teaching divided histories

MODULE 3.

PATHWAYS TO PEACE

An Educational Resource for
Key Stage 3 and Transition Year

nerve centre

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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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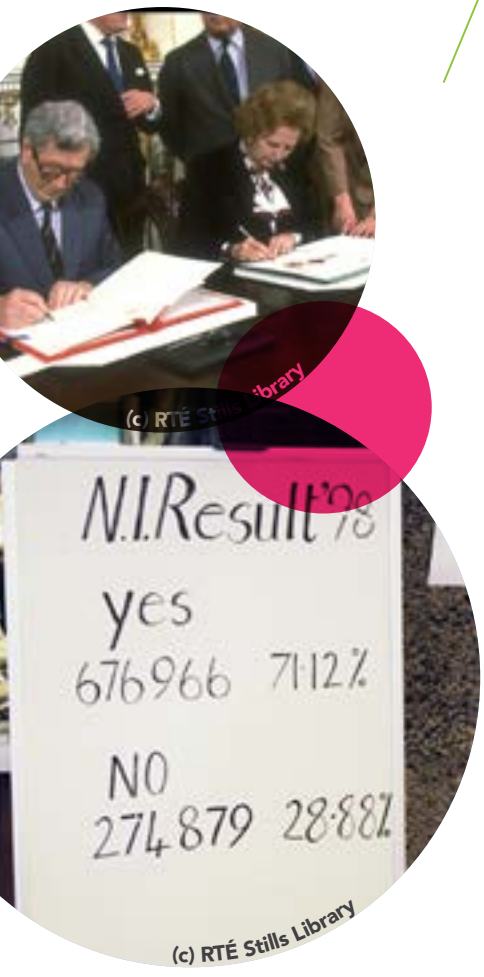
MODULE
3.

OVERVIEW



This module will explore some of the main attempts to restore peace to Northern Ireland throughout the Troubles, bringing students through the peace process, the Good Friday Agreement and up to present day issues relating to the past.

The module begins in 1973 with the first major attempt at restoring peace to Northern Ireland after the introduction of Direct Rule. Students will be given the opportunity to learn and discuss the reasons why agreements such as Sunningdale and the Anglo-Irish Agreement failed to resonate with populations on both sides of the community. Taking the students into the peace talks of the 1990s and the Good Friday Agreement, the module will then ask the students to analyse the reasons why Northern Ireland turned a corner both politically and socially. Finally, students will be presented with the reality of the Northern Ireland they live in today and the issues that still cause contention. This offers an interesting summary of the evolution of attitudes in Northern Ireland and how past agreements – failed and successful – have shaped the society we live in today, but not overlooking the issues that continue to divide opinions.

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.

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
Pupils should have opportunities to: Investigate the past and its impact on our world today through an understanding of: • Different perspectives and interpretations • Cause and effect • Continuity and change • Progression and regression **and by developing:** • 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 **through a broad and balanced range of:** • Historical periods • Irish, British, European and global contexts • Significant political, social, economic, cultural and religious development	**Pupils should have opportunities to:** Explore how history has affected their personal identity, culture and lifestyle ***(Personal Understanding)*** 6 Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions ***(Mutual Understanding)*** 1 2 Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy ***(Moral Character)*** 3 5 6 Explore issues related to Personal Health ***(Personal Health)*** Explore issues related to Spiritual Awareness ***(Spiritual Awareness)***	**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 ***(Citizenship)*** 1 2 3 4 5 6 Investigate the impact of significant events/ideas of the 20th century on the world ***(Cultural Understanding)*** 1 2 3 4 6 Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual ***(Media Awareness)*** 4 Investigate critical issues in history or historical figures who have behaved ethically or unethically ***(Ethical Awareness)***	**Pupils should have opportunities to:** Investigate how the skills developed through history will be useful in a range of careers ***(Employability)*** Explore issues related to Economic Awareness ***(Economic Awareness)*** Investigate the need to preserve history in the local and global environment ***(Education for Sustainable Development)***

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 Sunningdale Agreement

2 Lesson 2 : The Anglo-Irish Agreement

3 Lesson 3 : The Peace Process in Northern Ireland

4 Lesson 4 : The Good Friday Agreement and St. Andrews Agreement

5 Lesson 5 : The Good Friday Agreement and the International Community

6 Lesson 6 : Dealing with the Past

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 Sunningdale Agreement

Art and Design

Students will research images and words/phrases relating to the UWC strike and the collapse of the Sunningdale Agreement.

Students will use Image Editing Software (e.g. GIMP) to create a photographic display that describes the feelings of the unionist population that took part in the UWC strike. Students will choose 1 photo which expresses their feelings of the event and a phrase/quote or selection of words. Text and effects should be used to highlight what students believe to be important in the image e.g. a photo/mural in the backdrop of a word cloud/quote/phrase.

(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. The Anglo-Irish Agreement

Learning for Life and Work

In pairs, students will research the signing and conditions of the Anglo-Irish Agreement. ***Perspectives 3 and 4*** from the Key Information will also give an insight into how each leader approached the signing of the agreement.

Students will use Comic Creation Software (e.g. Comic Life) to explain what the agreement was and what strategies did Garret FitzGerald and Margaret Thatcher use to try and bring peace and stability to Northern Ireland. Are there any other strategies they could have used to avoid further conflict? Students will use images, caption boxes and speech bubbles to present their thoughts onto a comic.

Area of Learning: Personal Development - Relationships

Develop strategies to avoid and resolve conflict.

Lesson 3. The Peace Process in Northern Ireland

English with Media Education

In groups, students will discuss the peace process in Northern Ireland and the efforts made by various parties to negotiate a peace deal. What qualities are needed when negotiating such a peace agreement? How would you have coped being in such a situation?

Students will use Image Editing Software (e.g. GIMP) to create a digital image to highlight the personal qualities needed to negotiate peace talks between two sides that have previously been in conflict. Students will search for an image from the peace process and import it into the software. Students will use the text tool create a 'word cloud' on top of the image containing words which the students believe highlight the personal qualities that were needed to negotiate through the peace process in Northern Ireland. Students may choose to use various font types and add additional effects and filters to their image.

(Objective 1) Developing students as Individuals

Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential.

Key Element: Personal Understanding

Lesson 4. The Good Friday Agreement and St. Andrews Agreement

Learning for Life and Work

In pairs, students will research two examples from throughout the Troubles where human rights were infringed upon. Students will then discuss how the signing of the Good Friday Agreement could prevent such events in the future.

Using Comic Creation Software (e.g. Comic Life), students will use images, speech bubbles/caption boxes to describe the two examples they researched and highlight how the Good Friday Agreement addresses the issue of human rights and equality.

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

Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.

Lesson 5. The Good Friday Agreement and the International Community

Learning for Life and Work

In pairs, students will research what the European Convention of Human Rights is and then discuss why it is important for societies to uphold human rights standards.

Students will script, edit and record a podcast using Audio Editing Software (e.g. Audacity) which discusses how the Good Friday Agreement intends to uphold human rights, asks why it is important in Northern Ireland and are there any 'Articles' or 'Protocols' within the ECHR that would be of particular relevance to Northern Ireland?

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

Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.

Investigate key human rights principles as outlined in The European Convention of Human Rights (ECHR).

Lesson 6. Dealing With The Past

English with Media Education

In pairs, students will research the various ways in which nationalists and unionists express their identity in Northern Ireland.

Students will use Video Editing Software (e.g. Movie Maker) to highlight the ways in which nationalists and unionists express their identities and why these expressions can sometimes be contentious (students should identify examples of contentious issues). Students will use still images (and where available video and audio) and captions to complete task.

(Objective 1) Developing students as Contributors to Society

Explore how different cultures and beliefs are reflected in a range of communication methods.

Key Element: Personal Understanding