

teaching divided histories

MODULE
2.



THE CONFLICT IN NORTHERN IRELAND



An Educational Resource for
Key Stage 3 and Transition Year

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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
2.

OVERVIEW

This module will explore some of the main events which shaped the violent past of Northern Ireland during the Troubles.

The module begins with an overview of the civil rights movement as a prelude to the conflict that would go on to grip Northern Ireland for almost 30 years. Students will learn who the opposing political and paramilitary groups were and how they shaped Northern Ireland through politics and conflict in a series of events which had a devastating human cost, but also paved the way for the Good Friday Agreement. It is not an exhaustive history of the conflict, but focuses on some key moments and themes which shaped both the conflict and the political journey towards the peace process.

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 conflict in Northern Ireland.



MODULE 2. THE CONFLICT IN NORTHERN IRELAND HISTORY STATUTORY REQUIREMENTS

Developing pupils' Knowledge, Understanding and Skills	OBJECTIVE 1 Developing pupils as Individuals	OBJECTIVE 2 Developing pupils as Contributors to Society	OBJECTIVE 3 Developing pupils as Contributors to the Economy and the Environment
<p>Pupils should have opportunities to:</p> <p>Investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"> • Different perspectives and interpretations • Cause and effect • Continuity and change • Progression and regression <p>and by developing:</p> <ul style="list-style-type: none"> • The enquiry skills to undertake historical investigations • Critical thinking skills to evaluate a range of evidence and appreciate different interpretations • Creative thinking skills in their approach to solving problems and making decisions • Chronological awareness and the ability to make connections between historical periods, events and turning points • An ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses <p>through a broad and balanced range of:</p> <ul style="list-style-type: none"> • Historical periods • Irish, British, European and global contexts • Significant political, social, economic, cultural and religious development 	<p>Pupils should have opportunities to:</p> <p>Explore how history has affected their personal identity, culture and lifestyle</p> <p>(Personal Understanding)</p> <p>1 3</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions</p> <p>(Mutual Understanding)</p> <p>1 2</p> <p>Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy</p> <p>(Moral Character)</p> <p>5 6</p> <p>Explore issues related to Personal Health</p> <p>(Personal Health)</p> <p>Explore issues related to Spiritual Awareness</p> <p>(Spiritual Awareness)</p>	<p>Pupils should have opportunities to:</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>(Citizenship)</p> <p>1 2 3 4 5 6</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world</p> <p>(Cultural Understanding)</p> <p>1 2 3 4 5</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual</p> <p>(Media Awareness)</p> <p>4 5</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically</p> <p>(Ethical Awareness)</p>	<p>Pupils should have opportunities to:</p> <p>Investigate how the skills developed through history will be useful in a range of careers</p> <p>(Employability)</p> <p>Explore issues related to Economic Awareness</p> <p>(Economic Awareness)</p> <p>Investigate the need to preserve history in the local and global environment</p> <p>(Education for Sustainable Development)</p>

MODULE 2. THE CONFLICT IN NORTHERN IRELAND 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 : Civil Rights in Northern Ireland

2 Lesson 2 : Key Players in the Conflict

3 Lesson 3 : 1972: A Pivotal Year

4 Lesson 4 : The Ulster Worker's Council Strike

5 Lesson 5 : The Hunger Strikes

6 Lesson 6 : Politics and Violence

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 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: Civil Rights in Northern Ireland



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 also discuss how conflict could be avoided in future.

Students will use a Comic Creation Software package (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.



Lesson 2: Key Players in The Conflict

Religious Education

In pairs, students will research a paramilitary group from the lesson information (assigned by the teacher) and profile the reasons why each group started and why they called a ceasefire. How did prejudice/sectarianism influence people to join these groups? What factors were there that helped bring about a ceasefire and helped to reconcile communities in Northern Ireland?

Students will use a Comic Creation Software package (e.g. Comic Life) to complete the task. Students will use images, caption boxes and speech bubbles to present the profile onto the comic.

(Objective 2) Developing pupils as Contributors to Society

Investigate how choices can be influenced by prejudice and sectarianism and ways in which reconciliation can be achieved through dialogue, outreach and action

Key Element: Citizenship



Learning for Life and Work

In groups, students will discuss and answer questions on what it means to be a Nationalist or a Unionist.

- What drives young people to fall into these categories?
- Do young people become a Nationalist/Unionist by choice?
- What kind of pressure is put on young people to 'choose a side'?
- Is it possible to be neither a Nationalist nor a Unionist?

Students will use Image Editing Software (e.g. GIMP) to design an A5 landscape image which communicates the answers to the questions. Students may use different fonts and images to design their document. The finished 'cards' may be placed on a display so that all students can view and discuss the answers.

Area of Learning: Local and Global Citizenship –Self Awareness

Explore personal morals, values and beliefs / Investigate the influences on a young person

Lesson 3: 1972: A Pivotal Year



English with Media Education

Students will create a radio news broadcast about a key event in 1972. The news broadcast will take the form of a reporter having a brief interview with an eye witness to the event.

In pairs, students will use Audio Editing Software (e.g. Audacity) to record a pre-scripted radio broadcast. Students will use language to communicate what has happened in the event to listeners. The broadcast must be informative and give an insight into the emotions of people on that day.

(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 4: The Ulster Workers Council Strike



Art & Design

Students will look at examples of satirical cartoons from the British Cartoon Archive (**Suggested Additional Resources 2**). Students will create their own satirical comic strips based on the UWC strike.

Students will research personalities and events specific to the UWC strike and then gather images that will inspire their satirical cartoons. Having collected all the information they need, students will then sketch their cartoon.

Additionally, students could scan their images, save them and open them in Image Editing Software (e.g. GIMP). Using the software's editing tools, students could add text, colour or filters to enhance their image. Exporting the image will allow it to be used in various forms of multimedia.

(Objective 2) Developing pupils as Contributors to Society

Make an informed and critical response to a social/environmental issue

Key Element: Citizenship

Lesson 5: The Hunger Strikes



Learning for Life and Work

In pairs, students will research the use of hunger striking as a method of protest. Using the research, students will answer the following questions:

Why do people choose to hunger strike?

- Give examples of 2 famous hunger strikes – who was involved? Why were they hunger striking?
- In the examples you have chosen, have the person's human rights been infringed? How?
- It may be beneficial to the students to also research The Universal Declaration of Human Rights and International Human Rights Law.

Students will use Comic Creation Software (e.g. Comic Life) to complete the task. Students will use images, caption boxes and speech bubbles to present the answers to the questions.

Area of Learning: Local and Global Citizenship –Human Rights and Social Responsibility

Investigate local and global scenarios where human rights have been seriously infringed.



Lesson 6: Politics and Violence

English with Media Education

In pairs, students will design an election leaflet for the 1985 Northern Ireland local elections. Each pair will be allocated a party to represent from the Ulster Unionist Party (UUP), the Democratic Unionist Party (DUP), the Social Democratic and Labour Party (SDLP) and Sinn Féin. Students may want to research existing and past election leaflets for some helpful design and content tips.

Students will use Comic Creation Software (e.g. Comic Life) to create their leaflet. The leaflet will have the name of the party (and candidate), an election slogan and images that have been researched e.g. flag, candidate, etc... Students will use the software's formatting tools to edit the caption boxes, text and lettering to look like a leaflet.

(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

