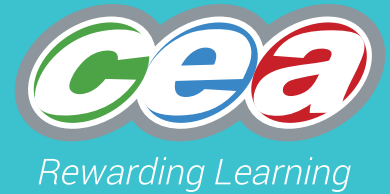


GCSE



CCEA GCSE TEACHER GUIDANCE

History

Unit 1 Section B Option 1:
Changing Relations: Northern Ireland
and its Neighbours, 1920–49

Resource Pack:
The Partitioning of Ireland

Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920–49

Introduction to Resource Pack

This pack has been developed to help support the teaching and learning of ‘*Changing Relations: Northern Ireland and its Neighbours, 1920-49*’ and, in particular, content new to this option: ‘*The partitioning of Ireland*’. The specification content for this topic is:

The partitioning of Ireland	Reactions to the Government of Ireland Act in the north and south of Ireland
------------------------------------	---

For each activity, there is a ‘*teacher guidance*’ section as well as ‘*instructions for students*’. Some brief background information for each activity is also provided. Each activity provides opportunities to develop the statutory skills requirements of the Northern Ireland Curriculum at Key Stage 4 as well as the skills students will be expected to demonstrate in the examination for this option:

- demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1);
- explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference (AO2); and
- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied (AO3).

Background to the topic

Students should develop an understanding of the main provisions of the Government of Ireland Act, 1920 and how it divided Ireland geographically and politically. The Act essentially introduced two Home Rule Parliaments – one in Belfast and one in Dublin. It outlined the geographical composition of Northern Ireland and provided for a continuing role for the Westminster Parliament in Northern Ireland, whilst setting up a Council of Ireland.

Students should understand that the new Parliament in Northern Ireland was acceptable to most unionists as they would have a secure Protestant majority in most areas of the new state. Unionists believed that a new Parliament dominated by Protestants would help to strengthen its union with Great Britain. Catholics living in Northern Ireland, on the other hand, were opposed to the new state and hoped that it might be revised at a later point.

In the south, the government had moved away from Britain’s influence to the point where it largely ignored the Government of Ireland Act, implementing its own arrangements in 1921. Students should know that the purpose of the Council of Ireland was to be a precursor to, and eventually be replaced by, a single Parliament for the whole of Ireland. However, the Council of Ireland never actually met and this essentially reinforced unionist control in Northern Ireland.

With the IRA engaged in war with Britain, the Government of Ireland Act was largely ignored in the south. Within months of the Anglo-Irish War ending in July 1921, the Anglo-Irish Treaty was signed. It consolidated partition, but made provision for a Boundary Commission to review the border. The Boundary Commission’s decision in December 1925 not to alter the border meant that Ireland would

remain partitioned. This represented the final blow to Northern Ireland's minority Catholic population.

Introductory Activity - Background to the Government of Ireland Act, 1920

Test your knowledge

Instructions for Students

- Watch the video carefully and then complete the exercise below to test your knowledge on the background to the Government of Ireland Act, 1920.

Between 1801 and 1920 Ireland was ruled by _____. _____ politicians had sought the establishment of a _____ parliament in _____. The group of people against this were called _____. They feared the _____ and that the economic links with Britain may be badly affected.

The _____ government was in the process of giving Ireland Home Rule when the _____ started in 1914. At the end of the war _____ were the biggest party in Ireland and they set up a parliament in Dublin. The British Government refused to recognise Ireland's new "parliament" and an Anglo-Irish War began in January 1919.

During this Anglo-Irish War the British government tried to get a _____ solution. The result was the Government of Ireland Act that divided or _____ Ireland. The terms of the Act were unacceptable to Irish _____ and the Anglo-Irish War raged on until a truce in July 1921 paving the way for the Anglo-Irish Treaty in December, 1921. The 1921 Treaty gave Ireland more power than the Government of Ireland Act had done, but crucially Ireland was still _____, under the terms of the Government of Ireland Act, with two _____ – one in the North and one in the South.

Introductory Activity - Background to the Government of Ireland Act, 1920

Test your knowledge

Teacher Guidance

- Play the short video to the class outlining the background to the Government of Ireland Act, 1920.
- www.dropbox.com/s/oyuy2sn872ucw0u/Government%20of%20Ireland%20Act.wmv?dl=0
- Following the video, provide students with activity to complete.

Introductory Activity – answers

Between 1801 and 1920 Ireland was ruled by Britain. Nationalist politicians had sought the establishment of a Home Rule parliament in Dublin. The group of people against this were called unionists. They feared the Catholic Church and that the economic links with Britain may be badly affected.

The British government was in the process of giving Ireland Home Rule when the First World War started in 1914. At the end of the war Sinn Fein were the biggest party in Ireland and they set up a parliament in Dublin. The British Government refused to recognise Ireland's new "parliament" and an Anglo-Irish War began in January 1919.

During this Anglo-Irish War the British government tried to get a political solution. The result was the Government of Ireland Act that divided or partitioned Ireland. The terms of the Act were unacceptable to Irish Republicans and the Anglo-Irish War raged on until a truce in July 1921 paving the way for the Anglo-Irish Treaty in December, 1921. The 1921 Treaty gave Ireland more power than the Government of Ireland Act had done, but crucially Ireland was still partitioned under the terms of the Government of Ireland Act, with two parliaments – one in the North and one in the South.

Activity One

Title: Reactions to the Government of Ireland

Key question: How and why did reactions to the Government of Ireland Act of 1920 differ?

Instructions for Students

- *In your groups, study each source provided by your teacher (Template A).
- *Consider the key question carefully – How and why did reactions to the Government of Ireland Act of 1920 differ?
- * Now move around the room, reading each of the remaining sources. Highlight any important phrases or place a comment around a source if you spot any links, similarities or differences of opinion with other sources.
- * Feel free to return to a source more than once.
- *Once you have read and written on all sources return to your group and work together to complete your grid, 'Reactions to the Government of Ireland Act' (Template A).

Teacher Guidance

- *Each of the sources provided could be enlarged to poster sized paper and put up on the wall. The sources show a range of reactions to the Government of Ireland Act, e.g. north, south, unionist and nationalist. The sources are not numbered intentionally – this is to encourage students to refer to them as the 'the unionist view' or the 'nationalist view' as opposed to Source A, B etc.
- *The source posters could be stuck up on the wall around the room for students to 'graffiti' over or they could be placed around the room on desks.
- *The students should be arranged into groups. Each group should visit each source station. Students should add a comment to the source or circle and link key points within the source – focusing on the key question on different reactions to the Government of Ireland Act (an example has been included).
- *Once each member of the group has added his/her own graffiti to each of the sources, each student should explain to the others in the group what they have highlighted/commented on and why.
- *Each group should complete its 'Reactions to the Government of Ireland Act' grid (Template A). A partially completed table with a sample response to one of the sources is included in this pack.
- *Teacher led plenary discussion focusing on the key question.

Activity One

Template A - Contemporary sources – reactions to the Government of Ireland Act

Source A

A southern unionist view of the Government of Ireland Act

What is it you want me to do about Ulster? You are always talking about me as if I am an unreasonable man who is bringing about some great wrong to Ireland or to the United Kingdom. Do you want me say to the Ulster people, "Put your trust in a Sinn Féin Parliament in Dublin"? If I did this you would have no unionist friends left in Ireland.

©UK Parliament

Source B

A northern unionist view of the Government of Ireland Act

The Government of Ireland Act practically gives us everything that we fought for in 1913 and 1914. We see our safety, therefore, in having a parliament of our own, for we believe that once a parliament is set up and running well, we should fear no one, and we feel that we would then be in a position of absolute security.

©'Northern Ireland and Its Neighbours' by Sandra Gillespie and Gerry Jones, Hodder Education, 1995

Source C

A southern nationalist view of the Government of Ireland Act

What are the facts? Generally, they are these: that, in order to make the policy of partition effective in this country, the Government of Northern Ireland, acting with the British Government, has carried out what is practically a campaign of extermination against the nationalists in the six counties. That campaign has been practically continuous now since July 1920 and with the partitioning of Ireland persecution against nationalists has intensified.

©Houses of the Oireachtas Available under Creative Commons 4.0 Licence
<https://creativecommons.org/licenses/by/4.0/legalcode>

Source D

A northern nationalist view of the Government of Ireland Act

They take the Catholic minority and place that minority at the mercy of the Protestant majority. 340,000 Catholics are to be left permanently at the mercy of a Protestant parliament in the north of Ireland.

©Houses of the Oireachtas Available under Creative Commons 4.0 Licence
<https://creativecommons.org/licenses/by/4.0/legalcode>

Activity One

Exemplar: How and why did reactions to the Government of Ireland Act of 1920 differ?

Students should be shown the example below before starting the task.

Northern nationalist view

They take the Catholic minority and place that minority at the mercy of the Protestant majority. 340,000 Catholics are to be left permanently at the mercy of a Protestant parliament in the north

unionists felt secure ←

→ *Catholics vulnerable*

→ *hopelessness*

A southern unionist view of the Government of Ireland Act

What is it you want me to do about Ulster? You are always talking about me as if I am an unreasonable man who is bringing about some great wrong to Ireland or to the United Kingdom. Do you want me say to the Ulster people, "Put your trust in a Sinn Féin Parliament in Dublin"? If I did this you would have no unionist friends left in Ireland.

A northern unionist view of the Government of Ireland Act

The Government of Ireland Act practically gives us everything that we fought for in 1913 and 1914. We see our safety, therefore, in having a parliament of our own, for we believe that once a parliament is set up and running well, we should fear no one, and we feel that we would then be in a position of absolute security.

A southern nationalist view of the Government of Ireland Act

What are the facts? Generally, they are these: that, in order to make the policy of partition effective in this country, the Government of Northern Ireland, acting with the British Government, has carried out what is practically a campaign of extermination against the nationalists in the six counties. That campaign has been practically continuous now since July 1920 and with the partitioning of Ireland persecution against nationalists has intensified.

A northern nationalist view of the Government of Ireland Act

They take the Catholic minority and place that minority at the mercy of the Protestant majority. 340,000 Catholics are to be left permanently at the mercy of a Protestant parliament in the north of Ireland.

Activity One

Template B - Reactions to the Government of Ireland Act

Viewpoint	Attitude to Government of Ireland Act	Words phrases to support point	Other sources that support this viewpoint	Other sources that differ from this viewpoint

Activity One

Template B - Reactions to the Government of Ireland Act (with example)

Viewpoint	Attitude to Government of Ireland Act	Words phrases to support point	Other sources that support this viewpoint	Other sources that differ from this viewpoint
<i>Northern nationalist</i>	<i>Negative</i>	<i>Permanently at the mercy of a Protestant majority</i>	<i>Northern unionists believed they had "absolute security" suggesting total control.</i>	<i>Northern unionists were positive about the Government of Ireland Act as they believed it gave them "safety".</i>

Activity Two

Making Headlines: The Government of Ireland Act, 1920

Instructions for Students

- *Read the sources again which you used in Activity One. Each source contains a different contemporary view of the Government of Ireland Act.
- *Discuss the main message in each source as directed by your teacher.
- *Now consider how this message might be relayed in a newspaper headline. Complete Activity Two Template A. 'Making Headlines'.
- *Now produce your own newspaper headlines reflecting the main message in the sources provided.

Teacher Guidance

- *Using the sources from Activity One, discuss with students the different contemporary perspectives on the Government of Ireland Act.
- *Students should individually attempt to attach a newspaper headline to each source, to sum up the contemporary perspective. To help prepare students, they could consider how a 'message' is relayed in the contemporary press. Complete Activity Two Template A – 'Making Headlines'.
- *In mini groups, students could show each other their headlines. As a group, students should agree one appropriate headline for each source. These headlines can be added to the source.
- *During a teacher-led plenary the best headline for each view could be displayed on the wall/board and discussed.

Activity Two

Template A - Making Headlines

1. See this headline supporting the Leave campaign in the EU referendum. It says “BeLeave in Britain”, by *The Sun* newspaper. How is this headline clever and effective? Does it get across the key message?
http://news.images.itv.com/image/file/1008917/stream_img.jpg
2. This headline from *The Irish Independent* reads, “Brexit Turmoil”
<http://17.alamy.com/zooms/3ecc56fbd1e945439b497de2659817ee/london-uk-25-june-2016-irish-independent-newspapers-headline-the-morning-g3h4t6.jpg>
Again, this is a short headline about the same story. How is it different? Is it equally as effective at getting the message across?
3. This headline from *The Daily Mail* reads, “1.7m Jobs and 92% Go To Migrants”.
http://2.bp.blogspot.com/_Jn-LeUC-BnU/S9moGNW2T0I/AAAAAAAAABk/8LfEIL4Gb8A/s1600/100408exp.jpg
How is this getting an anti-immigration message across?
4. This headline, from *The Guardian*, is also about immigration; it reads, “UK gains £20bn from EU migrants”...
http://ichef-1.bbci.co.uk/news/560/media/images/78764000/jpg/_78764365_05nov1national01.jpg
This is a different slant on the same issue as point 3 above.

Activity Three: Source-based examination practice

Sample questions

Study the source below and answer the questions which follow:

Source A

Joseph Devlin, leader of Catholic nationalists in Ulster, speaking in the United Kingdom parliament on 11 November 1920, about the proposed Government of Ireland Act.

What has been the real cause of this Irish question not being solved? The real reason was a religious reason. How has this Government dealt with this question of minorities? They have placed the Protestant minority in 26 counties in Ireland absolutely at the mercy of the Catholic majority. They take the Catholic minority of 340,000 in a population of a little over 1,000,000, and place that minority at the mercy of the Protestant majority, and they plead for the acceptance of the Government of Ireland Act.

©UK Parliament

1. Study Source A. How **useful** is **Source A** for an historian studying the different reactions to the Government of Ireland Act, 1920? (5 marks)

Explain your answer, **using Source A and your contextual knowledge.**

2. Study the **Source A** again and answer the question below.

How **reliable** is **Source A** for an historian studying the different reactions to the Government of Ireland Act, 1920? (6 marks)

Explain your answer, **using Source A and your contextual knowledge.**

Sample question – Teacher Guidance

Please note: Below are sample responses and individual students will be able to provide more/less developed responses depending on ability levels and time management. A candidate does not need to include ALL the points below to achieve a top level response. This should be taken into consideration when using these sample responses.

Students ONLY need to use the source to answer source utility and reliability questions. They do not need to bring in additional evidence or factors outside the source. The question asks for “contextual knowledge” this simply means a candidate’s own knowledge of the information in the source.

Source A

Joseph Devlin, leader of Catholic nationalists in Ulster, speaking in the United Kingdom parliament on 11 November 1920, about the proposed Government of Ireland Act.

What has been the real cause of this Irish question not being solved? The real reason was a religious reason. How has this Government dealt with this question of minorities? They have placed the Protestant minority in 26 counties in Ireland absolutely at the mercy of the Catholic majority. They take the Catholic minority of 340,000 in a population of a little over 1,000,000, and place that minority at the mercy of the Protestant majority, and they plead for the acceptance of the Government of Ireland Act.

©UK Parliament

1. Study Source A. How **useful** is **Source A** for an historian studying the different reactions to the Government of Ireland Act, 1920?

Explain your answer, **using Source A and your contextual knowledge.**

Target AO3: Analysis and evaluation of source utility to make substantiated judgements.

Response should include some of the following:

The source is useful because:

Author – Joseph Devlin, was an elected Member of Parliament and would represent the views of those who voted for him.

Date – Useful as it is a speech from 1920, at the time the Government of Ireland Act was being passed.

Content – It tells us about some nationalists’ views of the Government of Ireland Act. Devlin also recognises that a unionist minority in the 26 counties would lose out as well as northern nationalists.

Limitations – It is only the view of one section of society. More extreme nationalists may have stronger views against the Act and unionists would have reasons to support the Act.

2. Study Source A. How **reliable** is **Source A** for an historian studying the different reactions to the Government of Ireland Act, 1920?

Explain your answer, **using Source A and your contextual knowledge**.

Target AO3: Analysis and evaluation of source reliability to make substantiated judgements.

Response should include some of the following:

The source may be reliable because:

Author – Joseph Devlin was an elected MP. He is a nationalist and would be expected to represent the views of those who voted for him. This should make it very reliable as we would expect this opinion to be held by those who voted for him and by others in his party.

Date – It is a speech from 1920, at the time the Government of Ireland Act was being passed. It is a primary source and Devlin would have first-hand knowledge of how his voters felt at the time.

Content – As a nationalist, Devlin recognises that a unionist minority in the south would lose out as well as northern nationalists. He says, “They have placed the Protestant minority in 26 counties in Ireland absolutely at the mercy of the Catholic majority”.

Limitations – Reliability might be open to question as this is a speech in the British parliament, Devlin may want to appear objective, reasonable and rational and he therefore may not openly display how he really felt. The source’s reliability can be further questioned as it only presents one view.