LESSON 2.

LESSON DESCRIPTION

The lesson provides students with a brief profile of some of the major political parties and combatant groups involved in the Northern Ireland conflict. A brief summary of the roles played by the British and Irish governments as well as an overview of the ideologies at play during the conflict are also highlighted.

LESSON INTENTIONS

1. Identify the ideology of each group described in the lesson.
2. Define and summarise each group's formation and aims.
3. Demonstrate objectives 1 & 2 through digital media.

LESSON OUTCOMES

- Be able to identify the various political and paramilitary groups that were involved in the Northern Ireland conflict and give a brief summary of each group's formation and aims.
- Be able to understand how each group's ideology may have lead to conflict and political differences.
- Employ ICT skills to express an understanding of the topic.

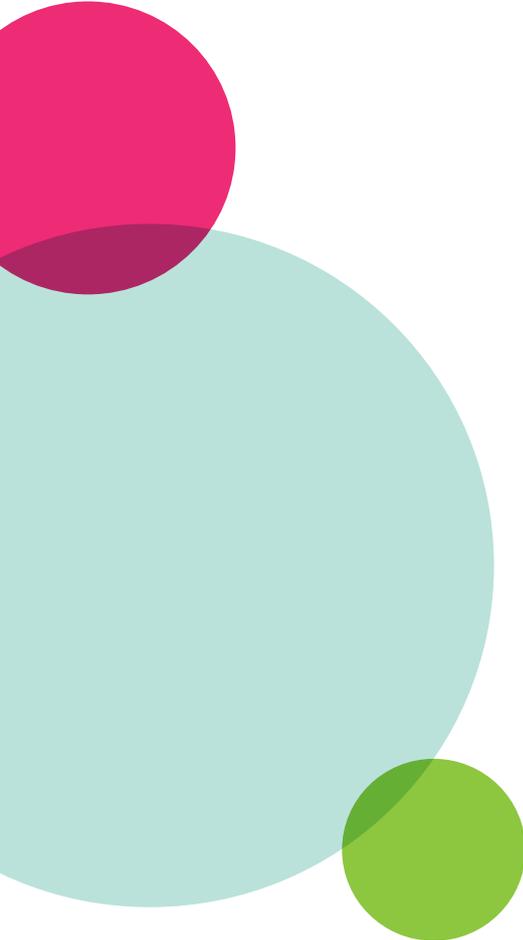| HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
• Lesson 2 Key Information • M2L2 Statements • Comic Creation Storyboard • Audio Editing Storyboard	• Suggested Additional Resources	• Comic Creation Software e.g. Comic Life • Audio Editing Software e.g. Audacity	• Whiteboard • PCs / Laptops • Headphones / Microphones

ACTIVITY	LEARNING OUTCOMES
Starter – View *Suggested Additional Resource 1* from the Key Information which details some of the complex political situation during the Troubles.	Watching the video will introduce students to some of the political parties who were active during the Troubles and help them to understand the intentions of these parties.
Using the Key Information, teachers will have a choice of activities to engage students. Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class. Alternatively, teachers may want to use the Questions/Extension Activities as group discussion questions or to test individual knowledge. The Alternate Task allows students to learn through interaction with one another. Students will use an "each one, teach one" and clustering approach to engage the topic. *If possible, allow students to research the topic on the internet – suggested additional resources / search engine.*	The Key Information is designed to cover the information within the topic and meet the learning intentions. The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A. The questions on the Key Information are designed to meet the learning objectives through the students understanding of the information. The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion
Plenary – View *Suggested Additional Resource 2* from the Key Information which details some of the paramilitary groups that were active during the Troubles.	Watching the video will serve to recap some of the paramilitaries who were active during the Troubles and help students to further understand the intentions of these groups.

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KEY INFORMATION 2.

KEY PLAYERS IN THE CONFLICT

GOVERNMENTS:

WHAT ROLE DID THE BRITISH GOVERNMENT PLAY DURING THE TROUBLES?

With the passing of the Government of Ireland Act in 1920, Ireland became an independent state and Northern Ireland became a part of the United Kingdom. As part of this act, the Northern Ireland government was established. The British government first deployed troops on the streets of NI in August 1969 (during the Battle of the Bogside) at the request of the NI government. In 1972, fearing that the situation in NI was worsening, the British government introduced Direct Rule, removing all decision making authority from the NI government. Throughout the 1970s and 80s, the Provisional IRA waged war on the British Army and authority in NI. Throughout this time, the British government made numerous attempts to decrease the tension in NI (most notably via The Sunningdale Agreement, The Anglo-Irish Agreement and The Downing Street Declaration) culminating in the Good Friday Agreement in 1998

WHAT ROLE DID THE IRISH GOVERNMENT PLAY DURING THE TROUBLES?

Throughout the Troubles, the Irish government, along with the British government, were involved in a number of attempts to restore peace to NI. These attempts were not always welcomed by hardline Unionists who did not want the Irish government to have a say in the running of NI. Some Unionists felt that the Irish government supported or sympathised with the Nationalist and Republican movements in the North. One such example emerged during the Battle of the Bogside when Irish Prime Minister Jack Lynch sent the Irish Army to the border to aid those injured in the fighting. Articles 2 and 3 of the Irish Constitution also made territorial claims to Northern Ireland being part of the "national territory" which offended some Unionists.

IDEOLOGIES

WHAT IS A NATIONALIST?

A Nationalist is a person who favours political independence for a country. In the context of Northern Ireland, a Nationalist was for the most part a Roman Catholic, who favoured a union with the Irish Republic.

WHAT IS A UNIONIST?

A Unionist, in the context of Northern Ireland, is a person who favoured the maintaining of the political and cultural union with Great Britain. A Unionist in Northern Ireland was usually of the Protestant religion.

WHAT IS A REPUBLICAN?

Republicans are those who believe that Northern Ireland and the Republic of Ireland should be united and independent from Great Britain. To achieve this aim, those who were part of the Republican movement were willing to use any means necessary.

WHAT IS A LOYALIST?

Similar to a Unionist, a Loyalist, in the context of Northern Ireland, seeks to maintain Northern Ireland's political and cultural connections to Great Britain. Loyalists are generally associated with more hardline forms of Unionism, which have sought to support or use violence to achieve their aims.

COMMEMORATIVE

ORANGE ORDER

Founded on September 21st, 1795, the Orange Order is a Protestant fraternal organisation. Their name is a tribute to the Protestant King William of Orange, who defeated the Catholic army of King James at the Battle of the Boyne in 1690. The Orange Order has strong ties to unionism.

The Orange Order celebrates and commemorates Protestantism through marches and parades, the largest of which takes place annually on July 12th to commemorate the Battle of the Boyne.

This is a selection of some of the political parties that played a major role in Northern Ireland, both before and after the Good Friday Agreement.

POLITICAL PARTIES

ALLIANCE PARTY

Formed in April 1970, the Alliance Party originally represented moderate and non-sectarian unionism but over the years it has attracted middle class support from both communities in Northern Ireland. The AP took part in talks that eventually led to the Good Friday Agreement.

DUP

The **Democratic Unionist Party** was formed in September 1971 by Ian Paisley. One of the two main Unionist parties in Northern Ireland, the DUP's main objective has been to defend Northern Ireland's position within the United Kingdom. The DUP's support base is predominantly from the Protestant community.

PUP

The **Progressive Unionist Party** is a small loyalist party, formed in 1979, with ties to the Ulster Volunteer Force. The PUP participated in multi-party talks beginning in July 1996, which led to the Good Friday Agreement. For a time, the PUP was the only left-wing unionist party and drew its support mainly from the loyalist working class in Belfast. The PUP aims to maintain Northern Ireland's ties to Great Britain.

SDLP

Formed on the 21st August 1970, the **Social Democratic and Labour Party** went on to become one of the biggest parties in Northern Ireland politics. The SDLP received support mostly from middle class and working class Catholics. The SDLP wished to see a united Ireland achieved by non-violent and constitutional methods i.e. a united Ireland could only be achieved if the majority of people in Northern Ireland agreed.

SINN FÉIN

Sinn Féin is an Irish republican party dedicated to the creation of a united Ireland. Its modern form developed in 1970 due to the split in the IRA. Sinn Féin was seen as the political wing of the Provisional IRA. Sinn Féin's support base comes predominantly from the Catholic community. Since 1983, Gerry Adams has been the leader of the party.

UUP

The **Ulster Unionist Party** was formed as part of the Ulster Unionist Council in 1905 and went on to become one of the two main unionist parties in Northern Ireland. The UUP governed Northern Ireland at Stormont from its formation up until the introduction of Direct Rule in 1972. The UUP had strong links with the Orange Order until 2005 and draws its support from the Protestant community. The aim of the UUP was to maintain the union with Great Britain.
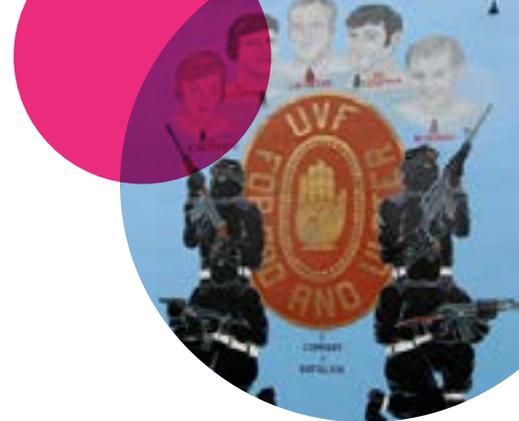
Other Political Parties to look at:
Irish Republican Socialist Party // **Northern Ireland Women's Coalition**
Republican Sinn Féin // **Ulster Democratic Party**

COMBATANTS

The following is a selection of organisations which engaged in violence throughout the "Troubles".

INLA

The Irish National Liberation Army (INLA) formed in 1975 in opposition to the Official IRA's ceasefire. At the time of its formation it was seen as the military wing of the Irish Republican Socialist Party. The aim of the INLA and IRSP was the unification of Ireland and the transformation of Ireland into a revolutionary socialist republic. The INLA was far smaller and less active than the IRA. The INLA called a ceasefire in August 1998 and in October 2009 began the official decommissioning of its weapons.

IRA

The Irish Republican Army (sometimes referred to as the Official IRA) date back to 1919 when the Irish Volunteers pledged their allegiance to the First Dáil of the Irish Republic. The Irish Volunteers became the official army of the new Republic and changed their name to the Irish Republican Army. The IRAs aim was an independent Ireland free of British control. In May 1972 the IRA declared a ceasefire and from this time on, the name IRA was attributed to the Provisionals.

LVF

The Loyalist Volunteer Force was a paramilitary group, which was formed in 1996 by disaffected members of the UVF. The LVF was opposed to the 1994 ceasefire and is held responsible for a number of sectarian killings, which occurred following the ceasefire. The LVF declared a ceasefire in 1998, but remained opposed to the peace process. The LVF have engaged in a number of violent feuds with the UVF.

PROVISIONAL IRA

The Provisional IRA formed in December 1969 when the IRA split into two factions- the 'Officials' and the 'Provisionals.' In May 1972 the Official IRA declared a ceasefire and from this time on the name IRA was attributed to the Provisionals. The IRA became a well armed and financed guerrilla organisation, which engaged in an armed campaign for three decades to achieve a united Ireland. The IRA first announced a ceasefire in 1994 as part of the peace process and officially ended its armed campaign in July 2005.

RED HAND COMMANDOS

The RHC were a small loyalist paramilitary organisation formed in the Shankill area of Belfast in 1972 and were closely associated with the UVF. The RHC declared a ceasefire in October 1994 and officially ended its armed campaign in 2007.
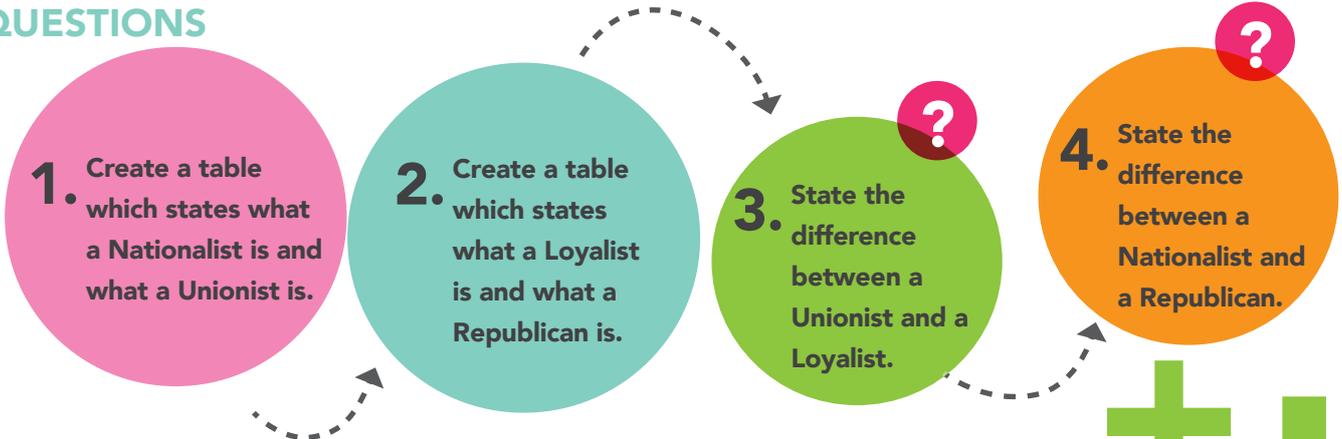
UDA

The Ulster Defence Association formed in September 1971 to oppose Irish Republicanism and defend Protestant loyalist areas. The UDA became the largest loyalist paramilitary group in Northern Ireland. The UDA used the name Ulster Freedom Fighters to claim responsibility for violent attacks, many of which targeted Catholic civilians. The UDA/UFF declared a ceasefire in 1994, but remained connected to violent acts until it ended its armed campaign in November 2007.

UVF

The Ulster Volunteer Force was a loyalist paramilitary group, which formed in 1966 to combat Irish Republicanism and maintain Northern Ireland's status in the United Kingdom. The UVF took its name from the previous UVF which formed in 1912 to engage in armed force against the proposal for Home Rule in Ireland. The present UVF had ties to the Progressive Unionist Party. The UVF declared a ceasefire on 13 October 1994, yet continued to be accused of involvement in killings. The UVF officially ended its armed campaign in May 2007.

QUESTIONS

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

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

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

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

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.

UNIONIST			NATIONALIST		
❮ ❮ ❮ MORE UNIONIST			MORE NATIONALIST ❯ ❯ ❯		

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.

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TASK 1

PRISON TO PEACE – BECOMING INVOLVED IN THE CONFLICT

https://www.youtube.com/watch?v=lMAR2H2mFOc

WHY DO PEOPLE BECOME INVOLVED IN CONFLICT?

Watch the above video and consider the reasons as to why people chose to become involved in the conflict. Display these reasons in the form of a spider diagram.

After watching the video, how would you describe the people involved? Does this differ from how you viewed an ex-combatant/paramilitary prisoner before watching the video?

TASK 2:

IS VIOLENCE EVER JUSTIFIED?

Having looked at the reasons why people join certain groups, pick an ex-combatant group at random and defend the position of someone who would have joined that group.

What was their motivation for turning to violence? Were their reasons social/political?

ALTERNATE TASK

> Each student will be given a definition that has been cut out from 'M2L2Statements' document

> Circulating the class, students will communicate these definitions amongst one another until they have spoken to everyone

> Students will then cluster into the following groups: Government; Ideological; Political; Combatant; Commemorative.

SUGGESTED ADDITIONAL RESOURCES

1) **http://www.bbc.co.uk/history/topics/troubles_politics**
Politics in the Troubles

2) **http://www.bbc.co.uk/history/topics/troubles_paramilitaries -** Paramilitaries in the Troubles (also links to other videos – Birth of the Provisional IRA, Ulster Volunteer Force, Ulster Defence Association, Irish National Liberation Army and The IRA and Sinn Féin)

3) **http://www.bbc.co.uk/history/recent/troubles/fact_files. shtml** - Brief Fact Files on political parties and paramilitaries during the Troubles

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Throughout the Troubles, the Irish government, along with the British government, were involved in a number of attempts to restore peace to NI. These attempts were not always welcomed by hardline unionists who did not want the Irish government to have a say in the running of NI. Some unionists felt that the Irish government supported or sympathised with the nationalist and republican movements in the North. One such example emerged during the Battle of the Bogside when Irish Prime Minister Jack Lynch sent the Irish Army to the border to aid those injured in the fighting. Articles 2 and 3 of the Irish Constitution also made territorial claims to Northern Ireland being part of the "national territory" which offended some unionists.

A Nationalist is a person who supports political independence for a country and, in the context of Northern Ireland, is predominantly a Roman Catholic and in favour of a union with the Irish Republic.

Republicans believe that Northern Ireland and the Republic of Ireland should be united and independent from Great Britain. To achieve this aim, those involved with the Republican movement have been willing to use any means necessary.

In Northern Ireland, a Unionist is a person in favour of maintaining a political and cultural union with Great Britain and is predominantly a member of the Protestant religion.

Similar to a Unionist, a Loyalist seeks to maintain Northern Ireland's political and cultural connections to Great Britain. Loyalists are generally associated with more hardline forms of unionism, and were willing to use any means necessary to achieve their aims.

Formed on the 21st August 1970, the Social Democratic and Labour Party went on to become one of the biggest parties in Northern Ireland politics. The SDLP received support mostly from middle class and working class Catholics. The SDLP wished to see a United Ireland achieved by non-violent and constitutional methods i.e. a United Ireland could only be achieved if the majority of people in Northern Ireland agreed.

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Sinn Féin is an Irish Republican party dedicated to the creation of a united Ireland. Its modern form developed in 1970 due to the split in the IRA. Sinn Féin was seen as the political wing of the Provisional IRA. Sinn Féin's support base comes predominantly from the Catholic community. Since 1983, Gerry Adams has been the leader of the party.

Republican Sinn Féin formed in 1986 due to Sinn Féin's decision to end their policy of refusing to take electoral seats won in the Dáil. Republican Sinn Féin does not support the peace process and refuses to reject political violence. The party has been linked to the Continuity Irish Republican Army, which has not declared a ceasefire and is opposed to the Good Friday Agreement.

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The Ulster Democratic Party was a small loyalist party first established by the Ulster Defence Association in 1981 as the Ulster Loyalist Democratic Party. The ULDP supported devolution, a bill of rights and amnesty for political prisoners. The party gained more political success following 1989 and removed 'Loyalist' from its name. The UDP won enough support to participate in the multi-party peace talks that culminated in the Good Friday Agreement. The party however began to lose support in following elections and disbanded in 2001.

The Progressive Unionist Party is a small loyalist party, formed in 1979, with ties to the Ulster Volunteer Force. The PUP participated in multi-party talks beginning in July 1996, which led to the Good Friday Agreement. For a time, the PUP was the only left-wing unionist party and drew its support mainly from the loyalist working class in Belfast. The PUP aims to maintain Northern Ireland's ties to Great Britain.

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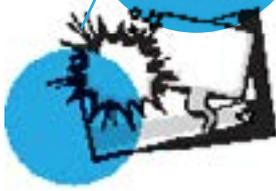
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MODULE 2: LESSON 2: M2L2Statements

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DIGITAL TASKS

COMIC CREATION TASK

TASK DESCRIPTION

In groups, students will create a comic which profiles paramilitary groups which were active during the Troubles. Each student within the group will be assigned a paramilitary group to research. Students will work collaboratively to ensure that their comic designs are consistent and that it has a front cover. Students will research images and information from the internet which will be used in their comic. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN
Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard

DO

Students will use images and speech bubbles/caption boxes to describe each group. Students will use at least 3 images that they have sourced. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW
Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.

DIGITAL TASKS

AUDIO EDITING TASK

TASK DESCRIPTION

Students will work in pairs to script, record and edit a news report which profiles a combatant group (assign combatant groups randomly). In their script, pupils will detail why their group formed, what role they played during the Troubles and how/why they ended their campaign. Research the topic by looking at news reports, videos, eye witness accounts, etc... The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function to record their script and use various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...).When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Students may experiment with sound effects but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.