

SOLUTIONS FOR NORTHERN IRELAND

Here is a list of attempts to govern Northern Ireland which have been tried in the past twenty-five years:

- Northern Ireland part of the UK with its own Parliament and Government in Belfast
- Northern Ireland ruled by Britain – Direct Rule
- Northern Ireland ruled by a Power-Sharing Executive

1. Write a paragraph for each type of Government, describing:
 - a) When each attempt was tried
 - b) The reasons for the failure of each attempt
2.
 - a) Describe the main points of the Anglo-Irish Agreement of 1985.
 - b) In what way was the Agreement a new approach to working out a solution in Northern Ireland?
3. Write a brief description showing how each of the following events have changed the situation in Northern Ireland:
 - a) The Downing Street Declaration, December 1993
 - b) The IRA Ceasefire, September 1994
 - c) The Loyalist Ceasefire, October 1994

ACKNOWLEDGEMENTS

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KEY POINTS CONTAINED IN THE ANGLO-IRISH AGREEMENT, 1985**THE BRITISH GOVERNMENT**

- recognised the Irish Government's right to make proposals relating to Northern Ireland

THE IRISH GOVERNMENT

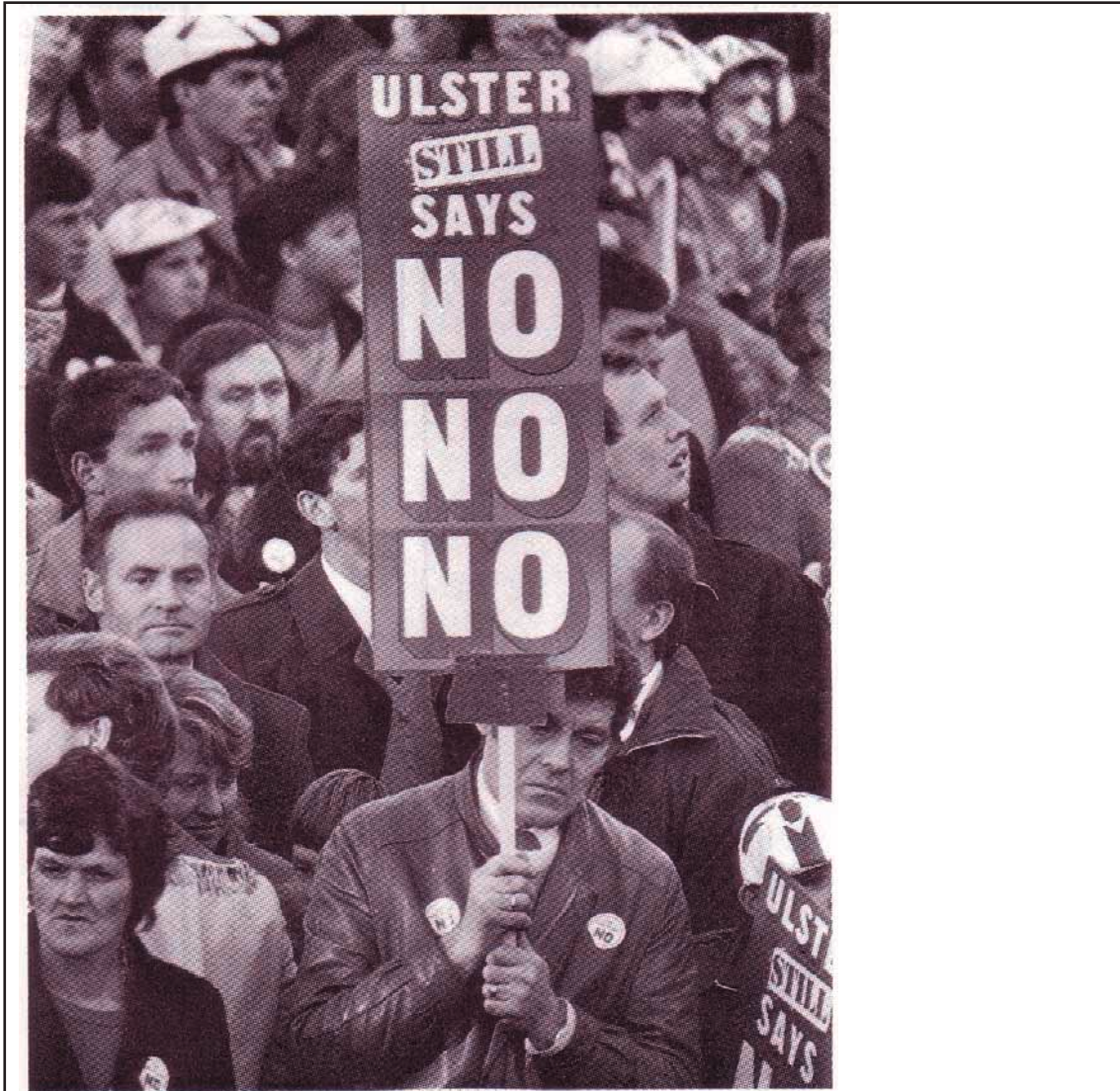
- recognised that a United Ireland could only come about with the consent of the majority in Northern Ireland

BOTH GOVERNMENTS

- agreed that any new form of Government set up in Northern Ireland must be acceptable to both communities and be based on power sharing
- agreed to an inter-Governmental conference of ministers to meet regularly
- agreed to set up a joint British-Irish Civil Service Secretariat based in Belfast
- agreed to cooperate more closely on security matters

1. Which of the points in the Agreement would have angered Unionists?
2. Explain why each of the following groups also opposed the Anglo-Irish Agreement:
 - a) Sinn Fein
 - b) Some Conservative MPs
 - c) Charles Haughey and the Fianna Fail party in the Irish Republic

Source A ULSTER SAYS NO RALLY



3. Look at Source A

You are a member of the crowd at this rally. Write a letter to a relative living abroad, describing the atmosphere at the rally and your reasons for attending.

PUPIL VIEWING LOG

Name:	Class:	Topic:
IMPORTANT DATES AND EVENTS		CAUSES AND EFFECTS
		ATTITUDES
		CHANGES

TEACHER VIEWING LOG

Programme No.	Title:		
CONTENTS	COUNTER	TIME	

PROGRAMME EVALUATION

This series of programmes attempts to tell us about events in the past, by reconstructing events using a variety of evidence and a presenter who describes what happened.

The activities below will help us to find out if the programme – or the whole series – is a good interpretation of the events from the past.

1. Watch again any programme from the series – but this time think about how the programme has been put together. Use the checklist to help you to note the evidence presented in the programme.

You may add any other types of evidence not already on the checklist.

TYPE OF EVIDENCE USED	TICK EACH TIME IT APPEARS	COMMENTS ABOUT THE EVIDENCE
Still Pictures		
Presenter on screen		
Old film		
Buildings		
Newspapers		
Interviews		
Speeches		
Maps / Diagrams		
Posters		

2. Which type of evidence is used most often?
3. Which type of evidence do you find most valuable in telling the story?
4. Study the role of the presenter.
 - a) Does he give us facts or a mixture of facts and opinions? Give some examples.
 - b) Does he back up his story by using other types of evidence? Give examples.
5. Which of these statements do you think are strong points of the programme – and which do you think are weak points? Explain your reasons for choosing.
 - It shows evidence from the time of the events
 - The presenter is only giving his opinion
 - It uses 'trick' camera work
 - It is made for schools to use
 - It uses lots of different types of evidence
 - It leaves out lots of evidence
6. You are a television producer preparing a history programme. Describe the difficulties you might face in putting together such a programme.