

**LESSON
1.**



LESSON DESCRIPTION

The lesson states how the civil rights movement came into being in Northern Ireland and identifies some of the different groups involved. As well as identifying some of the groups involved in the civil rights movement, some of the political reforms that were brought about will also be explained.

LESSON INTENTIONS

1. Describe the different groups that formed to protest for civil rights at that time in Northern Ireland
2. Recognise the changes that took place in Northern Ireland as a result of the civil rights movement
3. Demonstrate objectives 1 & 2 through digital media

LESSON OUTCOMES

- Be able to identify the different groups involved in the Northern Ireland civil rights movement.
- Be able to summarise the political changes in Northern Ireland as a result of the civil rights movement.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 1 Key Information
- M2L1 Statements
- Audio Editing Storyboard
- Video Editing Storyboard
- Local Research Task

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Audio Editing Software e.g. Audacity
- Video Editing Software e.g. Movie Maker-

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphones

MODULE 2. THE CONFLICT IN NORTHERN IRELAND
1: CIVIL RIGHTS IN NORTHERN IRELAND



ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play the video link Suggested Additional Resources 4 to show students an example of a civil rights march.</p>	<p>The video will give students a look at how civil rights campaigners protested for their demands during the late 60s and early 70s in Northern Ireland.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>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.</p> <p>Alternatively, teachers may want to use the Questions/Extension Activities as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task will require students (in groups) to research the civil rights groups at that time in Northern Ireland and then match a series of statements to each group.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.</i></p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Play the audio link Suggested Additional Resources 2. Students will have the opportunity to listen to a radio report from the time which reports on the granting of one man, one vote and the reaction towards the reform.</p> <p>A possible discussion point may be to consider the source of the report. Did the report sound biased in any way? Why would RTE have a certain point of view?</p>	<p>Listening to the audio clip will give the students the opportunity to experience how events were reported at the time and why this was a major reform.</p>

KEY INFORMATION

1.

CIVIL RIGHTS IN NORTHERN IRELAND



1.))) DISCUSSION

Look at the table below. Why do you think so many different groups formed?

BACKGROUND

After the partition of Ireland in 1922, the political landscape of the newly formed Northern Ireland was dominated by unionism. This formed the basis for a unionist ruled Northern Ireland government for years to come. Unionist political dominance led to Catholic resistance and allegations of discrimination. Catholics believed that houses and government jobs were unfairly allocated. In addition to this, Catholics believed the unionist government controlled election boundaries to have an advantage in elections. However, improvements were made post war and following the Education Act 1947, children from poor families could benefit from the advantage of further education. These new forms of education and other international influences helped form a generation of Catholics who were unwilling to tolerate the social injustices in Northern Ireland.

THE CIVIL RIGHTS CAMPAIGN BEGINS

The mid 1960's saw the eruption of civil rights protests in Northern Ireland. The campaign imitated tactics similar to the American Civil Rights Movement. Using tactics such as writing letters and leaflets, protests, sit-ins and marches, the campaign hoped to generate enough political pressure to result in governmental reforms.

CIVIL RIGHTS GROUPS		
Who?	When did they form?	Why did they form?
Campaign for Social Justice	17th January, 1964	"The purpose of bringing the light of publicity to bear on the discrimination which exists in our community against the Catholic section of that community representing more than one-third of the total population."
Northern Ireland Civil Rights Association	29th January, 1967	Formed to campaign for civil rights for all. NICRA demanded changes in voting, changes to the allocation of houses and jobs, changes in government policy and the disbandment of the B-Specials (a Protestant reserve police force). Their campaign imitated tactics from the American Civil Rights movement.
Derry Housing Action Committee	November, 1967	Formed in Derry/Londonderry to protest against housing conditions and provision.
People's Democracy	9th October 1968	Formed as a result of an attack on a NICRA march on 5th October 1968 in Derry/Londonderry. Although PD supported the civil rights campaign (their aims were very similar to that of NICRAs), they believed the NI government needed more radical changes than were currently being demanded.

MODULE 2. THE CONFLICT IN NORTHERN IRELAND

1: CIVIL RIGHTS IN NORTHERN IRELAND

2.))) DISCUSSION

Despite the granting of reforms from 1969 onwards, why do you think that violence erupted and gripped Northern Ireland for approximately 30 years?

A CHANGING SITUATION

Following the Battle of the Bogside and the introduction of the British Army, the political situation in Northern Ireland changed as conflict developed. The increasing militancy meant that the civil rights movement was largely overtaken by events. However, in the following years a series of reforms ensured that the original aims of the civil rights movement were largely achieved. Despite this Northern Ireland was in the grip of 'the Troubles', which would go on to last for over thirty years.

12th September 1969

The Cameron Report

The Cameron Report was set up in January 1969 to look into civil disturbances in Northern Ireland. The report highlighted a growing sense of injustice amongst Catholics in matters relating to jobs, housing, voting and policing.

10th October 1969

The Hunt Report

The Hunt Report made a number of recommendations in the area of policing. Amongst these were that the RUC should become an unarmed force and the 'B Specials' should be disbanded.

25th November 1969

Commissioner for Complaints Act

The act allowed for the establishment of a Commissioner to deal with complaints made against local councils and public bodies.

25th November 1969

Electoral Law Act

The act made voting in local elections the same as that in England, which most believed to be fairer.

26th March 1970

Police Act

The act provided for the disarmament of the Royal Ulster Constabulary (RUC) and the establishment of an RUC reserve force (which replaced the B Specials).

29th May 1970

Review Body on Local Government in NI

This report recommended the scrapping of the current structure of local government and introducing 26 new district councils in Northern Ireland.

25th February 1971

Housing Executive Act

As part of this act, the Northern Ireland Housing Executive (NIHE) was established. The main reason for the setting up of NIHE was the allegations of discrimination in the allocation of housing.

23rd March 1971

Local Government Boundaries Act

The act addressed the issue of local district boundaries and provided for the appointment of a Boundaries Commissioner to recommend the boundaries and names of new district councils and ward areas.

18th July 1973

The Northern Ireland Constitution Act

This act reversed direct rule and put in place terms for a devolved government in Northern Ireland consisting of an Executive chosen by a new Northern Ireland Assembly (devised under the Sunningdale Agreement). Part of the act dealt directly with attempts to prevent discrimination which paved the way for the passing of The Fair Employment Act of 1976.

22nd July 1976

The Fair Employment (Northern Ireland) Act

The act established an agency with the duties of promoting equality and opportunity for employment in Northern Ireland and to eliminate unlawful discrimination on the grounds of religious belief or political opinion.



Civil Rights
march, Newry,
1969

(c) RTÉ Stills Library

KEY EVENTS

On **20TH JUNE 1968** a protest took place at Caledon, County Tyrone. The protest concerned unfair housing allocations. Emily Beatty, secretary for a local unionist politician was given a house ahead of older Catholic families with children. Emily was 19, single and Protestant. In protest, MP Austin Currie and others occupied the house; however the Royal Ulster Constabulary (RUC) forcefully evicted the protesters. One of the officers was Emily Beatty's brother.

On **5TH OCTOBER 1968** in Derry/Londonderry, NICRA and DHAC defied a ban on a planned march through the city. As a result, the RUC charged at and attacked the marchers. Many were injured and much of the violence was caught on camera, shocking audiences. As a result, riots broke out across the city.

Unionist Prime Minister Terence O'Neill was summoned to London to discuss the violence throughout Northern Ireland. As a result a reform package was announced by the Northern Ireland government on **22ND NOVEMBER**. However, the reforms fell short of the original reform demands.

On **8TH AUGUST** the new Prime Minister of Northern Ireland James Chichester-Clark, agreed to allow the Apprentice Boys parade to go ahead in Derry/Londonderry which resulted in the Battle of the Bogside which lasted from 12th – 14th August.

SATURDAY 24TH AUGUST saw the first civil rights march in Northern Ireland. The march included several protest groups including CSJ and NICRA. The march took place between Coalisland and Dungannon. Three days later a protest was held in Derry/Londonderry by the Derry Housing Action Committee highlighting alleged discrimination in housing allocation. Following the protest, the group invited NICRA to organise a march in Derry/Londonderry.

On **9TH OCTOBER** amidst protests at Queens University, Belfast the People's Democracy were formed.

On **NOVEMBER 13TH 1968** Home affairs minister, William Craig banned all marches with the exception of 'customary' parades.

The **1ST JANUARY 1969** saw a march organized by the PD between Belfast and Derry/Londonderry. On the fourth day the march had reached Burntollet Bridge, seven miles from its destination. At the bridge the march was attacked by a Loyalist group which included off duty members of the 'B-Specials.' Entering Derry/Londonderry, the march was attacked again and later broken up by the RUC when it reached the city centre. Serious rioting in the nationalist area of the Bogside ensued.

PERSPECTIVES



1. "The Campaign for Social Justice in Northern Ireland was inaugurated on 17th January, 1964, for the purpose of bringing the light of publicity to bear on the discrimination which exists in our community against the Catholic section of that community representing more than one-third of the total population."

CSJ pamphlet: "Northern Ireland: Why Justice Can Not Be Done – The Douglas-Home Correspondence" September, 1964

2. "The generation of the early '60s was one which had not participated to the same extent in the defeats of previous periods and which had grown up completely within the state. So they weren't as demoralised or defeatist as their parents... Another factor was the increasing availability of education as a result of the post-war Education Acts...which brought a lot of the Catholic population into secondary education and third level education for the first time."

Michael Farrell, one of the founder members of the People's Democracy

3. "Within what was called the United Kingdom, you had the worst injustices in the whole of Europe."

John Hume, civil rights campaigner and member of NICRA

4. "We were marching for the right to become full British citizens."

Nell McCafferty, civil rights campaigner from Derry/Londonderry who went on to be a journalist and playwright

QUESTIONS



EXTENSION ACTIVITY 1:
 The Cameron Report was set up in January 1969 to look into civil disturbances in Northern Ireland. Looking at the key events, which events may have led to the establishment of the report?

EXTENSION ACTIVITY 2:
 Below is a table which lists the demands of NICRA. Read through the list of reforms/acts and write down the name of the reform/act which addressed each demand.

NICRA DEMANDS	REFORM / ACT
One man, one vote	
An end to gerrymandering – an end to the setting of unfair electoral boundaries	
An end to discrimination in the allocation of government jobs	
An end to discrimination in the allocation of housing	
The disbandment of the B-Specials	
The removal of the Special Powers Act	This Act was repealed by the Northern Ireland (Temporary Provisions) Act 1972 and Northern Ireland (Emergency Provisions) Act 1973 which introduced direct rule and banned membership to a selection of paramilitary groups.

TASK 1

In today's social media driven world, it is possible for news to spread around the world in minutes! When the civil rights movement in Northern Ireland was taking place, many homes did not have a television so a lot of people relied on word of mouth and daily newspapers for their news.

What if social media applications existed during the civil rights campaign?

USING TWITTER AS AN EXAMPLE, IMAGINE THAT YOU ARE PRESENT AT ONE OF THESE EVENTS:

- **The Caledon protest**
- **5th October 1968 NICRA march in Derry/Londonderry**
- **The formation of the People's Democracy and protest that followed**

Carry out some research into the event you have chosen (What happened? Who was involved? What was the aftermath?). Construct 3 tweets explaining why the protest is taking place and what is happening – remember that each tweet must be 140 characters maximum (letters and spaces). You must also create a "hashtag" so that people can discover information about the event online.

Write 1 paragraph about how social media may have changed how these events were organised and reported. Can you discover any recent examples of how social media has been used during a protest?

TASK 2:

This task will require you to carry out a bit of research – from the internet and family members. Answering the questions on the 'Local Research Task' document will help you to find out information about civil rights protests that may have taken place in your area in the late 1960s and early 1970s.

ALTERNATE TASK

- Students will be split up into groups.
- Each group will be given statements that are cut out of the M2L1 Statements. The group will match the statements to the civil rights groups by performing research on the internet.
- The groups should also carry out research to complete the table on page 2 of the document.
- The lesson could be finished on a discussion based around the achievements of the civil rights movement despite the escalating violence in Northern Ireland.

SUGGESTED ADDITIONAL RESOURCES

1.  <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1033-first-civil-rights-march/319369-organising-the-first-civil-rights-march/>
Belfast Telegraph article written 40 years after Battle of the Bogside
2.  <http://www.rte.ie/archives/exhibitions/1042-northern-ireland-1969/1045-one-man-one-vote/320264-special-report-on-one-man-one-vote/>
The granting of one man, one vote
3.  <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1032-caledon-protest/319335-caledon-civil-rights-campaign/>
Background to the Caledon protest
4.  <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1036-protests-escalate/319514-derry-civil-rights-demonstration-2-november-1968/>
A civil rights demonstration in Derry~Londonderry



MODULE 2. THE CONFLICT IN NORTHERN IRELAND

1: CIVIL RIGHTS IN NORTHERN IRELAND

Campaign For Social Justice	Northern Ireland Civil Rights Association
Derry Housing Action Association	People's Democracy

Formed on 17th January 1964

Formed on 29th January 1967

Formed in November 1967

Formed on 9th October 1968

Formed as a result of the attack on a NICRA march on 5th October 1968 in Derry/Londonderry

Formed in Derry/Londonderry to protest against housing conditions and provision

Formed to campaign for civil rights for all and had a number of demands relating to housing, jobs, policing and government policy

Formed to highlight discrimination against Catholics

Ambushed at Burntollet Bridge on 4th January 1969 by loyalists

Invited NICRA to march in Derry/Londonderry on 5th October 1968

Bernadette Devlin and Michael Farrell were leading members

John Hume and Ivan Cooper were leading members

Produced a number of pamphlets, booklets and letters to publicise discriminations against Catholics

Eamon McCann was a prominent member

Organised an anti-internment march on 30th January 1972

Organised a march on Belfast City Hall which was blocked by a counter demonstration led by Ian Paisley



MODULE 2. THE CONFLICT IN NORTHERN IRELAND

1: CIVIL RIGHTS IN NORTHERN IRELAND

Research the aims of each group. Which act/reform which each group have been the most pleased about? Discuss the reasons why.

CAMPAIGN FOR SOCIAL JUSTICE

NORTHERN IRELAND CIVIL RIGHTS ASSOCIATION

DERRY HOUSING ACTION COMMITTEE

PEOPLE'S DEMOCRACY



MODULE 2. THE CONFLICT IN NORTHERN IRELAND

1: CIVIL RIGHTS IN NORTHERN IRELAND

Can you find any local connections to the Civil Rights Movement?

Where are you from?	
Carry out research to identify any protest activities that may have taken place in your area during the civil rights movement (1968-72).	
a. What type of protest was it?	b. Where did it take place?
c. What group did it involve?	d. Was there a specific demand being protested for?
<p>Speak to some senior family members (e.g. parents/aunties/uncles/grandparents) who remember the civil rights movement. Examples of questions you may want to ask:</p> <p>Do they have any recollection of the civil rights movement?</p> <p>How was it reported at the time?</p> <p>Did they take part in any protests?</p> <p>What were their feelings at the time? Did they agree/disagree with the methods the protestors used?</p> <p>(Note down any other questions that you asked)</p>	





DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit a radio interview in which one student will play the interviewer and the other student will play a civil rights activist.

The interview will cover such details as which group the activist was part of and what were their aims, what protests did they take part in and to describe 2 of the laws that were passed during the civil rights movement. Students will research the topic by looking at the Key Information (and if possible, performing internet research). The broadcast will be at least 1 minute and 30 seconds 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 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).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. 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 listen to 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.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

Students will create a movie of at least 30 seconds which details who the various civil rights groups were in Northern Ireland – why did they form and what were their aims?

Students will research images (and if possible audio and video) and information from the internet which will be used in their movies.

PLAN

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, videos, audio and information 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.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using various editing tools (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their project by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions 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 viewing selected pieces of 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 movie file. This may be completed in the form of a saved document.