


BICYCLES, BARRACKS AND BANDOLIERS

Suggested Activities

Troubles posters - observations and interpretations

Notes to Teachers

These learning resources encourage pupils to evaluate two internment posters. First through observation, then after reviewing the historical context, through interpretation. The posters are used as a vehicle to help pupils develop a deeper understanding of the causes and effects of internment. These activities help develop critical thinking skills and understanding of different perspectives. Tasks can be completed by pupils individually or in pairs. Where a class discussion and teacher input is required this is marked with a .

The activity set finishes with a concluding task, *task 4*, that supports pupils to evidence their learning across the theme.

Resources required:

Task 2: whiteboard or computers with internet access.

Curricular Links

Learning Areas: KS3 History, Art & Design, Local & Global Citizenship

KS3 History

- *Knowledge, Understanding and Skills*
 - Developing critical thinking skills
 - Understanding of different perspectives and interpretations
- *Key element:* Media Awareness
 - Critically investigate and evaluate the power of media in their representation of a significant historical event

KS3 Art & Design:

- *Knowledge, Understanding and Skills*
 - Evaluating and appreciating other's work through discussion and reflection
- *Key element:* Cultural Understanding
 - Explore the diversity of various cultures that are expressed through Art & Design

KS3 Local & Global Citizenship:

- *Key concept:* Diversity & Inclusion
 - Investigate ways in which individuals and groups express their identity

Learning Outcomes:

- Show deeper artistic understanding by thinking critically and flexibly, solving problems and making informed decisions
- Communicate effectively in oral format, showing clear awareness of audience and purpose

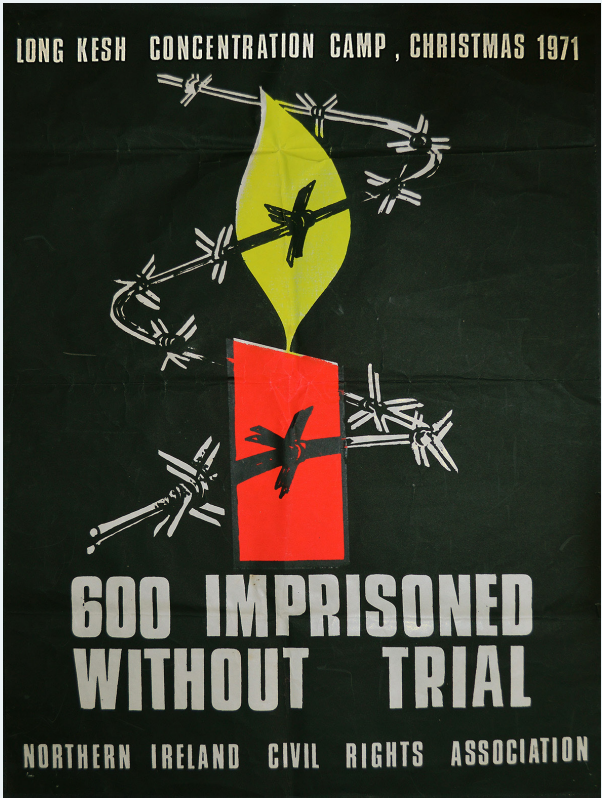
Key Skills and Personal Capabilities

- Managing information, Self management

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Task 1: Review the posters

1. Look at the posters above or on the website <http://policehistoryni.com/ruc-internment.html>.
2. Take each poster in turn and notice the colour, size and position of the objects and text in each image.
3. Make a table for each poster and list the different elements included in each poster. Describe the size position and colour of each object i.e.

Poster 1

elements	colour	size	position	meaning
Background	black	n/a	n/a	
Foreground				
- Lit Candle	Yellow & red	large	centre	
- Barbed wire	Black & white			

4. What additional information would you need to interpret these posters? Discuss with the class any questions you have.

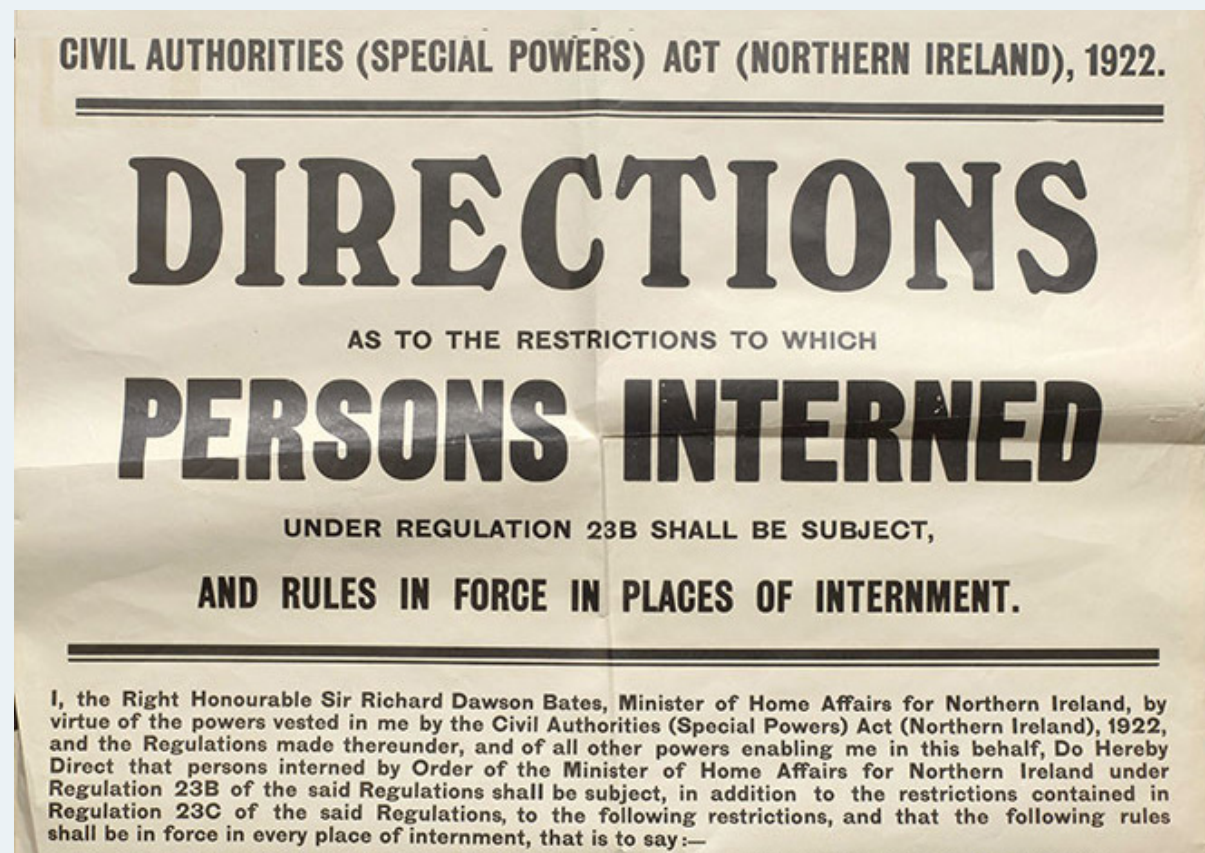
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These posters were published by separate organisations at different times and concern internment. The CAIN website (<http://cain.ulst.ac.uk/events/intern/sum.htm>) defines internment as:

“Internment refers to the arrest and detention without trial of people suspected of being members of illegal paramilitary groups. The policy of internment had been used a number of times during Northern Ireland’s history. It was reintroduced on Monday 9 August 1971 and continued in use until Friday 5 December 1975. During this period a total of 1,981 people were detained; 1,874 were Catholic / Republican, while 107 were Protestant / Loyalist.”



Task 2: Understanding Internment

1. Read **Civil Authorities Special Powers Act**
<http://policehistoryni.com/civil-authorities-special-powers-act.html>
2. Why was internment introduced in 1922?
3. Read **Anti-internment posters**
<http://policehistoryni.com/ruc-internment.html>
4. Watch **BBC GCSE Bitesize Video - Internment for suspected terrorists**
<http://www.bbc.co.uk/education/guides/z3qx6sg/video>
5. Why was internment introduced in 1971?

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Task 3: Interpret the posters meaning

1. Now you know the historical context, can you interpret the meaning of the different elements in each poster? Add the meaning into your table.

2. Use the information in the tables to describe the reasons these posters were made, the message and the intended audience for each poster.



3. Compare and contrast the use of text and imagery in each poster. Discuss your findings with the class.

Task 4: Internment: success or failure?

1. Reviewing your work in *tasks 1 - 3*, do you think internment was successful? Give reasons for your answer.

Links

- CAIN: Summary of internment
<http://cain.ulst.ac.uk/events/intern/sum.htm>
- BBC News: Internment - methods of interrogation
http://news.bbc.co.uk/1/hi/programmes/uk_confidential/1731567.stm
- BBC News: Army warns against internment
http://news.bbc.co.uk/1/hi/programmes/uk_confidential/1717422.stm
- BBC Witness: Internment
<http://www.bbc.co.uk/programmes/p023zx1c>
- BBC Education: Introduction of internment
<http://www.bbc.co.uk/education/clips/zbdy4wx>
- CAIN: Compton report into allegations of physical brutality ...
<http://cain.ulst.ac.uk/hmsa/compton.htm>
- CAIN - NAI documents: Fr Denis Faul and Fr Raymond Murray on torture ... [and] case against internment
http://cain.ulst.ac.uk/nai/1972/nai_TSCH-2003-16-478_1972-nd.pdf