

teaching divided histories

MODULE
6.



INTERNATIONAL CONFLICT



An Educational Resource for
Key Stage 3 and Transition Year

ACKNOWLEDGEMENTS

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.



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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 (Personal Health)</p> <p>Explore issues related to Spiritual Awareness (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 (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 (Employability)</p> <p>Explore issues related to Economic Awareness (Economic Awareness)</p> <p>Investigate the need to preserve history in the local and global environment (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

4 Lesson 4 : Sierra Leone: Civil War

2 Lesson 2 : India: Partition and Conflict

5 Lesson 5 : South Africa

3 Lesson 3 : Lebanon

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

LESSON 1.

THE NORTHERN IRELAND CONFLICT



LESSON DESCRIPTION

The lesson will highlight major events that led to the beginning of the 'Troubles' and describe the different sides that took part in the fighting. The lesson also documents the attempts at peace in NI before the signing of the Good Friday Agreement. The human cost of the conflict is also highlighted, as well as the issues that still remain in NI today.

LESSON INTENTIONS

1. Describe the situation and events that led to the beginning of the Northern Ireland conflict
2. Explain how Northern Ireland reached a lasting peace agreement in 1998 and highlight any issues that still remain
3. Demonstrate objectives 1 & 2 through digital media

LESSON OUTCOMES

- Be able to summarise the reasons why Northern Ireland was in conflict from 1968-1998.
- Be able to evaluate the human cost of the conflict and assess issues that still cause contention today.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 1 Key Information • Lesson 1 Tasksheet • Comic Creation Storyboard • Video Editing Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software e.g. Comic Life • Video Editing Software e.g. Movie Maker 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops

MODULE 6. INTERNATIONAL CONFLICT
1: THE NORTHERN IRELAND CONFLICT



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ACTIVITY	LEARNING OUTCOMES
<p>Starter - Play Suggested Additional Resource 4 from the Key Information which will provide students with an overview of how the Troubles began, how it unfolded and how it ended.</p>	<p>Watching the video clip will summarise the events detailed in the Key Information and help the students meet the objectives of the lesson.</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. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in groups to consider the effects of conflict on a population. Students will discuss the effects of population displacement as a result of conflict. Students will follow this up by creating a 'consequence wheel' which requires the students to discuss and highlight the possible consequences of conflict on victims.</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>Engage the students in a discussion regarding truth and reconciliation. Why is it important for societies to have a truth and reconciliation process after conflict? How would this process help victims? This could be a follow up discussion from Question 4 in the Key Information.</p>	<p>The discussion will require students to think about the outcome of a conflict and how the victims cope in the aftermath. Students will have the opportunity to debate and analyse how a truth and reconciliation process benefits victims of a conflict.</p>

KEY
INFORMATION

1.

THE NORTHERN IRELAND CONFLICT

BACKGROUND

In a bid to regain his kingdom, the ousted King of Leinster, Diarmait MacMurhada sought the help of Henry II of England. This action in 1169, invited the English monarchy and the Roman Catholic Church into Ireland for the first time and by 1171, Ireland began to come under full English control. In the 16th Century, the Protestant religion was born from the Reformation and Henry VIII led the Church of England away from the rule of the Roman Catholic Church. In an attempt to control Catholic Ireland and anglicise the country, the English crown confiscated land from Irish landowners and gave it to Protestant settlers from England and Scotland. This process of plantation carried on throughout the 16th and 17th centuries. Catholic Ireland, repressed by the Protestant English crown became the scene of sectarian and ideological conflict for centuries to come.

THE BIRTH OF NORTHERN IRELAND

Under the terms of the Government of Ireland Act 1920, the Irish Free State was born on 6th December 1922. The act also provided the unionist majority six counties in Ulster (known as Northern Ireland), the opportunity to opt out of any future Irish Free State and remain a part of the United Kingdom. The government of Northern Ireland (also established under the act) immediately decided to remain within the United Kingdom and the Parliament of Northern Ireland was created on 7th December 1922.

THE NORTHERN IRELAND CIVIL RIGHTS MOVEMENT

During the 1960s, various groups began to emerge protesting against the Northern Ireland government and its policies. The civil rights movement sought equality for all citizens in the shape of job, housing, voting and policing reforms. Although the demands of these groups would affect all citizens of Northern Ireland, the civil rights movement was increasingly seen as one which catered more to Catholic and nationalist grievances (due to claims of discrimination at the hands of the unionist government since the partition of Ireland). As the movement continued into the late 60s, clashes with the Royal Ulster Constabulary (RUC) became more frequent and fierce, forcing the British government to introduce the British Army onto the streets of Northern Ireland.

With clashes surrounding the civil rights movement escalating into the outbreak of the Troubles in the late 1960s and despite achieving most of their reforms, the civil rights movement took a backseat to the violence that went on to engulf Northern Ireland.

UNIONISM

Those who wish to keep Northern Ireland part of the United Kingdom (usually of Protestant religion).

LOYALISM

An Ulster Loyalist is commonly a Unionist who is opposed to Irish Republicanism and Nationalism. Loyalists strongly favour a political union between Great Britain and Northern Ireland.

NATIONALISM

Those who wish to have a united Ireland achieved by non-violent means (usually of Catholic religion).

REPUBLICANISM

Those who are opposed to British rule in Northern Ireland and wish to have a united Ireland.

MODULE 6. INTERNATIONAL CONFLICT
1: THE NORTHERN IRELAND CONFLICT



PD
 march from
 Belfast to
 Derry/Lon-
 donderry



Civil rights
 march on
 30th January
 1972

**BATTLE OF
 THE BOGSIDE**

On 12th August 1969, nationalists from the Bogside area of Derry/Londonderry and the RUC engaged in a riot which resulted in the deployment of British soldiers onto the streets in NI on 14th August. Rioting also broke out across NI, most notably in Belfast.

CONTROVERSIAL EVENTS DURING THE CIVIL RIGHTS MOVEMENT

<p>NORTHERN IRELAND CIVIL RIGHTS ASSOCIATION MARCH, 5TH OCTOBER 1968</p>	<p>A banned civil rights march in Derry/Londonderry was attacked by the RUC. The images of the clash were beamed all over the world and put pressure on the unionist government to investigate claims of discrimination and causes of violence in Northern Ireland. 5th October 1968 is sometimes referred to as the outbreak of the Troubles.</p>
<p>PEOPLE'S DEMOCRACY MARCH FROM BELFAST TO DERRY/ LONDONDERRY</p>	<p>The People's Democracy (formed in response to the incident on 5th October) staged a four day march from Belfast to Derry/Londonderry on 1st January 1969. The march was attacked along its route by loyalists with the most serious attack occurring at Burntollet Bridge, carried out by loyalists and off-duty RUC officers.</p>
<p>BLOODY SUNDAY, 30TH JANUARY 1972, DERRY/ LONDONDERRY</p>	<p>During a civil rights march in Derry/Londonderry, some marchers clashed with British Army Paratroopers. What followed left 14 marchers dead, as the Paratroopers opened fire on the fleeing crowd. This event marked the end of mass street demonstrations by the civil rights movement.</p>

THE TROUBLES – HOW DID IT BEGIN?

The beginning of the Troubles is a date that is disputed – some people believe that the turning point was 5th October 1968 whilst others believe that it was the deployment of the British Army onto the streets of Northern Ireland after the **Battle of the Bogside** in August 1969. In response to the Battle of the Bogside, riots broke out all over Northern Ireland which resulted in the deaths of seven people. In Belfast, many Catholics were burned from their homes by loyalist mobs. In nationalist areas where such incidents occurred, the Irish Republican Army were criticised for failing to protect these communities. This criticism led to a pivotal split in the IRA. In December 1969 the Provisional Irish Republican Army formed, breaking away from the IRA (who became known as the Official IRA). The PIRA began a violent campaign against the RUC, British Army and state of Northern Ireland. Their aim was to rid Northern Ireland of British rule and unite it with the Republic of Ireland. By 1972, the British government had assumed control of Northern Ireland (Direct Rule) in an attempt to restore order but with an increased number of troops deployed onto the streets, tensions soared and attacks increased.

MODULE 6. INTERNATIONAL CONFLICT

1: THE NORTHERN IRELAND CONFLICT

OPERATION DEMETRIUS

Beginning in the early hours of 9th August 1971, the British Army staged a series of raids in which they arrested and interned (without trial) suspected Irish paramilitaries. The operation was criticised for arresting mostly innocent Catholics and nationalists, the manner in which the arrests were carried out and the interrogation methods used on the internees.

OPERATION MOTORMAN

Taking place in the early hours of 31st July 1972, Operation Motorman was the biggest military operation in Ireland since the Irish War of Independence. 22,000 soldiers were involved and the aim was to take back "no-go areas" that were controlled by Irish paramilitaries in Belfast, Derry/Londonderry, Newry, Armagh, Lurgan and Coalisland.

TACTICS AND FIGHTING

Whereas the British Army were a constant presence on the streets, republican paramilitaries remained unseen which made it difficult to identify and arrest them. Being inferior in number and equipment, the PIRA employed guerrilla warfare tactics (tactics used by a small group of fighters against a larger group e.g. bombings, ambushes, hit and run attacks) when fighting the British security forces and loyalist paramilitary groups. This led to the British Army using intimidation and heavy handed tactics in an attempt to find and eliminate the threat of further attacks. The British government responded by **interning** suspected PIRA members and taking back "no-go areas" where republican paramilitaries usually resided and controlled (referred to as Operation Demetrius and Operation Motorman).

As well as fighting going on between the PIRA (and other republican paramilitaries such as the Irish National Liberation Army) and the British Army and RUC, loyalist paramilitaries also carried out their own campaign. Similar to the PIRA, loyalist groups such as the Ulster Volunteer Force (UVF) and the Ulster Defence Association (UDA) employed guerrilla tactics in their fight against republican and nationalist paramilitaries in order to try and defend the union with Great Britain. Loyalist paramilitaries also carried out a campaign of assassination against innocent members of the nationalist and Catholic community in order to put pressure on the PIRA to cease its campaign. In response to this tactic, republican paramilitaries also targeted members of the unionist and Protestant community in what were called 'tit-for-tat killings'.

PATHWAYS TO PEACE

Throughout the Troubles there were various attempts at peace talks and agreements. The highest profile of these was the Sunningdale Agreement (1973) and the Anglo-Irish Agreement (1985).

- **The Sunningdale Agreement**, signed in December 1973, established a power sharing executive of unionist and nationalist politicians and an all Ireland council made up of politicians north and south of the border. The Agreement collapsed when the unionist and loyalist led Ulster Workers Council strike in 1974 brought Northern Ireland to a standstill for two weeks. A majority of the unionist population were opposed to power sharing and any influence from the Dublin government on issues relating to Northern Ireland.
- **The Anglo-Irish Agreement**, signed in November 1985, was an attempt to improve the relationship between the Republic of Ireland and Britain and to help bring an end to hostilities in Northern Ireland. It was hoped that the Agreement would bring unionists back to a power sharing government and also slow down support for Sinn Féin, who since 1981 had begun contesting elections in Northern Ireland and Britain. The Agreement met opposition from both sides of the community.

Despite the failure of the Anglo-Irish Agreement to end hostilities, secret talks between Gerry Adams (Sinn Féin President) and John Hume (Social Democratic and Labour Party leader) led to further talks with the British and Irish governments. The **Downing Street Declaration** in December 1993 encouraged all sides to come together for peace talks and for paramilitaries to call ceasefires. Four years of peace talks and off again/on again ceasefires resulted in the signing of the **Good Friday Agreement** on 10th April 1998. The Good Friday Agreement,

MODULE 6. INTERNATIONAL CONFLICT

1: THE NORTHERN IRELAND CONFLICT

Irish Taoiseach, Garret FitzGerald and British Prime Minister Margaret Thatcher signing the Anglo-Irish Agreement

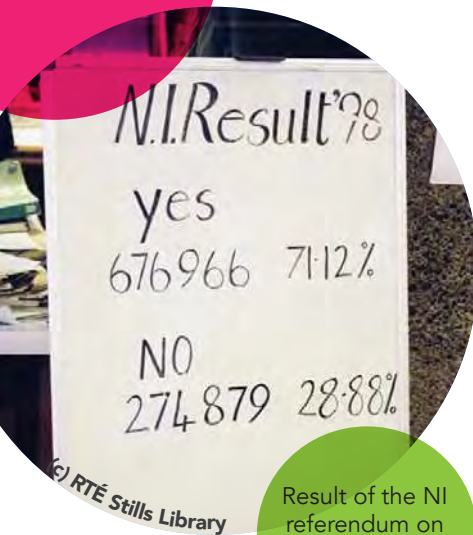


supported by the majority of the population, established a power sharing executive to govern Northern Ireland, maintained a relationship with the Republic of Ireland and Britain and remained a part of the UK (until a majority of the population wished otherwise). The Agreement gave the population the freedom to identify themselves as British, Irish or both. Although Direct Rule (which had been in place since March 1972) came to an end in December 1999 and powers devolved to the new Northern Ireland Assembly, disagreements between unionist and republican politicians delayed the start of the new government. It wasn't until October 2006 with the signing of the St Andrews Agreement that all parties agreed to enter into a power sharing executive to govern Northern Ireland.

THE HUMAN COST

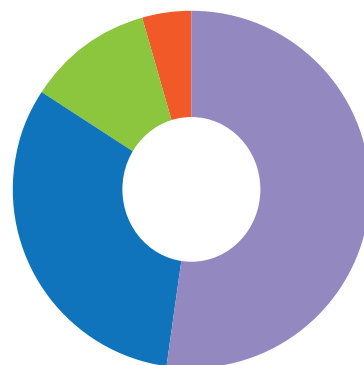
The death toll of the Northern Ireland conflict numbered almost 3,500 by the time the Good Friday Agreement was signed in 1998, with thousands more injured and traumatised by the events of the previous 30 years. As with any conflict, the real victims during the Troubles were innocent civilians.

- Over half those killed during the conflict (1969-98) were civilians.
- As a result of the ongoing fighting and the tensions between both sides of the community, thousands of people were also displaced from their homes throughout the course of the conflict.
- It is estimated that 107,000 people suffered some kind of physical injury as a result of the conflict.
- It is estimated that the Troubles produced 500,000 'victims'. 'Victims' are defined as those who were directly affected by the conflict in the form of 'bereavement', 'physical injury' or 'trauma' (Victims and Survivors (Northern Ireland) Order 2006).
- During the 70s and 80s nearly 2% of the population of Northern Ireland were killed or injured as a result of political violence.



Result of the NI referendum on the Good Friday Agreement

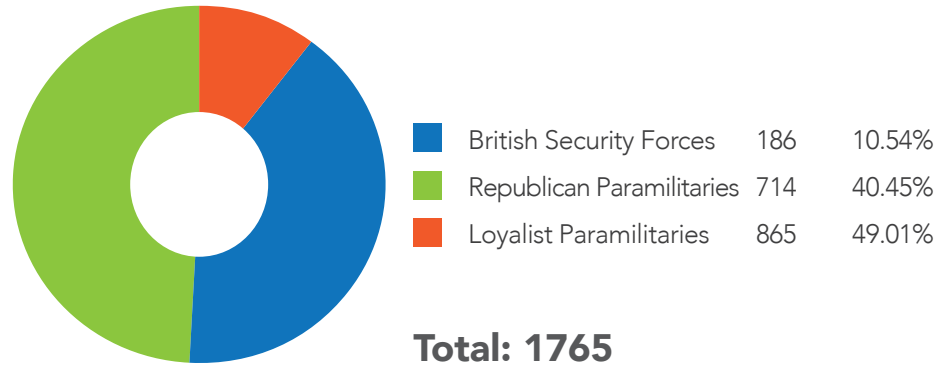
Total Deaths 1969-1998



Civilian	1818	52.29%
British Security Forces	1114	32.04%
Republican Paramilitaries	393	11.30%
Loyalist Paramilitaries	152	4.37%

Total: 3477

Total Civilians Killed by...



* British Security Forces refers to the various groups and regiments in the Army, Prison Officers, British Police, the RUC and Ulster Defence Regiment

** The statistics contain information on deaths from the conflict between 14th July 1969 and 31st December 1998

NORTHERN IRELAND TODAY

As of 2014, paramilitary violence has all but gone from Northern Ireland but the main political parties remain in disagreement on a number of issues.

Parades: The majority of parades in Northern Ireland are connected to the unionist or Protestant community. A small number of these parades march close to nationalist areas and sometimes end in confrontation. Some nationalist parades have also led to disagreements and tension due to what or who they are commemorating.

Flags and Emblems: Flags and emblems are an important expression of culture. Unionists generally believe that as part of the United Kingdom, the union flag should be respected and flown in Northern Ireland whereas most nationalists and republicans see the Irish tricolour as the flag that represents their culture.

Dealing with the Past: All political parties in NI agree that whatever process is introduced to deal with the past should put the rights and feelings of the victims first. However, the political parties cannot agree on how a victim is defined. Unionists believe that those who committed or were involved in acts of violence are not victims. Nationalists and republicans want a truthful process in which alleged collusion between British security forces and loyalist paramilitaries is fully investigated.

PERSPECTIVES

1. "Within what was called the United Kingdom, you had the worst injustices in the whole of Europe."
John Hume, civil rights campaigner and member of NICRA

2. [The civil rights movement was the beginning of a republican campaign] "... organised entirely by the IRA".
William Craig, Ulster Unionist Party, Home Affairs Minister (1966-68)

4. "In all sincerity, we offer to the loved ones of all innocent victims over the past 25 years abject and true remorse - Let us firmly resolve to respect our differing views of freedom, culture and aspiration and never again permit our political circumstances to degenerate into bloody warfare."

Gusty Spence, former leader of the UVF, reading a ceasefire statement on behalf of loyalist paramilitary groups (Combined Loyalist Military Command), 13th October 1994

3. "We believe that an opportunity to secure a just and lasting settlement has been created. We are therefore entering into a new situation in a spirit of determination and confidence determined that the injustices which created this conflict will be removed and confident in the strength and justice of our struggle to achieve this."

IRA Ceasefire Statement, 31st August 1994

5. "The leadership of Oglaiigh na hEireann has formally ordered an end to the armed campaign.... The IRA leadership has also authorised our representative to engage with the IICD [Independent International Commission on Decommissioning] to complete the process to verifiably put its arms beyond use in a way which will further enhance public confidence and to conclude this as quickly as possible."

IRA Statement on the ending of the armed campaign, 28th July 2005.

QUESTIONS

1. How do you think the civil rights movement contributed to the start of the Troubles?

2. At the beginning of the conflict, the British Army found it difficult to fight the PIRA. Explain why this was and question how the tactics used by the British Army contributed to PIRA recruitment.

3. The Good Friday Agreement encompassed many of the elements of the Sunningdale and Anglo-Irish Agreements. Despite opposition from extreme republicanism and some unionist politicians, explain why you think the majority of politicians and population of Northern Ireland welcomed the Good Friday Agreement in 1998.

4. One of the issues that politicians cannot agree on today is a way to deal with the past. Countries such as Argentina, Chile, Sierra Leone and South Africa have successfully set up Truth and Reconciliation Commissions to investigate wrong doing by participants in conflict in order to help resolve outstanding differences and grievances. Currently, there is no Truth and Reconciliation process for Northern Ireland. Create a table that states the pros and cons of a Truth and Reconciliation Process for Northern Ireland. Analyse your answers in the 'cons' column. Why do you think this process may be difficult for Northern Ireland?

EXTENSION ACTIVITY 1:

Research the period 5th October 1968 to 14th August 1969. Analyse the events and incidents that took place and explain why you think

- this time period was so volatile and
- why you think these dates are commonly referred to as the starting date of the Troubles?

EXTENSION ACTIVITY 2:

Many of today's politicians lived through the Troubles, were directly involved in it or are in some way 'victims' of it. Why do you think that many politicians in the current Northern Ireland government disagree on issues relating to the running of the country?

TASK 1

According to the "Sutton Index of Deaths From the Conflict in Ireland" (Suggested Additional Resource 11) 52% of those killed during the Troubles were civilians. Why did so many innocent people suffer as a result of the conflict?

In groups of three, discuss the question and note down as many reasons as possible. Try to think about the circumstances revolving around the deaths of victims and the perpetrators involved.

After discussing and noting down your thoughts, think about other conflicts throughout the world (even present day conflicts). Why do so many innocent people get killed? What is the result of these actions?

TASK 2

Perform some research into the history of Ireland right up until the end of the Troubles. Although generally, the conflict is viewed as republican paramilitaries supported by a nationalist/republican/Catholic base, versus loyalist paramilitaries and the British Army with a mainly unionist/loyalist/Protestant base, how would you define the conflict? Was the conflict ideological or religious?

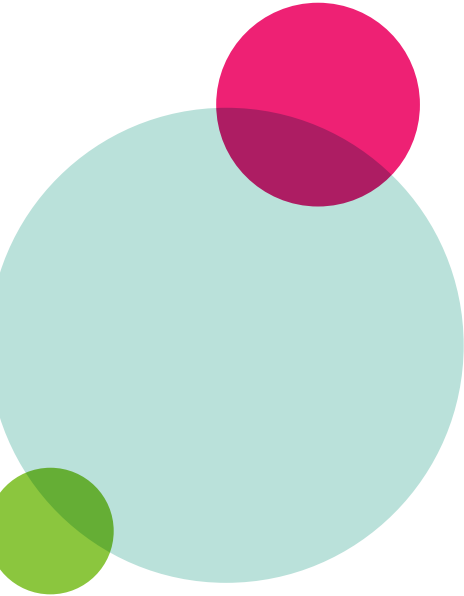
ALTERNATE TASK

- Students will read the "Examples of displacement" on the tasksheet.
- As a group, students will discuss and answer the questions.
- For question d) students will design a 'Consequence Wheel' on a large sheet of paper. Using the template, write down what the consequences are of being a victim of the conflict.
- Example: As a consequence of the conflict, a person may have suffered a physical injury which limits their capacity to work (EVENT > CONSEQUENCE > SECONDARY CONSEQUENCE). Can you think of any third order consequences? What may be a consequence of this person not being able to work?



SUGGESTED ADDITIONAL RESOURCES

-  1) <http://www.belfasttelegraph.co.uk/life/archive/events/the-troubles-gallery-40-years-of-conflict-in-northern-ireland-from-the-belfast-telegraph-archives-29947576.html> - Belfast Telegraph Troubles Gallery
-  2) <http://www.all-photos.co.uk/gallery/images-of-northern-ireland-troubles/#/gallery/images-of-northern-ireland-troubles/img-2290/> - Images of Northern Ireland's Troubles
-  3) <http://www.history.co.uk/shows/soldiers-stories/gallery> - Image gallery of different events from 1967-2007
-  4) <http://www.bbc.co.uk/history/troubles> - An overview of the Troubles in Northern Ireland
-  5) http://www.bbc.co.uk/history/events/day_troubles_began - A video which highlights the civil rights march on 5th October 1968 in Derry/Londonderry
-  6) http://www.bbc.co.uk/history/events/good_friday_agreement - A selection of videos which explain what the Good Friday Agreement was
-  7) <http://www.channel4.com/news/1972-troubles-northern-ireland-belfast-ira-video> - 'Descent into terror': Northern Ireland's worst year
-  8) <http://www.history.co.uk/shows/soldiers-stories/videos> - 6 British soldiers recall their time in Northern Ireland during the Troubles
-  9) <http://www.infoplease.com/spot/northirelandwho1.html> - Who was who in the Irish Peace Process?
-  10) <http://www.infoplease.com/spot/northireland1.html> - The Northern Irish Conflict – A Chronology
-  11) <http://cain.ulst.ac.uk/sutton/selecttabs.html> - Cross-tabulations of the Sutton Index of Death from the Troubles



EXAMPLES OF DISPLACEMENT

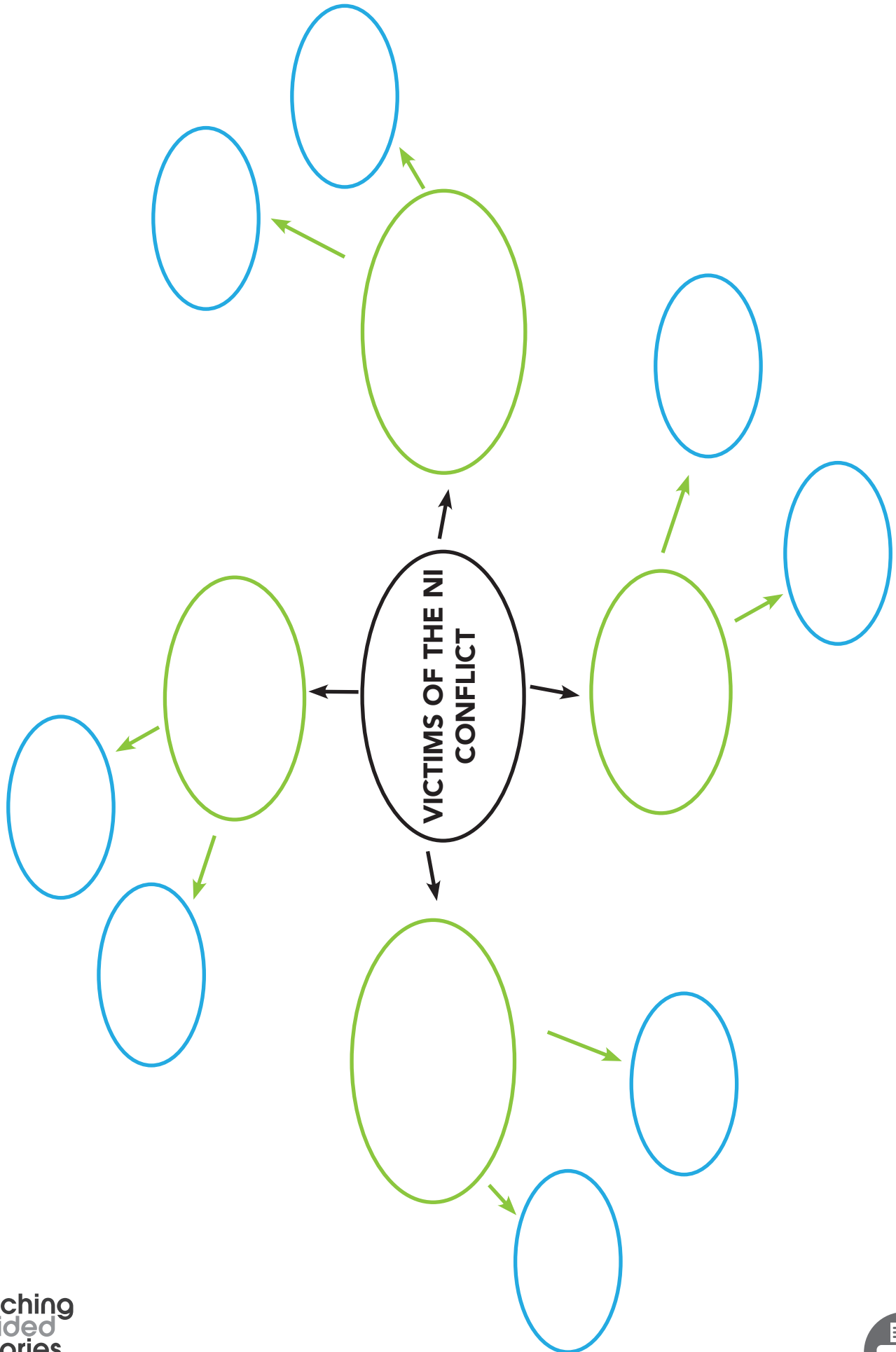
- August 1969 riots in Belfast – in support of nationalists in Derry/Londonderry during the Battle of the Bogside, the Northern Ireland Civil Rights Association staged a demonstration in Belfast. Following the demonstration, a number of nationalists and republicans clashed with the RUC which led to four days of rioting and fighting between nationalists/republicans and the RUC and loyalists. The fighting led many Catholics and Protestants to flee their homes along the edge of community boundaries. As the fighting continued, many Catholic homes were burned by loyalist mobs leaving many Catholic families homeless.
- Operation Demetrius began on 9th August 1971. Its aim was to arrest and detain suspected republic paramilitaries. The operation led to four days of rioting across Northern Ireland with Belfast seeing the fiercest fighting. During the fighting many Protestant and Catholic families fled their homes for safety, with many Catholic homes being burnt. It is estimated that 7000 people (mostly Catholic) were left homeless and almost 2,500 Catholics fled to the Republic of Ireland.
- Derry/Londonderry, like many towns and cities in Northern Ireland, had Protestants and Catholics living side by side for many years before the start of the conflict. Once the conflict began, families moved to areas where they would feel safer. Throughout the 1970s, it is estimated that 90% of Protestants living on Derry/Londonderry's 'Cityside' moved across the River Foyle to the 'Waterside' area of the city to escape republican violence and what many perceived as a threat to their lives.

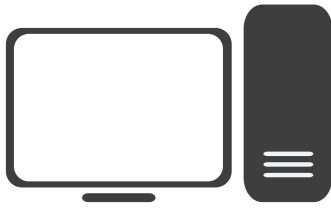
THE THREE EXAMPLES STATE INSTANCES OF POPULATION DISPLACEMENT AS A RESULT OF THE CONFLICT IN NORTHERN IRELAND. CONSIDER THE EFFECTS POPULATION DISPLACEMENT HAS ON THOSE WHO HAVE TO LEAVE THEIR HOMES AND THOSE IN THE COMMUNITY. IN GROUPS, ANSWER THE FOLLOWING QUESTIONS:

- a) How may these population movements have changed the social landscape of a city?
- b) How might these population movements have changed the way people interact with one another?
- c) List any thoughts or feelings that you think some of these people may have felt having to leave their homes and friends and start a new life somewhere else.
- d) Create a 'Consequence Wheel' which details the direct consequences of being a 'victim' in the Northern Ireland conflict.
 - >> The title in the main circle will be 'Victims of the NI Conflict'
 - >> Write a direct consequence in a circle and link it to the main circle. Reference back to the key information – what defines a victim?
 - >> Consider second order consequences – these are drawn in circles and linked to each direct consequence
 - >> Can you think of any third order consequences?



MODULE 6. INTERNATIONAL CONFLICT
1: THE NORTHERN IRELAND CONFLICT





DIGITAL TASKS



TASK DESCRIPTION

In pairs, students will create a comic of at least three pages which explains how the 'Troubles' began, how it unfolded and how it ended. Students will research the topics by reading the Key Information and if possible, performing extra research on the internet. (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 communicate the reasons why the 'Troubles' started, how it unfolded and how it ended. 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.

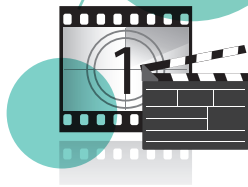
EXTENSION TASK

Students will create one extra page in their comics which describes any ongoing contentious issues in Northern Ireland after the signing of the Good Friday Agreement.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

In pairs, students will create a movie of at least 45 seconds which details the main events from the 'Troubles'. Before beginning the task, an all class discussion will identify a number of main events that students should research Students will research images (and if possible, audio and video) and information from the internet which will be used in their movies.

PLAN

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 the various tools of the video editing software (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 audio file. This may be completed in the form of a saved document.

LESSON
2.

INDIA: PARTITION AND CONFLICT



LESSON DESCRIPTION

The second lesson in the module will be used to inform students about the enduring conflicts in India including looking at events up to and including the independence of Pakistan as a separate state. The lesson will examine the various people involved in the conflict and look at how India has emerged, or is still emerging, from extended conflict.

LESSON INTENTIONS

1. Understand the reasons how the Muslim-Hindu divide has caused such division within the country
2. Discuss how a number of large and small scale conflicts have changed the shape of the country
3. Demonstrate objectives 1&2 through digital media

LESSON OUTCOMES

- Be able to explain the various social and political reasons that underpin conflict in India
- Employ ICT skills to express an understanding of the topic

HANDOUTS AND GUIDES

- Lesson 2 Key Information
- Lesson 2 Tasksheet
- Video Editing Storyboard
- Audio Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Audio Editing Software
- Video Editing Software

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphone

MODULE 6. INTERNATIONAL CONFLICT
2: INDIA: PARTITION AND CONFLICT



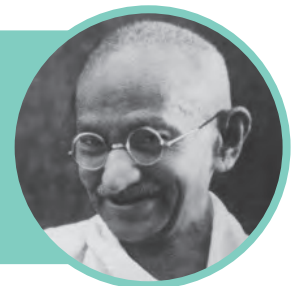
ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play a video which explores the various reasons behind conflict in India (See Suggested Additional Resources 3).</p>	<p>The video aims to give students an insight into the wider events of the conflict in India and explores the division that exists between Hindus and Muslims throughout the country.</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. 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 active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.</i></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 factsheet are designed to meet the learning objectives through the pupils understanding and application 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 – Examine how India has progressed since partition of the country into two states (see Suggested Additional Resources 1 & 5). Has the country changed much or at all?</p>	<p>The plenary discussion will examine India’s perception around the world and how continuing conflicts play a part in holding the area back.</p>

KEY
INFORMATION
2.

INDIA: PARTITION AND CONFLICT

Located in South East Asia, India is the world's seventh largest country and the second most populous with over one billion people. India is a culturally rich area that has emerged from a number of divisions and conflicts throughout its lifespan. Previously held under the administration of the United Kingdom from the mid-19th century, India became an independent state in 1947, following an independence struggle led by **Mahatma Gandhi**, and has advanced throughout that time into one of the world's leading economic powers. However, India also faces issues of large-scale poverty as well as corruption and terrorism. Conflict has affected the region, particularly between Hindus and Muslims, with riots between the two traced back to 1893. The area has also witnessed separation and partition such as the split of the large Eastern province of Bengal into two, based on religious lines.

Mahatma Gandhi was the leader of the Indian independence movement in British ruled India. Gandhi believed in non-violent protest and was an inspiration to millions of followers. Gandhi was opposed to the partition of India and Pakistan and worked towards improving Hindu-Muslim relations.



The flag of India

MODULE 6. INTERNATIONAL CONFLICT 2: INDIA: PARTITION AND CONFLICT

WHAT IS A HINDU?

A Hindu is a follower of Hinduism, which is the world's oldest and third most practiced religion. Not a single religion in itself, Hinduism is a collection of religions and practices that originate from India. It has no founder, no single teacher or any prophets.

WHAT IS A MUSLIM?

A Muslim is a follower of Islam, which is the second most practiced religion in the world. Islam was revealed to the world by the Prophet Muhammad, sent by Allah (God), whose words were recorded in the Holy Qur'an. The Arabic word 'Islam' comes from a word meaning 'peace'.

1.)) DISCUSSION

Can you think of any other major conflicts that have occurred because of a difference in religious views?

HINDU-MUSLIM RIOTS

In India, riots between Hindus and Muslims can be traced back to 1893, sparked off by religious processions, disputes over temples and mosques and cow protection movements (cows are viewed within Hinduism as a symbol of wealth and abundance), among many other things.

One of the first major communal riots took place in August 1893 in Mumbai when one hundred people were killed and 800 injured in riots that lasted for over six months. The aftermath of the riots were felt across Northern India all the way to Bombay and Rangoon.

CALCUTTA RIOTS

The Calcutta riots of August 16th, 1946 – also known as 'Great Calcutta Killing' or 'Direct Action Day' – was a day of widespread riot and manslaughter in the city of Calcutta, now known as Kolkata. **The Muslim League Council** planned a general strike (or 'Direct Action') to demand the creation of a separate country for Indian Muslims (Pakistan). What started as a day of protest resulted in the deaths of five to ten thousand people, while a further 15,000 were wounded over a three-day period of conflict during riots and manslaughter between both sides in the worst riots the country has ever seen.

Skirmishes between the communities continued for almost a week. Five battalions of British troops, supported by four battalions of Indians and Gurkhas, were deployed in the city in the days that followed and rioting eventually reduced by August 22nd. Figures vary as to how many people died or were injured with official estimates suggesting 4,000 dead and 100,000 injured while other sources suggest many more thousands died. The breakdown of Hindu and Muslim casualties also varies.

India and Pakistan won independence in August 1947, following a nationalist struggle lasting nearly three decades. It led to the largest mass migration in human history of up to ten million people. As many as one million civilians died in the accompanying riots and local-level fighting, particularly in the western region of Punjab which was cut in two by the border. An agreement was met that divided Colonial India into two separate states – one with a Muslim majority (Pakistan) and the other with a Hindu majority (India).

The Muslim League Council was a political party established in the early 20th century. It held a strong advocacy for the establishment of a separate Muslim-majority nation which successfully led to the partition of India in 1947.

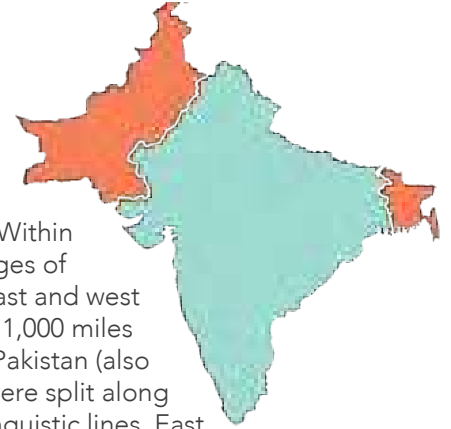


2.))) DISCUSSION

Why do you think Muslims wanted Pakistan as a separate state from India?

PAKISTAN SEPARATES

Pakistan's history from 1947 to 1971 was marked by political instability and economic difficulties. In 1956 a constitution was eventually adopted, making the country an 'Islamic Republic Within The Commonwealth'. From the early stages of Pakistan in 1947, frictions between the east and west were prevalent. Separated by more than 1,000 miles of Indian territory, the two regions, East Pakistan (also called East Bengal) and West Pakistan, were split along cultural, geographical, and ethnic and linguistic lines. East Pakistanis felt exploited by the West Pakistan-dominated central government.



In 1948, the Government of Pakistan ordained Urdu as the sole national language, sparking extensive protests among the Bengali-speaking majority of East Pakistan. Facing rising sectarian tensions and mass discontent with the new law, the government outlawed public meetings and rallies. Students of the University of Dhaka and other political activists defied the law and organised a protest on February 21st, 1952. The Language Movement reached its climax when police killed a number of the student demonstrators, provoking widespread civil unrest led by the Awami Muslim League.

After years of conflict, the central government relented and granted official status to the Bengali language in 1956. In 2000, UNESCO declared February 21st 'International Mother Language Day' for the whole world to celebrate, in tribute to the Language Movement. The Language Movement catalysed Bengali national identity in Pakistan, subsequently leading to the Bangladesh Liberation War in 1971.

BANGLADESH LIBERATION WAR

The Bangladesh Liberation War or (also known as the Muktijuddho War) broke out on March 26th, 1971, when the Pakistan Army launched a military operation against Bengali civilians, students and armed personnel. In response, Bengali political and military leaders proclaimed the declaration of Bangladesh's independence. A defection made up of military, paramilitary members and civilians formed the Mukti Bahini (Liberation Army), which engaged in guerilla warfare against Pakistani forces.

Recognised as one of the most violent wars of the 20th century, the Liberation War lasted for over nine months and saw large-scale atrocities, the exodus of 10 million refugees and the displacement of 30 million people. India, already providing economic, military and diplomatic support to Bengali nationalists, entered the war on December 3, 1971, after Pakistan launched air strikes on northern India. Overwhelmed by two war fronts, Pakistani defenses soon collapsed. On December 16, the Allied Forces of Bangladesh and India defeated Pakistan in the east. The subsequent surrender resulted in the largest number of prisoners-of-war since the Second World War.

3.))) DISCUSSION

Can you identify any barriers to peace between Muslims and Hindus?

RECURRING CONFLICTS

In India, Hindu-Muslim riots and conflict have continued to ignite since the 1960s with conflict ranging from communal clashes in the suburbs of cities to wide-spread riots involving thousands of people.



1961 Jabalpur in Madhya Pradesh witnessed the first major Hindu-Muslim riots since the partition.

1961

1970 Communal riots in Jalgaon and other areas of Maharashtra.

1984 Maharashtra, Bhiwandi and parts of Bombay suffered due to rioting, setting the scene for clear division on Hindu-Muslim lines within the city.

1992 Some of the worst Hindu-Muslim riots in Mumbai were sparked by the demolition of the Babri Masjid mosque. For five days in December and a further fortnight in January 1993, the city saw unprecedented riots. Up to 1,800 people were killed and many properties destroyed.

2008 In Dhule, Hindus and Muslims had lived together peacefully until 2008 when fierce rioting between the two led to the destruction of temples and mosques and the loss of life. Four years later, riots again engulfed the city claiming more lives. Some policemen were caught on camera instigating the trouble.

2008

1969 Gujarat sees a major riot involving massacre, arson and looting on a large scale with 1,000 dying in the riots. At the time there was a dispute over the leadership of the Congress Party with a suggestion that violence was deliberately engineered to discredit a Chief Minister.

1987 The Meerut riots began on May 21st, 1987, and continued for two months. The burning of mills and a reaction to the actions of the Provisional Armed Constabulary (PAC) were blamed as reasons behind the conflict.

2002 The Gujarat Riots (also known as the Gujarat Pogrom) began in February 2002 when an express train was attacked by a Muslim mob. 58 pilgrims returning from the ancient city of Ayodhya were killed in the attack leading to retaliatory attacks against Muslims and riots on a large scale. Thousands were killed and injured in the subsequent attacks and hundreds of buildings, including places of worship were damaged. The nature of the events remain controversial in India and some have characterised the deaths of both Hindus and Muslims as a genocide in which the state was complicit.

PERSPECTIVES

1. "How can one be compelled to accept slavery? I simply refuse to do the master's bidding. He may torture me, break my bones to atoms and even kill me. He will then have my dead body, not my obedience. Ultimately, therefore, it is I who am the victor and not he, for he has failed in getting me to do what he wanted done."

Mahatma Gandhi, from a speech during his time in South Africa, 11th September 1906

2. "We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. We believe also that if any government deprives a people of these rights and oppresses them the people have a further right to alter it or abolish it."

An excerpt from the Indian Declaration of Independence, drafted by Jawaharlal Nehru, 29th December 1929

3. "The truth is, that Gandhi-ism and everything it stands for will have to be grappled with and crushed."

Winston Churchill, from a speech made in 1930

4. "India is a geographical term. It is no more a united nation than the equator."

From a speech by Winston Churchill at the Royal Albert Hall, London, 18th March 1931.

5. "Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, then an age ends, and when the soul of a nation, long suppressed, finds utterance."

Jawaharlal Nehru, first Prime Minister of India on the eve of India's Independence, 14th August 1947

QUESTIONS

1. What did the Muslim League Council hope to achieve when they announced 'Direct Action' and what was the outcome?

2. What two states were formed with independence in 1947 and what was the result?

3. What event led to widespread protests in Pakistan in 1948?

4. What event sparked the Gujarat Riots of 2002?

EXTENSION ACTIVITY 1:

Hindus have long held the views that cows should be protected and cow protection movements became established in the 1870s. Research the rise of cow protection movements and what conflict happened as a result of the action. Why are cows revered in Indian culture? Complete a short profile paragraph on your findings.

EXTENSION ACTIVITY 2:

Mahatma Gandhi is perhaps one of the most well known Indian figures of the 20th century who championed the role of peace and the right for Indian independence from British rule. Research Gandhi and his beliefs including what he hoped to achieve and compile a timeline of his life, highlighting some of the major occurrences along the way.

TASK 1 **FOR INDIAN STUDENTS ONLY*

Hindus and Muslims hold a range of different beliefs and ideals which have separated them for decades and sparked a number of high profile instances of civil unrest, disorder and conflict.

Interview a family member about growing up during the civil unrest that occurred between Hindus and Muslims in India.

What did they think was the cause of the disturbances?

What impact do they think the sectarian violence had on society?

Can they still see evidence of that divide now? Give an example if possible.

TASK 2

Since the partition of the Sub-Continent in 1947, there has been many instances of rioting and sectarian violence between Muslims and Hindus. One of the most important aspects of conflict, is how the victims and events are remembered and commemorated.

Using the internet, research and record any memorials or commemorations that relate to Hindu-Muslim violence as a result of the partition.

What was the result of your research? What conclusions can you draw from the information you found?



ALTERNATE TASK

- Students will form into small groups. Each group will be given the key information and a copy of the Lesson 2 Tasksheet.
- Within their groups, students will study the Key Information and using the worksheet will plot the cities and towns where the various areas of conflict and unrest have occurred across the country, including marking the number of injured and dead in each occasion. Students may also wish to use the internet for further research.
- Students can use different colours to highlight various forms of conflict, including riots, protests or civil unrest.
- The group will then present their work to the class and discuss which instances of conflict they believe to have been the most substantial and detrimental to the Indian people.

SUGGESTED ADDITIONAL RESOURCES



- 1) <https://www.youtube.com/watch?v=8rmUiLwy7kl> - Video explaining the partition of India



- 2) <http://education-portal.com/academy/lesson/muslim-and-hindu-conflict-in-india-and-the-partition-of-india-and-pakistan.html#lesson> - Video piece explores India's past and Muslim and Hindu conflict



- 3) <http://life.time.com/history/vultures-of-calcutta-the-gruesome-aftermath-of-indias-1946-hindu-muslim-riots/> - Photographs show the aftermath of the Calcutta Riots (contains some graphic images)



- 4) <http://www.bbc.com/news/world-south-asia-13170914> - Report examines state's possible role in 2002 riots



- 5) http://news.bbc.co.uk/1/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm - A timeline of the India-Pakistan conflict



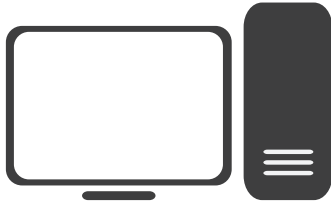
- 6) <http://www.telegraph.co.uk/news/1399992/A-brief-history-of-the-Kashmir-conflict.html> - A brief history of the Kashmir conflict



- 7) http://www.nytimes.com/interactive/2014/04/06/world/asia/modi-gujarat-riots-timeline.html?_r=0#/time287_8514 - Examine an interactive timeline of the 2002 Gujarat Riots

MODULE 6. INTERNATIONAL CONFLICT
2: INDIA: PARTITION AND CONFLICT





DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit a news bulletin in the aftermath of the Indian/Pakistan independence. The script will detail how and why independence has come into being and what effect it might have in the years that follow.

Research the topic by looking at how both groups reacted to the introduction of independence. The pair of students will then write a script based on the information they have researched for a newsreader to read on the radio. The recording may also include interviews with both Muslims and Hindus.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles 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.

DO

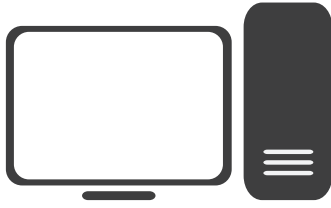
Students will use the record function on audio editing software to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

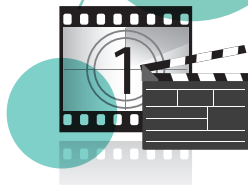
Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room listening to others work.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.



DIGITAL TASKS

FILM MAKING TASK



TASK DESCRIPTION

Students will use movie editing software to compile a movie lasting at least 30 seconds which portrays the Calcutta riots of 1946. Students will use images from protests and battles to show the role that all sides had to play in the conflict and will add captions and text to describe what is happening on screen.

PLAN

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 the various tools of the movie editing software (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 audio file. This may be completed in the form of a saved document.

LESSON 3.

LEBANON

LESSON DESCRIPTION

The first lesson in the module will be used to inform students about the complex conflict that has taken place in Lebanon, including the key parties involved. The lesson will give an overview to the types of social and religious issues that underpin the conflict and will explore the types of conflict that have taken place across the country.

LESSON INTENTIONS

1. Discuss the reasons why various religions and sects have been involved in conflict
2. Understand how other countries have become involved in the conflict and how its shaped the Middle East as a whole
3. Demonstrate objectives 1&2 through digital media

LESSON OUTCOMES

- Be able to explain the various social and political reasons that underpin conflict in Lebanon
- Employ ICT skills to express an understanding of the topic

HANDOUTS AND GUIDES

- Lesson 3 Key Information
- Comic Creation Storyboard
- Audio Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Audio Editing Software e.g. Audacity

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphone



MODULE 6. INTERNATIONAL CONFLICT
3: LEBANON

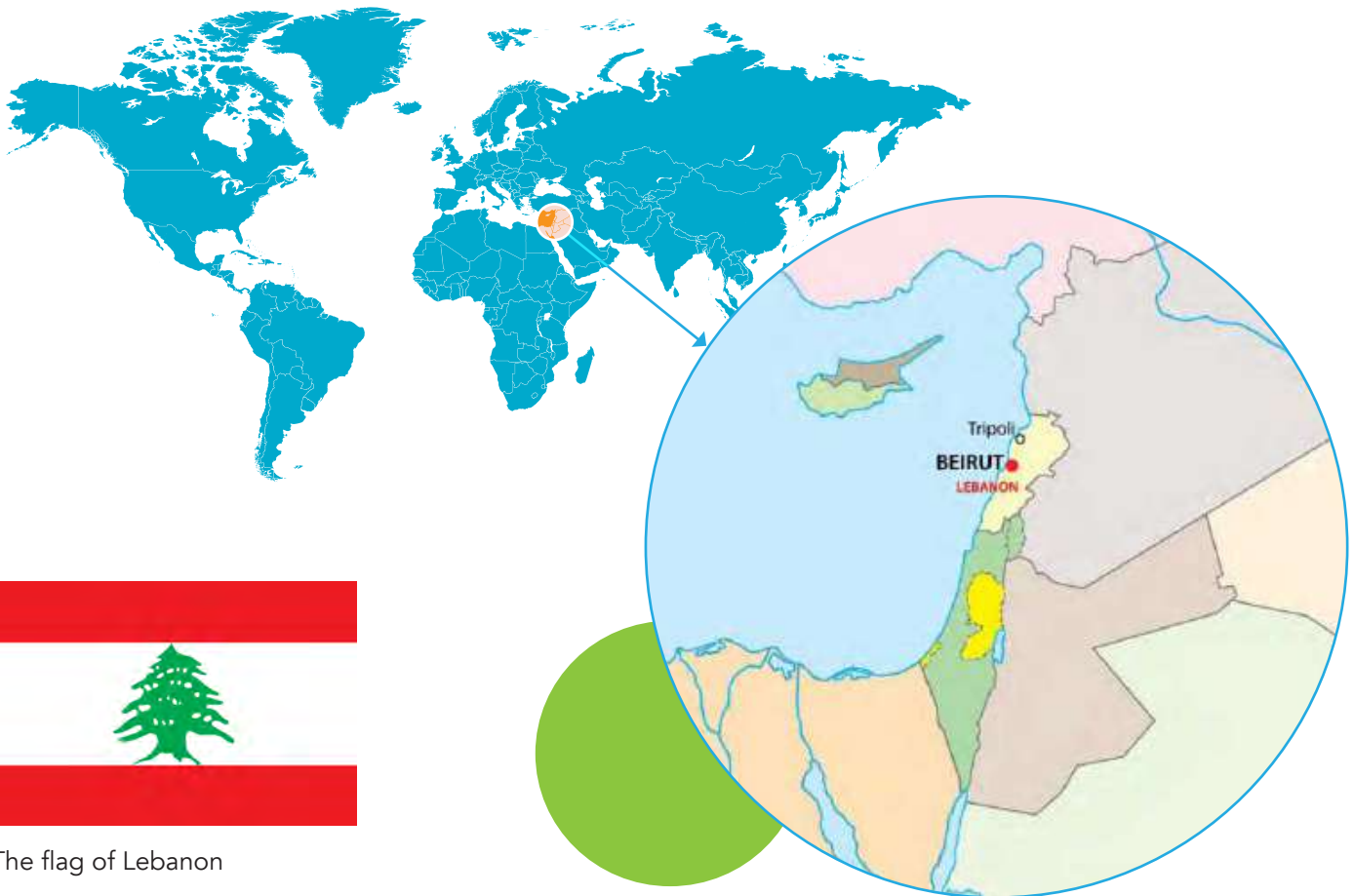


ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play <i>Suggested Additional Resource 1</i> which documents the Civil War.</p>	<p>The video aims to give students an insight into the wider events of the Civil War in Lebanon and explore the various people and groups involved.</p>
<p>Using the Key Information, 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. 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 active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources / search engine.</i></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 factsheet are designed to meet the learning objectives through the pupils understanding and application 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 – Look at the interactive map resource documenting conflicts in the Middle East (See <i>Suggested Additional Resource 6</i>). How has conflict in other countries affected that of Lebanon.</p>	<p>The plenary discussion will focus on the role of other countries in a wider conflict within the Middle East.</p>

KEY
INFORMATION
3.

LEBANON

Located in Western Asia, Lebanon is a culturally rich country home to as many as 18 different religious sects. However, given its location and small size, it has also found itself at the centre of a number of Middle Eastern conflicts while at times having to deal with its own internal strife. Previously under the control of the Ottoman Empire, Lebanon fell under the ownership of France after the First World War until it declared independence following the Second World War. Before a civil war erupted in 1975, the country had experienced relative calm and prosperity led by tourism and a strong banking economy, among other things. Many struggles in the positioning and alliances of parties have occurred as the country has moved from one conflict to another.



The flag of Lebanon

What are Shia and Sunni Muslims?

Muslims are split into two main factions: Shia and Sunni.

The differences between the two sects revolve around issues relating to doctrine, ritual, law, theology and religious organisation.



A two-time prime minister, Rafic Hariri is widely regarded as helping to restructure the country after the civil war. He was killed in a car bomb attack in February 2005, destroying the motorcade he was travelling in and killing over 20 others. His name is lent to the international airport in Beirut.

AREAS OF CONFLICT

A number of complex issues have underpinned conflict in Lebanon, including social, sectarian and political strife and a national conflict centered around Arab causes.

1. SECTARIAN CONFLICT

In 1943 an agreement stated that parliamentary seats should be divided along communal lines and this was later extended to major political positions. Therefore the President is a Maronite Christian, the Speaker of the House of Parliament is Shia Muslim and the Prime Minister is Sunni Muslim. Other positions of power are distributed among other sects while the constitution also stipulated that seats in Parliament and other areas of power, including main civil service positions, should be split equally among Muslims and Christians. Political partnerships in decision-making and issuing of legislations often cause conflict, sometimes of a violent nature. With every new form of power there has been a constant redefinition of control and authority. Sectarian strife has had a long history in Lebanon with the country passing through a number of sectarian systems of government. Given that the country is made up of many sects, with none holding a numerical majority, people live under a persistent fear that one sect will dominate and impose rule over the others.

2. SOCIAL CONFLICT

There has been strife between social classes: between those who possess wealth and economic weight on one hand, and labour unions, professionals and middle and lower classes on the other. This conflict takes the form of strikes, sit-ins and demonstrations in an attempt to redistribute incomes, reform the tax system and put an end to corruption. Such conflicts have a long history in Lebanon including the rebellion of peasants in the 19th century who rose up against their oppressors in search of equality. During President Fuad Chehab's term (1958 – 1964), social and economic reforms were enacted, including large-scale social development projects, which brought a renewed harmony and prosperity to the country.

3. POLITICAL STRIFE

Following the assassination of Prime Minister Rafic Hariri and the departure of the Syrian forces from Lebanon, Lebanese people split into two camps, each containing a variety of religious and social combinations: one was known as 'March 14' and the other as 'March 8', so-called because of the dates they were formed in 2005. The difference between these two camps centered on foreign policy, relations with Syria and defence policy. This rift is evident in the split inside Parliament and the government as well as conflict on the streets, resulting in the paralysis of parliamentary and government work. The March 14 Alliance are led by Saad Hariri, son of the assassinated Rafic, and are opposed to the March 8 Alliance.

1.))) DISCUSSION

Do you see any similarities to the conflict in Northern Ireland in the themes and issues that affected Lebanon?



What is the Arab League?

Formed in 1945, the Arab League is an organisation of Arab countries made up of countries from North Africa and South West Asia. "The purpose of the League is to draw closer the relations between member States and co-ordinate their political activities with the aim of realising a close collaboration between them, to safeguard their independence and sovereignty, and to consider in a general way the affairs and interests of the Arab countries."

4. THE PALESTINE QUESTION

In recent history, this region of Western Asia has been the focus of religious, cultural and political conflict, mostly centering on the plight of the Palestinian people. Lebanon, along with other Arab states, believe land has been taken away from their rightful owners. However, Lebanese people differ over the means to be followed in liberating Palestine: whether by armed conflict or political means by way of the Arab League and the United Nations. This difference of opinion, aggravated by the presence of armed Palestinian groups, led to violent street clashes from the early 1970s to the late 1980s. Lebanese Muslims generally sympathised with the armed solution to the Palestine question while many Christians preferred a political approach.

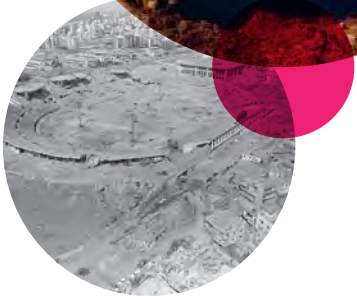
THE LEBANON CIVIL WAR

The Lebanese Civil War was fought between the countries' three main religious factions - Maronite Christians, Sunni Muslims and Shia Muslims - and a number of political groups. It began in 1975 and ended in 1990. In total, it resulted in 120,000 deaths, a further 760,000 people were displaced within the country, 100,000 people were injured and around one million more - almost a quarter of the population - left the country. The various phases of the war had roots in 1860 when social and political struggles were transformed into religious conflicts. The arrival of Palestinian refugees - mostly Muslim - in 1948 has also played a significant part.

THE CIVIL WAR CAN BE CATEGORISED INTO FOUR PHASES:

1. The first phase was from 1975 – 1977 and was characterised by sectarian violence and massacres. It ended with the intervention of the Syrian Army in the country.
2. The second phase lasted from 1977 – 1982 and was defined by the Hundred Days War, The South Lebanon conflict that ended with the deployment of the UN Interim Force, and the formation of a security zone to the south of the country.
3. The third phase was from 1982 – 1983 and was marked by an Israeli invasion of the Lebanese capital, Beirut. It ended with the deployment of a group of multinational forces in South Lebanon consisting of American, French, Italian and British units.
4. The fourth phase ran from 1984 – 1990 and is defined by massacres at Palestine Liberation Organization (PLO) camps and the division of the country into two governments. Bloody conflicts erupted within these sects causing more widespread destruction. In 1989, the Document of National Accord, known as the 'Taif Agreement', marked the beginning of the end of fighting.

In March 1991, the parliament passed an amnesty law that pardoned all political crimes that came before. Later that year the militias were dissolved and the Lebanese Armed Forces began to take control as the country's only armed institution.



2.))) DISCUSSION

Why do you think various groups have found it hard to co-exist in Lebanon?

JULY 2006 WAR

In July 2006, a 34-day military conflict in Lebanon erupted between the principal parties of **Hezbollah** and the Israeli military. The war came to an end on August 14th, 2006 but had resulted in 1,300 deaths and damaged the Lebanese infrastructure, displacing a further one million people within the country. Palestinian refugee camps in Lebanon function independently and have their own armed groups which are heavily armed and ready to guard against Israeli aggression. Armed Lebanese groups also exist to resist any further foreign aggression.

Lebanon continues to carry wounds from all of these conflicts and, in addition to the large-scale deaths, injuries, displacement and emigration, issues such as landmines, car bombs and the abduction of hostages remain a regular theme throughout the country.



HEZBOLLAH are a Shia group and political party. Originally they were formed to end Israel's occupation of South Lebanon in the 1980s. The group also fought during the civil war and acted against American forces in the country during that time. Following the war, Hezbollah transformed into a political group (although they still have a military wing) and is now a major party in Lebanon representing Shiite Muslims. It is also a part of the March 8 Alliance. Hezbollah are viewed by many within Lebanon as a resistance movement against foreign oppression.



PERSPECTIVES

1. "The revolution has no winners and no losers."

Fuad Chehab speaking after taking his presidency in 1958

2. "(The UN calls on) all the parties to the conflict to cease immediately and simultaneously all military activities within Lebanon and across the Lebanese-Israeli border and no later than 0600 hours local time on Sunday, 6 June 1982."

UN Security Council, 5 June 1982

3. "We have in Israel, an Israeli government which has been elected by the Israeli people. Their political agenda is not for peace. They are from the camp anti-peace."

Rafic Hariri speaking in March 2002

4. "Our goal is to liberate the 1948 borders of Palestine. The Jews who survive this war of liberation can go back to Germany or wherever they came from. However, that the Jews who lived in Palestine before 1948 will be allowed to live as a minority and they will be cared for by the Muslim majority."

Hezbollah spokesperson Hassan Ezzedin, October 14th, 2002

5. "When we entered Lebanon there was no Hezbollah. We were accepted with perfumed rice and flowers by the Shia in the south. It was our presence there that created Hezbollah."

Ehud Barak, former Israeli Prime Minister, speaking in 2006

QUESTIONS

1. Create a diagram which explains how political power is distributed in Lebanon.
2. Which two political camps were formed in 2005 and what issues did they disagree on?
3. Analyse how religious, social and political factors can lead to conflict within any given country. Highlight examples from Lebanon in your answer.
4. Describe the lasting legacy of conflict in Lebanon.

EXTENSION ACTIVITY 1:

Research conflicts that have occurred in the Middle East. Draw a map of the area and make a note of the key conflicts that have taken place in the region. How have these affected Lebanon? See Additional Resource 6 for more information.

EXTENSION ACTIVITY 2:

Research the role of Palestinian immigration in Lebanon. Make a note of major population movements. When and why did these population displacements occur and what affect did they have on Lebanon? Why do you think they chose Lebanon? Explain your answers.

TASK 1

Research the role played by both Fuad Chehab and Rafic Hariri in Lebanon's political and social environment. Both men are widely praised with bringing some stability to the country although both also made enemies along the way, resulting in the assassination of Hariri in particular. What did both men hope to achieve for Lebanon and how did they hope to achieve it? What made them popular or disliked?

Complete a profile of both leaders comparing and contrasting their ideals and time in office. Discuss your findings within the class and decide who you think was most influential during their time in power.

TASK 2

Before the civil war began, Beirut, the capital city of Lebanon, was one of the wealthiest cities in the Middle East and one of the most important trading and investment zones.

Research the types of organisations and people that would have used Beirut for its financial prowess before the civil war began and look at whether or not they have returned. How has Beirut been affected by conflict? Has it been able to repair its image? Complete a short profile on the city now comparing and contrasting it to the city it was pre-civil war.

ALTERNATE TASK

- Look at Perspectives 4 and 5 above and examine the role of both Hezbollah and Israel in the conflict in Lebanon.
- Students will form into groups and examine the role of both parties throughout the conflict in Lebanon. Look at each group from both a political and military point of view and explore their actions.
- Pupils will present their findings to the class and will form a discussion based on which party they believe to be most just.

SUGGESTED ADDITIONAL RESOURCES



1) <https://www.youtube.com/watch?v=0NWwuElsiZk> - Documentary charting the civil war



2) <http://www.bbc.co.uk/podcasts/series/witness/all> - Podcast exploring the Lebanon civil war



3) <http://www.theguardian.com/world/2006/aug/02/israelandthepalestinians.syria> - A look at the events leading up to the 2006 Lebanon conflict



4) <http://www.bbc.co.uk/news/world-middle-east-14649284> - A profile of the history of Lebanon



5) <http://www.insightonconflict.org/conflicts/lebanon/conflict-profile/#3> - Interactive timeline of the Lebanese conflict



6) <http://www.vox.com/a/maps-explain-the-middle-east> - Maps explain various conflicts in the Middle East



DIGITAL TASKS



TASK DESCRIPTION

Students will use comic creation software to create a one/two page comic which chronicles the Civil War which has taken place in Lebanon. Research images and information from the internet on the main parties and people involved which will be used in your 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

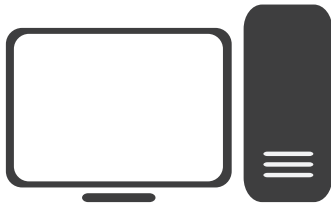
Students will use images and speech bubbles/caption boxes to chronicle the Civil War in Lebanon. Students will use at least 5 images that they have sourced. Some students may give a reason as to why so many people and groups engaged with the war. Students will complete their piece of work by exporting 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.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Students will work in pairs to script, record and edit a radio news piece to explain the assassination of Rafic Hariri and document his political life. The script will detail the assassination and focus on telling the public the work Hariri carried out while in power. Research the topic by looking at the type of work carried out by Rafic Hariri during his time in politics. The pair will then write a script based on the information they have researched and write a script for a radio news bulletin. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles 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.

DO

Students will use the record function on the Audio Editing Software to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
- 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 playing back the best work or students may circulate the room listening to 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 audio file. This may be completed in the form of a saved document.

LESSON
4.

SIERRA LEONE: CIVIL WAR

LESSON DESCRIPTION

The lesson profiles Sierra Leone and describes the political situation prior to the outbreak of civil war in 1991. Using a timeline, students will learn the details of the civil war as well as learning about the victims of the war, what conflict diamonds are and how Sierra Leone dealt with it's troubled past.

LESSON INTENTIONS

1. Explain the reasons why Sierra Leone descended into civil war in 1991
2. Summarise how the conflict unfolded and describe the effects on Sierra Leone
3. Demonstrate objectives 1 &2 through digital media

LESSON OUTCOMES

- Students will be able to describe how the civil war started, how it unfolded and how it came to an end.
- Students will be able to highlight and explain the issues that had an impact on Sierra Leone during and after the civil war.
- Employ ICT skills to express an understanding of the topic.

HANDOUTS AND GUIDES

- Lesson 4 Key Information
- Comic Creation Storyboard
- Video Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software e.g. Comic Life
- Video Editing Software e.g. Movie Maker

HARDWARE

- Whiteboard
- PCs / Laptops



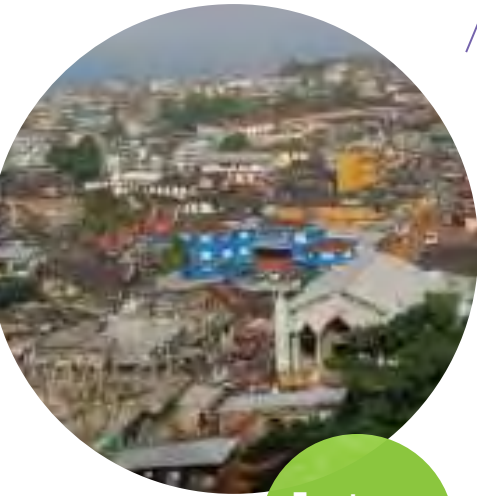
MODULE 6. INTERNATIONAL CONFLICT
4: SIERRA LEONE: CIVIL WAR



ACTIVITY	LEARNING OUTCOMES
<p>Starter - Play <i>Suggested Additional Resource 2 or 3</i> from the Key Information which will provide students with an overview of the civil war from the point of view of a child soldier.</p>	<p>On viewing the imagery students will get an insight into the reality of war at the front and the types of activities that men faced on a daily basis.</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. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Tasks as group discussion questions or to test individual knowledge.</p> <p>The Alternate Task allows students to work in groups to consider the difficulties that Sierra Leone faced throughout its political history and civil war. Students will have a limited time to explain what they would implement as 'leader' of Sierra Leone before another student 'takes over' responsibility. The students will then reflect on the difficulty of addressing so many problems in such a short space of time.</p> <p><i>*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.</i></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 - Play <i>Suggested Additional Resource 1</i> from the Key Information which offers a brief insight into how the education system in Sierra Leone has revived itself after the war.</p>	<p>The video clip will offer students a glimpse of how the civil war affected Sierra Leone's education system and how it has struggled to revive itself.</p>

KEY
INFORMATION
4.

SIERRA LEONE: CIVIL WAR



Freetown,
capital of
Sierra Leone

Sierra Leone is a country in West Africa with a population of roughly 6 million people. Sierra Leone is made up of a number of ethnic groups (the two largest being the Temne and the Mende) and is mainly a Muslim country.

Sierra Leone is a country that is rich in natural minerals (used to produce aluminium, titanium and gold) and diamonds. Throughout the years, the government mismanaged these natural resources which became a contributing factor to the Sierra Leone Civil War (1991-2002).

Since the 15th century Sierra Leone had been a trading post for Portuguese, French and Dutch traders. Sierra Leone became a British colony in the late 18th century before becoming an independent nation in 1961.

SIERRA LEONE'S 'RESOURCE CURSE'

The resource curse refers to countries that have a large quantity of natural resources (e.g. minerals, fuels, gems) but have a poor economy. There can be many reasons for this but in Sierra Leone's case it was widely believed that this was due to mismanagement and corruption within the government.



The flag of Sierra Leone

WHAT IS A COUP D'ÉTAT?

A coup d'état is the sudden and illegal takeover of a government. Coups d'état would become a feature of the Sierra Leone civil war.

INDEPENDENCE AND CORRUPTION

On 27th April 1961 Sierra Leone celebrated independence from British colonial rule. This was a process which began in 1951 and which was led and guided by Sir Milton Margai, leader of the Sierra Leone People's Party (SLPP). Margai oversaw this process of decolonisation and as a result, became Prime Minister in 1958. Admired and respected, Margai was again chosen as Prime Minister in the country's first general election in May 1962.

After the unexpected death of Margai in 1964, Sierra Leone's economy deteriorated and its society descended into poverty. This was because of the mismanagement of the country's natural resources and corrupt government officials by a succession of leaders.

LEADER: SIR ALBERT MARGAI	YEAR: 1964-67	REASON FOR LEAVING: VOTED OUT
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- Dismissed government officials who were a threat to his administration.
- Opposed popular policies put in place by the previous Prime Minister.
- Attempted to establish a single-party state.
- After rioting broke out in opposition to Margai's policies and under accusations of corruption, he called for elections.

A number of coups took place 1967-68. Siaka Stevens was voted Prime Minister in 1967 and was overthrown in a military coup by those loyal to Sir Albert Margai. There were a further two coups before Stevens was reinstated as PM in 1968.

LEADER: SIAKA STEVENS	YEAR: 1968-85	REASON FOR LEAVING: RETIRED FROM OFFICE
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- After being restored to office, Stevens tightened his grip on power by executing or exiling any possible threats to his government.
- Stevens was widely accused of corruption and fixing election results to stay in power.
- During his time in office, Stevens and his supporters utilised the natural resources of the country to their own gain resulting in the decline of the economy.
- The economy was so poor that it could not sufficiently run the country with widespread poverty and an almost non-existent education system.
- Turned Sierra Leone into a one-party state and a Republic, declaring himself President.

LEADER: JOSEPH MOMOH	YEAR: 1985-91	REASON FOR LEAVING: OVERTHROWN IN COUP D'ÉTAT BY MEMBERS OF THE SIERRA LEONE ARMY
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- Chosen to be President by the ruling All People's Congress (APC) and Stevens.
- Corruption from the previous administration continued and the economy deteriorated
- The currency decreased in value
- Could not afford to import gas and oil
- The country went without electricity for months at a time
- Attempted to reform the government from a one-party to a multi-party state but with the country already gripped in civil war, these reforms never happened

Who were the Revolutionary United Front?

Created in 1991 by Foday Sankoh with the help of Charles Taylor, a revolutionary from Liberia. With its promise of free education and health care and the sharing of profits from diamond mining and its goal to change the corrupt government, the RUF was initially popular with Sierra Leoneans.



A victim of the Civil War



A School destroyed by the war

CIVIL WAR ERUPTS

On the 23rd March 1991 the Revolutionary United Front (RUF) began to attack villages in the Eastern Province of Sierra Leone. The intention of the RUF was to take control of the countries' diamond mines and overthrow the current government. President Momoh sent the Sierra Leone Army to defend and take back areas controlled by the RUF but a lack of resources, supplies and support for the army led to a series of events that would entrench Sierra Leone in poverty and warfare for the next 11 years.

VICTIMS AND CHILD SOLDIERS

By the end of the conflict it was estimated that 50,000 people had been killed. Apart from the mass casualties inflicted at the hands of government troops and the rebel forces, the civilian population of Sierra Leone had to endure terrible atrocities. Instances of kidnapping, slavery, forced labour, shootings, mutilation, amputation and rape were commonplace in Sierra Leone during the war.

A key feature of the civil war was the use of child soldiers by both pro-government forces and the RUF. Children were often forcibly recruited to take part in the fighting and were often exposed to drugs and alcohol as a means to making them more open to commit atrocities. Many of these children were survivors of village attacks, displaced from their homes and orphans, whose families had been killed by the fighting.

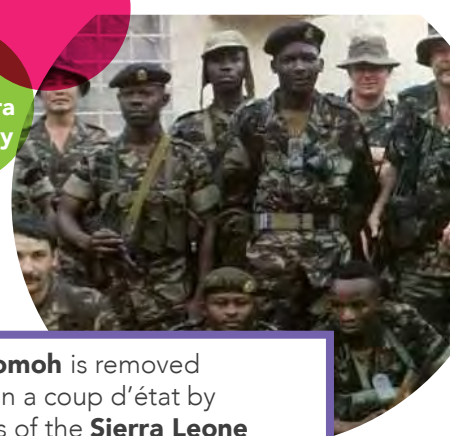
TRUTH AND RECONCILIATION

In the aftermath of the civil war, a Truth and Reconciliation Committee and a UN-sponsored war crimes tribunal (the Special Court for Sierra Leone) were established. The purpose of the Truth and Reconciliation Committee was to provide a forum for victims and aggressors during the conflict to tell their stories and help the healing process. The purpose of the Special Court for Sierra Leone was to seek justice for those people that suffered as a result of the brutality during the civil war by putting on trial those who were responsible for the atrocities during the fighting.

Blood Diamonds

Blood diamonds or conflict diamonds, refers to diamonds that are mined and sold to finance the war effort of an army or group. During the civil war in Sierra Leone the RUF captured key areas which were rich in diamond production. The RUF enslaved people to mine diamonds, which they then used to buy weapons to continue their fight.





TIMELINE OF EVENTS DURING THE CIVIL WAR

1991

March 1991: The **Revolutionary United Front (RUF)** backed by the **National Patriotic Front of Liberia (NPFL)** begin to attack the Kailahun District.

16th January 1996: **Strasser** is removed from office in a coup d'état by fellow **NPRC** soldiers. The reason for the coup was that **Strasser's** fellow soldiers believed that he would not transfer power to a civilian government. **Brig. Gen. Julius Maada Bio** – leader of the coup – briefly assumed control of the government whilst elections were planned.

29th March 1996: **Ahmah Tejan Kabbah** of the **Sierra Leone People's Party** takes Presidential office after winning the election.

May 1997: With the failure of the Abidjan Agreement to be implemented, Sierra Leone experienced another coup d'état. Annoyed the government had failed to implement the agreement, **Maj. Johnny Paul Koroma** formed the **Armed Forces Revolutionary Council (AFRC)** – which included members of the RUF – and seized power. The **AFRC** faced opposition both internally and internationally – from forces loyal to the exiled **Kabbah** and from the United Nations Security Council.

July 1999: The Lomé Agreement is signed. The agreement proposed a power sharing plan that included the rebels having a place in the government and required **AFRC/RUF** forces to surrender their weapons.

2001: Throughout the year, **United Nations Mission to Sierra Leone (UNAMSIL)** worked to implement a peace based on the Lomé Agreement. **UNAMSIL** successfully disarmed many **RUF** rebels (and pro-government militia) and began to secure previously **RUF** held territory.

2002

29th April 1992: **Momoh** is removed from the Presidency in a coup d'état by disgruntled members of the **Sierra Leone Army (SLA)** – poorly supplied on the front lines in their fight with the RUF – and the **National Provisional Ruling Council (NPRC)** is established. The coup was led by **Capt. Valentine Strasser** who became Head of State. During **Strasser's** time as Head of State, the civil war escalated. The **RUF** increased its territory – much of the diamond rich Eastern Province. These diamond mines were important as they were used to fund the **RUF's** war.

Despite their captured resources, the **SLA** and **Executive Outcomes (EO)** – a private military firm – drove the **RUF** out of the Kono diamond producing areas and to the Sierra Leone borders.

November 1996: A peace agreement, known as the Abidjan Agreement – is reached between **Kabbah** and RUF leader **Foday Sankoh**.

February 1998: The **AFRC** are overthrown by the **Economic Community of West African States Monitoring Group (ECOMOG)** with help from the international community. **Kabbah's** government was restored in March. **ECOMOG** and government forces continued to fight rebel forces.

May 2000: Despite the peace agreement, divisions amongst the rebel **AFRC/RUF** forces resulted in continued fighting culminating in a fierce battle around the country's capital Freetown. With the help of British troops, **Sankoh** – leader of the **RUF** – was arrested and the rebels were driven away from the capital.

January 2002: The civil war is declared over. It was estimated that 50,000 people were killed during the conflict and almost 2 million were displaced as well as hundreds of thousands affected by the violence.

PERSPECTIVES

1. "Shooting became just like drinking a glass of water"

Ex-child soldier, Ishmael Beath, from an interview with CNN, October 9th 2012

2 "The conflict is not about ideology, tribal, or regional differences. It has nothing to do with the so-called problems of marginalized youths or as some political commentators have characterized it, an uprising by rural poor against the urban elite. The root of the conflict is and remains diamonds. The conflict in Sierra Leone is not a civil war, but a rebel war based on brutality, supported by regional, sub-regional, and international surrogates, and more importantly, financed by the illicit trade in Sierra Leone's diamonds."

Ibrahim M. Kamara, Permanent Representative of Sierra Leone to the U.N., 5th July 2000

3. "...diamonds that originate from areas controlled by forces or factions opposed to legitimate and internationally recognized governments, and are used to fund military action in opposition to those governments, or in contravention of the decisions of the Security Council."

The definition of a conflict diamond according to the U.N.



QUESTIONS



1. After being restored to office, why do you think Siaka Stevens began to tighten his grip on power?

2. Explain three factors which you believe contributed to civil war breaking out in Sierra Leone.

3. State why you believe the Abidjan Agreement failed. Why do you believe the Lomé Agreement led to a peace settlement?



4. What is the purpose of a Truth and Reconciliation process and how do you think that it helped victims of the civil war?

EXTENSION ACTIVITY:

Analysing the timeline of the conflict, describe what you believe was the key turning point in the war which set Sierra Leone on the road to a peace settlement.

TASK 1

In pairs, perform research into 'Conflict Diamonds' (also known as 'Blood Diamonds').

- 1) Define what a conflict diamond is and provide three examples (one of these must be Sierra Leone) describing how conflict diamonds have contributed to conflicts around the world.
- 2) How did the international community respond to these conflicts? In particular, explain what the 'Kimberley Process' was.

If possible, display your answer in the form of an interactive presentation using video links and images to illustrate your point.

TASK 2

In pairs, perform research on the Presidencies of Siaka Stevens and Joseph Momoh.

- 1) How did their reigns contribute to the social problems in Sierra Leone?
- 2) How did these social problems contribute to the outbreak of the civil war?

When complete, compare your answers with the pair sitting next to you. Did you have similar answers? What was different?



ALTERNATE TASK

- Throughout the course of Sierra Leone's troubled history, coup d'états and government corruption became a common feature. Each group or leader that took control of the government believed that they were doing so in the best interests of Sierra Leone.

- In groups of four, each person will have one minute to 'take control' of Sierra Leone and answer the following questions...
 - What personal qualities do you think will make you a good leader?
 - How will you use the rich reserve of resources – especially diamonds - to improve the country? What will you focus on – health? Education? Poverty?
 - Which form of government is best for running the country – one party rule or a multi party government? Why?
 - How are you going to keep the multiple ethnic groups of the country involved and happy (there are approximately 16 ethnic groups across 14 districts)?
 - How are you going to deal with possible threats to your authority?

- After all four in the group have answered the questions discuss the following points:
 - Did you have enough time to address all the questions?
 - How did you feel when another person took command?
 - Where their answers different than yours?
 - How do you think coup d'états during the civil war contributed to Sierra Leone being unstable?



SUGGESTED ADDITIONAL RESOURCES



- 1) http://www.unicef.org/mdg/sierraleone_58237.html - Reviving education in the aftermath of Sierra Leone's civil war



- 2) <http://www.telegraph.co.uk/news/worldnews/africaandindianocean/sierraleone/10450619/The-women-who-bear-the-scars-of-Sierra-Leones-civil-war.html> - The women who bear the scars of Sierra Leone's civil war



- 3) <http://edition.cnn.com/2012/10/08/world/africa/ishmael-beah-child-soldier/> - Ishmael Beah, ex child soldier



- 4) <http://scsl-legacy.ictj.org/timeline-scsl> - Timeline of the Special Court for Sierra Leone



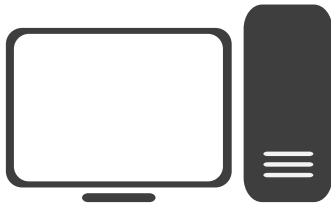
- 5) <http://www.bbc.co.uk/news/world-africa-14094194> - Sierra Leone Profile



- 6) http://www.bbc.co.uk/worldservice/programmes/global_crime_report/investigation/soldiers1.shtml - The child soldiers of Sierra Leone



- 7) <http://www.britannica.com/EBchecked/topic/543356/Sierra-Leone/274792/Civil-war> - The Sierra Leone Civil War



DIGITAL TASKS

COMIC CREATION TASK

TASK DESCRIPTION

In pairs, students will create a comic of at least three pages which explains how the civil war began, how it unfolded and how it ended. Students will research the topics by reading the Key Information and if possible, performing extra research on the internet. (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 communicate the reasons why the Civil War started, how it unfolded and how it ended. 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.

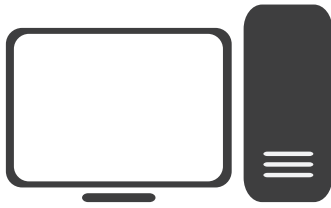
REVIEW

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.

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.

EXTENSION TASK

Students will create one extra page in their comics which describes how Sierra Leone dealt with the issues created by the civil war.



DIGITAL TASKS

IMAGE MAKING TASK



IMAGE MAKING TASK

TASK DESCRIPTION

Students will use Image Editing Software (e.g. GIMP) to manipulate an image to communicate some facts about the Sierra Leone Civil War.

Students will research suitable images. Choosing 1 image, students will edit it and add text to reflect some facts regarding the war e.g. economic costs, human costs, effects on society, etc....

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. Advise students that it is best to try and source medium/large images.
- 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 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.

Taking other students feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their image. This may be completed in the form of a saved document.

LESSON
5.

SOUTH AFRICA

LESSON DESCRIPTION			
<p>The last lesson in the module will be used to inform students about the conflict in South Africa including looking at events up to and including apartheid. The lesson will examine the various key players involved the conflict and look at how South Africa emerged from a troubled period..</p>			
LESSON INTENTIONS		LESSON OUTCOMES	
<ol style="list-style-type: none"> 1. Discuss the reasons why the country's black population were being discriminated 2. Understand the reasons for the establishment of bodies such as the ANC in favour of change 3. Demonstrate objectives 1&2 through digital media 		<ul style="list-style-type: none"> • Students will be able to explain the various social and political reasons that underpin conflict in South Africa • Employ ICT skills to express an understanding of the topic 	
HANDOUTS AND GUIDES	DIGITAL	SOFTWARE	HARDWARE
<ul style="list-style-type: none"> • Lesson 5 Key Information • Video Editing Storyboard • Comic Creation Storyboard 	<ul style="list-style-type: none"> • Suggested Additional Resources 	<ul style="list-style-type: none"> • Comic Creation Software • Video Editing Software 	<ul style="list-style-type: none"> • Whiteboard • PCs / Laptops • Headphones / Microphone

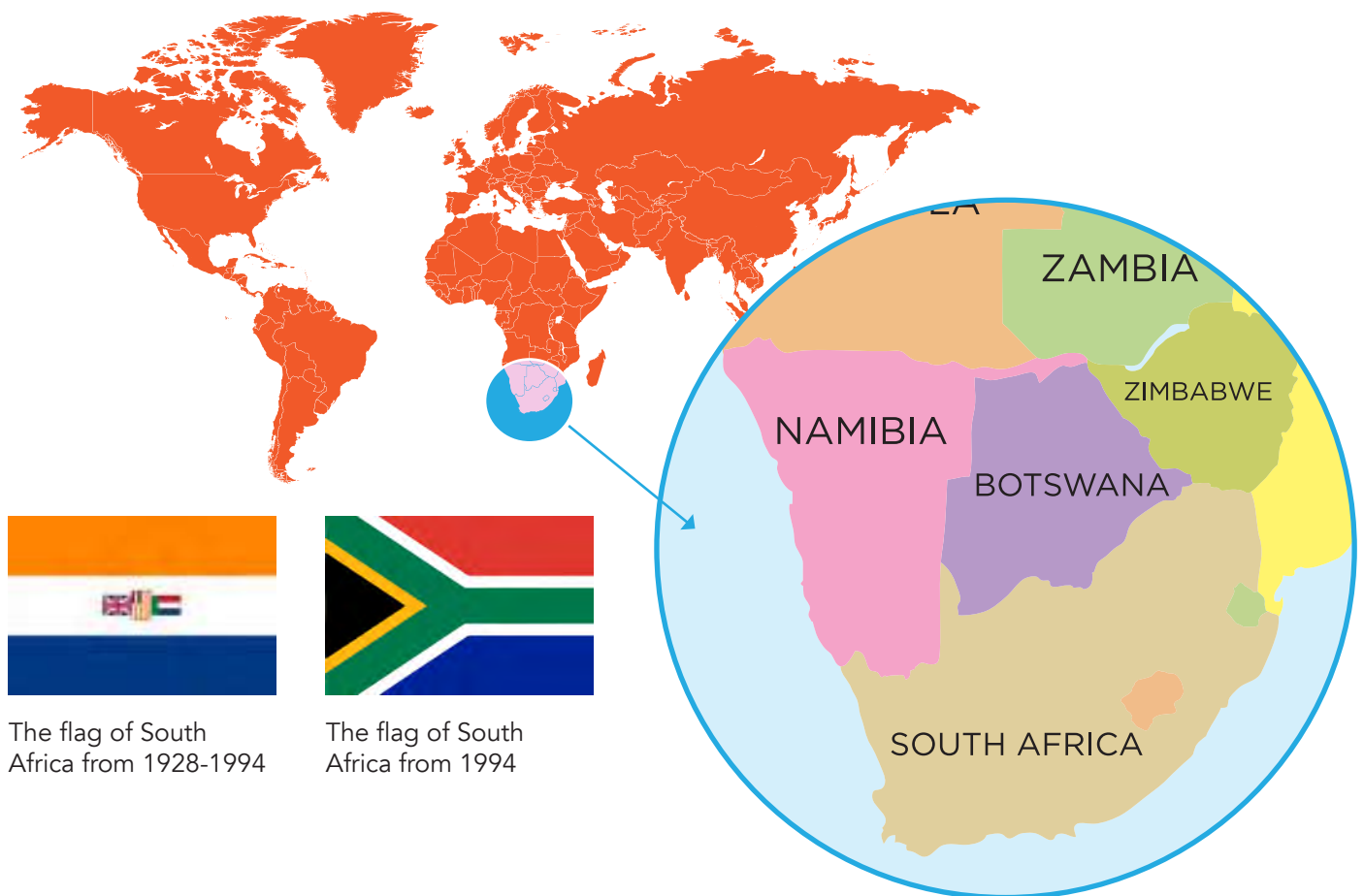
MODULE 6. INTERNATIONAL CONFLICT
5: SOUTH AFRICA

ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play the video clip which explores the life of Nelson Mandela. (See Suggested Additional Resource 1).</p>	<p>The video aims to give students an insight into the wider events of the conflict in South Africa through the actions of Nelson Mandela, one of the country’s most influential leaders</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. 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 active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to 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 factsheet are designed to meet the learning objectives through the pupils understanding and application 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 – Look at how the country has developed and progressed since apartheid was abolished. (see Suggested Additional Resources 5 & 6). How has the country changed, if at all?</p>	<p>The plenary discussion will examine South Africa’s perception in the world and how it has changed since apartheid was removed.</p>

KEY
INFORMATION
5.

SOUTH AFRICA

Covering the southern tip of the African continent, South Africa is one of the world's largest and most ethnically and culturally diverse with over 10 official languages. Coined the 'Rainbow Nation' by Desmond Tutu due to its multicultural make-up, the country consists of a large number of ethnic groups, however most of the country are of black African ancestry. Now seen as a major world power, the country has previously suffered from racial conflict between the black majority and white minority, including the introduction of apartheid in 1948, adding to an on-going theme of racial segregation. Discriminatory laws have been repealed and abolished in recent decades, but not without a persistent and often violent struggle.



The flag of South Africa from 1928-1994

The flag of South Africa from 1994

THE AFRICAN NATIONAL CONGRESS

Originally The South African Native National Congress (formed in 1912), the ANC came into existence in 1923 and became a mass anti-apartheid movement in the mid 40s. Since 1994, the ANC has been the ruling political party in post-apartheid South Africa.

UMKHONTO WESIZWE

On 16th December 1961, Umkhonto weSizwe (Spear of the Nation) was co-founded by Nelson Mandela as the military wing of the ANC. In the wake of the Sharpeville Massacre, some members of the ANC believed that violence was necessary to combat apartheid.

THE PAN AFRICANIST CONGRESS

The PAC was a South African black nationalist movement that was formed on 6th April 1959 by a number of break away ANC members. On 21st March 1960, the PAC organised a protest against 'pass laws' which resulted in the Sharpeville Massacre.

THE BLACK CONSCIOUSNESS MOVEMENT

Led by medical student Steve Biko and formed in the late 60s, BCM was opposed to the traditional white values of apartheid South Africa.

APARTHEID

One of the main issues causing consistent and substantial unrest in South Africa was the introduction of apartheid in 1948 following a general election. Enforced by the National Party, apartheid, which literally meant 'apartness', restricted the rights of the majority black population. During apartheid the minority white population controlled the rule of the country and up until 1971 numerous laws were passed which determined where a person might live, go to school, who they could have a relationship with or what job they could have. Up until the early 1980s, approximately 3.5million non-white South Africans were forced from their homes into segregated areas.

One of the most well known opponents to apartheid was Nelson Mandela who was an active anti-apartheid activist, revolutionary and politician. In 1962 Mandela was arrested and charged with inciting workers to strike and for leaving the country without permission. While he was in custody he was also charged with sabotage and with conspiring to overthrow the government. By 1964 he had been sentenced to life imprisonment.



CONFLICT

Conflict in South Africa is largely based around the theme of segregation with the country's black majority attempting to regain lost rights. Key moments and periods in the country's recent history are detailed below:

1960 – SHARPEVILLE MASSACRE

The Sharpeville Massacre occurred on 21st March, 1960, following a day of demonstrations against 'pass laws', a passport system designed to segregate the population. Between 5,000 and 10,000 black protestors went to a police station in the township of Sharpeville to protest against the laws and offered themselves up for arrest by not carrying their passbooks.

Some sources state the crowd had been acting peacefully while others say they had been attacking the police with stones and had advanced towards the station. South African police opened fire on the protestors killing a total of 69 people, including 51 men, eight women and 10 children while a further 180 were injured. Some of the dead had been shot in the back as they attempted to flee. In solidarity to the people killed in the massacre, Nelson Mandela burned his passbook and rioting broke out across South Africa, leading the government to introduce martial law. In the wake of the Sharpeville Massacre, the South African government banned the anti-apartheid movements **African National Congress (ANC)** and the **Pan Africanist Congress (PAC)**.

1962 – NELSON MANDELA ARRESTED AND CHARGED

An active member of the **African National Congress (ANC)** and a lawyer, Nelson Mandela was repeatedly arrested for so-called questionable activities and, along with the ANC leadership, was unsuccessfully prosecuted for treason in 1961.

In 1962 Nelson Mandela was again arrested and this time charged with a number of offences, including inciting workers to strike. While he was in custody, Mandela was also charged with conspiring to overthrow the government and was sentenced to life imprisonment.

MODULE 6. INTERNATIONAL CONFLICT

5: SOUTH AFRICA



AFRIKAANS

Afrikaans is an offshoot of several Dutch dialects and spoken in South Africa and other African countries including Zimbabwe and Botswana. Although English is the language of less than 10% of the population, it is the language most understood. Afrikaans was seen by many as an oppressive language used by the white authority.



1.))) DISCUSSION

How important was Nelson Mandela in the anti-apartheid movement?

1966 – 1990 – SOUTH AFRICAN BORDER WAR

The South African Border War took place between South African forces, including the **National Union for the Total Independence of Angola (UNITA)**, and the Angolan Government, **South-West Africa People's Organisation (SWAPO)** and their allies. Roots of the conflict emerged following the First World War when South Africa conquered South-West Africa (now Namibia), a country that had been held by the Germans.

When South Africa refused to release ownership of the area, and following its implementation of apartheid policies in South-West Africa, SWAPO became increasingly militant and formed a military wing known as the **People's Liberation Army of Namibia (PLAN)** in 1962. On 26th August 1966, the first clash of the conflict took place when South African Police exchanged fire with SWAPO forces.

The war raged with a number of battles for over two decades while armies from other countries, including Portugal and Cuba, became involved on both sides. When the war ended, Namibia held independence day celebrations on 21st March 1990, which were attended by heads of state, including the recently released Nelson Mandela.

1976 - SOWETO UPRISING

Also known as '16 June' due to the date it took place, the Soweto Uprising was a series of protests organised by high school students, with the support of the **Black Consciousness Movement**, in South Africa in response to the introduction of **Afrikaans** as a teaching medium for schools. Education directors insisted that the language should be introduced in all black schools for the teaching of a number of key subjects.

The country's black population saw Afrikaans as the 'language of the oppressor' and many teaching organisations objected. A strike led by children at Orlando West Junior School in Soweto quickly spread to other schools in the area and a mass rally was organised for 16th June. Between 10,000 and 20,000 black students walked from their schools to Orlando Stadium that morning before being halted by a police barricade.

A crowd of up to 10,000 continued on a different route towards the area of a school singing and waving placards. The police opened fire on the crowd following the alleged throwing of rocks. Official government reports claim only 23 were killed while over 170 are known to have lost their life, with estimates continuing up to 700. Many more people were wounded and injured as a result of the attacks. The aftermath of the uprising established the ANC as a leading figure in the anti-apartheid struggle.

1990 - NELSON MANDELA FREED AND APARTHEID ENDS

During the 1980s, South Africa came under increasing pressure from around the world to end Apartheid. With its global reputation and its economy suffering as a result, the South African government began to repeal many of the laws it had introduced. Nelson Mandela was freed on 11th February 1990 when the new state President, F.W. de Klerk, released all ANC prisoners and legalised the actions of the ANC organisation. Nelson Mandela was elected as ANC Deputy President shortly after his release. Negotiations to end Apartheid carried on between 1990 and 1993 and culminated in South Africa's first multi-racial elections in 1994 ending in the election of Nelson Mandela as the first black President in South Africa's history. Mandela would step down in 1999 following one term as President although remained an influential figure in South Africa until his death on 5th December 2013.

PERSPECTIVES

2. "The native mentality does not allow them to gather for a peaceful demonstration. For them to gather means violence."

Statement from Lieutenant Colonel Pienaar, Commanding Officer at Sharpeville

5. "Through the rejection of Afrikaans we are prepared to break the spine of the whole immoral White Apartheid Empire."

Student leader Khotso S. Seathlolo speaking in 1976

6. "Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world."

Nelson Mandela after being sworn in as president, May 1994

3. "What freedom am I being offered while the organisation of the people [ANC] remains banned? Only free men can negotiate. A prisoner cannot enter into contracts."

Nelson Mandela speaking in 1985, after being offered freedom if he rejected violence as a political weapon

4. "A Black man may be trained to work on a farm or in a factory. He may work for an employer who is either English-speaking or Afrikaans-speaking and the man who has to give him instructions may be either English-speaking or Afrikaans-speaking. Why should we not start quarrelling about the medium of instruction among the Black people as well? No, I have not consulted them and I am not going to consult them. I have consulted the Constitution of the Republic of South Africa."

Punt Janson, Deputy Director of Language Education, speaking ahead of the Soweto Uprising

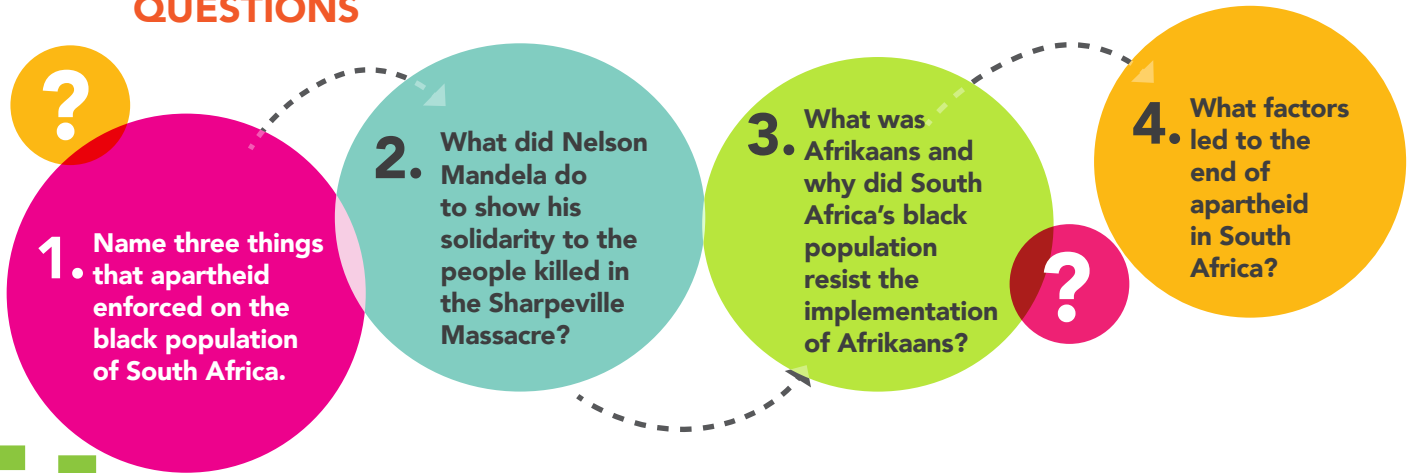
7. "I apologise in my capacity as leader of the NP to the millions who suffered wrenching disruption of forced removals; who suffered the shame of being arrested for pass law offences; who over the decades suffered the indignities and humiliation of racial discrimination."

F.W. de Klerk, former State President of South Africa speaking in May 1997.

1. "We, the people of South Africa, declare for all our country and the world to know: That South Africa belongs to all who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the people."

Opening words of the Freedom Charter compiled by the ANC in 1955

QUESTIONS



EXTENSION ACTIVITY 1:

Examine the role of F.W. de Klerk and complete a short profile of his life in politics. When did he come in to power and what did he hope to achieve? Why did he release all ANC prisoners and legalise the actions of the ANC? Look at Perspective 7 above and take into consideration how his actions would have been viewed across the world.

EXTENSION ACTIVITY 2:

Look at the background to the Afrikaans language and discuss why the black South African population may have viewed it unfavourably. Examine Suggested Additional Resource 5 (below) and understand the position of the white population in South Africa. Do you think it was unfair for Afrikaans to be forced into the South African education system? Explain your answer.

TASK 1

According to reports at the time only 23 people were said to have been killed during the Soweto Uprising however, official reports show that number was much higher (see Suggested Additional Resource 7). Why do you think the government were eager to play down the number killed during the conflict? What impact did the event have on the image of South Africa across the world?

Working in pairs, students will write a news article charting the events of the Soweto Uprising from the perspective on a newspaper based in the UK or Ireland. The article should aim to tell the true story of the events that unfolded. Look at how the event was covered in the international press and how the South African government was represented.

TASK 2








Nelson Mandela emerged as one of the most influential figures in world history following his arrest and jailing. Complete a word cloud in the form of a timeline which charts the life and times of Nelson Mandela.

Explore his early career as a lawyer and his involvement in Communism. Include some of his most famous quotes throughout his life. Your diagram can also include pictures to show his progression from jail to presidency.

ALTERNATE TASK

- Students will be split up according to a dividing factor (e.g. eye colour: Brown and Non Brown). Students in the 'minority' will be moved to the front of the class.
- Split the 'majority' and 'minority' into groups (depending on numbers, four pupils per group).
- Cut the scenarios out from the tasksheet (copy if necessary). Each group will read the scenario and answer the questions.
- When complete, bring the groups back together and discuss their answers to the questions

SUGGESTED ADDITIONAL RESOURCES

- 1.)  <http://www.history.com/topics/nelson-mandela> - A video charting the life of Nelson Mandela
- 2.)  <http://www.bbc.co.uk/news/world-africa-22911431> - Video details the end of apartheid
- 3.)  <http://www.bbc.co.uk/news/world-africa-29546941> - Looking at those still fighting for their land after apartheid
- 4.)  <http://www.bbc.co.uk/news/world-africa-25245264> - Former President de Klerk remembers Mandela
- 5.)  <http://www.bbc.co.uk/news/world-africa-29475977> A look at a South African town where Apartheid still exists
- 6.)  <http://www.theguardian.com/cities/2014/apr/30/cape-town-apartheid-ended-still-paradise-few-south-africa> - Exploring the end of apartheid after 20 years
- 7.)  <http://www.nelsonmandela.org/content/page/timeline> - A timeline of the life of Nelson Mandela
- 8.)  <http://www.sahistory.org.za/topic/june-16-soweto-youth-uprising-casualties> - Official death toll figures from the Soweto Uprising
- 9.)  <http://www.omniglot.com/writing/afrikaans.htm> - Explore the Afrikaans language

TASK FOR THE 'MAJORITY'

After the segregation of the class, the minority will now make decisions for the whole class.

The minority of the class will now make all decisions regarding:

- what time you take lunch at
- who you take lunch with
- who you are friends with
- what work you do
- what areas of the school you are allowed into
- who makes decisions

How does this policy make you feel?

How would you respond to this policy?

How would you try to make a difference?

Create a spider diagram which highlights the feelings that the majority of the class may feel about the minority.

TASK FOR THE 'MINORITY'

After the segregation of the class, the minority will now make decisions for the whole class.

Your goal as the minority, is to make decisions that benefit you and to ensure that you hold onto that decision making power. Think of a list of ways in which you could run your school that benefits you without having to mix with the majority group.

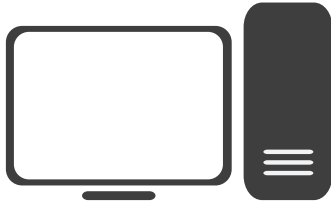
The majority group should not have access to the same standard of equipment or services as you.

How does it feel to have this power?

How do you feel about the majority group?

How would you feel if someone treated you in the same way?

Create a spider diagram which highlights how you think the majority group might feel about the minority group.



DIGITAL TASKS



TASK DESCRIPTION

Students will use comic creation software to create a one page comic which highlights the role of the African National Congress. Research images and information from the internet on the organisation, including what it stood for and the people involved, which will be used in your 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

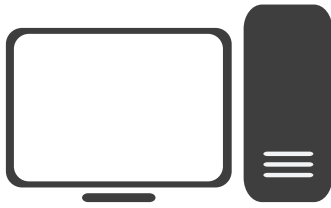
Students will use images and speech bubbles/caption boxes to describe the involvement of people within the party and its overall role within South Africa. Students will use at least 5 images that they have sourced. Students will complete their piece of work by exporting it in a suitable file format (e.g. 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.



DIGITAL TASKS

MOVIE MAKER TASK



TASK DESCRIPTION

Students will create a movie of at least 30 seconds which will portray the main points of apartheid in South Africa. Students will use images from protests and battles to show the role that both the government and police forces had on one side compared to the black population on the other. They will add captions and text to describe what's happening on screen.

PLAN

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 the various tools of the video editing software (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 audio file. This may be completed in the form of a saved document.

QUESTIONS & ANSWERS

LESSON 1 // THE CONFLICT IN NORTHERN IRELAND

1. How do you think the civil rights movement contributed to the start of the Troubles?

Students will review the key information and highlight the reasons why they think the civil rights movement contributed to the beginning of the Troubles. Answers should highlight the increased tension between nationalists and the state (police and government), and the increase in violence following marches and protests. In particular students should highlight the 5th October 1968 as an event which increased tension and violence.

2. At the beginning of the conflict, the British Army found it difficult to fight the PIRA. Explain why this was and question how the tactics used by the British Army contributed to PIRA recruitment.

Students will describe the tactics used by the PIRA and explain why these tactics made it hard for the British Army to fight them. Students will also discuss how the tactics used by the British Army may have contributed to PIRA recruitment; in particular students should describe operations Demetrius and Motorman.

3. The Good Friday Agreement encompassed many of the elements of the Sunningdale and Anglo-Irish Agreements. Despite opposition from extreme republicanism and some unionist politicians, explain why you think the majority of politicians and population of Northern Ireland welcomed the Good Friday Agreement in 1998.

Students will offer their own thoughts as to why the Good Friday Agreement was a 'success' compared to earlier agreements.

4. One of the issues that politicians cannot agree on today is a way to deal with the past. Countries such as Argentina, Chile, Sierra Leone and South Africa have successfully set up Truth and Reconciliation Commissions to investigate wrong doing by participants in conflict in order to help resolve outstanding differences and grievances. Currently, there is no Truth and Reconciliation process for Northern Ireland. Create a table that states the pros and cons of a Truth and Reconciliation Process for Northern Ireland. Analyse your answers in the 'cons' column. Why do you think this process may be difficult for Northern Ireland?

Students will create a table which analyses the pros and cons of a Truth and Reconciliation process for Northern Ireland. Students will then use their answers from the cons column to formulate a theory as to why this process may be difficult in NI. Students' answers should raise the question of ongoing differences being a possible stumbling block.



EXTENSION ACTIVITY 1

Research the period 5th October 1968 to 14th August 1969. Analyse the events and incidents that took place and explain why you think

a) this time period was so volatile and

b) why you think these dates are commonly referred to as the starting date of the Troubles?

a) After researching events from the period, students will explain why they think these events took place and how they affected Northern Ireland.

b) Referring to the start and end date of the time period, students will reflect on these events and question why they are considered so important when analysing the start date of the conflict.

EXTENSION ACTIVITY 2

Many of today's politicians lived through the Troubles, were directly involved in it or are in some way 'victims' of it. Why do you think that many politicians in the current Northern Ireland government disagree on issues relating to the running of the country?

After considering the experiences and backgrounds of many of NI's politicians, students will discuss the reasons why they believe that there are many disagreements between NI politicians. If students have performed research, encourage them to provide examples of some politicians' connections to events of the conflict and why these experiences may influence how they approach issues in NI today.

LESSON 2 // INDIA

1. What did the Muslim League Council hope to achieve when they announced 'Direct Action' and what was the outcome?

Through 'Direct Action Day', the Muslim League Council demanded the creation of Pakistan which would serve as a separate country for Indian Muslims. 'Direct Action Day' resulted in days of rioting between Muslims, Hindus and British Troops in which thousands died.

2. What two states were formed with independence in 1947 and what was the result?

In August 1947, the states of India and Pakistan were formed. The result was a large scale mass migration of up to ten million people. In the riots and low level fighting that accompanied the migration, up to one million civilians died.

3. What event led to widespread protests in Pakistan in 1948?

In 1948, the Government of Pakistan ordained Urdu as the sole national language, sparking extensive protests among the Bengali-speaking majority of East Pakistan.

4. What event sparked the Gujarat Riots of 2002?

The Gujarat Riots (also known as the Gujarat Pogrom) began in February 2002 when an express train was attacked by a Muslim mob. 58 pilgrims returning from the ancient city of Ayodhya were killed in the attack leading to retaliatory attacks against Muslims and riots on a large scale.





EXTENSION ACTIVITY 1

Hindus have long held the views that cows should be protected and cow protection movements became established in the 1870s. Research the rise of cow protection movements and what conflict happened as a result of the action. Why are cows revered in Indian culture? Complete a short profile paragraph on your findings.

After researching the topic, students will explain why cows are revered in Indian culture (the cow is revered as the source of food and symbol of life and may never be killed). Students will also complete a short paragraph on cow protection movements and any conflicts that have arisen as a result of these movements.

EXTENSION ACTIVITY 2

Mahatma Gandhi is perhaps one of the most well known Indian figures of the 20th century who championed the role of peace and the right for Indian independence from British rule. Research Gandhi and his beliefs including what he hoped to achieve and compile a timeline of his life, highlighting some of the major occurrences along the way.

Students will research the life of Mahatma Gandhi and identify key events throughout his life. Using the information they have researched, students will create a timeline.

LESSON 3 // LEBANON

1. Create a diagram which explains how political power is distributed in Lebanon.

Students will create a diagram/table to represent the following information: The President is a Maronite Christian, the Speaker of the House of Parliament is Shia Muslim and the Prime Minister is Sunni Muslim. Other positions of power are distributed among other sects while the constitution also stipulated that seats in Parliament and other areas of power, including main civil service positions, should be split equally among Muslims and Christians.

2. Which two political camps were formed in 2005 and what issues did they disagree on?

In 2005 two political camps formed in Lebanon, one was known as 'March 14' and the other as 'March 8', so-called because of the dates they were formed. The difference between these two camps centered on foreign policy, relations with Syria and defence policy.

3. Analyse how religious, social and political factors can lead to conflict within any given country. Highlight examples from Lebanon in your answer.

Students will use examples from the Key Information to highlight how and why they think religious, social and political factors can lead to conflict.

4. Describe the lasting legacy of conflict in Lebanon.

Students answers should reflect casualties inflicted upon the Lebanese population, remaining threats, changes to political systems, damage to the countries' infrastructure and population movements.

EXTENSION ACTIVITY 1

Research conflicts that have occurred in the Middle East. Draw a map of



the area and make a note of the key conflicts that have taken place in the region. How have these affected Lebanon? See Additional Resource 6 for more information.

From the research students will draw a map of the Middle East region and note down the key conflicts that have taken place. Students will also assess what impact these conflicts have had on Lebanon.

EXTENSION ACTIVITY 2

Research the role of Palestinian immigration in Lebanon. Make a note of major population movements. When and why did these population displacements occur and what affect did they have on Lebanon? Why do you think they chose Lebanon? Explain your answers.

Students will research the major population movements of Palestinians into Lebanon and make a note of when and why these movements occurred. Students will then offer their thoughts as to what impact this immigration had on Lebanon and why these refugees chose Lebanon.

LESSON 4 // THE SIERRA LEONE CIVIL WAR

1. After being restored to office, why do you think Siaka Stevens began to tighten his grip on power?

Students should highlight Siaka's previous experience in office when he was overthrown only hours after being elected. Students may also highlight the apparent fragility of the government at this time highlighting the unrest and number of coup d'états that occurred after the death of Milton Margai.

2. Explain three factors which you believe contributed to civil war breaking out in Sierra Leone.

Reading through the Key Information (and if possible through internet research) students will state and explain three factors which they believe contributed to civil war. Students may highlight the mishandling of the countries resources, corruption, poor economy and poverty as factors in the outbreak of war.

3. State why you believe the Abidjan Agreement failed. Why do you believe the Lomé Agreement led to a peace settlement?

Students should identify the failure of the Abidjan Agreement to be implemented and then explain why they think the Lomé Agreement led to a peace settlement. Students may identify the terms of the Agreement and the willingness of UNAMSIL to implement it.

4. What is the purpose of a Truth and Reconciliation process and how do you think that it helped victims of the civil war?

The purpose of the Truth and Reconciliation Committee was to provide a forum for victims and aggressors during the conflict to tell their stories and help the healing process. Students will offer their thoughts as to why this process helped victims of the civil war.

EXTENSION ACTIVITY

Analysing the timeline of the conflict, describe what you believe was the key turning point in the war which set Sierra Leone on the road to a peace settlement (if possible, perform internet research to gather more information).

Analysing the timeline (and of possible performing extra research on the



internet), students will highlight and describe what they believe was a key turning point which set Sierra Leone on the road to a peace settlement. Students may highlight events such as: the first peace agreement – the Abidjan Agreement – on November 1996, the overthrowing of the AFRC and Kabbah's government being restored, the Lomé Agreement of July 1999 or the work of the UNAMSIL in 2001.

LESSON 5 // SOUTH AFRICA

1. Name three things that apartheid enforced on the black population of South Africa.

During apartheid the minority white population controlled the rule of the country and up until 1971 numerous laws were passed which determined where a person might live, go to school, who they could have a relationship with or what job they could have.

2. What did Nelson Mandela do to show his solidarity to the people killed in the Sharpsville Massacre?

In solidarity to the people killed in the massacre, Nelson Mandela burned his passbook and rioting broke out across South Africa, leading the government to introduce martial law.

3. What was Afrikaans and why did South Africa's black population resist the implementation of Afrikaans?

Afrikaans is an offshoot of several Dutch dialects and spoken in South Africa and other African countries including Zimbabwe and Botswana. South Africa's black population saw Afrikaans as the 'language of the oppressor' and many teaching organisations objected.

4. What factors led to the end of apartheid in South Africa?

The purpose of the Truth and Reconciliation Committee was to provide a forum for victims and aggressors during the conflict to tell their stories and help the healing process. Students will offer their thoughts as to why this process helped victims of the civil war.

EXTENSION ACTIVITY 1

Examine the role of F.W. de Klerk and complete a short profile of his life in politics. When did he come in to power and what did he hope to achieve? Why did he release all ANC prisoners and legalise the actions of the ANC? Look at Perspective 7 above and take into consideration how his actions would have been viewed across the world.

Students will research who F.W. de Klerk was and what role he played during apartheid. Utilising the research, students will answer the questions in the activity in order to provide a short profile of de Klerk.

EXTENSION ACTIVITY 2

Look at the background to the Afrikaans language and discuss why the black South African population may have viewed it unfavourably. Examine Suggested Additional Resource 5 (below) and understand the position of the white population in South Africa. Do you think it was unfair for Afrikaans to be forced into the South African education system? Explain your answer.

Students will detail what the Afrikaans language was and offer their opinion on why it may not have been popular amongst black South Africans. Students will also use Suggested Additional Resource 5 to inform their answer.

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