

**LESSON
6.**



LESSON DESCRIPTION

In order to address perceived grievances in Northern Ireland that were highlighted by the civil rights movement, the unionist government granted a number of reforms. Despite these reforms, Northern Ireland continued on a path of violence for almost 30 years. The lesson provides students with details of reforms passed and the path towards violence that Northern Ireland took in the early 1970s.

LESSON INTENTIONS

1. Discuss whether the reforms granted represented a success for the civil rights movement.
2. Explain why the introduction of internment and Bloody Sunday played a part in radicalising members of the Catholic and Nationalist community.
3. Demonstrate objectives 1 & 2 through digital media.

LESSON OUTCOMES

- Students will be able to express their opinion on the relative success of the civil rights movement and demonstrate an understanding of why certain members of the community chose to undertake a more radical form of opposition in 1971 and 1972.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 6 Key Information
- M1L6 Tasksheet
- Comic Creation Storyboard
- Video Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Video Editing Software e.g. Movie Maker

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones



ACTIVITY	LEARNING OUTCOMES
<p>Starter - As background to the topic, show students images from the 'Troubles' during 1972 (source these from the internet before the lesson). Communicate to the students that 1972 was the deadliest year of the troubles and this paved the way for peace talks.</p>	<p>By seeing imagery from 1972, students will get an insight into the violence that engulfed Northern Ireland in 1972 and why there was a concerted effort to find peace during the Sunningdale Agreement.</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 issues from the topic. Students will communicate their answers back to 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 have pairs of students researching information together. Pupils will then cluster into groups and share the information they have researched in order to create a presentation to deliver 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 - As this is the last lesson in the module, sum up the impact of the civil rights movement in Northern Ireland politics – reforms granted and the escalation of violence on the streets. It may also help to provide a brief summary of events right up until the Good Friday Agreement.</p>	<p>Giving a brief summary of events may encourage students to carry out some independent research and learning on the topic and the wider history of this period.</p>

KEY
INFORMATION
6.

LEGACY

The civil rights movement effectively ended after the events of Bloody Sunday in Derry/Londonderry in January 1972. Northern Ireland turned a dangerous corner where politics and civil rights were overshadowed by violence and anger. Political attempts to find an answer to Northern Ireland's problems continued, but to no avail. Due to the failure to obtain civil rights by peaceful means and what some nationalists and republicans saw as attacks on their community, many began to take a more violent stance towards the unionist Northern Ireland government and the British Army.

Prior to the events of Bloody Sunday, the unionist government responded to the civil rights movement by investigating their claims of discrimination.

The Cameron Report

The report 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 and housing. Although the report's conclusions pleased most nationalists, unionists were not quite as welcoming of its outcomes, which were critical of some aspects of unionist rule (*See Perspectives 1*).

The Hunt Report

The Hunt Report 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.

In the years following the publishing of these reports, a number of acts were passed to address the perceived discrimination in Northern Ireland.

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.

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.

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.

30th March 1972

Northern Ireland (Temporary Provisions) Act

The British government suspended Stormont and introduced 'Direct Rule' to Northern Ireland. This meant that all decisions would now be made by the British government in Westminster. 'Direct Rule' also paved the way for the easing of 'Internment'.

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.

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.

23th 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.



James Chichester-Clark, Prime Minister of NI, 1969-1971



Brian Faulkner, Prime Minister of NI, 1971-1972

1.))) **DISCUSSION**
How successful do you think the civil rights movement was? If possible, look at the demands of NICRA and compare how the reforms address these demands.

VIOLENCE ESCALATES

INTERNMENT

Introduced on 9th August 1971, internment was the imprisonment of suspected paramilitaries without trial. Operation Demetrius (the name given to the internment raids) sparked a surge of violence, civil unrest and civil disobedience across Northern Ireland (*see Perspectives 2*). During this initial operation (the policy of internment continued until 5th December 1975) 342 people were detained - all of them were Catholic or nationalist with many having no membership or links to the Provisional IRA – and 20 civilians were killed in the resulting civil unrest – 14 of those were Catholic and 6 Protestant.

BLOODY SUNDAY

During a NICRA (Northern Ireland Civil Rights Association) led anti-internment march in Derry/Londonderry on the 30th January 1972, a British Army Parachute Regiment opened fire on the protesters resulting in the deaths of 14 people (all of those killed were part of the Catholic community). In the investigation that followed, those present on that day testified that none of those killed were armed. The paratroopers claimed that they had reacted to gun and nail bomb attacks. For a lot of people, Bloody Sunday marked the end of mass marches and street rallies and the beginning of a much more radical 'solution'.

THE AFTERMATH

After the introduction of Internment in August '71 and the events of Bloody Sunday in January '72, there was a surge of support and recruitment for the Provisional IRA. There was also an increase in bombings and shootings as the PIRA stepped up violence against the British Army. In response, fearing that the unionist government were losing control of the situation, the British government introduced Direct Rule on 30th March 1972. This meant that the Stormont government was suspended and all decisions regarding Northern Ireland would now be made by the British government in Westminster.

With the civil rights movement effectively coming to an end and the Northern Ireland government stripped of its power, 1972 became the worst year of the "Troubles" – nearly 500 people were killed, 5,000 were injured, and there were 2,000 explosions and 10,000 shootings.



NICRA march, 30th January 1972 in Derry/Londonderry

2.))) DISCUSSION
 How did the civil rights movement change Northern Ireland?



WHAT IMPACT DID VIOLENCE HAVE?

As violence began to replace politics in Northern Ireland, people began to leave their homes in search of safety. During the outbreak of violence following the introduction of internment, in Belfast it was estimated that almost 7,000 people (a majority of them Catholic) were forced to flee their homes. In Derry/Londonderry throughout the 70s, it is estimated that up to 14,000 Protestants moved across to the Waterside area of the city away from the mainly Catholic Cityside area. This mass exodus was largely a result of fear

and what many claimed was intimidation by the Provisional IRA and hard-line Republicans (see *Perspectives 3*).



In an attempt to bring political equality and peace to Northern Ireland, in 1973 the Sunningdale Agreement was formulated between the British government, the Irish government

and the newly formed Northern Ireland government to determine the future Government of Northern Ireland. Unionist opposition and a national strike by the loyalist controlled Ulster Workers Council led to the collapse of the agreement in 1974 (see *Perspectives 4*).

CONCLUSION

THE CIVIL RIGHTS MOVEMENT ACHIEVED ALL OF THEIR GOALS, WITH REFORMS AROUND HOUSING, EMPLOYMENT, LOCAL GOVERNMENT AND THE ELECTORAL FRANCHISE. ALTHOUGH BY THE TIME THAT THESE WERE GRANTED NORTHERN IRELAND WAS IN THE GRIP OF A CONFLICT THAT WAS TO LAST FOR OVER THIRTY YEARS.

PERSPECTIVES

1 "The Cameron Commission is guilty of deliberate lying."

Ian Paisley,

14th September 1969

2. "Insanity seized the city. Hundreds of vehicles were hijacked and factories were burnt. Loyalist and IRA gunmen were everywhere".

Kevin Myers, RTÉ broadcast journalist

(1971-78) as quoted in 'Lost Lives:

The stories of the men, women and children who died through the Northern Ireland Troubles' by David McKittrick

3. "Before the IRA campaign and the triumphalist activities of their political representatives began, unionists were content to live on the west bank. There were undoubtedly other factors but shooting, bombing and intimidation played its part."

DUP member Gregory Campbell, referring to the mass movement of Protestants in Derry/Londonderry during the 70s. Comments published in the "Derry Journal", 15th January 2008

4. "...after five months of being able to work together, Catholic and Protestant, I hope that one thing can remain - that we do not attack each other on a sectarian basis ever again."

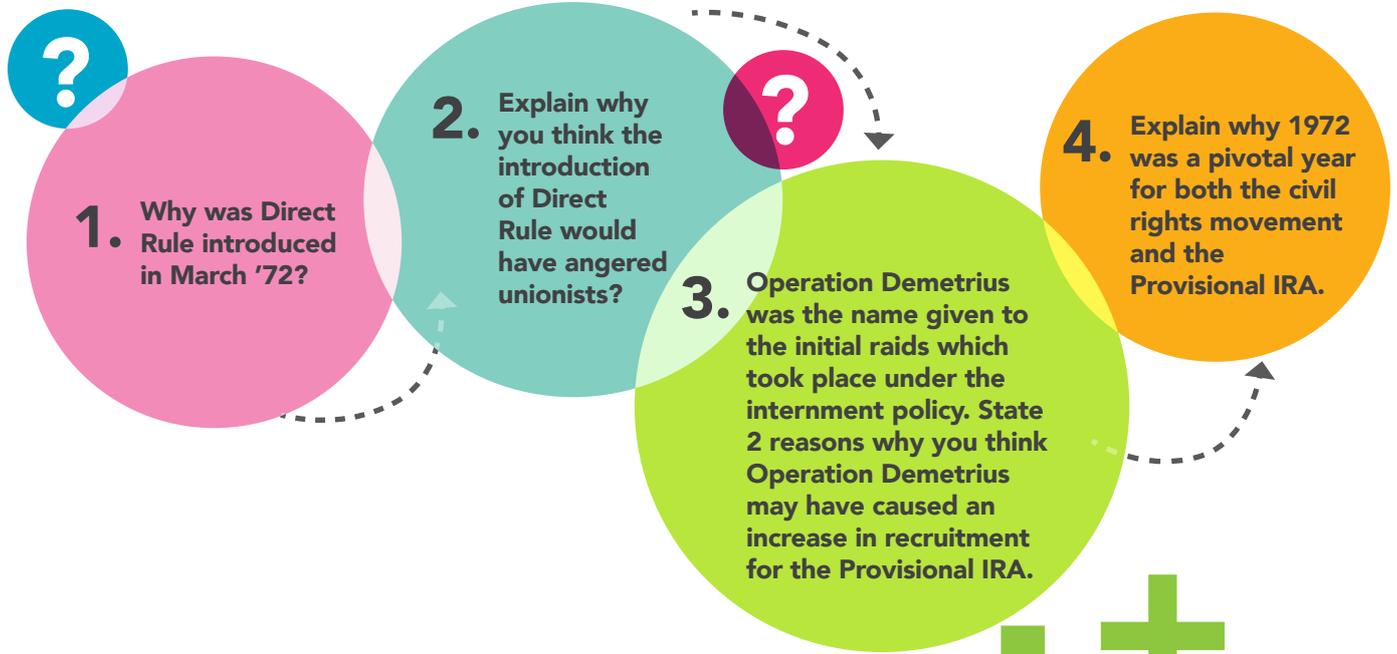
His final words in the Executive meeting room, Chief Executive Brian Faulkner, 28th May 1974

INTRODUCTORY QUESTIONS:



EXTENSION ACTIVITY:
Explain why you think internment and Bloody Sunday reportedly led to an increase in recruitment for the Provisional IRA?

PROGRESSION QUESTIONS:



EXTENSION ACTIVITY:
As a result of the civil rights movement, a number of acts were passed to address the perceived discrimination in Northern Ireland. In light of these reforms, why do you think Northern Ireland still continued on a path to violence?

ALTERNATE TASK

- Students will use the internet to research what internment was and what happened on Bloody Sunday.
- In pairs, students will then research one of these events each and answer the questions on M1L6Tasksheet.
- Students will then bring their researched information together and prepare a presentation on why they think these events contributed to increased support for the IRA and how this affected the civil rights movement.
- Students will present their findings to the rest of the class.

ADDITIONAL RESOURCES



1. <http://cain.ulst.ac.uk/othelem/chron/ch72.htm>
A chronology of events 1972



2. http://www.bbc.co.uk/history/topics/troubles_violence#p016dx31
Internment introduced to Northern Ireland



3. http://www.bbc.co.uk/history/bloody_sunday
Bloody Sunday Archive



4. <http://www.bbc.co.uk/programmes/p016kl03>
Direct Rule returns to Northern Ireland



5. http://www.bbc.co.uk/history/topics/troubles_politics#p016l0gn
Sunningdale and the UWC strike



6. <http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1041-cameron-report/>
The Cameron Report

INTERMENT

What was Internment?

Why was it introduced?

What effect did it have?

BLOODY SUNDAY

What happened?

Why did this represent a turning point in the civil rights movement?

What effect did it have?





DIGITAL TASKS



TASK DESCRIPTION

Students will work in pairs to create a short comic explaining what happened during the introduction of internment and Bloody Sunday. In each comic, students must address how the civil rights movement reacted to each event. 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 explain what the Sunningdale Agreement was and how it came to an end. Students will use at least 3 images that they have sourced. 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 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

FILM MAKING TASK



TASK DESCRIPTION

Students will create a movie of at least 30 seconds which gives a short biography of both John Hume and Ian Paisley. The movie will explain how each impacted on the civil rights movement as well as their continued political careers throughout the "Troubles". 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 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.