LESSON 4.

LESSON DESCRIPTION

This lesson will look into the violence that swept through Northern Ireland between October '68 and August '69 (the Battle of the Bogside) and the reasons for it. The lesson will also look into the launching of the Cameron Report in January '69 and its subsequent findings in September '69.

LESSON INTENTIONS

1. Explore the repercussions of the events of 5th October 1968.
2. Understand the reasons why residents of the Bogside felt the need to erect barricades.
3. Identify the reasons why the Battle of the Bogside began.
4. Demonstrate objectives 1, 2 & 3 through digital media.

LESSON OUTCOMES

- Students will be able to explain why the events of 5th October were a turning point in the civil rights movement.
- Students will understand how television played a part in raising awareness of Nationalist feelings at this time.
- Students will be able to explain the reasons behind the outbreak of the Battle of the Bogside with some students being able to identify the long term reasons behind the conflict.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
• Lesson 4 Key Information • M1L4Profile Tasksheet • Comic Creation Storyboard • Video Editing Storyboard	• Suggested Additional Resources	• Comic Creation Software e.g. Comic Life • Video Editing Software e.g. Movie Maker	• Whiteboard • PCs / Laptops • Headphones

ACTIVITY	LEARNING OUTCOMES
Starter - Give a brief introduction to the 5th October 1968 march (background/objective of march) and then show footage of what happened next (***Suggested Additional Resources 7)***. After viewing, explain to the students that the footage was broadcast worldwide. What may people have thought about this? Finish off by communicating to students that the widespread broadcast of the march may have lead to increased awareness of the civil rights movement and increased sympathy for the "plight" of Nationalists.	Students will learn why the march was taking place and what happened as a result of the march. Students will also get an insight into the role television played and how this may have put pressure on the Unionist government.
Using the Key Information, teachers will have a choice of activities to engage students. Teachers may choose to split the class into groups and ask students to use the discussion points to discuss issues from the topic. Students will then share their discussions with the rest of the class. Alternatively, teachers may want to use the Introductory / Progression Questions as group discussion questions or to test individual knowledge. The active learning activity will allow students to research and discuss some of the personalities who were prominent during the civil rights movement. *If possible, allow students to research the topic on the internet – suggested additional resources / search engine.*	The Key Information is designed to cover the information within the topic and meet the learning objectives The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A The questions on the Key Information are designed to meet the learning objectives through the students understanding of the information. The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion
Plenary - To finish the lesson off, engage in a short discussion with the students. The march on 5th October 1968 and the 'Battle of the Bogside' are regularly referred to as days when the 'Troubles' began. Which of these do the students believe was of more significance and why?	This discussion will encourage students to think independently and critically regarding the events of October '68 and August '69.

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KEY
INFORMATION
4.

OCTOBER '68 - AUGUST '69: CONFLICT ERUPTS

Civil rights protestors marching from Belfast to Derry/Londonderry, January 1969

THE FORMATION OF THE PEOPLE'S DEMOCRACY AND BURNTOLLET BRIDGE

On the 9th October 1968, approximately 2,000 students from Queen's University Belfast attempted to march to Belfast City Hall. They were marching to demonstrate against police brutality during a Civil Rights march in Derry/Londonderry on the 5th October. The march was blocked by a counter-demonstration led by **Ian Paisley**, resulting in a three hour sit-down demonstration. That evening the **People's Democracy** group was formed by students from Queens University, including **Bernadette Devlin** and **Michael Farrell**. The PD formed in response to the violence on the 5th October and their demands were similar to those of NICRA.

Inspired by the Selma – Montgomery marches in America, a 4-day civil rights march from Belfast to Derry was organised by the PD, for the 1st January 1969. When the march arrived at Burntollet Bridge, 5 miles outside Derry, a loyalist crowd attacked the marchers while the RUC and the B Specials looked on. Thirteen marchers required hospital treatment. The marchers got a warm welcome in Derry/Londonderry but, as news of the attacks came to light, riots broke out across the city (*See Perspectives 1*).

TROUBLE IN DERRY/LONDONDERRY INCREASES

On 5th January barricades were erected to keep the RUC - who were perceived as a mostly protestant and Unionist force - out of the nationalist Bogside. This was the first instance of a "No Go Area" being established. The people of the Bogside made it clear that the RUC were not welcome by inscribing 'You are now entering Free Derry' at the side of a house. The barricades remained in place for 5 days. Rioting intensified over the coming months as Nationalist youths tried to keep the RUC out of the area.

1.))) DISCUSSION

The events of the 5th October 1968 and the 4th January 1969 were televised. How do you think people in other countries may have viewed these incidents? Think of an event you have recently seen being reported on TV. How was it reported? What is the advantage of an event being reported on TV as opposed to the newspaper?

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Who are the Apprentice Boys of Derry?

The Apprentice Boys of Derry are a Protestant fraternity formed in 1814. The Apprentice Boys commemorate the 1689 Siege of Derry by parading through Derry/Londonderry on the 12th August and 18th December every year.

Paddy Doherty and Sean Keenan of the DCDA talk to British Army, during 'Free Derry', 1969

2.))) DISCUSSION

How do you think the people of the Bogside felt when the Army was brought in to relieve the RUC?

The situation became much worse on the 19th April. Rioting raged along William Street at the edge of the Bogside. Local resident Sammy Devenny watched proceedings from his front door. A number of youths ran in through Sammy's house and out the back door. The youths were chased by the RUC who broke down the front door and assaulted Sammy Devenny. Sammy Devenny died a few months later on the 17th July. It was widely felt in the Bogside that his death was the result of the RUC beating.

The annual *Apprentice Boys* march was due to take place on August 12th. With tensions already high, the people of Derry/Londonderry knew that there would be violence should the march be allowed to go ahead.

On 30th July, 1969 the **Derry Citizen's Defence Association** (DCDA) was formed. Their aim was to keep the peace in the area during the Apprentice Boys parade and to also protect the area.

THE BATTLE OF THE BOGSIDE

On the morning of the 12th August, thousands of Apprentice Boys landed in Derry for the march that day. There was a strong RUC presence in an attempt to prevent any outbreak of violence.

Groups of young Nationalists had gathered to watch what was happening. Trouble began to break out between the youths and the RUC. Some members of the DCDA tried to control the Nationalist crowd, but with not enough stewards in place, the task proved impossible. Nationalist youths continued to throw stones at the police for almost two hours before the police charged into the Bogside. Many residents felt that this was the start of the attack on the Bogside, as along with the RUC, a number of Loyalists also entered the area throwing stones.

The DCDA put plans into action to defend the Bogside. Many local youths made preparations for battle. Petrol bombs and stones were thrown at the police, who responded by throwing the stones back and firing rubber bullets. Later that day the RUC were the first police force in the UK to use CS gas against a civilian population. People of all ages joined in the defence of their area. On the evening of the 13th August, Taoiseach Jack Lynch sent members of the Irish Army to the border region to assist with helping the injured Bogsiders (*See Perspectives 2*).

After 24 hours of being under attack, the police began to feel the strain. Prime Minister of Northern Ireland James Chichester-Clarke requested that the British Army lend support.

On the 14th August, the first officially deployed members of the British Army set foot on the streets of Derry/Londonderry. The arrival of the army marked the end of the Battle of the Bogside. The British Army replaced the exhausted RUC, to the relief of the people of the Bogside. Although relieved that the RUC had been "defeated", the barricades remained in place. After two and a half days of rioting in which more than 1,000 people were injured, the Bogsiders were prepared to accept the army, for the short term at least.

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PERSPECTIVES

1. "The long march from Belfast to Derry was a perfectly legal march and entitled to police protection...but I think the government took the position that they would allow the students to march and afford them really no protection so that they would learn the hard way what was likely to happen by over-exercising their democratic rights."
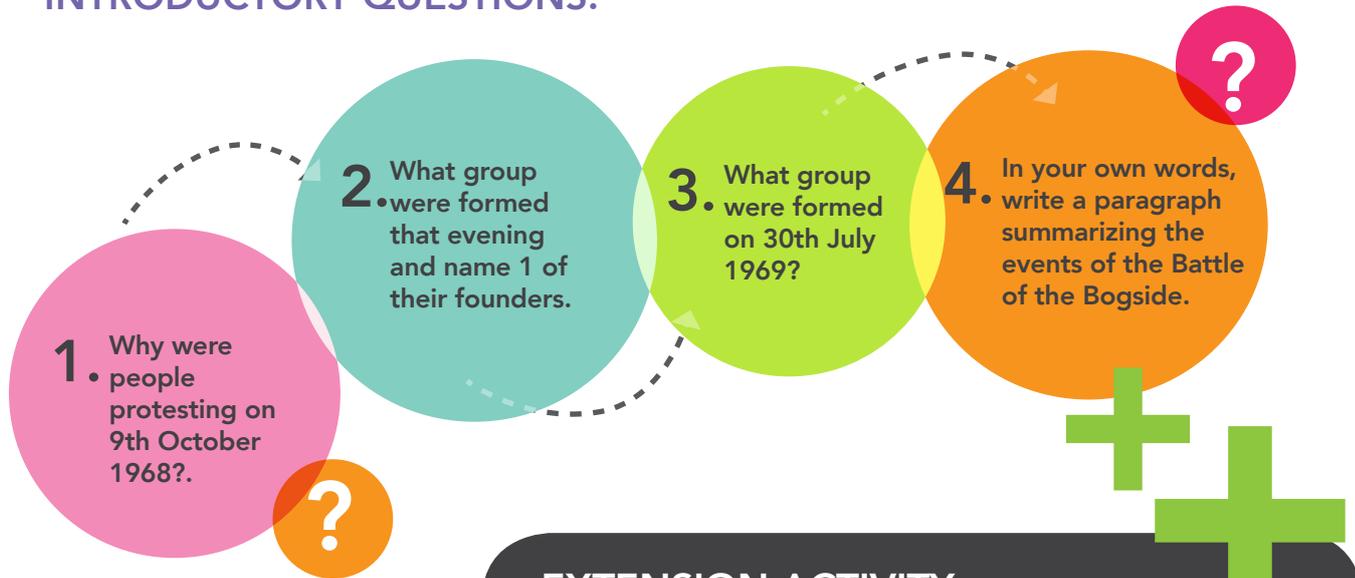
   Bernadette Devlin speaking about the People's Democracy march from Belfast to Derry/Londonderry

2. "But it is clear now that the present situation cannot be allowed to continue. It is evident also that the Stormont government is no longer in control of the situation. Indeed, the present situation is the inevitable outcome of the policies pursued for decades by successive Stormont governments. It is clear also that the Irish Government can no longer stand by and see innocent people injured and perhaps worse."

   Taoiseach of Ireland, Jack Lynch - 13th August 1969 during the Battle of the Bogside

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INTRODUCTORY QUESTIONS:

1. Why were people protesting on 9th October 1968?.

2. What group were formed that evening and name 1 of their founders.

3. What group were formed on 30th July 1969?

4. In your own words, write a paragraph summarizing the events of the Battle of the Bogside.

EXTENSION ACTIVITY:

Starting 5th October 1968 with the march in Derry/Londonderry and ending 14th August 1969, construct a timeline detailing events within this time period which raised tension in Northern Ireland.

PROGRESSION QUESTIONS:

1. Why was the People's Democracy formed?

2. Why would nationalists have been outraged by the incident at Burntollet Bridge?

3. Why was the Derry Citizen's Defence Association set up?

4. Why would residents of the Bogside have seen the deployment of the British army as a victory?

EXTENSION ACTIVITY:

Judging by the events of late 1968 and throughout 1969, do you think the members of the DCDA and residents of the Bogside were justified in their actions?

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ALTERNATE TASK

> There were a number of personalities that were active throughout the civil rights movement – both in support of and opposed to the movement.

> In pairs, research one of the following: Michael Farrell, Bernadette Devlin, Ian Paisley, John Hume, Ivan Cooper and Terence O'Neill.

> Pairs will use the M1L4Tasksheet to answer the questions on their assigned personality.

> Students will then circulate the class and share information on the other personalities on the task sheet.

SUGGESTED ADDITIONAL RESOURCES

1. http://www.belfasttelegraph.co.uk/opinion/northern-ireland-troubles-battle-of-the-bogside-14449540.html
Belfast Telegraph article written 40 years after Battle of the Bogside

2. http://news.bbc.co.uk/onthisday/hi/dates/stories/october/5/newsid_4286000/4286818.stm
BBC On This Day 5th October 1968

3. http://www.londonderrysentinel.co.uk/news/local/the-battle-of-the-bogside-1-2097377
Article on the lead up to, and including, the Battle of the Bogside from the point of view of Gregory Campbell – who was an Apprentice Boy at the time

4. http://www.museumoffreederry.org/history-battle01.html
information and images

5. http://www.museumoffreederry.org/history-duke01.html
information on 5th October 1968

6. http://news.bbc.co.uk/panorama/hi/front_page/newsid_7968000/7968707.stm
Panorama report on the Battle of the Bogside

7. http://www.youtube.com/watch?v=3H11Ce8mmWM
Footage from 5th October 1968

8. http://www.bbc.co.uk/learningzone/clips/peoples-democracy-march-january-1969/11459.html
Report on PD march from Belfast to Derry/Londonderry with views from Bernadette Devlin

9. http://www.rte.ie/archives/exhibitions/1031-civil-rights-movement-1968-9/1039-peoples-democracy-march-belfast-to-derr/319661-paisley-and-bunting-talk-about-march-day-3/
Ian Paisley and Major Ronald Bunting talk to the media about the People's Democracy march

MICHAEL FARRELL

What was Farrell's role in the People's Democracy?

Write down 3 interesting things about Michael Farrell

BERNADETTE DEVLIN

What was Devlin's "claim to fame"?

Write down 3 interesting things about Bernadette Devlin

IVAN COOPER

What famous march did Ivan Cooper organise in 1972?

Write down 3 interesting things about Ivan Cooper

JOHN HUME

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What party was John Hume the co-founder of?

Write down 3 interesting things about John Hume

IAN PAISLEY

How did Ian Paisley show his opposition to the civil rights movement

Write down 3 interesting things about Ian Paisley

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www.nervecentre.org/teachingdividedhistories

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DIGITAL TASKS

COMIC CREATION TASK

TASK DESCRIPTION

Students will create a short comic telling the story of the Battle of the Bogside. The story will be a narrative and will be at least one page. After reading the Key Information document, students will research images and information from the internet which will be used in the comic (alternatively, images and information may be sourced by the teacher prior to the lesson).

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 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 an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard.

DO

Students will use images and speech bubbles/caption boxes to tell the story of how the Battle of the Bogside started, what happened and how it came to an end. Students will use at least 6 images that they have sourced. 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 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.

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DIGITAL TASKS

FILM MAKING TASK

TASK DESCRIPTION

Students will create a movie of at least 30 seconds which explains who the People's Democracy were and what happened at Burntollet Bridge – what was the aftermath of this incident? Students will research images (and if possible audio and video) and information from the internet which will be used in their movies.

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 by the teacher and source appropriate images, videos, audio and information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

DO

Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using various editing tools (Splitting, Trimming, Transitions, Effects and Captions/Titles). Students will complete their piece of work by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/transitions 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 viewing selected pieces of work 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 video file. This may be completed in the form of a saved document.