Lesson Plan: Tolerance

Standards

Established Goals: In a world that is increasingly interconnected, many nations and communities are divided by race, religion, ethnicities and socio-economics. Through the ages, these differences have led to wars, conflict, violence and great suffering. Students will become familiar with the history of Northern Ireland, the religious segregation between Catholics and Protestants, evaluate the current political situation and predict what the future might hold for the region.

National Council for Social Studies Standards:	Transferable Concepts/Links:	Course Connections:
II. Time, Continuity, and Change III. Peoples, Places and Environments IV. Individual Development and Identity V. Individuals, Groups, and Institutions VI. Power, Authority, and Governance IX. Global Connections X. Civic Ideals and Practices	Human Rights, Culture and Civilization, Human Geography, Globalization, Conflict Resolution, Citizenship, Political Science, Patriotism/Patriot, Retaliation, Just Cause, Sociology, Nationalism, Preemptive Strike, Unilateral, Collateral Damage, International Cooperation, Collaboration, Civil Society, Humanitarian Agencies, NGOs (non-governmental organizations).	Global Studies Current Events Geography Economics History Social Studies

Understandings:

People construct knowledge based on their experiences, values and perspectives.

There are positive implications associated with diversity on a national and international level.

Religious differences are a source of controversy and conflict as well as growth and change.

There are historical connections related to government, individuals and social attitudes.

Essential Questions:

Grasp the importance of identity and micro-history within culture and society.

Interpret human existence as valid regardless of traits, traditions and ideals.

Analyze ways in which people's evolving views reflect cultural change.

Adopt strategies used to challenge racism and protect citizens from discrimination and violence.

Examine international documents like the Convention on the Rights of the Child and European Convention on Human Rights.

Consider ways in which ethnic identity and diversity is made visible around the world.

Demonstrate the ability to use interpersonal communication skills to enhance awareness about conflicts as important global issues.

Review the success of international efforts to promote peace in Northern Ireland.

Enable students to synthesize the knowledge they have gained.

Identify ways in which religion is infused into public life.

Students will know:

Human rights vocabulary.

What is being done about the global problem of intolerance?

International documents and the issues they address.

The names of international organizations and non-governmental organizations that are working to help resolve conflicts worldwide.

How to get involved.

Students will be able to:

Respect others through exposure to another way of life different from their own.

Explore opportunities to bring about social change locally and nationally.

Equipment and Materials:

Television

Computer with access to the internet.

Graph for Activity One
'What's Going On?' - Conflict in Northern Ireland. Whether Catholic or Protestant, Northern Ireland's children suffer the effects of religious strife. In this episode, Meg Ryan helps tell their unhappy stories.

Convention on the Rights of the Child
http://www.unhchr.ch/html/menu3/b/k2crc.htm

Activity 1:

1. Write the word 'Religion' on a large piece of paper or on the board. Ask students to think of everything they notice in everyday life that is connected with religion. Examples could include churches, synagogues, mosques, religious television shows, religious music, religious jewelry, etc.

2. Ask students what characteristics they notice about their communities that is reflected through religion in their society. Answers might be: diversity, freedom of choice, large populace identify with a single group, relationship between religion and politics.

3. Write the following questions on a graphed piece of paper (see attached for example - **ADD LINK TO HANDOUT**). Tell the students you will read a series of statements. First ask the students to raise their hands if they agree with the statements. Pause and ask the students who disagree with the statement to raise their hands. Pause and ask the students who are undecided to raise their hands. Remind the students that they can only chose one response per statement. Record student answers.

In this country, there are a lot of different religions.
Religious institutions do a lot of good for society.
Some religions are favored over others.
People who do not belong to a mainstream religion are looked down upon in your society.
Most people in your community don't know much about religions other than their own.
People of different religions can be friends.
People of different political groups can be friends.
People are uncomfortable talking about religion.
People are uncomfortable talking about politics.
Some religions are right and some religions are wrong.

When the survey is finished tally the responses. Ask students why they voted the way they did. Invite comments and discussion about the activity.

Activity 2:

1. Ask students what they know about the conflict in Northern Ireland, the tensions between the two groups, and the reasons they have clashed violently in the past. Track responses on the board or on chart paper.

Give students a brief background on the conflict:

Geography

The roots of the conflict in Northern Ireland run very deep and go back hundreds of years. Ireland, which is predominantly Catholic, was ruled by England a Protestant country. A war for independence was very complex and violent. In fact, the famous U2 song "Sunday, Bloody Sunday," refers to a day during the Irish War of Independence (1920-1921), which led to the deaths of more than 30 people. Faced with a violent resistance, the British offered Ireland limited government. Eventually, six northeasterly counties where the Protestant minority was concentrated remained part of the United Kingdom. The remaining 26 counties gained independence as the Irish Free State and are known today as the Republic of Ireland. However, Northern Ireland continued to be torn by violence between the Catholic minority (45%) called "Nationalists" and the Protestant majority known as "Unionists." The Irish refer to this period of suffering as "The Troubles."

The conflict spread to the United Kingdom where the Irish Republican Army (IRA) bombed civilian targets and carried out assassinations. In 1972 the British Government shut down Northern Ireland's local parliament and ruled the region directly. Efforts to bring about peace culminated in the 1998 Belfast Agreement, which restored self-rule based on a power sharing arrangement between the Protestants and Catholics. Although centuries of hate are not so easily erased and tensions continue, the two communities are looking to the future, as peace brings increased prosperity.

http://encarta.msn.com/encyclopedia_761571415/Ireland_Northern.html
http://www.bbc.co.uk/history/recent/troubles
http://www.washingtonpost.com/wp-srv/inatl/longterm/nireland/timeline.htm
http://www.pcr.uu.se/database/conflictsummary.php?bcID=131
http://en.wikipedia.org/wiki/northern_ireland

Activity 3:

1. Hand out copies of the United Nations Convention on the Rights of the Child. In 1989, world leaders decided that children under 18 years of age often need special care that adults do not. The Convention is the first legally binding international instrument to incorporate a full range of human rights such as civil, cultural, economic, political and social rights for children.

The Convention is an international document negotiated by Member States at the United Nations. Every Member State of the United Nations has ratified (or adopted) the treaty except the United States and Somalia, who have only signed it.

The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

Madeline Albright, the United States ambassador to the United Nations, signed the Convention in 1995. However, the United States Constitution requires that such documents receive a two-thirds approval by the Senate to be adopted. There are some articles in the Convention that the US Senate has yet to come to an agreement on.

Ask Students:
What is the difference between ratifying and signing a treaty?
Why do you think the United States has not adopted the Convention?

Answers can include:
a. Signing does not create a binding legal obligation but does demonstrate the State's intent to examine the treaty domestically and consider ratifying it. Ratification signifies an agreement by the state to be legally bound by the terms of the treaty.

b. Some US legislators feel that the provisions or certain articles of the Convention could interfere with the role of parents in their children's lives.

The Convention is the most widely supported international treaty because nations, organizations and individuals realize that the future of humanity is in the hands of our children.

2. Share these facts with your students:

   Catholics and Protestants in Northern Ireland are isolated from each other and live in separate areas.
   Northern Ireland is the poorest region in the United Kingdom; 13,000 people were homeless in 2001.
   Shootings of children as a punishment, as well as brutal assaults, were prevalent in Northern Ireland.
   An estimated 40,000 people were physically injured during the conflict.
   Between 1969 and 2003, 274 children under the age of 17 died.
   36% of all those killed were children and young people.
The overwhelming majority of those killed lived in areas that have high levels of deprivation and poverty.
   Between 1991 and 1997, 120 young people were shot (usually in the kneecaps) and 234

assaulted by paramilitaries.

55% of the population in Northern Ireland is Protestant, 45% is Catholic.

http://www.unhchr.ch/html/menu3/b/k2crc.htm

b. The Durban Conference of 2001 was held from 31 August until 8 September. The "World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance," dealt with unfair treatment of one group against another.
http://www.un.org/works/campaigns/wcar1.htm

c. The Council of Europe signed the European Convention on Human Rights in 1950 that was successively amended. The Convention upholds the dignity, liberty of people irrespective of situations. Its reaffirms the profound belief in fundamental freedoms which are the foundation of justice and peace in the world and are best maintained on the one hand by an effective political democracy and on the other by a common understanding and observance of the human rights upon which they depend. http://www.hri.org/docs/ECHR50.html

d. The UK Human Rights Act is committed to furthering the rights and freedoms guaranteed under the European Convention on Human Rights and to make provision with respect to holders of certain judicial offices that become judges of the European Court of Human Rights. http://www.opsi.gov.uk/ACTS/acts1998/19980042.htm

5. Ask Students, should freedom of religion be an international human right? What are the arguments for securing it as an international human right? What might the counter arguments be?

Note to teacher: Students should hold onto their copies of the Convention for further use during other "What's Going On?" lesson plans. It is recommended that you have students use the following initials next to each article that is violated for each topic they learn about from the "What's Going On?" series. (Child Soldiers (CS), HIV/AIDS (AIDS), Refugees (RF), Child Labor (CL), Landmines (LM), Girl's Education (GED), Indigenous People (IP), Northern Ireland (NI), Poverty in America (PA), Street Children (SC).

Activity 4:

1. Screen the documentary *What's Going On? Conflict in Northern Ireland.* Whether Catholic or Protestant, Northern Ireland's children suffer the effects of religious strife. In this episode, Meg Ryan helps tell their unhappy stories.

2. Ask students to site the challenges Mark, Grace and Colin face. Ask students to respond emotionally to the experience of the young people in the film.

3. Ask students to imagine what it might be like to live as one of the characters in the film. What would their challenges and fears be?

Activity 5:

1. Write a response to the lesson's focus questions: Why should it be a global priority to prevent and help solve conflicts among religious and ethnic groups?

2. Have students read the personal stories of Mark, Grace and Colin. Ask students to respond to the question: What would you do if you were in these kid's situation?

3. Research and report on the work of NGO's that are working to promote tolerance. (See NGOs Below).

4. Students should be able to form their own groups and contribute to the global effort to promote tolerance. Divide students into groups of 3-5 and have them come up with the following:

1.   A group name and logo.
2.   The group's mandate and mission statement.
3.   Long and short term goals for the group .
4.   Other organizations to collaborate with .
5.   Come up with a PR campaign to inform the school and public about their organization.

Learn More

Websites:

UN Works
http://www.un.org/works/campaigns/wcar1.htm

The Unlearning Intolerance Seminar Series
http://www.un.org/Pubs/chronicle/2005/webArticles/un_seminars2.html

CAIN Web Service
http://cain.ulst.ac.uk/

The Irish Times
http://www.ireland.com/

Northern Ireland Office
http://www.nio.gov.uk/index.htm

Northern Ireland: MSN Encarta
http://encarta.msn.com/encyclopedia_761571415/Northern_Ireland.html

BBC
http://www.bbc.co.uk/history/recent/troubles/index.shtml

Belfast Exposed Photography
http://www.belfastexposed.com/

Belfast Riots video
http://encarta.msn.com/media_461546445/Belfast_Riots.html

The Northern Ireland Human Rights Commission
http://www.nihrc.org/

Articles

Ireland's Troubled History
http://www.washingtonpost.com/wp-srv/inatl/longterm/nireland/overview.htm

Hope in Northern Ireland
http://www.pbs.org/wnet/religionandethics/week849/commentary.html

Northern Ireland's Peace Efforts
http://www.pbs.org/wnet/religionandethics/week103/cover.html

Breaking down the Enmity: Faith and Politics in the Northern Ireland Conflict. (book reviews): An article from: Journal of Ecumenical Studies
http://www.amazon.com/gp/product/B00097U6WQ/sr=1-24/qid=1156282071/ref=sr_1_24/102-7197679-9674501?ie=UTF8&s=books

Guardian Unlimited Special Report: Northern Ireland
http://www.guardian.co.uk/Northern_Ireland

CNN.com: Conflict and Hope in Northern Ireland
http://www.cnn.com/SPECIALS/2000/n.ireland/

The IRA and Sinn Fein

http://www.pbs.org/wgbh/pages/frontline/shows/ira/

Disarming Northern Ireland
http://www.washingtonpost.com/wp-dyn/world/issues/northernireland/

Northern Ireland: Peace Process
http://observer.guardian.co.uk/nireland/

The Bitter Border
http://www.msnbc.com/news/536604.asp?0nm=N349&cp1=1

Books

Making Sense of the Troubles: The Story of the Conflict in Northern Ireland, David McKittzick and David McVea.

Northern Ireland: Conflict & Change, Jonathan Tonge.

Northern Ireland and the Divided World: The Northern Ireland Conflict and the Good Friday Agreement in Comparative Perspective, John McGarry.

Policing Northern Ireland: Conflict, Legitimacy and Reform, Aogan Mulcahy.

Northern Ireland: The Politics of War and Peace, Paul Dixon.

People Power: The Role of the Voluntary and Community Sector in the Northern Ireland Conflict, Feargal Cochrane and Seamus Dunn.

The Northern Ireland Conflict: Consociational Engagements, John McGarry and Brendan O'Leary.

Identity, Ideology and Conflict: The Structure of Politics in Northern Ireland, John Daniel Cash.

Caught in Crossfire: Children and the Northern Ireland Conflict, Ed Cairns.

New Perspectives on the Northern Ireland Conflict, Adrian Guelke.

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Films:
A Prayer for the Dying (1988) Director: Mike Hodges
A Sense of Loss (1978) Director: Marcel Ophuls
Acceptable Levels (1983) Director: John Davies
Bloody Sunday (2001) Director: Paul Greengrass
Bogwoman (1999) Director: Tom Collins
H3 (2001) Director: Les Blair
Hidden Agenda (1990) Director: Ken Loach
High Boot Benny (1993) Director: Joe Comerford
Hostage (1984) Director: Aisling Walsh
Maeve (1981) Director: Pat Murphy
Mickybo and Me (2005) Director: Terry Loane

Resurrection Man (1997) Director: Marc Evans
The Boxer (1997) Director: Jim Sheridan
The Crying Game (1992) Director: Neil Jordan
The Devil's Own (1997) Director: Alan J. Pakula
Titanic Town (2000) Director: Roger Michell

Radio:

Northern Ireland Assembly, Working with Past Antagonists
http://www.npr.org/templates/story/story.php?storyId=1007119
July 4, 1998 · Danny talks with two members of Northern Ireland's new Assembly, Alex Maskey of Sinn Fein, and Billy Hutchinson of the Progressive Unionist Party, about the inaugural session of the assembly and what it's like for past antagonists to work together for an Irish future.

N. Ireland, Push for Settlement
http://www.npr.org/templates/story/story.php?storyId=1035831
April 9, 1998 · Robert talks with NPR's Michael Goldfarb, who is reporting from Stormont Castle in Belfast, where British and Irish prime ministers are making a
final push for a settlement of the Northern Ireland conflict.

Prisoners Released Under Terms of N. Ireland Peace Agreement
http://www.npr.org/templates/story/story.php?storyId=1081189
August 26, 2000 · Host Jacki Lyden speaks with Suzanne Rogers of the Belfast Telegraph about new violence in Northern Ireland. Three people were killed this
week in attacks between rival Protestant militia groups. Prisoners released under terms of Northern Ireland's peace agreement are returning home, seeking a cut of the drug trade or simply vengeance.

Northern Irelans, Peace Threatened http://www.npr.org/templates/story/story.php?storyId=1054254

Ireland History
http://www.npr.org/templates/story/story.php?storyId=1035296

Religious Conflict in North Ireland
http://www.npr.org/templates/story/story.php?storyId=1076336

Ireland's Holy Wars
http://www.npr.org/templates/story/story.php?storyId=1140074

Northern Ireland Leaders Win Noble Peace Prize
http://www.npr.org/templates/story/story.php?storyId=1023852

Ireland Peace Process
http://www.npr.org/templates/story/story.php?storyId=1050651

New N. Ireland Cabinet Holds First Meeting
http://www.npr.org/templates/story/story.php?storyId=1067329

Disarmament Monitor: I.R.A. Weapons Destroyed
http://www.npr.org/templates/story/story.php?storyId=4864376

IRA Apology
http://www.npr.org/templates/story/story.php?storyId=1146769

The Future of the IRA
http://www.npr.org/templates/story/story.php?storyId=4535775

Northern Ireland Accord
http://www.npr.org/templates/story/story.php?storyId=1001574

Analysis: Summit President Bush and Prime Minister Tony Blair are Holding in Northern Ireland

http://www.npr.org/programs/morning/transcripts/2003/apr/030407.poggioli.html

Irish Spy May Hurt N. Ireland Peace Process
http://www.npr.org/templates/story/story.php?storyId=5061878