

teaching divided histories

MODULE
6.



INTERNATIONAL CONFLICT



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
6.

OVERVIEW

This module explores conflicts that have taken place in some countries throughout the world.

The five lessons within the module describe and summarise conflicts that have taken place in Northern Ireland, India, Lebanon, Sierra Leone and South Africa. In each lesson, students will be provided with information about the country and a background to the issues which fuelled conflict within that country.

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 international conflict.



MODULE 6. INTERNATIONAL CONFLICT 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: 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: Explore how history has affected their personal identity, culture and lifestyle</p> <p>(Personal Understanding) 1 2</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions</p> <p>(Mutual Understanding) Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy</p> <p>(Moral Character) 1 2 4</p> <p>Explore issues related to Personal Health</p> <p>(Personal Health) Explore issues related to Spiritual Awareness</p> <p>(Spiritual Awareness)</p>	<p>Pupils should have opportunities to: 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) 1 2 5</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world</p> <p>(Cultural Understanding) 1 2 3 4</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) 3 5</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically</p> <p>(Ethical Awareness) 1 3 4</p>	<p>Pupils should have opportunities to: Investigate how the skills developed through history will be useful in a range of careers</p> <p>(Employability) Explore issues related to Economic Awareness</p> <p>(Economic Awareness) Investigate the need to preserve history in the local and global environment</p> <p>(Education for Sustainable Development)</p>

MODULE 6. INTERNATIONAL CONFLICT 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 : The Northern Ireland Conflict

2 Lesson 2 : India: Partition and Conflict

3 Lesson 3 : Lebanon

4 Lesson 4 : Sierra Leone: Civil War

5 Lesson 5 : South Africa

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. The Northern Ireland Conflict

Art & Design

Students will research murals which represent the Republican and Loyalist communities in Northern Ireland. Students will create a digital display comprising images they have found through their research. Students will then evaluate these murals and discuss what each mural is trying to communicate.

- What do you think is the aim or purpose of these murals?
- How might they be contentious?
- Does it matter that these murals are still being painted after the Peace Process and the Good Friday Agreement?

Students will use Image Editing Software (e.g. GIMP) to create a photographic display that highlights a number of these murals. Students will import multiple images as layers and use the Eraser and Move Tools to create a montage.

(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



Lesson 2. India

Religious Education

In pairs, students will research and profile the Hindu and Islam religions. They will then explain the reasons why these religions have clashed throughout Indian history.

Each pair of students will use Comic Creation Software (e.g. Comic Life) to create a comic consisting of at least two pages which profiles Hinduism and Islam and describe how and why followers of these religions have clashed in India through the years. When profiling the religions, students should highlight the beliefs, practices and cultural traditions of these faiths in India.

Discussion: Can students identify any of these practices or traditions in Northern Ireland?

(Objective 2) Developing students as Contributors to Society

Explore how the religious beliefs, practices and lifestyles of people of world faiths, other than Christianity, have influenced the development of various cultural traditions (in N. Ireland).

Key Element: Cultural Understanding



Lesson 3. Lebanon

Learning for Life & Work

In pairs, students will research the causes of the Lebanon civil war and the different factions involved.

Students will use Movie Editing Software (e.g. Movie Maker) to create a short movie to explain how the Lebanon civil war started and who was involved. What were the religious/social/political factors that contributed to the war?

Discussion: Can you find any similarities between the source of conflict in Lebanon and any conflict in your own country? How can a society reconcile after such a conflict?

Area of Learning: Local and Global Citizenship - Diversity and Inclusion

Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community

Investigate ways of managing conflict and promoting community relations, reconciliation.



Lesson 4. The Sierra Leone Civil War

Learning for Life & Work

In pairs, students will research human rights atrocities in Sierra Leone during the civil war. Students will also research what *The Universal Declaration of Human Rights* and *The United Nations Conventions of the Rights of Children* are.

Students will use Comic Creation Software (e.g. Comic Life) to explain what atrocities and human rights infringements occurred in Sierra Leone. Students should also explain what the UDHR and UNCRC are in their comic. Students will use images, caption boxes and speech bubbles to present their thoughts onto a comic.

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

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

Investigate key human rights principles



Lesson 5. South Africa

Music

In pairs, students will carry out research and find three songs written about South Africa and Apartheid. Through their research, students will listen to each song and document information about each song.

If possible, create a composition of the three songs using Audio Editing Software (e.g. Audacity). Edit together a verse from each of the three songs and then export it.

Students will create a slideshow in which they link to each song (and composition, if available) and answer the following questions: Who wrote the song? Provide a brief bio of this person.

What is the song about?

How do you think the song is trying to make the listener feel?

Highlight your favourite lyric and explain why.

After answering the questions, students will sum up the impact music can have when celebrating/commemorating an event/person.

(Objective 2) Developing students as Contributors to Society

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

Listen to and discuss the expressive impact of music which celebrates human achievement.

Key Element: Citizenship