

LESSON
3.



LESSON DESCRIPTION			
<p>This lesson will provide an overview of the formation of NICRA and the tactics they used to achieve their demands. It will also highlight the grievances of Nationalists in Derry/Londonderry which played an important part in the formation of NICRA.</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Explain the reasons why many Nationalists may have felt aggrieved in Derry/Londonderry. 2. Identify and understand the demands of NICRA. 3. Demonstrate objectives 1 & 2 through digital media. 		<ul style="list-style-type: none"> • Students will be able to discuss the reasons why NICRA began its civil rights campaign. • Students will be able to state and understand NICRA's demands. • Employ ICT skills to express an understanding of the topic. 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 3 Key Information • M1L3Tasksheet • Comic Creation Storyboard • Digital Imaging Design Sheet • Video Editing Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software e.g. Comic Life • Image Editing Software e.g. GIMP • Video Editing Software e.g. Movie Maker 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops • Headphones

MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT
3: NICRA'S FORMATION AND DEMANDS



ACTIVITY	LEARNING OUTCOMES
<p>Starter - The teacher will use imagery from the time to show students the support that the civil rights movement had within Northern Ireland. These images can also be compared to other protests from around the world at the time.</p> <p>OR</p> <p>Watch Suggested Additional Resources 2 (video excerpt from "Provos" - episode 1, part 1) - an explanation of the electoral wards in Derry/Londonderry by John Hume.</p>	<p>The images will show students the support that NICRA had at that time and set the scene for the learning objectives of the lesson. These images may also be referenced back to previous lessons (Lesson 1) and compared.</p> <p>The video excerpt will offer students an insight (by someone who was an active protester) into the reasons why people at that time demanded equal rights.</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 point and Perspective 1 to discuss some aspects of the Key Information (in groups students will answer the discussion point and the Extension Activity on the Progression Questions). 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 allow students to learn and discuss some key issues from the topic by working in a group. The groups will circulate the room discussing the demands of NICRA and feedback their discussions to 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.</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 Key Information are designed to meet the learning objectives through the students understanding 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 – Display an example image created using a comic creating software package showing the demands of NICRA.</p>	<p>The comic example will use images from the time and text to reinforce learning and show how digital media can be applied to the learning objectives.</p>

KEY
INFORMATION

3.

NICRA'S FORMATION AND DEMANDS

When the civil rights movement began in the late 1960s, it had support from both Catholics and Protestants in Northern Ireland. Many Catholics believed the civil rights movement was a means to end discrimination and gain better houses and jobs. Many Protestants also suffered from unemployment, poor wages and poor housing. Despite their shared grievances, a lot of Protestants were unsure about the nature of the civil rights movement (*See Perspectives 1*). In their view, the civil rights movement was directed against the unionist state and mainly a voice for nationalist grievances. Unionists were concerned by the membership of the civil rights movement. Amongst its members were *republicans* and ex-IRA members. This was reason enough for some unionists to brand the civil rights movement a nationalist/republican plot and a direct challenge to the authority of the Stormont government (*See Perspectives 2*).

WHO WERE THE NORTHERN IRELAND CIVIL RIGHTS ASSOCIATION (NICRA)?

NICRA was formed in 1967 out of frustration with the unionist government and a demand for political change. The aim of NICRA was to campaign for civil rights for all communities in Northern Ireland using non-violent tactics. As an organisation, NICRA was united by one set of demands, but it was made up of *social activists* and politicians from across the community.

ALLEGATIONS OF DISCRIMINATION IN DERRY/ LONDONDERRY

At that time in Northern Ireland, nationalists were in a minority in both the government and the police force. This was also the case in Derry/Londonderry even though the city had a substantial majority of nationalists (approximately 70%). Derry/Londonderry became the unofficial centre of the civil rights movement due to the apparent discrimination against this nationalist majority. The nationalist majority were denied an equal or representative contribution in local government via the *gerrymandering* of electoral boundaries. This meant that the unionist controlled Londonderry Corporation (the name given to the city council) decided the electoral boundaries so that they could keep control of the city council. This in turn enabled unionists to have control of housing and public employment. Derry/Londonderry was split into 3 electoral wards (or areas): North Ward, South Ward and the Waterside Ward (*See Perspectives 3*).

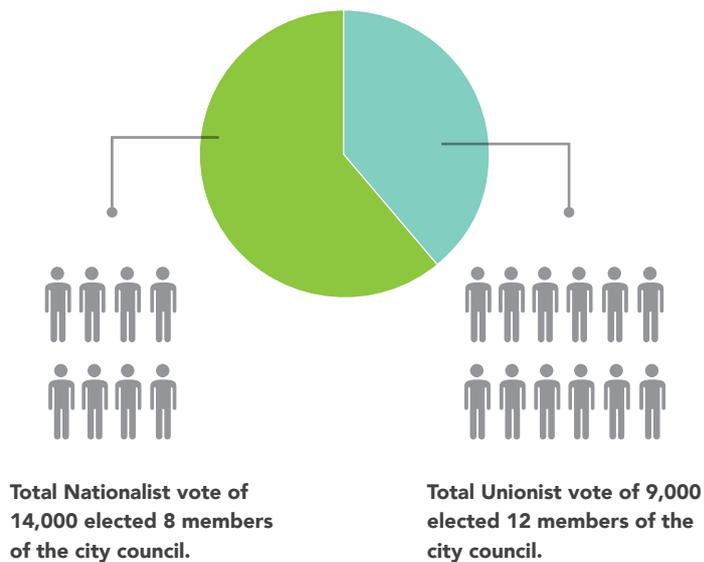
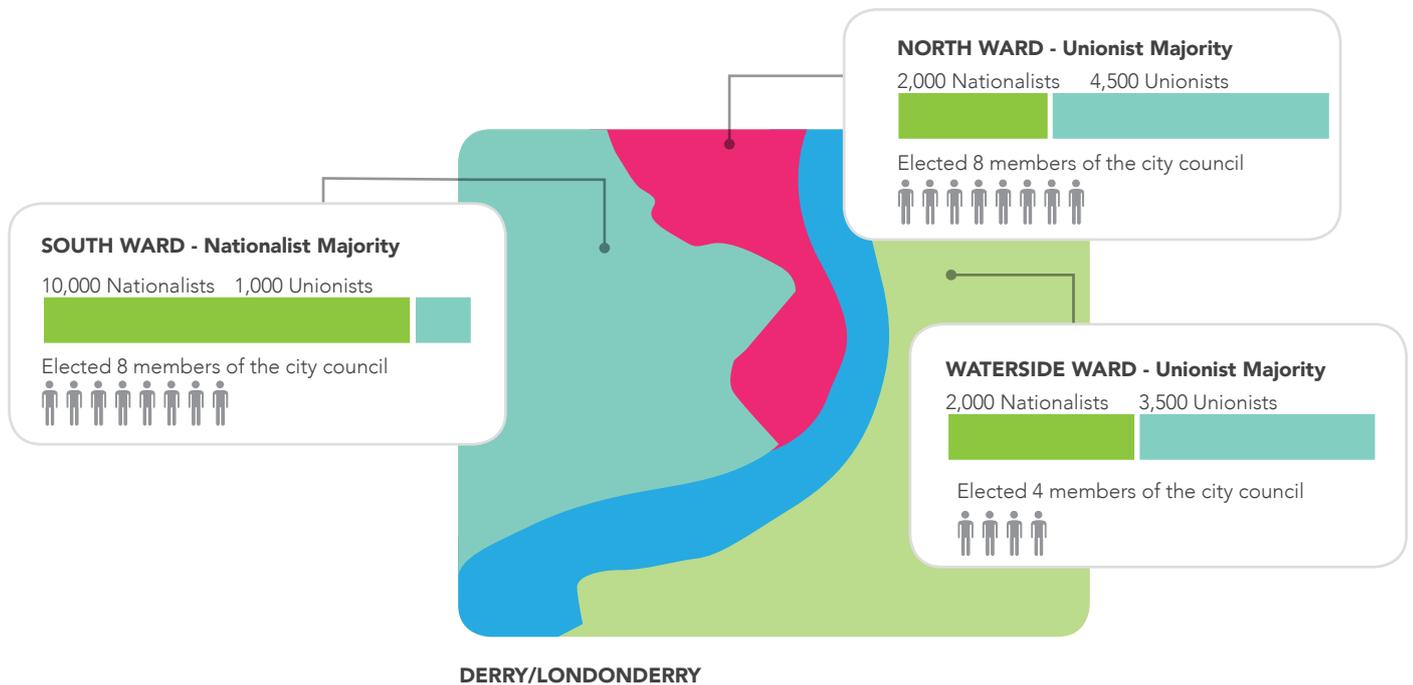


The civil rights movement demanded better housing conditions

DISCUSSION

Despite being in the minority, how did Unionists ensure they had a majority in local government in Derry/Londonderry?

MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT
3: NICRA'S FORMATION AND DEMANDS



Derry/Londonderry was split into 3 electoral wards (or areas): North Ward, South Ward and the Waterside Ward.

- The South Ward was the largest of the 3 wards but could only elect 8 members of a 20 member city council.
- The other 2 wards elected the other 12 members of the city council.

Due to this, nationalists felt that they were never fully represented in local government. In the South Ward there were often 3 nationalist families populating 1 house. It was generally regarded as the most deprived Ward in the City. Many laid the blame for this at the feet of the mostly unionist city council (*See Perspectives 1*).

MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT

3: NICRA'S FORMATION AND DEMANDS



A civil rights mural in Derry/Londerry

August 1971

Under the authority of the Special Powers Act, the Northern Ireland government proposed that the British Army begin to arrest and intern (imprison) without trial suspected Irish republican paramilitaries.

WHAT WERE NICRA'S DEMANDS?

The demands of NICRA reflected the apparent social and civil injustices in Northern Ireland.

- **"one man, one vote"**. At that time only home owners could vote. Those who owned more than 1 home also had more than 1 vote (e.g. 2 homes owned = 2 votes). As everyone did not own a home – especially those in poorer areas – everyone did not have a vote.
- **An end to gerrymandering/unfair election boundaries**. This would ensure that electoral areas were evenly laid out. Many nationalists believed that electoral boundaries were deliberately set out so that unionist councillors would win a majority in any council elections.
- **An end to discrimination in the allocation of housing and jobs**. The gerrymandering of election boundaries meant that unionist councillors controlled the allocation of housing and jobs. Many in the civil rights movement believed that housing and jobs were being allocated unfairly as a result.
- **The disbandment of the "B-Specials" (Ulster Special Constabulary)**. The "B-Specials" acted as a reserve police force and, due to its overwhelmingly Protestant membership, it was regarded as biased and *sectarian* by many nationalists (*See Perspectives 4*).
- **The removal of The Special Powers Act**. The Special Powers Act had been in existence since 1922 and gave the Northern Ireland government the power to 'take all such steps and issue all such orders as may be necessary for preserving the peace and maintaining order'. Calls for this to be removed became louder in **August 1971** with the introduction of internment.



Michael Wilson's caravan, at back of a house in Hamilton St; son outside playing.
Michael agreed to put his caravan across Lecky Rd (a main bus route) in housing protest; first act of civil disobedience in 1968

PERSPECTIVES

1. "I was a working class Protestant...when I was working in the City Centre [in Derry/Londonderry] I saw Nationalists protesting to demand certain rights that I didn't have either, but it wasn't just that they were protesting about them; they were saying that I and people like me were denying them their rights when I didn't have them either."

Gregory Campbell, 1969, Apprentice Boy and future Democratic Unionist Party Member of Parliament

2. [The civil rights movement was] "...a new means of overthrowing Northern Ireland...a nationalist plot to overthrow the state."

John Taylor, Home Affairs Minister (1970-72)

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 (Active civil rights campaigner from the Bogside who went on to be a journalist and playwright)

INTRODUCTORY QUESTIONS:

	Unionist population	Nationalist population	Elected Members
North Ward		2,000	
South Ward	1,000		8
Waterside Ward		2,000	4



1. Complete the table above

2. Is there any figure that stands out in the above table?

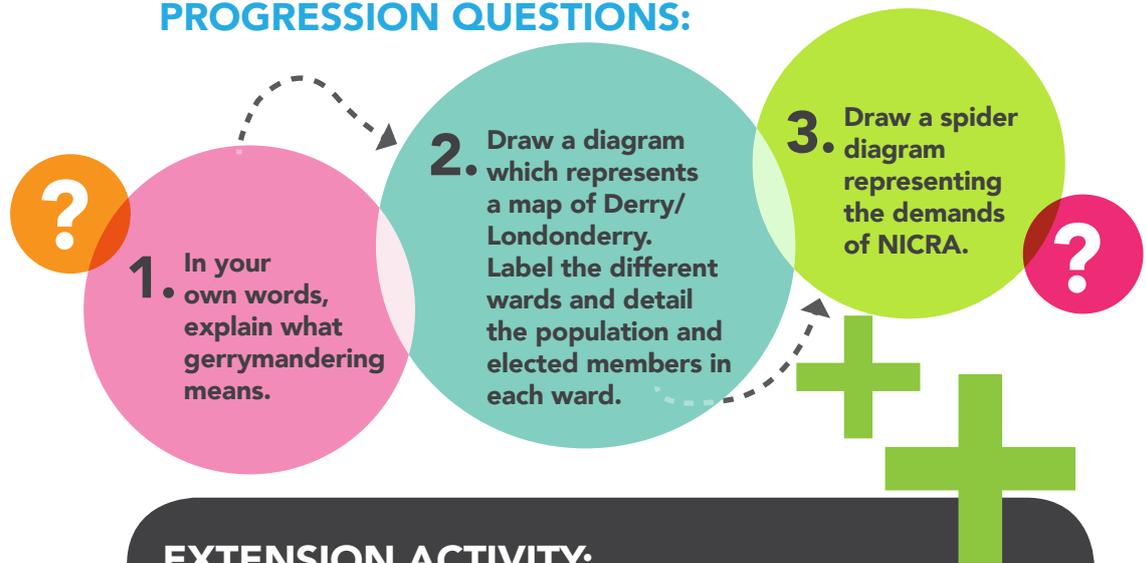
3. Using this figure, explain what gerry-mandering means.



EXTENSION ACTIVITY:
 Pick 2 demands of NICRA and explain them in detail.

Demand 1	Demand 2

PROGRESSION QUESTIONS:



EXTENSION ACTIVITY:

Read Perspective 1. Gregory Campbell suggests that the alleged *religious discrimination* at that time was in fact *class discrimination*. In your own words, explain what this means.

ALTERNATE ACTIVITY

- > The teacher will use the Lesson 3 PowerPoint to explain what the demands of NICRA were (extra research may also be employed).
- > The class will be divided into 6 'areas'. In each area there will be a table with a large piece of paper with a NICRA demand written on it.
- > With the class split into 6 groups, each group will be given a time limit at each demand where you will discuss what the demand is and how people may have felt about it.
- > Students will then present their discussion points to the rest of the class.

SUGGESTED ADDITIONAL RESOURCES



1. <http://www.youtube.com/watch?v=HxZvylC0Bb4&feature=related>
Battle of the Bogside Part 1 (1min – 5min)



2. <http://www.youtube.com/watch?v=FuVmbkTDuHU>
Provos Episode 1 Part 1 (4.30mins – 8.20mins)

MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT
3: NICRA'S FORMATION AND DEMANDS.

**ONE MAN,
ONE VOTE**
!

What does this demand mean?	Explain why many felt this had to be changed

**END GERRY-
MANDERING**
!

What does this demand mean?	Explain why many felt this had to be changed

**END
DISCRIMINATION
IN HOUSING**
!

What does this demand mean?	Explain why many felt this had to be changed

MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT
3: NICRA'S FORMATION AND DEMANDS.

**END
DISCRIMINATION
IN JOBS**
!

What does this demand mean?	Explain why many felt this had to be changed

**DISBAND
THE
B-SPECIALS**
!

What does this demand mean?	Explain why many felt this had to be changed

**REMOVAL OF
THE SPECIAL
POWERS ACT**
!

What does this demand mean?	Explain why many felt this had to be changed



DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a one page comic which explains what the demands of the Northern Ireland Civil Rights Association were. 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 supplied 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 demand of NICRA. 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.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will manipulate an image to state what the 6 demands of the Northern Ireland Civil Rights Association were. 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.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

Students will create a movie of at least 30 seconds which will communicate the demands of the Northern Ireland Civil Rights Association. Students will use images from civil rights protests to show how these demands were campaigned for and add captions to display the demands. Students will research images (and if possible audio and video) and information from the internet which will be used in their movies.

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, 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 piece of work 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 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 video file. This may be completed in the form of a saved document.

