

**MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT**  
**5: FREE DERRY – A “NO GO” AREA**

**LESSON**  
**5.**



**LESSON DESCRIPTION**

This lesson will follow up on the events of The Battle of the Bogside and look at the establishment of a “No Go” area in the Bogside of Derry/Londonderry. The lesson will examine the reasons why it was set up and how it was maintained and finally how it came to an end.

**LESSON INTENTIONS**

1. Explain the reasons why barricades remained up after the Battle of the Bogside.
2. Explain the reasons why the barricades were taken down.
3. Demonstrate objectives 1 & 2 through digital media.

**LESSON OUTCOMES**

- Students will be able to explain the reasons why “Free Derry” was able to exist after the Battle of the Bogside had ended and how it came to an end.
- Employ ICT skills to express an understanding of the topic

**HANDOUTS AND GUIDES**

- Lesson 5 Key Information
- M1L5 Statements
- Digital Imaging Design Sheet
- Audio Editing Storyboard

**DIGITAL**

- Suggested Additional Resources

**SOFTWARE**

- Image Editing Software e.g. GIMP
- Audio Editing Software e.g. Audacity

**HARDWARE**

- Whiteboard
- PCs / Laptops
- Headphones / Microphone

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ACTIVITY	LEARNING OUTCOMES
<p>Show the class a news report via BBC archive footage which reports on the events of the Battle of the Bogside (see <b>Suggested Additional Resources 2</b>). This will act as background to the current lesson.</p>	<p>This will give the pupils an insight as to how and why the barricades were erected around the Bogside area of Derry/Londonderry. It may also serve as background to the establishment of the “No Go” area.</p>
<p><b>Using the Key Information, teachers will have a choice of activities to engage students.</b></p> <p>Teachers may choose to split the class into groups and ask students to use the discussion point and the Extension Activity from the Progression Questions to discuss issues from the topic. Groups will answer the discussion question in the form of a ‘Free Derry’ radio broadcast. 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 allows students the opportunity to work in a group and discuss the facts from the topic. The students will decipher key information regarding ‘Free Derry’ and then group it together and communicate their findings back to the class</p> <p><b><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></b></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&amp;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>On a post-it, ask students to write down how they think Unionists may have felt about the establishment of a “No Go” area and how it was treated by the British Army and British Government.</p>	<p>This activity will show student learning through understanding of the topic by looking at the situation from another viewpoint. It will incorporate the active learning method OPV (Other People’s Views).</p>

KEY  
INFORMATION  
5.

# FREE DERRY – A “NO GO” AREA

## BACKGROUND

On the 5th January 1969 the words “You are now entering Free Derry” were painted on the end wall of a house in the Bogside area of Derry/Londonderry. This was in response to the Royal Ulster Constabulary (RUC) entering the area following civil disturbances. These disturbances were a result of the breaking up of a Peoples’ Democracy (PD) march at Burntollet, on the outskirts of the City. Barricades were built and residents were determined to keep the RUC from entering the area. These barricades stayed up for 6 days before being taken down. RUC patrols continued and tensions were high for months to come.

## THE BATTLE OF THE BOGSIDE

Following a Nationalist protest against the annual Apprentice Boys march on August 12th in Derry/Londonderry, widespread rioting took place in the Bogside between residents and the police. Bogside residents put up barricades to keep the RUC out of the area. The rioting lasted for 3 days (12th-14th August), until the British Army were deployed to relieve the RUC.

Despite Nationalists welcoming the deployment of the British Army, the barricades remained. The British Army were ordered not to enter the “No Go” area as the British government were looking to avoid further confrontation. At this time, the Army were looked upon as peacekeepers – keeping the rioters and the RUC apart (See *Perspectives 1, 2, 3 & 4*).

## FIRST CONTACT AND DEMANDS

Upon the arrival of the British Army to the area, the DCDA met with the Army to communicate their demands. As well as telling the Army they could not enter the Bogside, the DCDA stated that the barricades would stay in place until the RUC had been disarmed, the B Specials had been disbanded, and the Unionist government was dissolved. The Army agreed that neither troops nor police would enter the area. The DCDA were using the barricades of “Free Derry” as a bargaining tool to try and achieve their demands. The Unionist community felt that by replacing the RUC with the Army and tolerating the “No Go” area, the British government were ‘giving in’ to the demands of the Nationalist community (See *Perspectives 5*).

## WHO WERE THE “DERRY CITIZENS DEFENCE ASSOCIATION?”

The **Derry Citizens Defence Association** (DCDA) was established in July 1969 to defend the Bogside from any threat connected with the Apprentice Boys march on 12th August 1969. During the Battle of the Bogside, the DCDA coordinated residents to defend the Bogside against the RUC.

‘Free Derry Corner’ still stands today and is a tourist attraction



Free Derry Bus Barricade 1969: Just after ‘Battle of the Bogside’ ended



### GEOGRAPHY OF THE “NO GO” AREA

“Free Derry” consisted of the Bogside, Brandywell and lower Creggan areas of the city and contained over 30 barricades which were manned at all times. The area housed approximately 25,000 people and was 888.5 acres (approximately 1.5 square miles) in size.

#### DISCUSSION

As a result of the publishing of the Hunt Report, could the tactic of creating a No-Go area within the Bogside have been deemed a success?

### EVERYDAY LIFE INSIDE THE “NO GO” AREA

Events inside “Free Derry” were controlled and policed by the Derry Citizens Defence Association volunteers. The DCDA was seen as the government of the “No Go” area. The DCDA also organised the following:

- “Radio Free Derry” broadcast to the people of the Bogside informing them of developments within the area and around Northern Ireland
- The publication of the “Barricade Bulletin”
- Bread and milk deliveries were brought in daily
- Before entering the area, electricity and utilities companies sought the permission of the DCDA.
- On the 30th August the “Free Derry Fleadh” took place attracting musicians from all over Ireland

During this time, there was no RUC presence within or around the “No Go” area and the British Army also stayed clear of the barricades.

### TAKING DOWN THE BARRICADES AND THE END OF THE “NO GO” AREA

On the 28th August 1969, the British Home Secretary James Callaghan travelled to meet the residents of the Bogside and see the conditions in which they lived. He assured the DCDA that he wanted to work with the Stormont government to pass a series of reforms to address the alleged injustices towards Nationalists.

On the 22nd September 1969, the barricades around “Free Derry” began to come down. They were replaced with a white line to mark the boundary of the “No Go” area. The DCDA believed that the barricades were no longer necessary as the British Army weren’t attempting to cross them, the RUC had been instructed to stay away from the area, and the political situation seemed to be getting better.

### THE CAMERON REPORT

An inquiry was launched on the 15th January 1969 to look into the reasons behind the disturbances across Northern Ireland since 5th October 1968. The results of the report were published on 12th September 1969. The report criticised the tactics employed by the RUC as well as highlighting discrimination in employment.

### THE HUNT REPORT

This was published on the 10th October 1969. Amongst the reforms suggested in the report, it recommended that the RUC should become an unarmed police force and the B Specials should be disbanded.

Following the publishing of the Hunt Report, the DCDA announced its decision to stand down as it had successfully defended the Bogside and helped to introduce policing reforms. Following a visit to the Bogside on 11th October 1969 by James Callaghan and RUC Chief Constable Arthur Young, unarmed military police crossed the white lines on 12th October bringing an end to “Free Derry’s” “No Go” area.

# PERSPECTIVES

1. "This is a great defeat for the Unionist Government. We do not yet know whether it is a victory for us... The presence of the troops solves nothing. We must not be fooled into taking down the barricades. We do not go back to square one."

*Barricade Bulletin, produced by the Derry Labour Party, 14 August 1969*

2. "It was a no go area for us. We weren't allowed to go in a no go area."

*'Kevin', 1st Battalion Queens Regiment, 1969*

3. "There's no way you could make any kind of military entry into Free Derry...it would be an absolute bloodbath."

*Sir Kenneth Bloomfield, Deputy Secretary to the Stormont Cabinet, 1969*

4. "There was a general instruction not to 'mix it' with the rioters nor to let them advance any further."

*Graham Longdon, Captain, Prince of Wales Own Regiment, 1969*

5. "The Unionist community looked at the move by the British government in London as one that was tantamount to surrender."

*Gregory Campbell, MP, Londonderry Unionist, 1969*

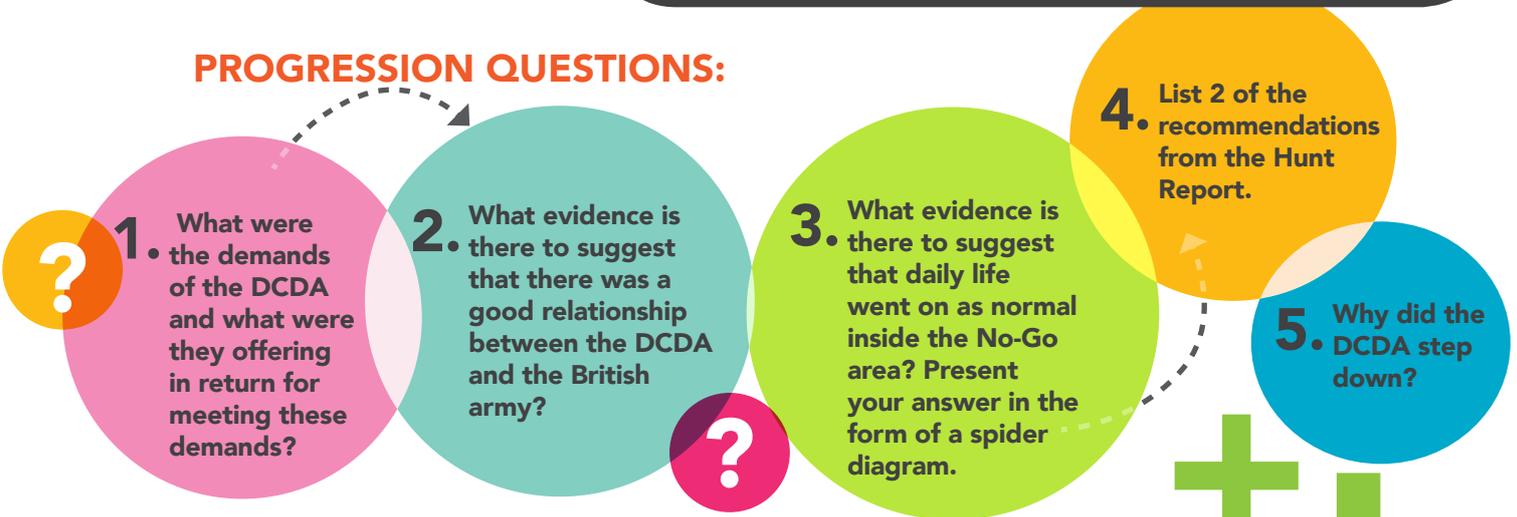
INTRODUCTORY QUESTIONS:



EXTENSION ACTIVITY:

Why may unionists have felt that the British government surrendered to the people of the Bogside?  
(As stated by Gregory Campbell in Perspectives 5)

PROGRESSION QUESTIONS:



EXTENSION ACTIVITY:

How do you think some unionists may have reacted to the establishment of a No-Go area within the Bogside? How may some Unionists have felt towards the British government for allowing this to happen? (See Perspectives 5 for reference)



## ALTERNATE TASK

- Students will form into small groups. Each group will be given the Key Information and a number of statements (cut out from the M1L5Statements document).
- Within the group, students will read separate parts of the Key Information. Students will then come together and decide which statements are true and which are false.
- As a group, students will arrange the true statements into chronological order and discuss why the false statements are wrong.
- The group will then share the result of their discussion with the rest of the class via a Q&A which will be conducted by the class teacher.

## SUGGESTED ADDITIONAL RESOURCES

-  1. <http://www.bbc.co.uk/programmes/p00cjh2>  
The World This Weekend – Radio Free Derry
-  2. [http://news.bbc.co.uk/panorama/hi/front\\_page/newsid\\_7968000/7968707.stm](http://news.bbc.co.uk/panorama/hi/front_page/newsid_7968000/7968707.stm)  
Panorama Northern Ireland Archives: The Battle of the Bogside
-  3. <http://www.youtube.com/watch?v=YZzMeAMEWfs>  
Eamonn McCann talking about Radio Free Derry
-  4. <http://www.youtube.com/watch?v=aQS5IzQpi6g>  
Archive footage
-  5. <http://www.youtube.com/watch?v=IKrO1AoOpAU>  
Play from 9mins 40secs. Clip from “No Go: The Free Derry Story”. Gregory Campbell describes Unionist feelings towards Free Derry
-  6. [http://cain.ulst.ac.uk/ephemera/periodical/DCDA\\_Newsletter\\_040969r.jpg](http://cain.ulst.ac.uk/ephemera/periodical/DCDA_Newsletter_040969r.jpg)  
4th September 1969 DCDA Newsletter

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'Radio Free Derry' and the 'Barricade Bulletin' kept people inside 'Free Derry' informed of developments inside and outside of the area

The RUC stayed clear of the 'No Go' area

The Apprentice Boys invaded the Bogside

Barricades were erected around 'Free Derry' to keep the Army out

The Army regularly entered 'Free Derry'

The population of the 'No Go' area was approximately 25,000 people

The Army were brought in to relieve the RUC

The barricades were replaced with a white line

The DCDA rioted with the Army

The Army brought an end to 'Free Derry' by invading and taking control

The barricades would stay in place until the RUC were disbanded

Nationalists felt threatened by the Apprentice Boys and the RUC

The Hunt Report recommended a number of reforms, including disarming the RUC and disbanding the B Specials

The barricades were put up after the Battle of the Bogside

The DCDA felt the political situation was getting better

The barricades were put up to keep the Royal Ulster Constabulary out

The first barricades around 'Free Derry' began to come down on the 22<sup>nd</sup> September 1969

Most Unionists looked favourably upon the 'No Go' area

The Cameron Report was launched to look into civil disturbances across NI

The DCDA controlled the 'No Go' area





# DIGITAL TASKS

## IMAGE EDITING TASK



### TASK DESCRIPTION

*Students will manipulate an image to create a promotional poster for the “Barricade Bulletin”. The image will state why barricades remained in place after the Battle of the Bogside. Students will research images of barricades from the Battle of the Bogside 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. Advise students that it is best to try and source medium/large images.
- 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 demands of the DCDA 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

*Students could also work in pairs creating alternate images – why did the barricades remain in place after the Battle of the Bogside and why did the barricades come down?*



# DIGITAL TASKS

## AUDIO EDITING TASK



### TASK DESCRIPTION

*Students will work in pairs to script, record and edit a “Radio Free Derry” broadcast. The script will detail why the barricades remain in place and give an update as to what is going on inside “Free Derry” e.g. the Fleadh. Students will research the topic by looking at **Suggested Additional Resources 1 & 3 from the Key Information** and performing internet research. The pair will then write a script based on the information they have researched. The broadcast 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 the 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).*

- 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.