s. It ends with a survey of the events leading to the birth of the Provisional IRA and the eventual introduction of Direct Rule from Westminster in 1972.

ABOUT THE PROGRAMME

This programme provides a basis for an examination of the origins, methods and effects of the Civil Rights Campaign and the reactions of Unionists to demands for reform. Personalities introduced include: Terence O'Neill, Ian Paisley and Brian Faulkner. The later sections deal with the causes of civil unrest and the transition from peaceful protest to confrontation, culminating in the return of IRA violence and British involvement in Northern Ireland.

KEY SECTIONS

1. The nature of discrimination in elections, jobs and housing
2. Opposition to O'Neill and the rise of Ian Paisley
Easter Rising Commemoration 1966 and UVF murders lead to increased tension
3. Housing Action Committees and the formation of NICRA
The first Civil Rights protests and the October 5th 1968 march in Londonderry
4. O'Neill's reform package of November 1968
The People's Democracy March, January 1969
Increase in violence and the resignation of O'Neill in April
Violence on the streets of Belfast and Derry, leading to the arrival of British Troops in August 1969
5. The emergence of the Provisional IRA and the campaign of shooting and bombing
Internment 1971 and Bloody Sunday, January 1972
The Introduction of Direct Rule

BEFORE THE PROGRAMME

- Discuss the attitudes of the Unionist and Nationalist sections of the population towards each other since 1920.
- Examine the nature of the influences from other countries on the Civil Rights movement: Black Civil Rights protests in the USA; civil unrest in Czechoslovakia, France and Germany 1968.
- Point out the powerful influence of television by the 1960s.

DURING THE VIEWING

- Note the sequence of events after 1963.
- Note examples of discrimination.
- Watch carefully the film footage of the October 5th march.
- Look for reasons why violence increased in 1969.
- Look at the change in the role of the British Army from 1969 – 1972.
- Find reasons for the introduction of Direct Rule in March 1972.

AFTER THE PROGRAMME

Outline the demands and methods of the Civil Rights Association.

Account for Unionist reaction to Civil Rights.

Why was Terence O'Neill forced to resign in 1969?

Discuss the emergence of the Provisional IRA campaign after 1970.

Chart reasons for the downfall of the Stormont Government from 1968 – 1972.

HISTORICAL SKILLS/ASSESSMENT OBJECTIVES

Programme 2 provides opportunities for a greater understanding of key historical events such as the emergence of the Civil Rights Movement, the deployment of British troops on the streets of Northern Ireland, through to the introduction of Direct Rule in 1972.

Cause and Consequence and experiences and perspectives
(Assessment Objective AO1 CCEA GCSE History Specification)

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Programme 3

ULSTER WORKER'S COUNCIL STRIKE

CONTENT

This programme deals with the failure of the power-sharing administration in Northern Ireland in 1974. The splits within Unionism and the growing fears of an Irish dimension being introduced through the Council of Ireland are also examined. The Ulster Workers' Council Strike of May 1974 was successful in toppling the fledgling Executive; and the programme charts the organisation and conduct of the strike and the reactions generated by these events.

ABOUT THE PROGRAMME

The programme covers quite an intricate period where a number of factors combine to set up the Northern Ireland Executive and, subsequently, to bring about its resignation. The emphasis is on relationships not only within Northern Ireland, but with the London and Dublin Governments. The prime perspective on view is that of Unionist resistance to the Council of Ireland and Dublin involvement in Northern Ireland's affairs.

KEY SECTIONS

1. The fall of Stormont – IRA campaign continues
William Whitelaw, Secretary of State, grants political status to prisoners and releases some internees
IRA ceasefire – June / July 1972 – ends with a return to violence
The army enters 'no-go' areas in July
2. In 1973, political talks are held in Darlington and the Government announces a new Stormont Assembly with a power-sharing executive
First mention of Dublin Government involvement through a Council of Ireland
Unionist opinion is split as opposition to Dublin involvement grows
The new Executive is announced in November 1973
1. Sunningdale Agreement, 9th December 1973, announces a Council of Ireland.
Loyalist opposition begins to organise.
Anti-Sunningdale candidates win eleven out of twelve seats in the Westminster election of February 1974
2. The Executive loses support
Ulster Workers' Council organise a general strike from 15th May
Loyalist paramilitaries 'order' people to stay away from work
3. The effects of the strike and the reaction of the Executive and the British Government
Prime Minister, Harold Wilson, makes a speech which angers Unionists
The Executive resigns on 28th May 1974

BEFORE THE PROGRAMME

- Consider the reasons for the failure of the IRA ceasefire in 1972. Look at the formation of Loyalist paramilitaries in the early seventies.
- Outline the British Government's desire to establish a stable Northern Ireland Government.
- Review Unionist fears of being ruled by a Government in Dublin.

DURING THE VIEWING

- Use the Pupil Log to record the sequence of events.
- Compile notes on the main attitudes and perspectives towards power-sharing and the Council of Ireland.

AFTER THE PROGRAMME

- Discuss the reasons for the failure of the Executive.
- Consider whether the main reason for the strike was Loyalist opposition to power-sharing or to a Council of Ireland.

HISTORICAL SKILLS/ASSESSMENT OBJECTIVES

Programme 3 provides opportunities for a greater understanding of a key historical event - the failure of the Power Sharing Executive of 1974, with emphasis on why the Ulster Workers Strike was called and the effects of that strike.

Cause and Consequence and experiences and perspectives
(Assessment Objective AO1 CCEA GCSE History Specification)

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Programme 4

HUNGER STRIKE

CONTENT

This programme deals with the impact of the hunger strike in the Maze Prison in 1981. It examines the reasons for the prison protest, and the emotional and political effects of the deaths of ten hunger strikers.

ABOUT THE PROGRAMME

The hunger strike of 1981 is a major turning point in that it provided the platform for the Republican strategy of 'the Armalite and the ballot box', with the emergence of Sinn Fein as a creditable force in Nationalist politics. The period is also characterised by the strong emotional allegiance from Catholics and from world opinion which the prisoners' protest attracted. The issue seemed to become a straight contest between Republicans and the British Prime Minister, Margaret Thatcher, as the Protestant community was almost sidelined in the dispute.

KEY SECTIONS

1. The political motivation of Republican prisoners
The withdrawal of special category status and the beginning of prison protest
2. Bobby Sands' leadership of the 1981 hunger strike and his Westminster election victory
3. The impact, worldwide, of Sands' death and the skilful use of the hunger strike as a propaganda weapon
The deadlock between the prisoners and the British Prime Minister, Margaret Thatcher
4. The end of the hunger strike and the concessions given to the prisoners
5. The effect of these events on Catholic / Protestant relations and the political gains of Sinn Fein
The effect of the hunger strike on British and Irish Government relations.

BEFORE THE PROGRAMME

- Briefly outline the history of the hunger strike as a method of protest in Ireland and beyond.
- Some explanation of the special court system would provide a useful context for the prison issue.
- It may be helpful to look at prison conditions before 1976 to gain a comparison.

DURING THE VIEWING

- Look for evidence of the reasons why Republicans believed they were political prisoners.
- Find out why the hunger strike attracted so much media attention.
- What were the effects of the hunger strike in the prison system and in politics?

AFTER THE PROGRAMME

- Discuss the standpoints of the Republican prisoners and of the British Government
- Consider whether either side could claim to have won a victory over the other
- Outline the short-term and long-term effects of the hunger strike.

HISTORICAL SKILLS/ASSESSMENT OBJECTIVES

Programme 4 centres on attitudes and perspectives towards the Hunger Strike of 1981 and its effect on politics and society in Northern Ireland.

Cause and Consequence and experiences and perspectives
(Assessment Objective AO1 CCEA GCSE History Specification)

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Programme 5

AGREEMENT

CONTENT

The programme deals with the Anglo-Irish Agreement 1985 as a renewed effort to reconcile the two communities and to provide a framework for North / South relations. The Unionist viewpoint and the history of the constitutional guarantee are considered, as is Unionist reaction to Dublin involvement in Northern Ireland's affairs.

ABOUT THE PROGRAMME

Of necessity, the programme contains much in the way of constitutional argument and is therefore dealing with difficult concepts.

KEY SECTIONS

1. The main points of the Agreement and a review of the previous attempt to introduce an all-Ireland involvement in Northern Ireland
The lack of consultation with Unionist representatives is identified.
2. Failure of initiatives since power-sharing in 1974
Reaction from Unionists, Nationalists and Republicans to the Anglo-Irish Agreement
3. The New Ireland Forum recommendations rejected by Mrs Thatcher
The impact of the Brighton bomb
The priority given to negotiations with the Dublin Government
4. Mrs Thatcher's motives and her hopes for the Agreement
Unionist campaign against the Agreement
The historical context of the Unionist position
The Agreement is seen as a betrayal
5. Unionist isolation
The failures and achievements of the Agreement considered
Nationalist views on the Unionist veto
The renewal of talks
The Downing Street Declaration 1993 and the effort to end political violence for good

BEFORE THE PROGRAMME

- Point out the political pressure on the British Government of continuing violence; and the emergence of Sinn Fein after 1981.
- Review the feelings of Unionists towards any involvement of the Dublin Government.
- Consider Unionist views on the British Government.

DURING THE PROGRAMME

- Use the Pupil Log to record the sequence of events 1981-1993.
- Find out the key points that were agreed in 1985.
- Note the reactions of Unionists, Nationalists and Republicans to the Anglo-Irish Agreement.

AFTER THE PROGRAMME

- Discuss the Unionist campaign against the Agreement. Was it a success or a failure?
- Why did Loyalists feel they had been betrayed by the British Government?
- Why did so few Unionists oppose the Downing Street Declaration in the same way as they did the Anglo-Irish Agreement?

HISTORICAL SKILLS/ASSESSMENT OBJECTIVES

Programme 5 clearly describes and analyses a key historical event (the signing of the Anglo Irish Agreement and provides opportunities to view this event from a range of perspectives.

Cause and Consequence and experiences and perspectives.
(Assessment Objective AO1 CCEA GCSE History Specification)