

Northern Ireland: from the Troubles to the present day

Trame de séquence pédagogique proposée par Céline LEBLANC
Professeur d'anglais au Lycée Emile Loubet à Valence (26)

L'idée de cette séquence est née après avoir participé en tant que professeur à un stage Erasmus+ en Irlande du Nord axé notamment sur la culture nord-irlandaise de 1916 à nos jours. Le stage comprenait non seulement des ateliers et des séminaires à l'attention des professeurs venus de plusieurs pays de l'UE, mais prévoyait aussi de nombreuses visites guidées et excursions (Belfast City Hall, Stormont, Londonderry (visite du Bogside par le fils d'une victime du Bloody Sunday, Guildhall...), Antrim Coast (Giants' Causeway, Carrick-a-Rede, Bushmills...).

Sur leur temps libre, les stagiaires pouvaient visiter par exemple le Musée de l'Ulster ou prendre un « Black Cab » pour une visite commentée des *murals* de chaque côté du « mur de la paix » qui sépare encore aujourd'hui certains quartiers catholiques et protestants, théâtres des fameux « Troubles ». Les stagiaires séjournaient chez l'habitant, parfois dans des familles de confessions différentes au cours du séjour, ce qui a révélé les nombreux paradoxes de la vie quotidienne dans une région en proie à la guerre civile pendant tant d'années. Le séjour s'est terminé par la visite, guidée par un professeur d'histoire protestant, d'un lycée catholique (St Dominic's High School) qui a fait émerger de nombreuses questions sur le rôle que pouvait jouer l'Ecole et l'Education dans le processus de réconciliation, d'où la problématique au cœur de ce projet pédagogique.

Terminales toutes séries générales / Notion dominante = PLACES & FORMS of POWER / Northern Ireland

Project	NOTION(S)	Main domain(s)	Topic	Issue question(s)
#2	PLACES & FORMS of POWER	History & Geopolitics Art	Northern Ireland: from the Troubles to the present day	<i>To what extent can education and heritage work foster reconciliation and mutual understanding in today's N.I.? Should the "Troubles" be forgotten or remembered?</i>

AL de production dominante: IO

IO: discussions et réunions formelles (B2)

<p>Peut participer activement à des discussions formelles habituelles ou non.</p> <p>Peut suivre une discussion sur des sujets relatifs à son domaine et comprendre dans le détail les points mis en évidence par le locuteur.</p> <p>Peut exprimer, justifier et défendre son opinion, évaluer d'autres propositions ainsi que répondre à des hypothèses et en faire.</p>
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IO: Coopération à visée fonctionnelle (ex. discuter pour organiser qqch – maxi visé B2)

<p>Peut comprendre avec sûreté des instructions détaillées.</p> <p>Peut faire avancer le travail en invitant autrui à s'y joindre, à dire ce qu'il pense, etc.</p> <p>Peut esquisser clairement à grands traits une question ou un problème, faire des spéculations sur les causes et les conséquences, et mesurer les avantages et les inconvénients des différentes approches.</p>
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TF (B2)	<p>ROLE PLAY : Board of Education meeting in a non-integrated school (= in a Protestant or Catholic school) Discussing an upcoming school outing. One of the History teachers has suggested a "Troubles" tour of Belfast (Long Kesh / Maze prison, murals tour in a Black cab, Ulster Museum modern history section...).</p>
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11 séances (évaluations comprises)

<p>S#1</p>	<p>General intro : Northern Ireland Quiz (in teams): General info about NI (NI vs. Republic of Ireland): currency / measurements / capital / regime / sports / symbols / cities...</p> <p>The Troubles: one example (Omagh 1998) Prepare listening by watching AP archive with no comment: IRA militant charged with 29 murders in 1998 Omagh car bombing attack https://www.youtube.com/watch?v=TloMMgHQWAo</p> <p>a) Describe what you see b) Prepare 3 questions (= 3 things you're wondering about this footage) c) Share your questions w/ the class</p> <p>Expected answers => listening grid:</p> <table border="1" data-bbox="188 533 1072 631"> <thead> <tr> <th>WHERE</th> <th>WHEN</th> <th>WHO</th> <th>WHAT</th> <th>WHY / WHAT FOR</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>CO: Omagh Bomb - Story Breaking on RTE News, August 1998 - Part 1 https://www.youtube.com/watch?v=Amn0fknG95c (Renamed "BreakingNewsRTE" - stop at 02:15)</p> <p>2 viewings / 2 groups: GP1: Listen and try to answer your questions. GP2: Focus on numbers / figures.</p> <p>EOC / IO: Share your findings</p> <p>HW: Web search Give students a different topic to look into (over the weekend). August 1969 = The Battle of the Bogside 30 January 1972 = Bloody Sunday 21 July 1972 = Bloody Friday 1981 = the Irish hunger strike 1998 = the Good Friday Agreement</p>	WHERE	WHEN	WHO	WHAT	WHY / WHAT FOR						<p>1h</p> <p>CULT landmarks Pour quiz individuel, Cf. https://quizizz.com/ ou https://quizzyourself.com/</p> <p>CO: methodology</p> <p>LEX: devastation: bombing, destruction, shocked inhabitants, destroyed streets, rubble...</p> <p>GRAM (questions)</p> <p>CULT: RUC = Royal Ulster Constabulary, Real IRA / 32 county sovereignty movement</p> <p>LEX: blast, casualties, shattered buildings...</p> <p>Give them keywords only. They should relate them to: WHERE? WHEN? WHO? WHAT? WHY or WHAT FOR?</p>
WHERE	WHEN	WHO	WHAT	WHY / WHAT FOR								
<p>S#2</p>	<p>EOC : Recap // Omagh bombing</p> <p>Understanding the past – Building up knowledge of events (HIST.)</p> <p>IO : Share information + timeline of events (appeler groupes d'élèves dans l'ordre au tableau) Les autres prennent des notes The Battle of the Bogside Bloody Sunday Bloody Friday Irish hunger strike Good Friday Agreement Compare dates: G F Agreement (April 1998) / Omagh bombing (August 1998) => Conclusion (difficult peace process)</p> <p>N.I. in films: unsurprisingly, war pervades Northern Irish culture CO / IO: Main events of the Troubles through films / film trailers Some students watch (small group), while the others only listen. Then they interact to check their understanding.</p> <p>'71 (2015): https://www.youtube.com/watch?v=J-BaKf1Ms4 Bloody Sunday (2002): https://www.youtube.com/watch?v=o6zvb0naOZo Hunger (2008): https://www.youtube.com/watch?v=Mw7WJLZmVF4</p> <p>HW: Take the N.I quiz again (TE) + TASK (for S#4): <i>You would like to spend a year in Belfast for your studies.</i></p>	<p>1h</p> <p>LEX conflict & protest CULT landmarks</p> <p>=> Timeline of the Troubles (source: Ulster Museum, Belfast)</p> <p>civilians wounded vs. injured riot, demonstration, parade, march paramilitaries, armed soldiers hunger strike event(s) peaceful</p> <p>[N.I. in songs: Sunday, Bloody Sunday (John Lennon + U2)]</p>										

	Write down 5 questions you would ask your future host on the phone before coming.		
S#3	<p>IO: Rebrassage quiz (rapide)</p> <p>=> 2 élèves mènent le quiz au tableau (5 premières q° / 5 suivantes) Ils doivent développer leurs réponses (= infos que j'ai rajoutées oralement)</p> <p>Official apology: an important step to come to terms with the past</p> <p>CO: David Cameron's apology after the conclusions of the Saville report June 2010 – Bloody Sunday - A Derry Diary - David Cameron's Apology https://www.youtube.com/watch?v=5e3VxZwjQ7g</p> <p>00:00 => 01:05 Describe what is going on. (WHERE?) What do you expect to see/ hear after the bell rings?</p> <p>01:06 => 02:01 Check your hypotheses. (WHO? WHERE?) WHAT FOR? Bloody Sunday: recap what happened.</p> <p>02:02 => 02:45 L#1: No notes. Focus on repetitions => E.A. ("he finds that") => explain L#2: Now listen step by step. => Repeat or rephrase each of the report's conclusions. What do you expect next?</p> <p>02:45 => 03:28+ (=> stop before Tony Doherty speaks (04:06)) Pay particular attention to the words Cameron stresses. Do you think it is easy for a Prime Minister to deliver such a speech?</p> <p>IO: [B1] TI1 Interview 5min <i>In pairs. You are in front of the Derry guildhall. One of you is a reporter. Right after Cameron's announcement you are interviewing a victim's relative or a survivor of Bloody Sunday to hear their reaction.</i></p> <p>04:06 => end [If time] Tony Doherty's reaction</p> <p>HW: Revise for quick knowledge test (10min) Timeline of events + General info about NI + vocabulary</p>	1h	<p>CULT: the Saville Report / Inquiry (pub. 15 June 2010)</p> <p>Lord Saville (est. 1998 by Tony Blair after campaigns for a 2nd inquiry by families of those killed & injured on Bloody Sunday)</p> <p>Cameron's apology</p> <p>PLACES OF POWER: Derry's guildhall Westminster / H of P</p> <p>LEX: inquiry / official investigation apologize = say sorry an official apology acknowledge the facts take responsibility on behalf of unjustified / unjustifiable / indefensible relatives = family members relieved / satisfied fire / shoot armed / unarmed</p>
S#4	<p>Knowledge TEST (10min)</p> <p>IO - HW S#2 correction : 5 questions</p> <p>Present-day issues (1): living together despite segregation + a hurtful past ("separate identities & separated lives")</p> <p>CO: Al Jazeera report (2007): "Walls of Shame" https://www.youtube.com/watch?v=HZM-OC0p9us</p> <p>Intro (00:00 -> 00:28) 2007 (00:28 -> s'arrêter à 20:57) - Edit => couper certaines interviews Focaliser s/ passages orientés vers la TF (schools, murals...)</p> <p>This TV documentary tackles: - the 1998 Good Friday Agreement & the difficult peace process ("not peace, rather an absence of conflicts") - the fact that children go to different schools - the walls / segregation ("41 deliberate barriers") + the pb of enclaves - the 2002 riots</p>	1h	<p>Stéréotypes / Ce qu'ils s'imaginent sur l'Irl. Du Nord aujourd'hui.</p> <p>Peace walls Murals</p> <p>Keeping wounds open Changing people's mindset</p> <p>CULT : 1690 Battle of the Boyne / William of Orange</p> <p>Unionists vs. Republicans</p>

	<ul style="list-style-type: none"> - the WofO parades (“celebration or provocation, depending on the sides”) - the 12th of July bonfires (“Conflict has found other means of expression”) - the murals (“trying to change people’s mindset”) 		
S#5	<p>Test de CO: end of the documentary = back to Belfast 2016 2016 (21:00 → 25:00 edited = 1’30” / format épreuve BAC)</p> <ul style="list-style-type: none"> - Demolition of the Ardoyne’s wall / Catholic area w/ a history of violence - People re-building it in their own backyards, because they don’t feel safe - “Although sectarianism still exists (...) trying to change the city’s image” <p>Correction du test de connaissances</p> <p>If time: Present-day issues (2): a difficult reconciliation / forgiveness</p> <p>CO: <i>Five Minutes of Heaven</i> (film trailer)</p>	1h	Moving on Forgiving vs. retaliating / getting back / giving tit for tat
S#6	<p>Present-day issues (3): integrated education vs. shared education</p> <p>CO: Introducing integrated education: WISE* Channel: Bridging the gap: Visiting integrated schools in Northern Ireland (Learning World: S5E27, 3/3) *World Innovation Summit for Education (WISE) https://www.youtube.com/watch?v=e9iy9t0omjg</p> <p>00:00>01:01 – Type of doc / context (place & date) / speaker(s) / Topic 01:01>01:58 – Focus on numbers and their referents (2 listenings) 01:58 > end – Further information you can get</p> <p>CE: Introducing shared education: BBC News. Northern Ireland shared education: Minister outlines plans http://www.bbc.com/news/uk-northern-ireland-34270448 Worksheet</p>		<p>To what extent can school education help NI people overcome hatred?</p> <p>LEX : a ‘flashpoint’ area (<i>une poudrière</i>)</p> <p>LEX: inference => the concept of ‘shared education’ => debate in NI over the education systems</p>
HW:	<p>Documents proposés en entraînement à la CO en autonomie (vacances) :</p> <p>DOC1= [B1+/B2] / En rapport avec la partie Ségrégation du cours. Titre donné : “Reconciliation in Northern Ireland slow” [s’arrêter à 1’40”] https://www.youtube.com/watch?v=ezsCM4ogrpo</p> <p>DOC2= [B1+/B2] / En rapport avec la partie Education du cours. Titre donné : “Divided Northern Ireland works to integrate schools” [s’arrêter à 1’33”] https://www.youtube.com/watch?v=oA2EY7QJxQU</p> <p>DOC3= [B1+/B2] / Sujet plus élargi à la croisée des notions ‘Lieux et Formes de pouvoir’ et ‘Espaces & Echanges’ Titre donné: “Northern Ireland faces uncertain future” [s’arrêter à 1’28”] https://www.youtube.com/watch?v=mEcP68g9Kzc Aide : Sinn Fein = nom d’un parti politique nationaliste irlandais</p> <p>DOC4= [B2+] / Plus difficile à cause de l’accent non-standard / à la croisée des notions ‘Lieux et Formes de pouvoir’ et ‘Mythes & Héros’ Titre donné: “Gerry Adams on Thatcher’s death” [durée 1’27”] https://www.youtube.com/watch?v=7bgTPyeiD1o Aide : Gerry Adams a longtemps été le leader du Sinn Fein, un parti politique nationaliste irlandais</p>		<p>Travail facultatif</p> <p>Elèves peuvent rendre un C/R rédigé en français s’ils ont respecté les conditions de l’examen. Mail envoyé via l’ENT [NB : Certains documents dépassent les 1’30” officielles]</p>
S#7	<p>Annoncer TF (S#11)</p> <p>CO rapide: Document in favour of shared education: The Story & Success of Shared Education in Northern Ireland https://www.youtube.com/watch?v=qh-9DB_7Ckg</p>	1h	Prep TF: IO

	<p>CO rapide: Document in favour of integrated education: Fixers UK: Integrated Education (audio jusqu'à 3'55) https://www.youtube.com/watch?v=cyVHaWp20d8</p> <p>The current problem of integrated education: funding cuts & government's choice to support shared education instead (93% of the schooling population)</p> <p>IO – TI2 [B1+]: meeting (short debate) – in groups of 4 / 6 (2 or 3 on either side) Cabinet Ministers vs. Fixers UK, an organisation in favour of integrated education</p>		
HW:	<p>Prepare reading for S#8 (Text questioning shared education) Belfast Telegraph: I have a dream today... but the reality of shared education in Northern Ireland is a nightmare http://www.belfasttelegraph.co.uk/opinion/columnists/steven-agnew/i-have-a-dream-today-but-the-reality-of-shared-education-in-northern-ireland-is-a-nightmare-30014590.html</p>		
S#8	<p>Rebrassage : Revenir s/ les arguments concernant les 2 systèmes</p> <p>IO – TI3 [B1+/B2]:</p> <p>ROLE PLAY #1: group 1 Board of Education joint meeting (non-integrated schools in Belfast). Discussing shared education projects for the school year. Head / 2 teachers from either school / 2 prefects from either school / 2 parents from either school = 13</p> <p>ROLE PLAY #2: group 2 Board of Education meeting in an integrated school in Belfast. Preparing the school's open day Discussing what they could do to make hesitating parents want to enrol their children in the school. Class1 = Head / 2 teachers / 2 (3) prefects / 2 parents = 7 (8) Class2 = Head / 3 teachers / 3 prefects / 2 (3) parents = 8 (9)</p> <p>CE: Text questioning shared education Belfast Telegraph: I have a dream today... but the reality of shared education in Northern Ireland is a nightmare http://www.belfasttelegraph.co.uk/opinion/columnists/steven-agnew/i-have-a-dream-today-but-the-reality-of-shared-education-in-northern-ireland-is-a-nightmare-30014590.html</p>		<p>Prep TF: IO compétence pragmatique (discussions formelles / coopération à visée fonctionnelle)</p> <p>Prep TF: IO – Implication des élèves dans l'évaluation. A chaque fois, le groupe qui ne joue pas travaille sur les critères d'évaluation</p>
HW:	Revise for CE test		
S#9	<p>Test CE: Excerpt from <i>Cal</i> (1983) by Bernard Mac Laverty – Chapter One Exam-type questions to prepare students for mock exam.</p>	1h	Prep TF
S#10	<p>Present-day issues (4): Art & Tourism</p> <p>CO: Art during the Troubles – an exhibition at the Ulster Museum Art of the Troubles: Ulster Museum https://www.youtube.com/watch?v=YhIcTP8AL4 (un peu long => à couper) Garder surtout la partie où on parle du rôle que l'art peut jouer : « very unique perspectives from artists » on this « difficult territory »</p> <p>CO: Black Cab tours of Belfast – promotional clip - Fixers https://www.youtube.com/watch?v=S1tiN-3KbFA</p>		<p><i>To what extent does the promotion of Art during the Troubles help Northern Irish people overcome hatred?</i></p> <p>CULT: Shankill Road</p>
S#11	<p>ROLE PLAY : Board of Education meeting in a non-integrated school in Belfast (Protestant or Catholic school*) Discussing an upcoming school outing. One of the History teachers has suggested a controversial Troubles tour of Belfast (Long Kesh prison, murals tour in a Black cab (on both sides of the "Peace" Wall..., Ulster Museum modern history section...)). * contexte connu à l'avance, afin que les élèves puissent chercher les données culturelles correspondant à « leur » communauté.</p> <p>ROLES (connus au dernier moment): 3 groupes de 7 à 9 Director / Head (1) – leads the discussion</p>		

Teachers in favour (1 or 2) / against (1 or 2), number depends on the class / school subject = open choice
 Parents in favour (1) / against (1)
 Prefects in favour (1) / against (1)

Timeline of the Troubles (photos taken at the Ulster Museum – July 2016)

1963-1965		New Prime Minister Terence O'Neill attempts to improve community relations. Taoiseach Sean Lemass visits Belfast at O'Neill's invitation.
1966		Tensions rise, however, and there are three sectarian murders by the UVF.
1968	5 October	Often seen as the day the Troubles started. Confrontation between police and civil rights protestors in Londonderry draws international attention.
1969	14 August	The British army is placed on active service in Londonderry, and in Belfast the next day.
1971	9 August	Internment (detention without trial) is introduced in an attempt to curb mounting violence. Over three days, 22 people die.
1972	30 January 21 July	The most violent year of the Troubles. 323 civilians, 41 police and 103 soldiers are killed. Bloody Sunday, 14 people are shot dead by British soldiers in Derry. Bloody Friday, 2 soldiers and 7 civilians are killed by Provisional IRA bombs in Belfast.
1973	December	After agreement at Sunningdale on 9 December, the power-sharing Executive first meets on 31 December.
1974	May 17 May	The Ulster Workers' Council strike brings down the power-sharing Executive. 31 are killed by loyalist car bombs in Monaghan town and Dublin.
1976	10 August	Three children are killed in a terrorist-related incident. This sparks the formation of the Peace People.
1979	27 August	The IRA kills 18 British soldiers at Warrenpoint, and Lord Mountbatten and three others at Mullaghmore, County Sligo.

1981	5 May – 20 August	Ten republicans in the Maze prison H-Blocks die on hunger strike.
1985	15 November	The Anglo-Irish Agreement is signed by Prime Minister Margaret Thatcher and Taoiseach Garret FitzGerald.
1987	8 November	11 civilians are killed by a Provisional IRA bomb while attending a Remembrance Sunday commemoration in Enniskillen.
1993	15 December	The Downing Street Declaration offers talks to paramilitaries if they end their campaigns of violence.
1994	31 August	Provisional IRA ceasefire announced.
	13 October	Combined Loyalist Military Command ceasefire.
1998	June	The Good Friday/Belfast Agreement establishes a power-sharing Executive. David Trimble (Ulster Unionist Party) is First Minister and Seamus Mallon (Social Democratic & Labour Party) Deputy First Minister.
	15 August	29 are killed by a Real IRA bomb in Omagh – the worst single incident of the Troubles.
1999	September	The Patten Report recommends radical reforms in policing.
2001	4 November	The Police Service of Northern Ireland replaces the Royal Ulster Constabulary.
2007	May	A new Executive is formed with Ian Paisley (Democratic Unionist Party) as First Minister and Martin McGuinness (Sinn Féin) as Deputy First Minister following implementation of the St Andrews Agreement in October 2006.
Now		The locally-elected Executive continues to govern Northern Ireland

Documentaries:

BBC Northern Ireland Bloody Friday Documentary - Bloody Friday (Belfast) – 59min

<https://www.youtube.com/watch?v=3s1iH3z8EhY>

Bloody Sunday (Derry) – 6'34"

<https://www.youtube.com/watch?v=MOgCLH9Mo60>

John Lennon Sunday Bloody Sunday (with lyrics)

<https://www.youtube.com/watch?v=m0uLfO2ksQQ>

Research article: How is Ulster's History Represented in Northern Ireland's Museums? The Cases of the Ulster Folk Museum and the Ulster Museum

<https://erevues.org/1769?lang=fr>

Video 9'22"

Segregated Education Debate - Hearts & Minds

Democratic Unionist Party
29 Oct 2010

<https://www.youtube.com/watch?v=Q40ufLDMXDo>

DUP Education Spokesman Mervyn Storey appearing on Hearts & Minds alongside a representative of the CCMS to debate the issue of segregated education in Northern Ireland and the call made by DUP Leader Peter Robinson to end the division of children in schools according to their religion.

Video 21'

Divided Histories

Claire de Lune Films

13 May 2015

https://www.youtube.com/watch?v=d_P1oeQ0Ebs

A class of students from American University spend a week in Northern Ireland studying the divided education system, and how schools go about teaching contentious topics (particularly history). This short documentary represents a semester's worth of research.

History Education in the Northern Ireland Curriculum -ALAN McCULLY (28'14")

FOHSTF's channel

3 May 2014

<https://www.youtube.com/watch?v=-EPRBL0BJg>

Alan McCully from the University of Ulster presents on History Education in the Northern Ireland Curriculum. The presentation was part of a conference undertaken by the Corrymeela Community in partnership with Facing History and Ourselves entitled, 'The Past, History Education and Transitional Justice: A learning space reflecting on Northern Ireland'.