**Subject(s):**
• Social Studies/World History/The Troubles of Northern Ireland and Conflict Resolution

**Duration:** About two weeks.

**Description:** This is a unit plan focusing on the Troubles and Conflict Resolution of Northern Ireland. Through a variety of lessons students will study the background to the Troubles, what has transpired in more recent years, and what has been and is being done to resolve the Troubles of Northern Ireland.

**Goals:**
• To increase students' knowledge of world history.
• To involve students in the idea of conflict resolution and critically think about ways in which this can be done and applied in other situations.
• For students to create a final project that shows their ability to confidently do research and present it in a meaningful way

**Objectives:** Students will be able to:
• Use an organizational text structure appropriate to focus/controlling idea.
• Understand what causes conflict between groups.
• Use their research knowledge to critically analyze a situation and suggest ways for change.
• Use knowledge to predict what might happen next and use evidence to support their reasoning.
• Relate conflict resolution from one event to their own school and situations.

**Grade Level Expectations (GLE):**
• H&SS5-6:5
  Students develop reasonable explanations that support the research statement by…
  • Organizing and displaying information in a manner appropriate to the research statement through tables, graphs, maps, dioramas, charts, narratives, posters, timelines, models, simulations, and/or dramatizations.
• H&SS9-12:14
  Students act as citizens by…
  • Demonstrating positive interaction with group members
(e.g., working with a group to draft legislation).

- Identifying problems, proposing solutions, considering the effects of and implementing a course of action in the local community, state, nation, or world.

- **H&SS9-12:17**
  Students examine how access to various institutions affects justice, reward, and power by… Analyzing and evaluating why groups of people or individuals have accessed or were denied justice, (e.g., utilizing contemporary and current primary and secondary sources to determine how perspectives on the Nisei have changed).
  Analyzing points of conflict between different political ideologies.

- **H&SS9-12:6**
  Students make connections to research by…
  - Predicting and/or recommending how conclusions can be applied to other civic, economic or social issues.
  - Proposing solutions to problems based on findings, and asking additional questions.
  - Proposing further investigations.
  - Explaining transitions between eras that occurred over time as well as those that occurred as a result of a pivotal event, and evaluating the effects of these transitions (e.g., What factors led to various democratic revolutions? What have been the long-term effects of these revolutions?).
  - Identifying why certain events are considered pivotal and how they cause us to reorder time (e.g., Muhammad’s call to prophecy, the collapse of the Soviet Union).

**Materials:**

- Overhead projector
- Computer with PowerPoint software
- Access to library or research materials
- Access to maps
- LCD projector
- Two PowerPoint presentations
- Research guides
- Presentation rubric

**Procedure:** The lesson will start off with a PowerPoint presentation as a basis for some background into the Troubles of Northern Ireland. Once they have witnessed this and taken some notes the class will be broken into groups of three (depending on size of class). Each group will then be assigned one of the following topics: Oliver Cromwell, Siege of Drogheda, Penal Laws, William of Orange, James II, Battle of the Boyne, IRA, and UDA. Each group will be doing some specific research to come back to share with the rest of the class.
Sample Timeframe:

Day One: - Spend 2 to 3 minutes introducing the topic. 1. Set up and go through PowerPoint presentation being sure to move slowly and adding supplementary information. Students do need to take notes during presentation. 1. Once that is done, break students up into groups of three depending on the size of the class. Each group needs to be assigned one of the following topics: Oliver Cromwell, Siege of Drogheda, Penal Laws, William of Orange, James II, Battle of the Boyne, IRA, and UDA. 2. Each group then gets a handout for the focus of their research. Make it clear to each group that they will be presenting information to the rest of the class. See attached guidelines and handouts. Then send them off to do their research. Research should take two days with a day in there to put together their information.

Day Four:
Have each group present their information to the class. See attached rubric for evaluation and assessment. Each group should have at least a half hour presentation, if not more. This could take up to two days to complete.

Day Seven:
Bring class back together. As a whole group, have the class create a timeline of events and people that will help them to understand the progression of events and how they are all related in some way. Have a short exit quiz or ticket before they leave this class to have some closure.

Day Eight:
1. Choose a few excerpts from the book, Those Are Real Bullets Bloody Sunday, Derry, 1972 by Peter Pringle and Philip Jacobson. Randomly distribute copies of the excerpts to each student. There should be about four or five different readings.
2. Have each student independently read the copy they have been given.
3. Put writing prompt up on the board. Writing Prompt: After reading your handout, what reaction did you have and try to fill in the blanks as to what you think happened on this day in 1972 in Derry, Northern Ireland. You may choose a different prompt that fits your situation.
4. Give students about 45 minutes to respond and write. They may use laptops or handwrite their responses.
5. Break students into groups of three and have each one give a short summary of what their excerpt was about.
6. Give each student a note card and have them write one thing they found to be the most interesting from what they read. That is their exit ticket for the day.

Day Nine:
1. Have students get back in the groups they were in at the end of class the day before. Spend about five minutes reviewing what each person’s reading was about.
2. Come back as a whole group. Explain to the class that this was actually an intended peaceful civil rights march that took place in Derry on January 30, 1972. What actually happened has been the center of debate now for 30 years.

3. Explain how Britain brought in paratroopers who did not fully understand the situation and used excessive force to try to get it under control.

4. Talk about Bernadette Devlin and how she told the crowd to stay calm and that they would only fire plastic bullets and at the same time as her speech real bullets started to fly. Show pictures of where this all took place and the actual intended march where the roadblocks were and the march they actually had to take because of that. Show PowerPoint and talk about the slides and the course of events for that day.

5. It is important to mention that there was an investigation shortly after the event and the British soldiers were exonerated of all charges of misconduct against them. Then talk about the Saville report that was 30 years in the making and approximately 25 million dollars in cost that now claims the soldiers did use excessive force and that the marches most likely did not have weapons and did not shoot at the soldiers first as had been claimed.

_Day ten:_

6. As a final part to this lesson, show the film Bloody Sunday. This will take the next two days. Have a discussion about the film when it is over. Talk about the events and who actually made the film.

_Day thirteen:_

1. Have students write a summary to what happened on Bloody Sunday and their reactions to it. Must include at least three questions that they would like to ask someone. Must also include who it is they would ask those questions of. This should be typed and a type four John Collins writing piece.

_Day fourteen:_

1. Break students again into groups of three and have them brainstorm ways in which groups who are against each other can work on their differences towards a conflict resolution.

2. First have students make a list of what causes certain groups to have conflict with other groups. Spend about 10 minutes doing this.

3. Come back as a class and talk about these. Spend about 10 minutes discussing.

4. Then back in their groups have them create a list of ways in which they feel these differences can be resolved.

5. Then come back as a group and discuss. Connect what they are doing to specific problems they see within their own school and ways they feel these problems can then be resolved. Who knows, this might lead to some changes
within their school environment.

6. As a final part to this lesson create a master chart of causes to conflicts and ways in which to resolve conflict. Post this in your classroom or in the hallway. A bulletin board can also be made where each student or small groups make specific parts to this. Let the students decide what they would like to see up on this board.

**Assessment:** Observe students participation when working together in groups. The effectiveness of each group’s lesson/presentation will also be a good assessment as to them learning their assigned topic. Classroom discussion on the whole picture.