

MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT
2: THE EMERGENCE OF NICRA

LESSON 2.



LESSON DESCRIPTION			
<p>This lesson will detail the reasons why there may have been a change in attitude amongst Nationalists in the 1960s, as well as some of the major protests in the civil rights movement.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Identify the reasons behind the change in attitude of Nationalists and emergence of NICRA 2. Understand the significance of the main events outlined in the factsheet 3. Demonstrate objectives 1 & 2 through digital media 		<ul style="list-style-type: none"> • Understand the reasons which may have lead to people adopting a new approach to highlighting discrimination in Northern Ireland. • Describe the significance of some of the major protests of the civil rights movement. • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 2 Key Information • M1L2 Tasksheet • Comic Creation Storyboard • Digital Imaging Design Sheet • Audio Editing Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources • M1L2 Presentation 	<ul style="list-style-type: none"> • Comic Creation Software e.g. Comic Life • Image Editing Software e.g. GIMP • Audio Editing Software e.g. Audacity 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops • Headphones / Microphone

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ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play a radio interview with an evicted tenant from Caledon. (See Suggested Additional Resources 5)</p>	<p>The audio excerpt aims to give the students an insight not only into events at Caledon which triggered the Caledon protest, but also an insight into the kind of allegations which encapsulated the need for a civil rights movement at that time 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 (the Key Information may be split into 2 sections – the emergence of NICRA and major events – and divided amongst the students). Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Introductory / Progression Questions as group discussion questions or to test individual knowledge.</p> <p>The active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.</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. 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 – Watch a news report from 5th October 1968 (See Suggested Additional Resource 4). What impact did the media have on this event?</p>	<p>The plenary discussion will focus on the role of the media in highlighting the events of 5th October 1968</p>

KEY
INFORMATION
2.

THE EMERGENCE OF NICRA

Towards the end of the 1960s in Northern Ireland many Catholics and some Protestants began to voice their concerns about alleged discrimination at the hands of the *unionist* Government. As a result, people began to form groups to protest against the government. The largest of these groups was the Northern Ireland Civil Rights Association.

The Northern Ireland Civil Rights Association (NICRA) was formed on the 29th January 1967. The emergence of NICRA was linked to a number of events within Northern Ireland and beyond. These events gave a new found confidence to *nationalists* and Catholics in their hunt for *civil rights*. Despite initial support from both Catholics and Protestants, many Protestants began to withdraw their support for NICRA as some felt it was a front for a more *republican* cause. (See Perspectives 1)

The Education (Northern Ireland) Act 1947 made it compulsory for all children to attend school until the age of 15. The act also introduced tests (the 11+) that determined what kind of secondary schools children chose. University grants were introduced, which enabled many less well-off people to attend university for the first time. This was especially helpful for many Catholics. Four notable civil rights activists who came through the university system at this time were John Hume, Bernadette Devlin, Austin Currie and Michael Farrell.

The Campaign for Social Justice (CSJ) was formed in Dungannon, County Tyrone. The main aim of CSJ was to campaign for civil rights for Catholics in Northern Ireland by publishing pamphlets and newsletters. The group also wrote letters to the government highlighting examples of discrimination.



1.))) DISCUSSION

Why do you think these factors lead to the formation of NICRA? Is there a factor that stands out for you as more important than the others?

Campaign for Social Justice (CSJ) – set up in Dungannon in 1964 and campaigned for civil rights. Many saw CSJ as the forerunner to NICRA

1947 Education Act – university grants allowed a much broader section of the community to attend university than ever before

Emergence of NICRA

The American Civil Rights Movement – inspired by events in America, Catholics believed that they too could campaign successfully for civil rights

October 1964 – Labour Government is elected which was seen as more sympathetic to the Nationalist cause and raised expectations amongst Catholics

MAJOR EVENTS

The **Caledon Protest** took place on the 20th June 1968. Austin Currie, MP for East Tyrone, and other protestors “squatted” (illegally occupied) in a house in Caledon, County Tyrone in protest about discrimination of housing allocation. Dungannon Rural District Council had given the house in question to a single 19 year old Protestant woman ahead of older, married Catholic families with children. The young Protestant woman, Emily Beattie, was the secretary of a local Unionist politician. The protestors were evicted from the premises by the *Royal Ulster Constabulary* (one of whom was the brother of Emily Beattie). The protest and eviction were captured on television, which gave the civil rights movement more energy and inspired direct action in the form of marches.



After the formation of NICRA in 1967, the **first civil rights march** did not take place until 24th August 1968. Prior to this march, NICRA had taken part in street demonstrations and rallies as marches were banned. NICRA viewed the Unionist governments ban on marches as a way to suppress political protests. The first march involved NICRA and the CSJ who marched from Coalisland to Dungannon. The march was staged to protest against housing allocation in the Dungannon area. *Loyalists* organised a counter demonstration which actually succeeded in getting the civil rights march banned. Despite this, the march passed off without incident. The publicity surrounding the march (and the fact that it was the first of its kind) added more weight to the civil rights movement and also inspired other protestors to form branches of NICRA around Northern Ireland.

Northern Ireland Civil Rights ASSOCIATION
A CIVIL RIGHTS MARCH
WILL BE HELD IN DERRY
ON SATURDAY, 5TH OCT.
COMMENCING AT 3.30 p.m.
ASSEMBLY POINT: WATERSIDE RAILWAY STATION
MARCH TO THE DIAMOND
Where a PUBLIC MEETING will take place

2.))) DISCUSSION

Why may these events have given the civil rights movement more momentum?

Weeks after this, NICRA announced that their next march would take place on **5th October 1968** in Derry/Londonderry. NICRA were invited to organise a march in Derry/Londonderry by the Derry Housing Action Committee (DHAC) to protest against housing allocation and unemployment in the city. In an apparent attempt to force a ban on the March, the Apprentice Boys of Derry decided to organise a parade along the same route at the same time (a commonly used tactic at the time). The Unionist government banned both marches but NICRA decided to proceed. Before the march could properly begin, it was stopped by the RUC. The RUC broke up the march by baton charging the crowd and injuring many of the participants, including some MPs. The incident was captured by television cameras and it was reported worldwide. The footage shocked many around the world and prompted two days of rioting in Derry/Londonderry. The events of 5th October increased interest in the civil rights movement to new levels, with new civil rights groups being formed and further “sit-ins”, protests and marches arranged.

PERSPECTIVES

1. [The civil rights movement was the beginning of a republican campaign] "... organised entirely by the IRA".

William Craig, Ulster Unionist Party, Home Affairs Minister (1966-68)

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

4. "The civil rights movement in the United States was about the same thing, about equality of treatment for all sections of the people, and that is precisely what our movement was about."

John Hume on the Northern Ireland Civil Rights Movement

3. "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

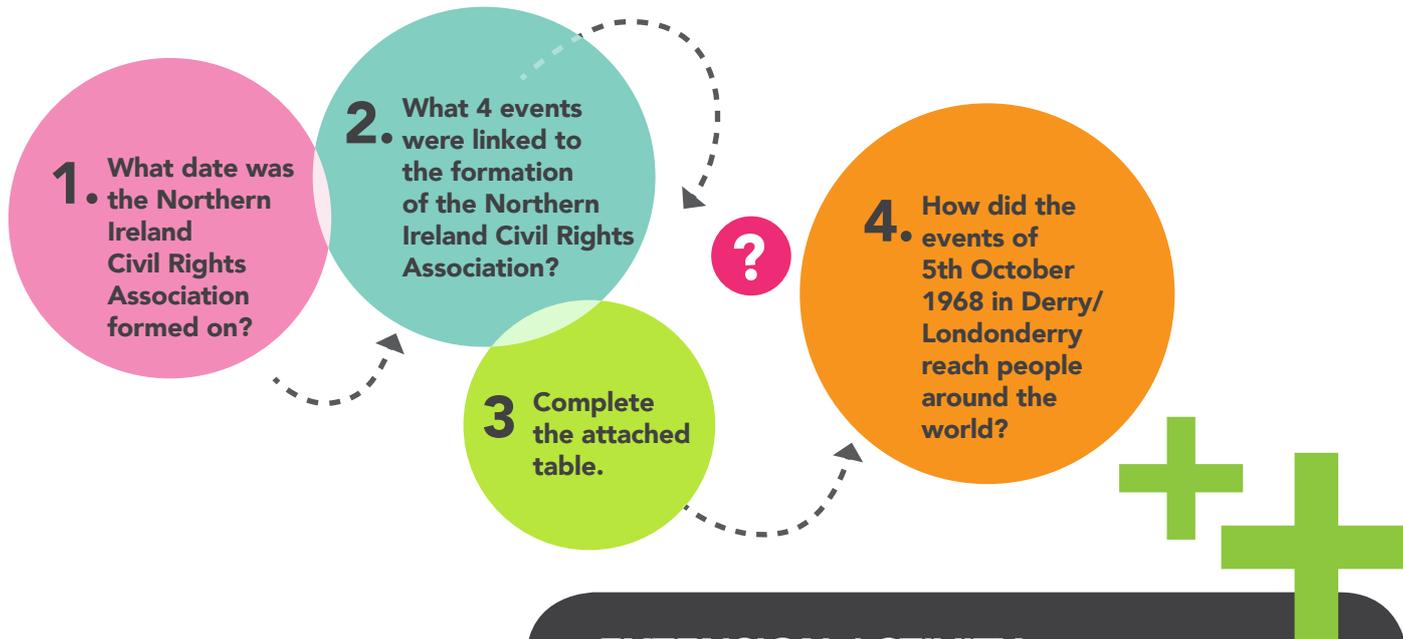
5. "...from the conduct and behaviour of some of the speakers and organisers at the Dungannon parade it was clear that the Civil Rights organisation was allowing the platform to be used by extremists and trouble-makers for the purpose of preaching violence and stirring up hatred among people."

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

6. "It was an act of pure provocation to ask to assemble in a Unionist area to hold their meeting. They could easily have assembled somewhere differently and marched to some other point, but they knew that this would not cause trouble."

Terence O'Neill (in response to the 5th October), Irish News, 8th October 1968

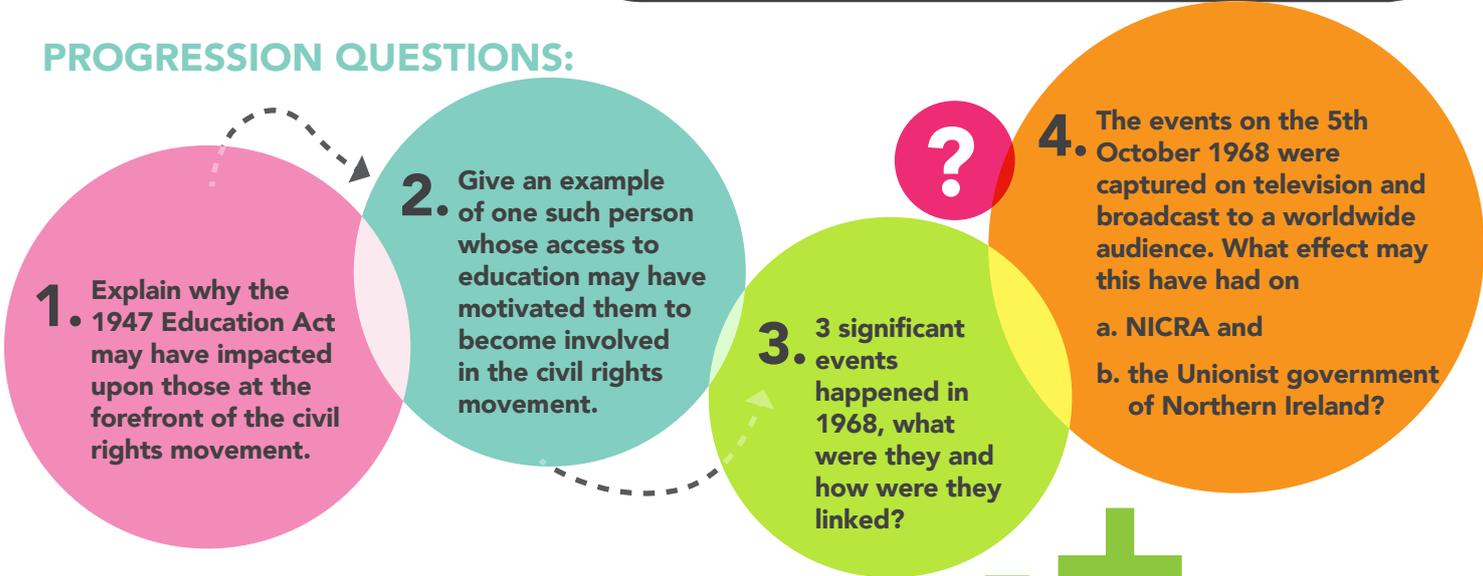
INTRODUCTORY QUESTIONS:



EXTENSION ACTIVITY:

1. Why do you think the events of 5th October 1968 caused outrage across the world?
2. Pick one of the events which were linked to the formation of NICRA and explain how it may have inspired people to protest for civil rights.

PROGRESSION QUESTIONS:



EXTENSION ACTIVITY:

The Caledon Protest took place to demonstrate against discrimination in housing allocation. Why did many people think it was unfair that Emily Beattie had been allocated the house in the first place?

ALTERNATE TASK

- As a class, look at the factors which may have led to the emergence of NICRA (M1L2 Presentation may help with this).
- Within the information provided, there are 3 major civil rights 'events' highlighted. In groups, read through the event that you have been assigned. If possible, research more about the event. Discuss and answer the questions provided within the M1L2 Tasksheet.
- Present your answers to the rest of the class.

SUGGESTED ADDITIONAL RESOURCES



1. http://news.bbc.co.uk/onthisday/hi/dates/stories/october/5/newsid_4286000/4286818.stm
BBC On This Day 5th October 1968



2. <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1032-caledon-protest/319335-caledon-civil-rights-campaign/?page=1>
Background to the Caledon Protest



3. <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1033-first-civil-rights-march/319369-organising-the-first-civil-rights-march/>
Organising the First Civil Rights March



4. <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1034-derry-5-october-1968/319387-derry-civil-rights-demonstration/>
Footage from 5th October 1968



5. <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1032-caledon-protest/319342-interview-with-mrs-goodfellow/?page=1>
Radio interview with Mrs. Goodfellow - an evicted Catholic from Caledon



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3 Complete the table.

Event	Date	What Happened
The formation of NICRA	Date - 29th January 1967	NICRA were formed to campaign for civil rights in Northern Ireland
	20th June 1968	Protestors illegally occupied a house to protest against discrimination of housing allocation.
NICRA March in Derry/ Londonderry	5th October 1968	
		NICRA and the CSJ marched from Coalisland to Dungannon to protest against housing allocation in the Dungannon area.



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What was the event and when did it occur?

Describe what happened.

What was the outcome?

How might Nationalists have felt about this?

How might Unionists have felt about this?





DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a one page comic which describes the 3 major events that brought attention to the civil rights movement in Northern Ireland. After reading the Key Information document, students will research images and information from the internet which will be used in the comic. (Alternatively, images and information may be sourced by the teacher prior to the lesson)

PLAN

Images and 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 and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard

DO

Students will use images and speech bubbles/caption boxes to describe each event and why/how it brought attention to the civil rights movement. Students will use at least 3 images that they have sourced.

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours 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.

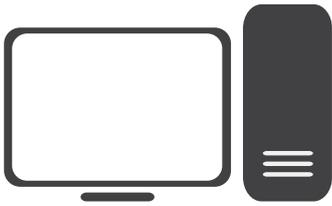
REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing others work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.

ALTERNATIVE TASK

Form students into groups of 3 and assign each student a different 'event'. The students will produce a graphic novel which describes what happened in each 'event'. Students will work collaboratively to ensure that their comic designs are consistent and that their graphic novel has a front cover.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will manipulate an image to describe 1 of the 3 major events that brought attention to the civil rights movement in Northern Ireland. Divide the class into 3 groups and assign an 'event' to each group. Students will research images and information from the internet which will be used for their piece of work.

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the colour/filter style 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 displaying the best work on the whiteboard or students may circulate the room viewing others work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.

ALTERNATE TASK

Alternatively, teachers may use the NorthernIreland.jpg map to complete the task. Students will open the image and plot the location of the events using the paintbrush tool and then use the text tool to add information to the image.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Using the Caledon Protest as a backdrop, students will work in pairs to script, record and edit an interview with a local protestor to help explain what the protest was about. The script will detail why the protest is happening and what the protestor wants the result of the protest to be (this could be a short term demand or expand into wider demands). Research the topic by looking at news reports, videos, eye witness accounts, etc... The pair will then write a script based on the information they have researched and write a script for a radio interview between a reporter and protestor. The recording will be at least 1 minute 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 use the record function to 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 protestor involved and the validity of the information communicated in the interview. Students may experiment with the effects of Audacity 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 view each other's work. This may be done by playing back the best work or students may circulate the room listening to others work.

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.