

HISTORY
GCSE
April 2021

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

It is highly unlikely that any student undertaking a GCSE in History will have lived through the Troubles – it is nevertheless recognised that the events of the past still resonate in the lives of this current generation, not least in the community profile of staff and students evident in each of the various school sectors.

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. Few families in NI were left wholly untouched by the Troubles and pupils may be growing up in a household 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 form tutors, Heads of House and Sixth Form;
- let the class know in advance which topics will be coming up;
- inform parents that the subject will be discussed (this particularly important if the issues are to be explored as part of a Shared Education initiative with another school with a different community profile);

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 are likely also to 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.

Although in-service training opportunities are limited, 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 has also produced a [teaching controversial issues](#) resource for those who are working with students at Key Stage 3 in NI. 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’

Option 2 of *Unit 1, Section B: Local Study* within the GCSE History curriculum offers students an option to “enhance their understanding of the unfolding narrative of significant historical developments, events and personalities” during the period known as the ‘Troubles’. Through this option students are required to examine the interplay of the complex relationships between Northern Ireland, Britain and the Republic of Ireland, and among the different communities in Northern Ireland, against the backdrop of political and civil unrest between 1965 and 1998. Students also explore the introduction of direct rule, the increase in paramilitary violence, the attempts to find a political solution and the impact on Northern Ireland and its neighbours.

The curriculum guidelines specify that students should be developing cross-curricular skills by learning how to make effective use of information and communications technology across a wide range of contexts to access, manage, select and present information including “archive images, audio and video materials”. By supporting their students to engage with the resources available on the CAIN website, teachers will be fulfilling this specification.

NB: The Junior Cycle specification for History asks students to:

- **identify the causes, course and consequences of the Northern Ireland Troubles**

There is therefore considerable common ground between the local study option within CCEA’s GCSE History specification in NI and the specification developed by NCCA for the Junior Cycle in ROI. 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 the north.

GCSE History Specification

3.2 Unit 1 Section B: Local Study

Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–98

Content:

- The O'Neill Years
- The campaign for civil rights
- A deteriorating situation, 1969–72
- The search for a political solution – attempt at power-sharing, 1973–74
- Changing Republican strategy
- Changing relations – towards closer co-operation
- The Downing Street Declaration, 1993
- The Good Friday Agreement, 1998

Selected Source Material on CAIN

Content	Elaboration of Content	Selected Evidence Sources on ARK/CAIN
The O'Neill Years	O'Neill's policies and actions to improve the economy: successes and failures	https://cain.ulster.ac.uk/othelem/index.html
	O'Neill's attempts to improve community relations in Northern Ireland and the differing responses to his efforts	https://cain.ulster.ac.uk/othelem/index.html
	O'Neill's attempts to improve relations with the Republic of Ireland and the differing responses in Northern Ireland to his efforts	https://cain.ulster.ac.uk/othelem/index.html

Content	Elaboration of Content	Selected Evidence Sources on ARK/CAIN
The campaign for civil rights	The influence of the civil rights movement in the United States of America on Northern Ireland	https://cain.ulster.ac.uk/events/crights/index.html
	Reasons for the emergence of the Northern Ireland Civil Rights Association (NICRA), its demands and methods and the differing attitudes towards it	https://cain.ulster.ac.uk/events/crights/McCluskey/ https://cain.ulster.ac.uk/events/crights/nicra/nicra78.htm
	Early civil rights marches, including British government and police responses, O'Neill's five-point reform programme and the differing responses to it	https://cain.ulster.ac.uk/events/crights/index.html https://cain.ulster.ac.uk/events/crights/odochart.htm
	The effectiveness of NICRA	https://cain.ulster.ac.uk/events/crights/index.html
	Reasons for the emergence of the People's Democracy: actions and impact	https://cain.ulster.ac.uk/events/crights/index.html
	Reasons for the downfall of O'Neill	https://cain.ulster.ac.uk/events/crights/index.html

Content	Elaboration of Content	Selected Evidence Sources on ARK/CAIN
A deteriorating situation, 1969–72	Increasing tensions and violence, summer 1969	https://cain.ulster.ac.uk/othelem/organ/docs/ryan01.htm https://cain.ulster.ac.uk/othelem/organ/iorgan.htm#ira
	The reasons for and consequences of the intervention of the Irish and British governments	
	The re-emergence of the Irish Republican Army (IRA), the split in the IRA and the objectives of the newly formed Provisional IRA	
	The re-emergence of the Ulster Volunteer Force (UVF) and its objectives, and the setting up of the Ulster Defence Association (UDA) and its objectives	https://cain.ulster.ac.uk/othelem/organ/uorgan.htm#uvf https://cain.ulster.ac.uk/othelem/organ/uorgan.htm#uda
	Reasons for and effects of internment, escalation of violence, civil rights protests against internment, and Bloody Sunday and responses to it	https://cain.ulster.ac.uk/events/crights/nicra/nicra785.htm
	Reasons for the fall of Stormont and the introduction of direct rule	https://cain.ulster.ac.uk/events/directrule/index.html
	Reaction in Northern Ireland and in the Republic of Ireland to the British government's decision to suspend Stormont	https://cain.ulster.ac.uk/events/abstract/72storm.htm

Content	Elaboration of Content	Selected Evidence Sources
The search for a political solution – attempt at power-sharing, 1973–74	The reasons for and responses to the introduction of a power-sharing Executive to Northern Ireland and a Council of Ireland	https://cain.ulster.ac.uk/events/sunningdale/index.html
	The effects of the Ulster Workers' Council strike on the attempt at power-sharing in Northern Ireland	https://cain.ulster.ac.uk/events/uwc/index.html
	The reintroduction of direct rule	
Changing Republican strategy	The reasons for the hunger strikes, 1980–81	https://cain.ulster.ac.uk/events/hstrike/index.html https://cain.ulster.ac.uk/events/hstrike/docs/ross-2011.pdf https://cain.ulster.ac.uk/events/hstrike/docs/robinson.htm
	The impact of the hunger strikes, including change in Republican strategy	https://cain.ulster.ac.uk/events/hstrike/beresford.htm
	The effect of Sinn Féin's electoral success on the SDLP	
Changing relations – towards closer co-operation	Reasons for closer co-operation between the Irish and British governments in the 1980s	https://cain.ulster.ac.uk/events/aia/sum.htm
	The terms of the Anglo-Irish Agreement	https://cain.ulster.ac.uk/events/aia/aiadoc.htm
	Its significance for relations between Britain, Northern Ireland and the Republic of Ireland and for how Northern Ireland would be governed	https://cain.ulster.ac.uk/events/aia/reaction.htm https://cain.ulster.ac.uk/events/aia/assess.htm https://cain.ulster.ac.uk/events/aia/after.htm

Content	Elaboration of Content	Selected Evidence Sources on ARK/CAIN
The Downing Street Declaration, 1993	The Hume–Adams initiative	https://cain.ulster.ac.uk/events/peace/talks.htm#hume
	The Downing Street Declaration	https://cain.ulster.ac.uk/events/peace/docs/dsd151293.htm https://cain.ulster.ac.uk/events/peace/index.html
	The key terms and responses to the Declaration in Northern Ireland and its significance for paving the way for the ceasefires	https://cain.ulster.ac.uk/events/peace/docs/dsd151293.htm https://cain.ulster.ac.uk/events/peace/index.html
The Good Friday Agreement, 1998	The key terms and responses to the Agreement, including the referendum	https://cain.ulster.ac.uk/events/peace/bac.htm https://cain.ulster.ac.uk/events/peace/headline.htm https://cain.ulster.ac.uk/issues/politics/election/ref1998.htm
	The significance of the Agreement for relations between Britain, Northern Ireland and the Republic of Ireland	https://cain.ulster.ac.uk/events/peace/pp9899.htm

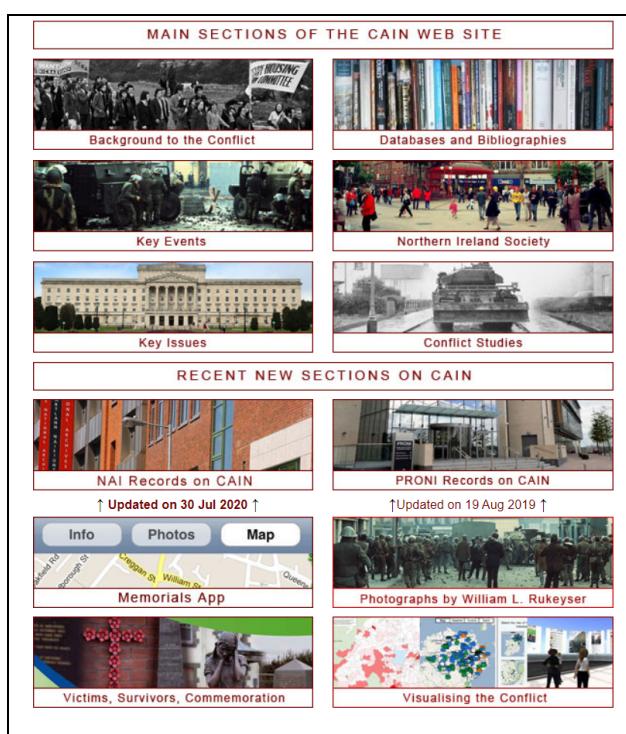
Navigating CAIN

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).

1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
1990	1991	1992	1993	1994	1995	1996	1997	1998	1999

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] [UUAAC 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 navigation 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 the placeholder 'Search' and a 'Search' button. A descriptive text block follows, explaining that the search covers the complete CAIN web site and providing instructions for finding specific documents. Another horizontal line is present. Below this, the text 'Alternative Search Facility' is shown, followed by a note about an advanced search facility available through the University of Ulster server. A third 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 links for 'home', 'about cain', 'site index', 'site map', 'faq s', 'search', and 'contact'. It also states 'A constituent part of ARK' with a logo, 'Last modified: 02/16/2021 12:31:51', and '© 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.