



Introduction

Historical Events of the 20th Century project was funded by Peace III and managed by Derry City Council's Heritage & Museum Service. This learning pack has been designed to explore historical events of the 20th Century as they occurred in the North-West. It provides a learning programme to promote cultural identity and shared heritage in the Derry-Londonderry, Donegal, Strabane and Omagh areas.

The units outlined are designed to be upbeat and fun for all ages, to enable learners to engage with abstract events on both a personal and theoretic level. Great care has been taken in the design of this programme to cater for kinaesthetic, auditory and visual learning styles.

Learning Outcomes

By the end of this programme learners will have gained meaningful knowledge of the following four periods of history and how they relate on a local level.



Methodology

These lesson plans have been designed to deliver learning through the following means:

- All age groups and learning styles/ abilities have been catered for through a mix of resources to choose from for each lesson.
- Initial activities will explore the participant's prior knowledge so that any gaps in learning can be filled.
- Visual and Auditory learning styles are catered for through the DVDs which will dramatise the events and encourage personal engagement with the facts presented.
- Quiz sheets and discussion topics will allow for processing and thus internalising of learning.
- The warm up and close down activities will enable participants to get some fun out of their lesson so that they engage with learning in a positive manner.

The Purpose of the Learning Pack

This programme examines historical events of the 20th Century from a cross-border, cross-community perspective as experienced by people living in the North-West. It also allows for some exploration of social causes and concerns such as the role of women, poverty and unemployment, all of which relate to the History and Citizenship curricula.



Who Can Benefit From This Training Pack

This pack can be adapted to suit all age levels from Key Stage 2 (Senior level Primary Syllabus) to Key Stage 3 & 4 (all levels of Secondary Syllabus) to adult learners with a passing interest in local links to historical events.

Curriculum Links

The Units are directly linked with the Northern Ireland and Republic of Ireland Primary and Secondary School Curricula. The activities given can be used as part of the History, Citizenship and English syllabus.

How to use this Pack

This pack can be used either as a complete learning programme looking at all four topic areas or as stand-alone double lesson plans on an individual topic.

Each unit has been designed to be as comprehensive and easy to use as possible and contain two clear lesson plans relating to each learning area, resources, which can be photocopied and links for further learning. There is also a short film on DVD, which is used to illustrate the topic and be used to stimulate discussion.

There are four learning areas covered - each running in chronological order:

- World War I and Easter Rising (*Duration 50-70 minutes*)
- The War of Independence and Partition (*Duration 50-70 minutes*)
- World War II and 1950's (*Duration 50-70 minutes*)
- Civil Rights and Troubles (*Duration 50-70 minutes*)

As mentioned above, lessons can be tailored to either 40 or 50 minutes to suit teacher/facilitator needs. This can be done through allowing more/less time for discussion on related themes.



Unit 1

World War I & Easter Rising

1 Introduction

Facilitator to introduce topic
(5 minutes)

2 Pre-Learning Discussion

(5 minutes)

3 Show DVD

(5 minutes)

4 Film Quiz Sheet

Work in pairs whilst watching
DVD for second time
(10 minutes)

5 Check Answers Discussion Around Themes/Issues

(5 minutes)

6 Worksheets

- Answering questions and preparing presentation
(10 minutes)
 - Group 1 Trenches
 - Group 2 Role of Women
 - Group 3 Battle of the Somme
 - Group 4 Propaganda and Recruitment
 - Group 5 The Easter Rising
 - Group 6 Weapons
- Groups present findings from worksheets
(10 minutes)

7 Feedback and Evaluation

(5 minutes)



Pre-Learning Discussion Topics

- What is the name of the war that we are going to study today?
- List two countries that were involved in this war.
- Name a country that lost this war?
- What happened after this country lost?
- Who/What were the Suffragettes?
- What did the Suffragettes want to happen?
- How did the role of women change during the War?
- When was the Easter Rising?
- What happened in Donegal and Derry after the Easter Rising?



Short Film Quiz

This short drama film is designed to stimulate thought and discussion rather than being a stand-alone learning tool. Events as outlined here are loosely based on fact but are quite fluid in terms of timeline. The reason for this is so they can cover a range of issues worth discussing amongst learners.

- Where is the film set?
 - Who has gone away and why?
 - What religion are both Ciaran and Evelyn?
 - Why do you think people might not have wanted them to be together?
 - What do both Evelyn and Ciaran really want for the future?
 - What big thing does he say is going to happen in Dublin?
 - What does Ciaran want for the future of his country?
 - What happens to Ciaran and Evelyn at the end of the film?
- 

Unit 1: World War I & Easter Rising

Trenches

- Why would you make a trench?
- How would you make a trench?
- What might a trench have smelled like?
- What animals might you find in a trench?
- What might you have had to stand on whilst being in a trench?
- How did the soldiers eat and sleep in the trenches?



*Border Regiment near Thiepval Wood
Battle of the Somme © IWM*



*Soldier from 36th Ulster Division in trench
near Essigny © IWM*

Unit 1: World War I & Easter Rising

Role of Women

- What is the woman in the cartoon looking for?
- How did the role of women change during World War One?
- How do you think the women felt when the soldiers returned from the war?



Munitions Workers Belfast - © Ulster Museum



Londonderry Supply Depot - © Ulster Museum



*Cartoon
© London Illustrated News*

Unit 1: World War I & Easter Rising

The Battle of the Somme

- What do you think might be happening with the men in the field?
- What are the soldiers with the machine gun wearing?
- Why did so many soldiers die during the Battle of the Somme?
- What do you think it might have been like to fight in a battle where so many died?
- Who might be buried in the graveyard in the picture?
- What is the Commonwealth War Graves Commission?



A Vickers Machine gun team wearing anti-gas helmet's Battle of the Somme © IWM



Wiltshire Regiment near Thiepval Battle of the Somme © IWM



Tyne Cot Cemetery Commonwealth War Graves © www.firstworldwar.com

Unit 1: World War I & Easter Rising

Easter Rising

- What is important about the General Post Office in Dublin (see picture)?
- What were the rebels hoping to achieve?
- What do the two images of Countess Markievicz tell us about her?



Postcard Dublin Easter Rising © Derry City Council Heritage & Museum Service © DCC HMS



Countess Markievicz in uniform
© National Museum Ireland



Countess Markievicz
© DCC HMS



Postcard Irish War News
© DCC HMS

Unit 1: World War I & Easter Rising

Weapons

- What kind of injuries do you think these weapons might have caused?
- Were there any new weapons used during World War One?
- What do you think it might have felt like to use these weapons on other people?



*Mark 1 tank of C Company with anti bomb roof
© IWM*



*Store of British Trench Mortar bombs,
Gammecourt, France © IWM*



*Battle of Arras – Machine Gun Corps fire at
German aircraft © IWM*



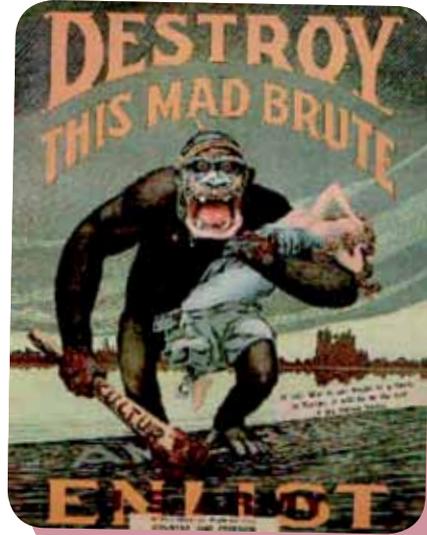
*Battle of Cambrai - C Battalion with captured
German Naval Gun © IWM*

Unit 1: World War I & Easter Rising

Propaganda & Recruitment

The 'Mad Brute' mentioned in the first picture is meant to be the enemy of the British side in World War 1.

- Why do you think they make the enemy look so mean?
- What is the role of the women in the poster opposite?
- What do you think the pig in the last picture was meant to be (Look closely at its funny hat)?
- Why did so many men join up?

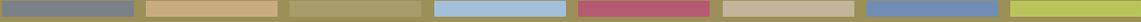




Unit 1: World War I & Easter Rising

Notes





Unit 2

The War of Independence and Partition

1 Introduction

Facilitator to introduce topic
(5 minutes)

2 Pre-Learning Discussion

(5 minutes)

3 Show DVD

(5 minutes)

4 Film Quiz Sheet

Work in pairs whilst watching
DVD for second time
(10 minutes)

5 Check Answers

Discussion Around

Themes/Issues

Why the War/Partition
happened, different needs of
all parties, etc..)

(5 minutes)

6 Partition Debate

- 4 groups – two areas of debate
- Answer Questions
(10 minutes)
- Writing Speech
(10 minutes)
- Delivery of Speech
(10 minutes)

7 Feedback and Evaluation

(5 minutes)





Unit 2: The War of Independence and Partition

Pre-Learning Discussion

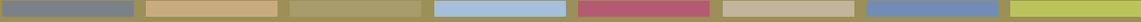
- What conflict are we studying today?
- List two events, which led to the outbreak of this war?
- How long did this war last?
- Who were the main players in this war?
- What was the outcome of this war?
- What was the Boundary Commission?
- Which counties became Northern Ireland?
- Why was the island of Ireland divided up in this way?
- Who benefited from Partition?



Short Film Quiz

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- Where is this film set?
 - What war are the two men fighting in?
 - What side are they fighting on?
 - What religion do you think Samuel might be?
 - What religion do you think Ciaran might be?
 - What is the only reason that Ciaran is fighting in the war on the British side?
 - What does Kitty think of Samuel?
 - Why does Kitty need money?
 - What does Samuel's mother want him to do?
 - What sacrifice does Samuel make at the end of the film?
- 



Unit 2: The War of Independence and Partition

Partition Debate

- Divide into two groups.
 - Group One – Irish Protestants (pre-partition) – favour continued Union with Britain.
 - Group Two – Irish Nationalists (pre-partition) – favour united Ireland or Home Rule.
 - Each group lists five points in favour of their argument.
 - Each group lists five contrary points.
 - Each group comes up with three different compromises, which they are all willing to make which they think will win them what they want.
 - Each group comes up with three different points on which they will never compromise.
 - Each group makes a list of the most suitable counties for Partition and gives three reasons why.
 - Each group must write a short speech outlining:
 - * What objectives they want to achieve
 - * How they want to achieve these
 - * What they are willing to compromise on
 - * What they are not willing to compromise on
 - * What the consequences will be for their own people if they do not get what they want
 - * What the consequences will be for their enemy if they do not get what they want
 - Each group picks one person to read out their speech.
 - Facilitators choose the most convincing argument (look for clarity, all areas covered, passion)
- 



Unit 3

World War II & 1950s

1 Introduction

Facilitator to introduce topic
(10 minutes)

2 Pre-Learning Discussion

(10 minutes)

3 Show DVD

(5 minutes)

4 Film Quiz Sheet

Work in pairs whilst watching
DVD for second time
(10 minutes)

5 Check Answers

Discussion Around
Themes/Issues
(10 minutes)

6 Worksheets

Answering questions and
preparing presentation
(15 minutes)

- Home Front
- War Time City
- Post War Life
- Post War Unemployment

7 Delivering Presentations

(10 minutes)

8 Feedback and Evaluation

(5 minutes)



Pre-Learning Discussion Topics

- When did World War II occur?
 - List two countries that were involved in this war.
 - What is meant by the word 'Allies' (with regard to the war)?
 - Name two countries that remained neutral?
 - What was the 'Luftwaffe'?
 - In which city is Messines Park, Pennyburn?
 - What was rationing about?
 - What foods were rationed?
 - Where did most women work during the war?
 - What things had to be made in factories across the UK?
 - Was there more or less work in Derry-Londonderry in the 1950's (after the war)?
 - How might music have changed in the 1950's?
 - How might the way people dressed have changed in the 1950's?
 - Can you list some changes that took place after the War as part of the new Welfare State?
 - What county beginning with 'D' is on the border of Derry-Londonderry?
- 

Short Film Quiz

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- What happened to Ciaran's home during World War II?
 - List two things, which were very hard to get during the period of rationing.
 - Name one way by which people smuggled things across the Donegal to Derry border.
 - Where did Ciaran go to live when his family were killed?
 - How did people treat him when he went to this new place?
 - How did people treat him when he came back home to Derry-Londonderry in the 1950's?
 - How had Derry-Londonderry changed since he left in 1941?
 - What does Ciaran's girlfriend Violet say that people are always telling her to do?
 - Why does she think that they are wrong?
- 

Home Front

- Why did people have gas masks during World War Two?
- What role did the Local Defence Volunteers play during the war?
- Why were the kerb stones painted white?



Rosemount residents trying on gas masks
© Londonderry Sentinel



Local Defence Volunteers in front of Guildhall
© Londonderry Sentinel



Painting kerbstones Rosemount
© Londonderry Sentinel

War Time City

- What does the image of the warships tell us about the role of Derry's port?

Several hundred local men from both communities joined the 9th (Londonderry) Heavy Aircraft Regiment in 1939. They did not return until 1944.

- Why did so many men join up during the war?
- Why did the Americans use Derry as a base during World War Two?



Warships Derry Quays © DCC HMS



Members of the 9th Londonderry heavy Anti- Aircraft Regiment Clarendon Street © Londonderry Sentinel



US Naval Camp Springtown 1942 © DCC HMS

Post War Life

- Look at the photograph of the new houses in Creggan, how did they help improve peoples lives?
- What were the reactions of the people who moved into these new houses?
- How did the Welfare State help the people of Northern Ireland?



New houses in Creggan © Central Library WELB



Post War Unemployment

- Why did unemployment rise after the War ended?
- Which industry in the city was still very important during the 1950's?
- Why did so many people emigrate to Britain and elsewhere after the war?



Shirt Making City Factory, 1949 © DCC HMS



The Laird's Loch which sailed between Derry and Glasgow carrying migrant workers – © Sam Mitchell



Meeting of the Unemployed Association Derry 1950's – © Philip Cunningham

Notes

Unit 4

Civil Rights and Troubles

1 Introduction

Facilitator to introduce topic
(5 minutes)

2 Pre-learning Discussion

(5 minutes)

3 Show DVD

(5 minutes)

4 Film Quiz Sheet

Work in pairs whilst watching
DVD for second time
(10 minutes)

5 Brainstorming for

Short Role Plays/
Improvisations

(10 minutes)

6 Class Performance of

Role Plays

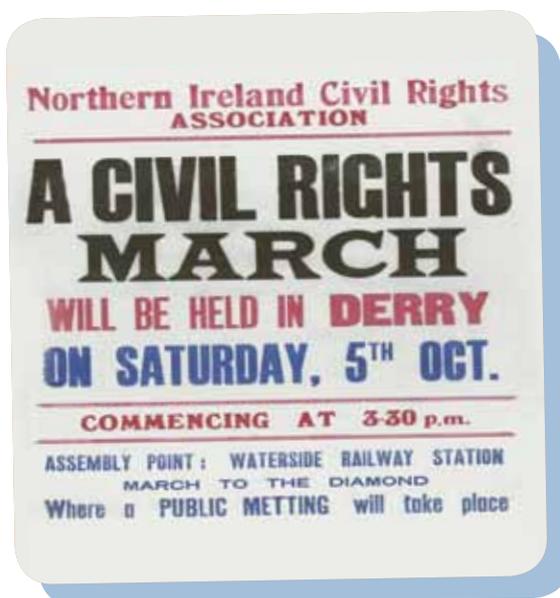
(10 minutes)

7 Short Play

8 Feedback and

Evaluation

(5 minutes)



Pre-Learning Discussion

- What is the name of the two periods of history that we are going to study today?
 - What was the Civil Rights Association hoping to achieve?
 - Which religion(s) did people involved in the Civil Rights Association belong to in Northern Ireland?
 - What might have happened to discourage Protestants from remaining part of the civil rights movement?
 - What is the difference between a protest march and a riot?
 - Which religion was mostly attached to the Civil Rights Association in later years?
 - What year did the Troubles begin?
 - Name three political parties, which were prominent at the start of the Troubles?
 - What did the IRA want to achieve during the Troubles?
 - What did they think the consequences might be if they did not achieve this?
 - What did the Loyalists want to achieve during the Troubles?
 - What did they think the consequences might be if they did not achieve this?
- 

Short Film Quiz

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- What happens to Sam's workshop during the Troubles?
 - What do you think it might have been like for Tommy and Sam if everyone had supported the cause? Give reasons for your answer.
 - What religious background do you think Tommy and Sam come from?
 - What cause does Tommy support?
 - Why does Sam think it is not a good idea for Tommy to be supporting a particular cause?
 - What religion might Tommy's friends be?
 - Do you think Tommy continues to support the cause? Why/Why not?
- 

1968 Civil Rights March Role Play

- Divide Class into four groups.
 - **Group 1** take on Role of Royal Ulster Constabulary
 - **Group 2** take on role of Protestant Civil Right Marchers
 - **Group 3** take on role of Catholic Civil Rights Marchers
 - **Group 4** take on role of Journalists
- Once each group writes up the concerns of their characters, think about the differences in how the people in their group might respond to the conflict (some behaving peacefully, some responding defensively, some might take on the role of leader/negotiator, some might be passive and some aggressive).
- All groups invited to create a role play of a civil rights march, in which marchers will attempt to negotiate and push their way through an RUC Blockade.
- Remember to de-role after each role play and reflect on how actors felt.

Each group to think about what concerns might have been for characters they are playing (eg. Journalists under extreme pressure to get interviews and facts before returning to office, some Protestant marchers may not want to be seen by their employers on television, some RUC officers may be nervous of the peaceful rally getting out of control). – See attached worksheets.



Unit 4: Civil Rights and Troubles

What might be the advantages and disadvantages of being part of the Royal Ulster Constabulary (RUC) during the civil rights period (in particular during a civil rights march)

Advantages	Disadvantages



Unit 4: Civil Rights and Troubles

What might be the advantages and disadvantages of being a newspaper, television or radio Journalist during the civil rights period (in particular during a civil rights march)

Advantages	Disadvantages



Unit 4: Civil Rights and Troubles

What might be the advantages and disadvantages of being a Protestant Civil Rights Activist during the civil rights period (in particular during a civil rights march)

Advantages	Disadvantages





Unit 4: Civil Rights and Troubles

What might be the advantages and disadvantages of being a Catholic Civil Rights Activist during the civil rights period (in particular during a civil rights march)

Advantages	Disadvantages



Unit 4: Civil Rights and Troubles

Favourite Song

- For use of group of 6 or more)

1960's Derry

Characters

Young Protestant Woman (YPW)

Young Catholic woman (YCW)

Bully 1, 2, 3 & 4

Scene 1

A young Protestant woman and a young Catholic woman are working on the production line of a factory. They are chatting, laughing and giggling together. Music plays on a radio in the background. They both hear a song start.

Both: Oh this is my favourite song!
They both laugh.

Scene 2

The young Protestant woman is standing in the queue for the bar in a nite club. Her Catholic workmate bumps into her in the queue. She looks over – recognises her and says 'hello'.

YPW: I didn't know you hung out at this place.

YCW: Oh I love it here.

YPW: Are ye having a good night

YPW: There's a seat! Let's grab it!!

The two women sit down.

They chat for a while about their shoes, make-up etc...

They hear the same favourite song as before.

YCW: Hey, let's dance!

YPW: Great!

They dance (1960's style twist) on the dance floor. They are laughing.

A GROUP OF BULLIES edge in on them and talk to Catholic woman.

Bully 1: What are you doing talking to her?

Bully 2: Yeah she's from the Fountain!

Bully 3: Yeah, she's Protestant. She's a Prod!

YCW: Why does that matter?

Bully 4: Cos she's different!

Both Catholic and Protestant woman

Together: But we have the same song!

End



Unit 4: Civil Rights and Troubles

Notes





Timeline Activity

Introduction

This activity can be used on completion of students learning about the wide range of Historical Events of the 20th Century from a localised perspective.

No.	Date	Description
	1914	
	1968	
	1941	
	1939	
	1921	
	1918	
	1916	
	1972	
	1921	
	1912	
	1922	
	1998	

A Match the following events from the 20th Century to the dates in the table above. Write the correct description beside the dates given.

- The Easter Rising
- The start of World War II
- First Civil Rights March in Northern Ireland
- The Bombing of Messines Park in Derry-Londonderry
- The Partition of Ireland
- Bloody Sunday
- The start of World War I
- The formation of the Ulster Volunteer Force
- The start of the Irish Civil War
- The start of the War of Independence
- The signing of the Good Friday Agreement
- The end of World War I

B Mark the events in the order in which they happened (e.g. 1912 = 1, 1914 = 2 etc) so that you can get a full picture of the timeline.





Answers

1. The formation of the Ulster Volunteer Force (1912)
 2. The start of World War I (1914)
 3. The Easter Rising (1916)
 4. The end of World War I (1918)
 5. The start of the War of Independence (1919)
 6. The Partition of Ireland (1921)
 7. The start of the Irish Civil War (1921)
 8. The start of World War II (1939)
 9. The Bombing of Messines Park in Derry-Londonderry (1941)
 10. First Civil Rights March in Northern Ireland (1968)
 11. Bloody Sunday, Derry-Londonderry (1972)
 12. The signing of the Good Friday Agreement (1998)
- 



Historical Events of the 20TH Century Word Search

NOTE: Learners can use this as a fun activity either before Units on 20th Century (to build knowledge) or after modules (to consolidate learning).

G	A	G	I	E	Y	C	S	R	T	U	N
E	A	S	T	E	R	R	I	S	I	N	G
T	A	I	B	U	D	D	H	M	A	C	O
D	I	N	A	M	M	Y	O	U	A	L	O
H	O	N	R	E	N	B	G	G	E	A	D
B	B	F	K	Y	O	L	G	G	P	U	F
O	U	E	D	P	R	O	L	L	P	D	R
D	T	I	R	A	U	O	E	I	Y	Y	I
H	S	N	O	E	C	D	P	N	M	B	D
I	U	E	N	C	E	Y	E	G	I	O	A
S	D	S	E	I	O	S	W	I	N	M	Y
A	A	E	U	V	F	U	A	S	D	B	A
T	N	A	G	I	E	N	K	O	I	I	G
T	S	W	S	L	N	D	M	N	D	N	R
V	A	A	A	R	E	A	A	M	A	G	E
A	N	W	W	I	A	Y	W	Y	Y	S	E
G	S	V	L	G	R	X	W	A	S	U	M
A	K	E	G	H	T	Z	I	K	M	N	E
B	P	A	R	T	I	T	I	O	N	S	N
B	R	D	A	S	H	C	T	E	I	H	T
I	I	L	C	A	E	L	A	S	L	I	E
E	T	L	E	C	A	M	T	H	E	N	S

CIVIL RIGHTS, EASTER RISING, SMUGGLING,
CLAUDY BOMBING, GOOD FRIDAY AGREEMENT, PARTITION,
IRA, RUC, BLOODY SUNDAY, SINN FEIN, UVF, WWI, WWII,





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Notes

