When Divisions Deepen

Trace how national identity and rivalries shaped conflict

SS24.WH.16e "Describe the influence of internal conflict, nationalism, and factional enmity in various nations and regions."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a nationalist goal or belief, circle an action that deepened conflict, and number a consequence in each paragraph 1, 2, or 3 to trace how ideas and rivalries shaped events.

Three Conflicts, Three Paths

1. In Northern Ireland, two visions of belonging fueled decades of conflict. Many nationalists wanted the region to join Ireland, while many unionists wanted it to remain in the United Kingdom. Armed groups on both sides attacked people, deepening fear between communities. This factional enmity made compromise harder, even for those who rejected violence. The 1998 Good Friday Agreement created a framework for power-sharing government and offered a peaceful way to settle political differences.

2. In Rwanda, a civil war began in 1990 between the government and the Rwandan Patriotic Front, a rebel force. Extremist leaders promoted a vision of the nation that treated Tutsi people as enemies. In 1994, after Rwanda's president was killed, extremist forces organized a genocide against Tutsi people while the war continued. Hutu people who opposed the killings were also murdered. Extremist propaganda and factional hatred helped drive mass violence against civilians.

3. In Sri Lanka, a 1956 law made Sinhala the country's only official language, angering many Tamil speakers who faced discrimination. Tamil nationalist movements sought self-rule, and the separatist Liberation Tigers of Tamil Eelam fought the government in a long civil war. Attacks by the Tigers and government forces harmed civilians and deepened distrust. The war ended in 2009, but the fighting left lasting wounds. Policies about national identity had helped turn political demands into armed conflict.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did rival armed groups affect the chance of compromise in Northern Ireland?

2. How did extremist ideas about national belonging influence violence in Rwanda?

3. How did language policy and Tamil nationalism contribute to conflict in Sri Lanka?

4. Compare the goals of nationalists in Northern Ireland and Tamil nationalists in Sri Lanka. How did each goal relate to conflict?

3 YOUR TURN

Your own words

In a fictional country, leaders call only coastal residents “true citizens” and cut funding to inland schools. Armed groups from both regions begin threatening families. Write four sentences explaining how nationalism could lead to internal conflict, how factional enmity could increase harm, and one way to reduce it.

ANSWER KEY

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GRADE 9 · SS24.WH.16e

PART 1 · READ AND MARK

Underline a nationalist goal or belief, circle an action that deepened conflict, and number a consequence in each paragraph 1, 2, or 3 to trace how ideas and rivalries shaped events. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did rival armed groups affect the chance of compromise in Northern Ireland?	**Their attacks deepened fear between communities and made compromise harder.**
2	How did extremist ideas about national belonging influence violence in Rwanda?	**Extremists treated Tutsi people as enemies and organized a genocide against them.**
3	How did language policy and Tamil nationalism contribute to conflict in Sri Lanka?	**Making Sinhala the only official language angered many Tamil speakers. Tamil nationalist movements sought self-rule, and a separatist group fought the government.**
4	Compare the goals of nationalists in Northern Ireland and Tamil nationalists in Sri Lanka. How did each goal relate to conflict?	**Nationalists in Northern Ireland wanted to join Ireland, a goal disputed by unionists. Tamil nationalists sought self-rule, and a separatist group fought Sri Lanka's government.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Calling only coastal residents “true citizens” uses nationalism to exclude inland residents. Cutting school funding could spark protests and a wider internal conflict. Threats by armed groups could deepen factional hatred and drive families from their homes. Equal school funding and talks between regional leaders could help reduce the violence.

Accept explanations that connect a stated belief or policy to conflict and identify a specific effect of hostility between factions. For Part 3, accept other plausible steps that protect families or address unequal treatment.