

MODULE 1. THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT
1: CLIMATE OF REVOLUTION

LESSON
1.



LESSON DESCRIPTION

The first lesson in the module will be used to inform students of the various protests that went on around the world in the 1960s. The lesson will act as an introduction to the Northern Ireland Civil Rights Movement by exploring the inspiration that Northern Ireland may have got from the many anti-war/civil rights protests that were taking place around the globe at that time.

LESSON INTENTIONS

1. Discuss the reasons why there were so many protests at this time around the world
2. Understand the reasons why people in Northern Ireland were inspired by protests from different parts of the world
3. Demonstrate objectives 1 & 2 through digital media

LESSON OUTCOMES

- Be able to explain how NICRA took inspiration from international protests in order to form their own movement.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 1 Key Information
- M1L1 Photo Tasksheet
- Comic Creation Storyboard
- Digital Imaging Design Sheet

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Image Editing Software e.g. GIMP

HARDWARE

- Whiteboard
- PCs / Laptops

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1: CLIMATE OF REVOLUTION



ACTIVITY	LEARNING OUTCOMES
<p>Starter – play <i>Suggested Additional Resources 5</i> which is a compilation of protests and civil unrest during the 60s.</p>	<p>The video will aim to give an insight into the extent of civil unrest around the globe in the 60s. It will also highlight the methods used in these protests and the teacher will explain how a lot of the protests that took part in NI were inspired by these (e.g. We Shall Overcome).</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 some aspects of the Key Information (the Key Information may be split into 2 sections – American Civil Rights and Global Protests – and divided amongst the students). Students will then share their discussions with 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 alternate learning activity will allow the students to study imagery from global protests and share information and thoughts with the rest of the class.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</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 – show still images from each protest. What are the similarities between the images? Relate this back to the tactics used for each protest and hint at how these tactics were to be used in the future during the Northern Ireland Civil Rights Movement.</p>	<p>The plenary discussion will focus on still images captured during protests from around the world. The discussion will mention the similarities between the scenes i.e. tactics and outcomes.</p>

KEY INFORMATION
1.

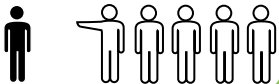
CLIMATE OF REVOLUTION

In the late 1960's, a wave of civil rights, anti-war and student protest movements broke out across Europe and the United States. Many of the protesters at this time were the first generation to grow up with televisions in their homes. This allowed them to view events from around the world and view other cultures as well as major events. Seeing other people protest for rights around the world influenced others in Northern Ireland and elsewhere to start their own campaigns. However, the global movement for Civil Rights had its origins in the USA.

Discrimination

The act of treating someone differently based on their race, religion, sex, etc...

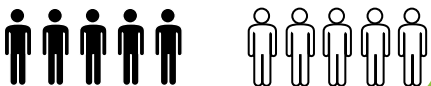
For example: not giving someone a job because they are black.



Segregation

The separation of a race, religious group, sex, etc... from general society.

For example: a school may be for white people only.



WHAT DOES IT MEAN TO HAVE CIVIL RIGHTS?

Civil Rights ensure a citizens' ability to fully participate in the civil and political life of a country without discrimination.

AFRICAN-AMERICAN CIVIL RIGHTS MOVEMENT (1955–1968)

In the years 1955-1968 there was a civil rights movement in the United States of America aimed at outlawing racial *discrimination* against black Americans and restoring their voting rights.

At the time African-Americans, especially in the South, were subjected to the following:

- The Jim Crow laws led to the *segregation* of public schools, public places, public transportation, restrooms, restaurants and drinking fountains for whites and blacks. The U.S. military was also segregated.
- Racial violence and discrimination against black people was relatively common and widely tolerated – from civilians and the police.
- The number of African American voters dropped dramatically following the introduction of laws which made voting more difficult for black people.
- There was widespread employment discrimination.



TO HELP AFRICAN-AMERICANS ACHIEVE EQUALITY THERE WERE MANY NONVIOLENT FORMS OF PROTEST:

BOYCOTTS

Montgomery Bus Boycott
1st December 1955 – 20th
December 1956, Alabama

Rosa Parks, an African-American woman, was arrested after refusing to give up her seat on the bus to a white person. 90% of African Americans in Montgomery boycotted the bus company. The boycott (which is a refusal to use a good or service in protest) began to cost the bus company money. The boycott ended when the buses were desegregated.



"SIT-INS"

Greensboro sit-in 1960, North Carolina

On 1st February 1960, four black students sat down at the lunch counter in Woolworth's (a large chain of stores) in Greensboro. Following store policy, the staff refused to serve them at the "whites only" counter. The men stayed peacefully until closing time. The 'sit-ins' spread to 14 other southern cities. This was a major event in the civil rights movement. By 26th July 1960, Woolworth's had desegregated all of its stores.

MARCHES

Selma to Montgomery
marches 1965, Alabama

These 3 marches in 1965 marked the peak of the American Civil Rights Movement and were organised to help return voting rights to African-Americans. The first march took place on the 7th March 1965. 600 civil rights marchers were attacked by police. During the second march, 2,500 protestors were forced to turn around after crossing the Edmund Pettus Bridge. The 3rd march started on the 16th March and was protected by almost 4,000 US Army soldiers and the Alabama National Guard. The marchers arrived in Montgomery on the 24th March.



The Voting Rights Act, 1965

made it possible for anyone of any race or colour to have the opportunity to vote. It also took away the practice of making people sit tests to earn the right to vote. This was practiced in many Southern States.

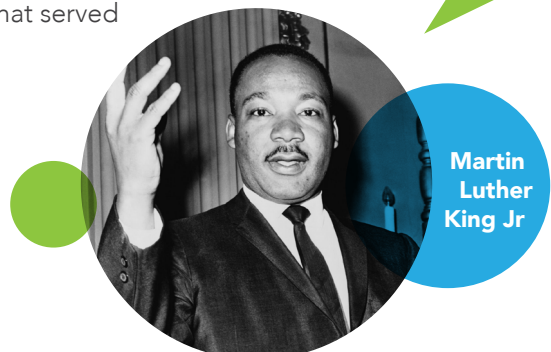
One of the leaders of the civil rights movement, Dr. Martin Luther King, Jr. was assassinated on 4th April 1968. Riots broke out across many cities in the U.S. in protest at the murder.

The Civil Rights Act, 1964

was signed by President Lyndon B. Johnson on 2nd July. The act outlawed major forms of discrimination against racial, ethnic, national and religious minorities and women. It ended racial segregation in schools, the workplace, and places that served the general public.

1.))) DISCUSSION

Why do you think these non-violent methods of protest were used?



EVENTS IN AMERICA HAD A GLOBAL INFLUENCE.

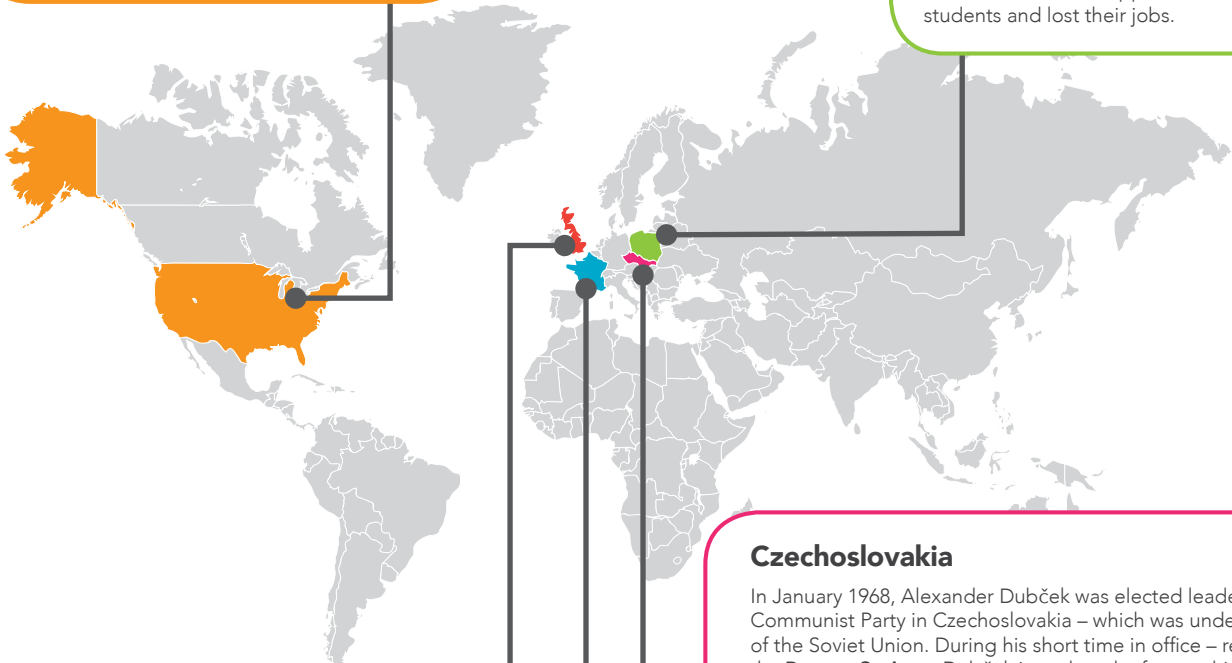
America

April 1968: A million students *boycotted* classes to show opposition to the Vietnam War.

August 1968: 10,000 anti-war protestors marched in Chicago. Clashes followed between protestors and the 23,000 police and National Guardsmen (reserve police force).

Warsaw, Poland

March 1968: a student protest led to riots in the streets. Students had been protesting about the banning of the play 'Forefathers' Eve' as it was seen as anti-Soviet (at this stage in history, Poland was under the control of Russia). Strikes, protests and marches took place all across Poland and University buildings were taken over by student protesters. Many teaching staff declared their support for their students and lost their jobs.



London, England

March 1968: More than 200 people were arrested outside the US Embassy in Grosvenor Square, London after clashes with the police. An estimated crowd of 10,000 had earlier attended a rally in Trafalgar Square to protest against the American war with Vietnam. There was outrage at the use of police horses against protestors.

Czechoslovakia

In January 1968, Alexander Dubček was elected leader of the Communist Party in Czechoslovakia – which was under the control of the Soviet Union. During his short time in office – referred to as the **Prague Spring** – Dubček introduced reforms which reduced state control of industry, media, speech and travel. The Soviet leader Brezhnev, viewed these reforms as a threat to communism. On 20th August 1968, Czechoslovakia was invaded by the Soviet Union (and several allies) and Dubček was arrested. Despite protests, the invasion continued, Dubček was eventually replaced as leader and his reforms were reversed.

Paris, France

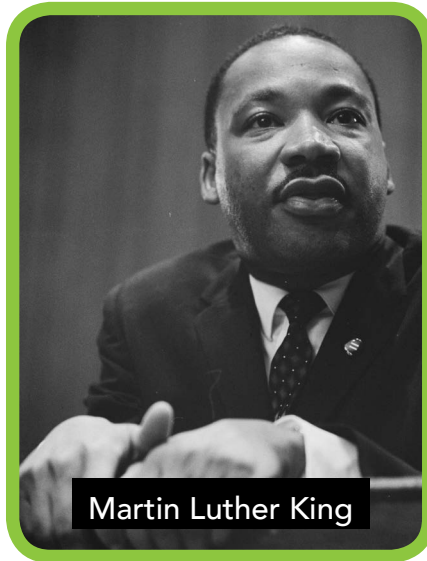
May 1968: As a result of the closure of the University of Paris (and the treatment of some students), a series of student strikes and protests broke out across universities and high schools in Paris.

On the 6th May more than 20,000 students, teachers and supporters marched on the streets of Paris. Students rioted and were beaten by police. Further marches and strikes took place across the country, with more than 10 million workers (2/3 of the country's workforce) striking by the end of May. There were fears of a revolution and the civil unrest almost caused the collapse of the government.

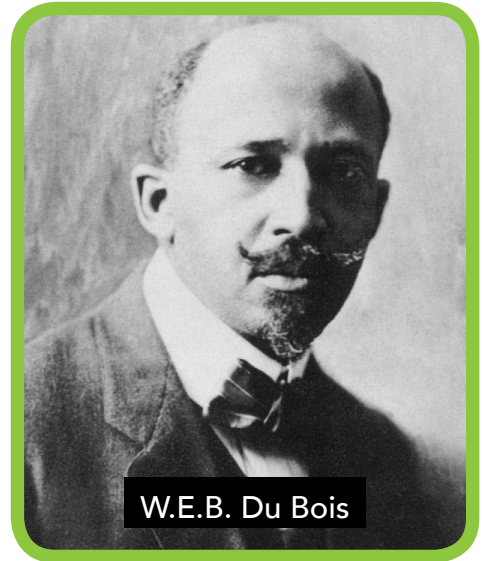
2.))) DISCUSSION

Why do you think so many people in so many countries rose up to campaign for rights at that time?

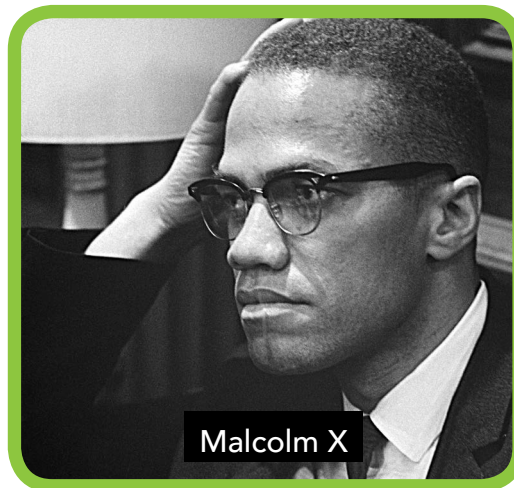
NOTABLE FIGURES FROM THE AMERICAN CIVIL RIGHTS MOVEMENT INCLUDE:



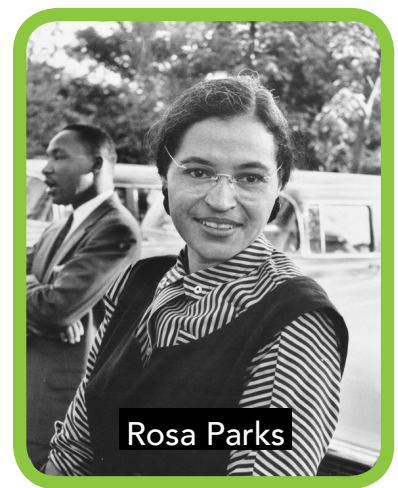
Martin Luther King



W.E.B. Du Bois



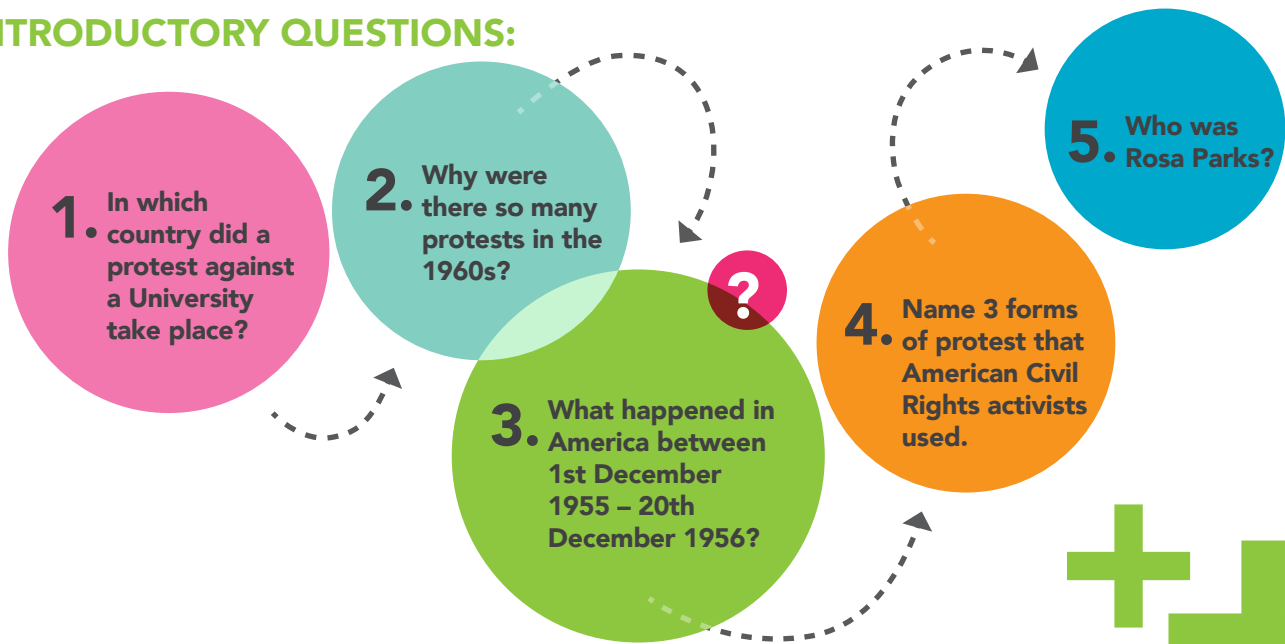
Malcolm X



Rosa Parks

? **WHY WERE THESE PEOPLE CONSIDERED ICONS OF CIVIL RIGHTS IN AMERICA?**

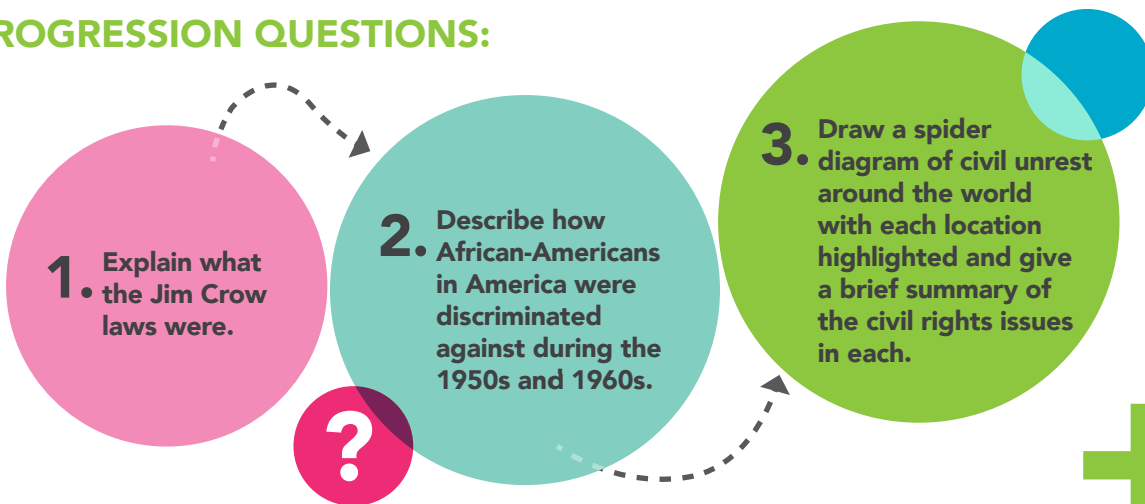
INTRODUCTORY QUESTIONS:



EXTENSION ACTIVITY:

What were the 2 acts passed as a result of the American Civil Rights protest? Explain each briefly in your own words.

PROGRESSION QUESTIONS:



EXTENSION ACTIVITY:

Imagine you are an African-American living in North Carolina in 1960 and you have to use a separate counter from the white people to get your lunch, how does this make you feel? (1 paragraph).

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ALTERNATE TASK

- Students will be split up into 5 groups.
- Each group will be given an image relating to a protest from around the world and the image will be placed into the middle of the M1L1PhotoTasksheet (alternatively the groups could be assigned the protest and they must research the image themselves).
- Each group will then discuss what is going on in the image by answering the questions on the sheet.
- Each group will then communicate their answers and discussions to the rest of the class.

SUGGESTED ADDITIONAL RESOURCES



1. http://www.bbc.co.uk/history/recent/civil_rights_america_03.shtml

Better Day Coming: Civil Rights in America in the 20th Century



2. http://news.bbc.co.uk/1/shared/spl/hi/picture_gallery/05/americas_us_civil_rights_movement/html/1.stm

In pictures: US Civil Rights Movement



3. <http://www.youtube.com/watch?v=JBKOINIQCLI>

Anti-war protest in London



4. <http://www.youtube.com/watch?v=JowT2ad00YI>

French nostalgic for May 1968 protests



5. <http://www.youtube.com/watch?v=qcpE-jJ14pQ>

The Day The Troubles Began Part 1 (2.33 – 4.54)



6. http://news.bbc.co.uk/onthisday/hi/dates/stories/march/17/newsid_2818000/2818967.stm

On This Day - 17th March 1968: Anti Vietnam Demo Turns Violent



7. http://news.bbc.co.uk/onthisday/hi/dates/stories/may/13/newsid_2512000/2512413.stm

On This Day - 13th May 1968: Workers Join Paris Student Protests



8. http://news.bbc.co.uk/onthisday/hi/dates/stories/august/21/newsid_2781000/2781867.stm

On This Day - 21st August 1968: Russia brings winter to 'Prague Spring'

1. Who do you think the person/people are in the photo?

2. What do you think they are doing in the photo?

3. What words or phrases come to mind when you look at the photo?

8. How do you think this photo might make other people feel? Why?

4. What issue might the photo be highlighting?

7. What do you think has happened before the photo was taken? Why do you think this?

6. Why do you think they could be feeling this way?

5. How do you think the person/people in the photo might be feeling?

?
Place the photograph here, and write your ideas in response to these questions around the photograph
?



FLASH CARD TASK

Flash cards are a quick way of displaying information about a given topic. Below are examples of flashcards which communicate information about protests that took place throughout the world during the late 60s.

Your task is to research the American Civil Rights Movement and design three flashcards based on three separate protests (these could be boycotts, sit-ins, marches, etc...). Each flashcard will communicate where the protest occurred, when it took place and why it was happening.

This task can be completed via pen and paper or it can be completed digitally by using comic creation software or image editing software.

ANTI WAR PROTEST IN LONDON

WHERE?

London, England

WHEN?

March, 1968

WHY?

More than 200 people were arrested over clashes outside the US Embassy in Grosvenor Square, London. An estimated 10,000 had earlier attended an anti-Vietnam rally in Trafalgar Square. There was outrage at the violent use of police horses against protestors.



STUDENT PROTEST IN PARIS

WHERE?

Paris, France

WHEN?

May, 1968

WHY?

Conflict began as a series of student strikes broke out at a number of universities and high schools in Paris. These protests were the result of the closure of the University of Paris and the treatment of some students. The protest continued as more than 20,000 students, teachers and supporters marched on the streets of Paris. By the end of May 2/3 of the country's workforce were on strike. The civil unrest almost caused the collapse of the government.



STUDENT PROTEST IN WARSAW

WHERE?

Warsaw, Poland

WHEN?

March, 1968

WHY?

On March 8th, 1,500 students protested at Warsaw University in response to the banning of a political in January. The protesters were attacked by the riot police. Within days, protests spread throughout Poland. Student protests and strikes continued throughout the month of March.



THE PRAGUE SPRING

WHERE?

Czechoslovakia
(Now the Czech Republic
and Slovakia)

WHEN?

January - August, 1968

WHY?

Between January and August 1968 Alexander Dubček, leader of the Communist Party in Czechoslovakia, introduced a number of reforms which reduced state control of industry, media, speech and travel. Viewing this as a threat to communism, the Soviet Union (and several allies) invaded Czechoslovakia. Despite protests the invasion continued, Dubček was eventually replaced as leader and his reforms were reversed.



CIVIL RIGHTS MOVEMENT IN USA

WHERE?

United States of America

WHEN?

1955—1968

WHY?

In the years 1955-1968 there was a civil rights movement in the United States of America aimed at outlawing racial segregation and discrimination against black Americans and restoring their voting rights. Civil rights campaigners used marches, boycotts and "sit-ins" as a form of protest.





DIGITAL TASKS

COMIC CREATION TASK



TASK DESCRIPTION

Students will create a one page comic which highlights areas of unrest around the world in the late 1960s. Students will choose any 3 protests and research images and information from the internet which will be used in their comic (alternatively, images and information may be supplied by the teacher).

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 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.

DO

Students will use speech bubbles/caption boxes to describe each protest and why it happened. Students will use at least 3 images that they have sourced. Some students may give a reason as to why there was so much unrest in the world at this time.

- 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.

ALTERNATIVE TASK

Form students into groups and assign each student a different global protest. Students will make a graphic novel which explains the circumstances behind each protest. Students will work collaboratively to ensure that their comic designs are consistent and that their graphic novel has a front cover.



DIGITAL TASKS

IMAGE EDITING TASK



TASK DESCRIPTION

Students will manipulate an image of Martin Luther King Jr and add a quote reflecting his beliefs about civil rights. Students will research an image and a quote from the internet which will be used for their piece of work.

PLAN

Images and information will be sourced from the internet and designed in the form of a sketch.

- 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 a record of the sites they have visited in a saved document.

DO

Students will import their sourced image into the software and use the colour/filter tools to add an effect to the image. Some students may use these tools in conjunction with the selection tools to highlight areas of the image. Students will then insert the quote/information they sourced by using the text tool. 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 colour/filter style 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.

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