

# teaching divided histories

MODULE

1.



## THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT



An Educational Resource for  
Key Stage 3 and Transition Year





# ACKNOWLEDGEMENTS

**Teaching Divided Histories is a 3 year project which introduced new approaches to the study of conflict into the school curriculum in both Northern Ireland and the Republic, and also internationally. The Nerve Centre, lead partner on the project, worked in conjunction with the British Council, the Curriculum Development Unit of the City of Dublin ETB, CCEA and a range of other partners to transfer knowledge and expertise between Northern Ireland and other conflict affected societies on how the delivery of education and learning can be developed to promote a shared society. The Teaching Divided Histories project is supported by the European Union's PEACE III Programme, managed by the Special EU Programmes Body.**

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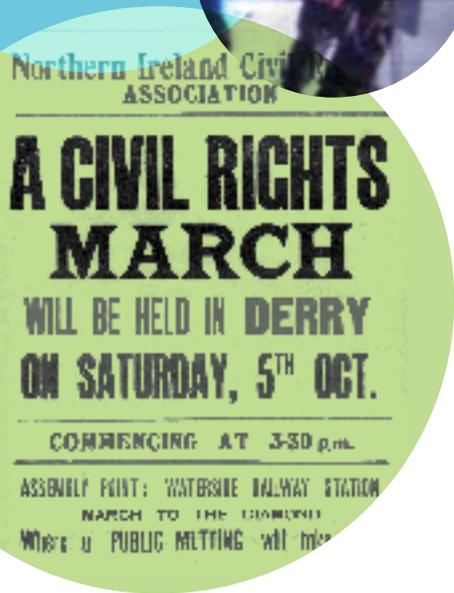
MODULE  
**1.**

# OVERVIEW

**This module will explore the origins, main events, and legacy of the Civil Rights movement in Northern Ireland.**

Lesson 1 will begin by examining the developing atmosphere of political change in Europe and America in the late 1960s, where a number of countries experienced civil unrest through various campaigns for human and civil rights. The remaining lessons in the module will look at how the Civil Rights movement developed in Northern Ireland as a response to these events, its impact, and the subsequent outbreak of the armed conflict.

Each lesson provides students with opportunities to learn through questioning and investigation based active learning methodologies and links to a series of archive images, audio and video. The digital tasks provided will enable students to form creative expressions of the learning that they have developed around the civil rights movement.



# MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT

## HISTORY STATUTORY REQUIREMENTS FOR KEY STAGE 3

<b>Developing pupils' Knowledge, Understanding and Skills</b>	<b>OBJECTIVE 1</b> <b>Developing pupils as Individuals</b>	<b>OBJECTIVE 2</b> <b>Developing pupils as Contributors to Society</b>	<b>OBJECTIVE 3</b> <b>Developing pupils as Contributors to the Economy and the Environment</b>
<p><b>Pupils should have opportunities to:</b></p> <ul style="list-style-type: none"> <li>Investigate the past and its impact on our world today through an understanding of:</li> <li>Different perspectives and interpretations</li> <li>Cause and effect</li> <li>Continuity and change</li> <li>Progression and regression</li> </ul> <p><b>and by developing:</b></p> <ul style="list-style-type: none"> <li>The enquiry skills to undertake historical investigations</li> <li>Critical thinking skills to evaluate a range of evidence and appreciate different interpretations</li> <li>Creative thinking skills in their approach to solving problems and making decisions</li> <li>Chronological awareness and the ability to make connections between historical periods, events and turning points</li> <li>An ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses</li> </ul> <p><b>through a broad and balanced range of:</b></p> <ul style="list-style-type: none"> <li>Historical periods</li> <li>Irish, British, European and global contexts</li> <li>Significant political, social, economic, cultural and religious development</li> </ul>	<p><b>Pupils should have opportunities to:</b></p> <p>Explore how history has affected their personal identity, culture and lifestyle</p> <p><b>(Personal Understanding)</b>  </p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions</p> <p><b>(Mutual Understanding)</b>            Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy</p> <p><b>(Moral Character)</b>  </p> <p>Explore issues related to Personal Health</p> <p><b>(Personal Health)</b>            Explore issues related to Spiritual Awareness (Spiritual Awareness)</p>	<p><b>Pupils should have opportunities to:</b></p> <p>Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points</p> <p><b>(Citizenship)</b>  </p> <p>Investigate the impact of significant events/ideas of the 20th century on the world</p> <p><b>(Cultural Understanding)</b>  </p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual</p> <p><b>(Media Awareness)</b>  </p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically</p> <p><b>(Ethical Awareness)</b>  </p>	<p><b>Pupils should have opportunities to:</b></p> <p>Investigate how the skills developed through history will be useful in a range of careers</p> <p><b>(Employability)</b>            Explore issues related to Economic Awareness</p> <p><b>(Economic Awareness)</b>  </p> <p>Investigate the need to preserve history in the local and global environment</p> <p><b>(Education for Sustainable Development)</b></p>

# MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT

## HISTORY STATUTORY REQUIREMENTS

### LEARNING OUTCOMES

The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.

### PUPILS SHOULD BE ABLE TO:

- research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate;
- show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.

1 Lesson 1 : Climate of Revolution

2 Lesson 2 : The Emergence of NICRA

3 Lesson 3 : NICRA's Formation and Demands

4 Lesson 4 : October '68 - August '69: Conflict Erupts

5 Lesson 5 : Free Derry - A "No Go" Area

6 Lesson 6 : Legacy

### THINKING SKILLS AND PERSONAL CAPABILITIES

Through a selection of independent, group and digital tasks students are provided the opportunity to apply meaning, ideas and analysis to the information they have been provided and analyse patterns and relationships. Through using ICT students also have the opportunity to create, design and share knowledge and new ideas as well as evaluate and monitor their progress. Through learning and fostering ideas, students are encouraged to understand and manage not only the information available to them, but also their emotions. Providing students with the means to research new information and ideas allows them to take the initiative and direct their own learning.

### USING ICT

All 6 lessons of the module provide students with the opportunity to develop skills in using ICT. The suggested additional resources available in each lesson encourage students to explore, critically think and reflect on the topic using a range of video, imagery and audio. The digital tasks available throughout the module give students the opportunity to learn both independently and collaboratively, as well as help develop their learning across the 5 Es (Explore, Express, Exchange, Evaluate, Exhibit) on a number of software packages.

Through using ICT, students are encouraged to be creative, think independently, collaborate with others and share what they have learned on a digital platform.



# CROSS CURRICULAR TASKS

## Lesson 1: Climate of Revolution



### Art and Design

Focus on the American Civil Rights Movement and then study symbolism and murals designed as a result of the movement.

Students will study current murals inspired by Civil Rights and create their own mural using Image Editing Software (e.g. GIMP). Existing images will be edited and combined to create a new mural on civil rights.

**(Objective 2) Developing students as Contributors to Society**

Explore the diversity of various cultures that are expressed through Art and Design.

**Key Element:** Cultural Understanding



### Music

Focus on the American Civil Rights Movement and study music which reflects on the movement.

Students will listen to music which focuses on the civil rights movement and use sections of different songs to create a composition of tracks using Audio Editing Software (e.g. Audacity).

**(Objective 2) Developing students as Contributors to Society**

Explore the power of music to evoke mood and atmosphere and to influence behaviour.

**Key Element:** Citizenship



### English

Study the European protests – in particular Warsaw.

Students will research the play "Forefathers' Eve" which was the cause of some protesting in Warsaw.

Students will gather images and use a Comic Creation Software package (e.g. Comic Life) to create a comic communicating what the play is about and how it may have inspired some people.

**(Objective 2) Developing students as Contributors to Society**

Use literature, drama, poetry or the moving image to explore others' needs and rights.

**Key Element:** Citizenship

## Lesson 2: Emergence of NICRA



### English with Media Education

Students will watch **Suggested Additional Resources 4** and work in pairs to develop two news reports to go along with the video footage. The news reports will take the form of scripts – one from a unionist point of view and one from a nationalist point of view. Students will use language to explore different points of view and to persuade viewers to form a particular viewpoint.

Students will use Audio Editing Software (e.g. Audacity) to record their pre-scripted news reports.

**(Objective 2) Developing students as Contributors to Society**

Explore the power of a range of communication techniques to inform, entertain, influence and persuade.

**Key Element:** Media Awareness

## Lesson 3: NICRA's Formation & Demands



### Learning for Life and Work

Look at the reasons why NICRA formed and how people were allegedly discriminated against. Students will use still images of protests and marches to create a movie of at least 30 seconds to explain how people were discriminated against and how they reacted to this perceived discrimination. Students will use Video Editing Software (e.g. Movie Maker) to create their movie.

**Area of Learning: Local and Global Citizenship - Equality and Social Justice**

Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity.

## Lesson 4: October '68 - August '69: Conflict Erupts



### Art and Design

Students will read about the events of the Battle of the Bogside and research the imagery surrounding the event. Students will use Image Editing Software (e.g. GIMP) to create a photographic display of murals and photographs that commemorate the Battle of the Bogside. Students will choose one photo/mural which expresses their feelings of the event. Text and effects should be used to highlight what students believe to be important in the image e.g. a photo/mural with a word cloud layered on top.

**(Objective 1) Developing students as Individuals**

Work with other students to produce a creative response to group expressions of identity

**Key Element:** Mutual Understanding

## Lesson 5: Free Derry - No Go Area



### English with Media Education

In learning about the "No Go" area of Derry/Londonderry, students will also learn about the day to day activities inside the "No Go" area. One of these activities was the use of radio to keep inhabitants updated on developments within the area.

In pairs, students will use Audio Editing Software (e.g. Audacity) to record a pre-scripted radio broadcast modelled on "Radio Free Derry". Students will use language to communicate listeners on developments within the "No Go" area. The broadcast must be informative – what is going on? – and persuasive – what is the need for the barricades?

**(Objective 1) Developing students as Individuals**

Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion

**Key Element:** Mutual Understanding

**(Objective 2) Developing students as Contributors to Society**

Explore the power of a range of communication techniques to inform, entertain, influence and persuade

**Key Element:** Media Awareness

## Lesson 6: Legacy



### Learning for Life and Work

In groups, students will research the aftermath of the civil rights movement and debate its impact i.e. acts passed versus legacy of violence. Students will discuss factors in the development of the conflict and how they may have been avoided.

Students will use Comic Creation Software (e.g. Comic Life) to visualise their debates and discussions. Students will use images, caption boxes and speech bubbles to present their thoughts onto the comic.

**Area of Learning: Personal Development - Relationships**

Develop strategies to avoid and resolve conflict.