



HISTORY
Junior Cycle and Leaving Cert
April 2021

ARK/CAIN: History Junior Cycle and Leaving Certificate

This resource was compiled and created between January and April 2021 by Matthew Milliken of the School of Education at Ulster University. Matthew wishes to thank the following individuals and organisations for their assistance:

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An Introduction to ARK and CAIN

ARK (www.ark.ac.uk) was established in 2000 and is based across Ulster University and Queen's University Belfast. ARK's primary goal is to increase the accessibility and use of academic data and research and ARK has an excellent track record in sharing social science data with a diverse range of users. ARK's work includes a suite of annual public attitude surveys (of the adult population, sixteen year olds and year 7 school children), the ARK Ageing Programme and a Policy Unit. The **CAIN** resource (<https://cain.ulster.ac.uk/>) is also a constituent part of ARK. This is a renowned, trusted and independent resource of documentary, quantitative and qualitative material (textual and visual) relating to the Northern Ireland conflict, the peace process and political negotiations and agreements since 1968. This digital archive of diverse primary source materials allows for multiple narratives and aspects of the conflict to be examined and holds many lessons about the impact of the conflict. CAIN is heavily used with 23 million visits to the site. ARK also hosts the NI Elections website.

We know that the ARK resources are well used by university-level students and younger age groups. However, there is a lot of material on the website and therefore users less familiar with it may find it challenging to navigate. Thus, we wish to explore ways to increase the use of these less familiar resources. We are also keen to ensure that we maximise the use of the resources by clearly aligning some of the material to the curricula in Northern Ireland and the Republic of Ireland and to work with relevant stakeholders to develop accessible educational resources which best suit their requirements.

These resources have been developed with the support of the curriculum authorities in Northern Ireland and the Republic of Ireland (CCEA and NCCA) and history teachers' associations on both sides of the border (HTANI and HTAI). Each booklet aims to enable teachers to access material available on-line that may be useful in the teaching of GCSE, Junior Cycle and Senior Certificate History; GCSE and A level Government and Politics; and Junior Cycle and Senior Certificate Politics and Society.

Dealing with Controversial Issues in the Classroom

Students undertaking Junior Cycle or Leaving Cert History will not have lived through the Troubles – it is nevertheless recognised that the events of the past may still resonate in the lives of this current generation.

Different themes and different issues are contentious in different settings and among different communities. A controversial subject does not need to be considered to be an *untouchable* subject – those issues that can provoke the strongest reactions are precisely the areas where students and teachers can find and engage their passion for learning about the past.

Teachers looking to engage their students in learning about the NI Troubles are however advised to take some time to consider the potential for sensitivity and controversy, and to think about how these lessons can be conducted in as constructive a manner as possible.

Traditional, didactic education practices and a classroom culture which might restrict debate by prohibiting the expression of contrary opinions, can contribute to further challenges for the teaching of controversial issues.

Research suggests that young people's thinking may be influenced by strong emotional ties to the cultural and political positions that are prevalent in their environment. Although the direct impact of the Troubles may have been less intense for families in the Republic of Ireland than they were for those in NI pupils may still be growing up in a household with seemingly intractable political opinions or that had been affected trauma or loss as a consequence of the conflict. Pupils (and indeed teachers themselves) may therefore hold strong views about history – about what happened and why, who was at fault and how the consequences can be resolved. This can impact upon their ability to think critically and may precipitate an emotional reaction when confronted with material that contradicts or challenges their understanding and interpretation of past events.

If teachers are to explore controversial issues effectively, they need to have the confidence, skills and motivation to deal with young people's emotional responses and

potentially also their own. It is therefore useful to establish some ground rules for both themselves and their students.

Firstly, teachers should be aware of their pupils' community context. When teaching about the Troubles it may be sensible to:

- discuss any pupils that you suspect be sensitive to the issues that will be raised with senior colleagues;
- let the class know in advance which topics will be coming up;
- inform parents that the subject will be discussed.

Secondly, in order to balance lively discussion and classroom discipline, clear ground rules for discussion and debate need to be agreed. These apply to teachers as much as they do the pupils! Such rules may include:

- no calling out;
- no interrupting others;
- no name-calling;
- no crude stereotyping;
- no personal attacks;
- avoid value-laden language (use 'I' statements – 'I believe that...' rather than 'Everyone knows that they...');
- no sarcasm (measured 'banter' may, however, be a useful and important tool to defuse tension although it must be used cautiously).
- focus on facts and ideas, not emotions;
- recognise the complexity of the issues and avoid over-simplification;
- think before you speak;
- use 'active listening' for all contributors - fully concentrate on what is being said rather than just passively 'hearing' the message of the speaker;
- when the discussion is ended by the teacher, it must end.

It is important to recognise that pupils may also be encountering issues relating to the conflict outside of school. The techniques that they learn in exploring one set of controversial issues constructively in the classroom will be applicable to the examination of other issues in other circumstances. By engaging pupils effectively in learning about controversial issue the teacher is doing much more than simply delivering a lesson.

Effective democratic participation requires the capacity to think critically so that an objective understanding of circumstances can be developed. This is as true for the teacher as it is for their pupils. There is much debate about teacher *neutrality*, but neutrality is different from *objectivity*. No teacher enters the classroom as a blank canvas. To function effectively s/he must be honest about her/his own outlook while at the same time demonstrating a willingness to accommodate other well-argued, evidence-based perspectives. In order to develop and understanding of past events that is supported by evidence the objective teacher should endeavour to consider (and support his/her pupils to consider) the arguments for different points of view even-handedly.

There is much guidance and support on-line for the teacher who wishes to engage their students in effective learning around contentious issues including:

<https://www.highspeedtraining.co.uk/hub/controversial-classroom-topics/>

<https://mrjoneswhiteboard.blog/2018/11/15/teaching-controversial-issues-some-basic-advice-for-teachers/>

CCEA in NI has also produced a [teaching controversial issues](#) resource for those who are working with students at Key Stage 3. Many of the principles outlined in this document can be applied in work with students at other stages, in other subjects and in other locations.

Teaching the ‘Troubles’

Junior Cycle

Junior Cycle History asks students to:

- consider contentious or controversial issues,
- appreciate their cultural inheritance,
- develop historical judgements based on evidence,
- investigate a museum, library, heritage centre, digital or other archive or exhibition,
- **identify the causes, course and consequences of the Northern Ireland Troubles,**
- make connections between local or family history and national and international events,
- debate the idea that the 1960s was an important decade on the island of Ireland,
- evaluate the impact of conquest and colonisation on people.

NB: Section 3.2 Unit 1 Section B of the GCSE specification in NI includes the following option:

- **Changing Relations: Northern Ireland and its Neighbours, 1965–98**
 - Changing relationships between NI, GB and ROI, and among the different communities in NI
 - Political and civil unrest: direct rule, paramilitary violence, attempts to find a political solution and the impact on Northern Ireland and its neighbours.

There is therefore considerable common ground between CCEA’s GCSE History specification in the north and the specification developed by NCCA for the Junior Cycle. There is potential added value if students were to undertake collaborative, cross-border work in this area. Such an exchange may be reasonably expected to expose both sides to perspectives on historical events that they might not otherwise encounter; especially if such a connection brought together pupils from southern schools and pupils from the Protestant/Unionist/British tradition in Northern Ireland.

Junior Cycle

Elaboration of Content	Selected Evidence Sources on ARK/CAIN	Other Sources
The Causes	<p>'Politics in the Streets' Bob Purdie (1990) https://cain.ulster.ac.uk/events/crights/purdie/index.html</p> <p>Civil Rights https://cain.ulster.ac.uk/events/crights/index.html</p> <p>The Causes of the Conflict http://www.incore.ulst.ac.uk/services/cds/newcfni/causes/</p>	<p>Ulster Museum: "The Troubles and Beyond" https://www.nmni.com/whats-on/the-troubles-and-beyond</p>
The Course	<p>A Chronology of the Conflict https://cain.ulster.ac.uk/othelem/chron.htm</p> <p>Deployment of British Troops 14/8/69 https://cain.ulster.ac.uk/events/troops/index.html</p> <p>Bloody Sunday 30/1/72 https://cain.ulster.ac.uk/events/bsunday/index.html</p> <p>Bloody Friday 21/7/72 https://cain.ulster.ac.uk/events/bfriday/index.html</p> <p>Dublin and Monaghan Bombings 17/5/74 https://cain.ulster.ac.uk/events/dublin/index.html</p> <p>The 1981 Hunger Strike https://cain.ulster.ac.uk/events/hstrike/index.html</p> <p>Peace Process 1993-ongoing https://cain.ulster.ac.uk/events/peace/index.html</p>	<p>Ulster Museum: "The Troubles and Beyond" https://www.nmni.com/whats-on/the-troubles-and-beyond</p> <p>BBC NI: Archive https://www.bbc.co.uk/archive/the-front-line-is-my-doorstep/zjw6wty</p> <p>https://www.bbc.co.uk/archive/pettigo-the-village-split-by-the-border/zfr3t39</p>

ARK/CAIN: History Junior Cycle and Leaving Certificate

The Consequences	<p>Information on all those killed during the conflict https://cain.ulster.ac.uk/sutton/index.html</p> <p>Stories https://accounts.ulster.ac.uk/repo24/</p> <p>The consequences of the conflict http://www.incore.ulst.ac.uk/services/cds/newcfni/consequences/</p>	
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Leaving Certificate

Later Modern Ireland Topic 5: Politics and Society in Northern Ireland, 1949-1993

Perspective	Elements	Case Studies
Politics and administration	From Brookeborough to O'Neill; the Civil Rights Movement; emergence of the Provisional IRA; the fall of Stormont; Direct Rule; Republican and Loyalist terrorism; Sunningdale and power-sharing; the Anglo-Irish Agreement 1985. The Republic – responses to the ‘Troubles’. The Downing Street Declaration	The Sunningdale Agreement and the Power-sharing Executive, 1973-74
Society and the Economy	Impact of Welfare State; education, health, housing. Social and economic developments prior to 1969. Impact of the ‘Troubles’: (a) the economy: (b) society – education, health, housing	The Coleraine University Controversy
Culture and Religion	Religious Affiliation and cultural identity; ecumenism; cultural response to the ‘Troubles’	The Apprentice Boys of Derry

In their study of the topic students should become aware of the role of certain key personalities.

Another “key” to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts.

Topic 5: Politics and society in Northern Ireland, 1949-1993

Perspective	Elements	Selected Evidence Sources on ARK/CAIN
Politics and administration	From Brookeborough to O'Neill	https://cain.ulster.ac.uk/othelem/index.html
	The Civil Rights Movement	https://cain.ulster.ac.uk/events/crights/index.html
	Emergence of the Provisional IRA	https://cain.ulster.ac.uk/othelem/organ/docs/ryan01.htm
	The fall of Stormont	https://cain.ulster.ac.uk/events/directrule/mckittrick00.htm
	Direct Rule	https://cain.ulster.ac.uk/events/directrule/index.html
	Republican and Loyalist terrorism	Republican https://cain.ulster.ac.uk/events/bfriday/index.html https://cain.ulster.ac.uk/events/omagh/index.html
		Loyalist https://cain.ulster.ac.uk/events/dublin/index.html
	Sunningdale and power-sharing	https://cain.ulster.ac.uk/events/sunningdale/index.html
	The Anglo-Irish Agreement 1985	https://cain.ulster.ac.uk/events/aia/index.html
	The Republic – responses to the ‘Troubles’.	Currently no material on site
	The Downing Street Declaration	https://cain.ulster.ac.uk/events/peace/docs/dsd151293.htm https://cain.ulster.ac.uk/events/peace/index.html

Case study:	
The Sunningdale Agreement and the Power-sharing Executive, 1973-74	Sunningdale https://cain.ulster.ac.uk/events/sunningdale/index.html UWC Strike 1974 https://cain.ulster.ac.uk/events/uwc/index.html Material on PRONI https://cain.ulster.ac.uk/cgi-bin/PRONI/pronidbase.pl?field=doctype&martin=1&key=PRONI%20Sunningdale Material on NAI https://cain.ulster.ac.uk/cgi-bin/NAI/naidbase.pl?field=doctype&martin=1&key=NAI%20Sunningdale Also BBC NI Archive: https://bbcrewind.co.uk/search?q=Sunningdale

Perspective	Elements	Selected Evidence Sources on ARK/CAIN
Society and the Economy	Impact of Welfare State; education, health, housing.	Currently no material on site
	Social and economic developments prior to 1969.	Currently no material on site
	Impact of the 'Troubles' on the economy:	https://cain.ulster.ac.uk/ni/economy.htm
	Impact of the 'Troubles' on society – education, health, housing	Education https://cain.ulster.ac.uk/ni/educ.htm
		Health https://cain.ulster.ac.uk/ni/hss.htm
		Housing https://cain.ulster.ac.uk/ni/housing.htm
Case study:		
	The Coleraine University Controversy	The Lockwood Report proni CAB-9-D-31-2 1964-nd.pdf (ulster.ac.uk)
		Deliberation in NI Govt. proni CAB-4-1286 1964-12-21.pdf (ulster.ac.uk)
		Opposition to Coleraine proni CAB-9-D-31-2 1965-02-20.pdf (ulster.ac.uk)
		Potential compromise proni CAB-9-D-31-2 1965-02-25.pdf (ulster.ac.uk)
		See also documents on PRONI Public Records on the CAIN Web Site (ulster.ac.uk) for 1964 and 1965

Perspective	Elements	Selected Evidence Sources on ARK/CAIN
Culture and Religion	Religious Affiliation and cultural identity	https://cain.ulster.ac.uk/ni/religion.htm
	Ecumenism	Currently no material on site
	Cultural response to the 'Troubles'	Symbols https://cain.ulster.ac.uk/images/symbols/index.html Murals https://cain.ulster.ac.uk/mccormick/index.html Youth Culture https://www.bbc.co.uk/archive/belfast-punk-scene/zmqnmfr Posters https://cain.ulster.ac.uk/images/posters/index.html Music https://cain.ulster.ac.uk/bibdbs/music/index.html
Case study:		
	The Apprentice Boys of Derry	Remembering the siege of Derry: the rise of a popular religious and political tradition, 1689-1989 <i>Brian Walker</i> https://cain.ulster.ac.uk/issues/commemoration/walker/walker01.htm Parading Organisations https://cain.ulster.ac.uk/issues/parade/organis.htm

Key Personalities

Personality	Selected Evidence Sources on ARK/CAIN
Terrence O'Neill	https://cain.ulster.ac.uk/othelem/people/biography/opeople.htm#oneill
Conn and Patricia McClusky	https://cain.ulster.ac.uk/events/crights/McCluskey/
Bernadette Devlin	https://cain.ulster.ac.uk/othelem/people/biography/mcpeople.htm#mcaliskey
Ian Paisley	https://cain.ulster.ac.uk/othelem/people/biography/ppeople.htm#paisley
Brian Faulkner	https://cain.ulster.ac.uk/othelem/people/biography/fpeople.htm#faulkner
John Hume	https://cain.ulster.ac.uk/othelem/people/biography/hpeople.htm#hume
James Molyneaux	https://cain.ulster.ac.uk/othelem/people/biography/mpeople.htm#molyneaux
Margaret Thatcher	https://cain.ulster.ac.uk/othelem/people/biography/tpeople.htm#thatcher
Gerry Adams	https://cain.ulster.ac.uk/othelem/people/biography/apeople.htm#adams
Seamus Heaney	Currently no material on site

Navigating CAIN

The CAIN website contains an unrivaled wealth of original material relating to the course of the Troubles. It was however designed at the end of the last century and it is showing its age. A process of significant revamping, restructuring and redesign is now underway to ensure that it better meets the needs of current and future users. Teachers that have used CAIN over the years have observed that searching the site is not as intuitive as would be expected in other, more recently developed sites. It is well worth investing a little time to identify the range of sources available to identify those that are best suited to your lesson and your pupils' needs and interest. There are at least six ways to search the site.

1. By Section

The [home page](#) of the CAIN website opens with a series of tiles through which the main sections of the archive can be accessed. For your students' purposes, it is likely that four of these sections will be of most relevance:

- Background to The Troubles
- Key Events
- Key Issues
- NI Society



2. By A-Z Index

If you are seeking to explore material around a specific event or an individual, you can search by using the [A-Z index](#).

3. By Date

In order to track events that took place in a specific year there is a “[Chronology of the Conflict](#)” section Events are organized sequentially by date within this section and many of these are linked with additional material available from Public Records Office NI (PRONI) and/or National Archive of Ireland (NAI).

4. By Key Event

CAIN includes a list of [Key Events of the NI Conflict](#) – from the origins of the Civil Rights Campaign through to the Omagh bomb.

 CAIN Web Service

Key Events of the Northern Ireland Conflict

[CAIN Home] [KEY EVENTS] [Key Issues] [Conflict Background]

EVENTS: [Civil Rights] [Internment] [UWC Strike] [Hunger Strike] [Peace Process] [Derry March] [People's Democracy March] [Deployment of British Troops] [Bloody Sunday] [Direct Rule] [Bloody Friday] [Sunningdale] [Dublin & Monaghan Bombs] [IRA Truce] [Constitutional Convention] [TUAC Strike] [Assembly 1982] [Anglo-Irish Agreement] [Brooke/Mayhew Talks] [Omagh Bomb]

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Material is added to this site on a regular basis - information on this page may change

Key Events of the Northern Ireland Conflict

- [Civil Rights Campaign](#) (1964 to 1972)
- [Derry March](#) (5 October 1968); 
- [People's Democracy March](#) (1 January 1969 to 4 January 1969);
- [Deployment of British Troops](#) (14 August 1969 to 31 July 2007);
- [Internment](#) (1971 to 1975)

5. By Key Issues

The links contained in the [Key Issues](#) section relate to a range of general issues that have been central to the Northern Ireland Conflict – rather than one-off events, Key Issues relate to social and/or cultural phenomena that lay at the heart of the Northern Ireland 'Troubles' over a protracted period and include employment, parades, segregation and other issues.

 CAIN Web Service

Key Issues of the Northern Ireland Conflict

[CAIN Home] [Key Events] [KEY ISSUES] [Conflict Background]

ISSUES: [Abstentionism] [Children] [Collusion] [Commemoration] [Community Relations] [Cross-Community Marriage] [Discrimination] [Education] [Employment] [European Union] [Housing] [Law Order] [Media] [Minority Languages] [Parades] [Policing] [Policy Initiatives] [Politics/Political Parties/Elections] [Population] [Reconciliation] [Segregation] [Sport] [Victims/Survivors] [Violence] [Women]

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Material is added to this site on a regular basis - information on this page may change

Key Issues of the Northern Ireland Conflict

This section presents information on a range of issues related to the conflict, politics, and society in Northern Ireland. The issues are listed alphabetically, not in the order of importance. See also the note at the bottom of this page.

- [Abstentionism](#) by Republicans
- [Children and Young People](#)
- [Collusion](#) between Security Forces and Paramilitaries
- [Commemoration](#) related to the conflict
- [Community Relations](#) in Northern Ireland
- Cross-Community / Mixed Marriages in Northern Ireland - Report on [Cross-Community Marriage in Northern Ireland](#) (1992)
- [Discrimination](#)
- [Education](#)



6. Search Facility

There is a [search facility](#) on the site, but it has been designed principally for use by academics. It is not intuitive and requires a degree of expertise if it is to be used most effectively.

The screenshot shows the 'Full-Text Page Search of the CAIN Web Site'. At the top, there is a logo of a red book with a white emblem. Below the logo, the text 'CAIN Web Service' and 'Full-Text Page Search of the CAIN Web Site' are displayed. A horizontal line separates this from the main content area. The main content area includes a 'HOME' link and several other links: 'Key Events', 'Key Issues', 'Conflict Background', 'Help', 'Recent Additions', 'Associated Sites', 'Contributors', 'Contributions', 'Media Reports', 'Citations', 'Access Stats', 'Funding', and 'Copyright'. Another horizontal line follows. Below this, the text 'Page Design: Mike McCool' is shown. A 'Quick Search' form is present, with dropdown menus for 'Match' (set to 'All'), 'Format' (set to 'Long'), and 'Sort by' (set to 'Score'), and a search input field with a 'Search' button. A note below the search form explains that it searches documents with .htm and .html extensions over the complete CAIN web site. It also mentions an 'Advanced Search' facility available courtesy of the University of Ulster server. The note states that users can search for phrases, words, or names and have more control over the output. Another horizontal line follows. At the bottom, the text 'CAIN contains information and source material on the conflict and politics in Northern Ireland. CAIN is based within Ulster University.' is displayed. The footer contains navigation links: 'home', 'about cain', 'site index', 'site map', 'faq s', 'search', and 'contact'. It also includes the text 'A constituent part of ARK', the date 'Last modified: 02/16/2021 12:31:51', and the copyright notice '© 1996-2021 CAIN'.

Other Resources

CAIN is of course not the only on-line resource with relevance to the NI Conflict option of the GCSE History curriculum. The '[Accounts of the Conflict](#)' site developed by the Ulster University's International Conflict Research Institute (Incore) is a digital archive of 1,257 personal accounts of the Troubles.



This archive includes links to [34 short videos](#). In each of these a *time witness* provides a first-hand account of their experience of the conflict. These may be particularly accessible to GCSE students.

Incore also has an on-line guide to [Peacebuilding in Northern Ireland](#) which includes sections on the [Causes of the Conflict](#) and the [Consequences of the Conflict](#).

There are media news-archives covering the period of the Troubles available from both [BBC](#) and [RTE](#). In addition, BBC has 'Bitesize' resources devoted specifically to the CCEA history curriculum including: [Changing relations: Northern Ireland and its neighbours, 1965-98](#). The Nerve Centre has also developed a set of on-line modules linked to the curriculum. These cover the [NI Civil Rights Movement](#), the [Conflict in NI](#) and [Pathways to Peace](#).

Ulster Museum in Belfast holds and displays a collection of artifacts from the [Troubles and Beyond](#) – many of these are also accessible to view on-line.