

English attitudes towards Ireland

Detecting bias

by

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About this unit

<p>ABOUT THE UNIT This unit serves as an introduction to the study of Ireland through considering English attitudes to Irish people.</p>		
<p>WHERE THE UNIT FITS IN This unit serves as an introductory lesson to studying Ireland in the 20th and 21st centuries and should help to raise questions about events during the past 30 years. At KS3 it could be integrated into the QCA scheme Divided Ireland: why has it been so hard to achieve peace in Ireland. Alternatively, The Ireland in Schools programme has a KS3 unit called The Easter Rising and Beyond. The unit could also serve as an introduction to the SHP Modern World Study on Northern Ireland.</p> <p>It must be stressed that an understanding of contemporary issues in Ireland really needs to be set in a long term context and it is recommended that pupils have previously studied units related to Medieval towns: Dublin, Beaumaris and Birmingham; the Norman Invasion of Ireland; Battling for Ireland - Drogheda and the Boyne; The Irish Famine.</p>		
<p>PRIOR LEARNING It is helpful if the children have: studied links between England and Ireland prior to the 20th century - unless this is to be developed after this exercise. analysed cartoon/film sources analysed sources for bias.</p>	<p>VOCABULARY In this unit, children will have opportunities to use: Bias Prejudice Stereotype.</p>	<p>RESOURCES Film: <i>In the Name of the Father</i></p>
<p>EXPECTATIONS At the end of this unit Most children will have analysed cartoon sources; analyse their responses to received information and have raised questions in a class discussion on the basis of this.</p> <p>Some children will not have made so much progress and will have found some information in cartoons; made some attempt to analyse their responses to received information with help and have raised at least one question on the basis of this.</p> <p>Some children will have progressed further and will have fully analysed information in cartoons and their responses to received information, using their own knowledge to support this and have raises a range of key issues in a class discussion.</p>		
<p>LEARNING OBJECTIVES Children should learn</p> <p>to evaluate and reach conclusions about the images of Irish people shown in cartoon sources.</p> <p>to consider how and why the Guildford Bombing has been subsequently re-interpreted.</p> <p>to communicate their knowledge through writing and discussion.</p>	<p>POSSIBLE TEACHING ACTIVITIES</p> <p>How have people developed their opinions of Ireland and the Irish? Step 1 - Pupils write down their images of Ireland. After this they think about where they got these images from.</p> <p>Step 2 - Pupils annotate cartoons showing stereotype images of Irish people and analyse the images which they give.</p> <p>What does this Guildford Bombing tell us? Step 1 - Pupils watch the opening 2-3 minutes of the film <i>In the Name of the Father</i>, together with an extract from the Sunday Times Magazine and write down their immediate thoughts. Brainstorm ideas they have written as a class.</p> <p>Step 2 - Pupils read background summaries of the Guildford Four who were accused of the bombing and decide if this confirms or questions their original thoughts.</p>	

<p>to evaluate interpretations</p>	<p>Step 3 - Pupils find out when happened when the people were arrested and decide if their trial may have been affected by stereotype images. Discuss ideas to steps 2 and 3 as a class.</p> <p>Step 4 - Pupils are given information indicating that there had been a miscarriage of justice. They reconsider their thoughts about the Guildford Four and what this suggests about stereotype images. Discuss ideas as a class.</p> <p>Step 5 - Pupils reflect on how and why their perceptions changed during the course of this activity and use this to contribute to a class discussion.</p> <p>Optional - extra exercise</p> <p>How does the film <i>In the Name of the Father</i> represent their fate? The class could be shown selected extracts of the film e.g. the trial scene and suggest aspects which could have been based on fact/artistic licence, together with evidence which they would use to evaluate it.</p>
<p>LEARNING OUTCOMES Children</p> <p>evaluate and reach conclusions about the images of Irish people shown in cartoon sources.</p> <p>consider how and why the Guildford Bombing has been subsequently re-interpreted.</p> <p>communicate their knowledge through writing and discussion.</p> <p>evaluate interpretations</p>	<p>POINTS TO NOTE</p> <p>English generally.</p> <p>Citizenship developing pupils skills, knowledge and understanding of legal and human rights developing pupils skills, knowledge and understanding of the importance of the media (film, cartoons etc) in developing images. developing pupil’s ability to express and justify orally and in writing a personal opinion relevant to a topical political/social issue/event developing pupil’s ability contribute to class discussions and reflect on topical social problems and events.</p> <p>PSMC Promoting pupils moral development through considering the viewpoints and values promoted through media images , together with their impact.</p> <p>Differentiation - this will be through outcome. Where appropriate activities could also be undertaken in pairs to provide peer support.</p> <p>This contributes to Eng e.g. Speaking and listening 4c appreciate how structure and organisation of scenes and plays contribute to dramatic effect de valuate critically performances that they have watched.</p>

1. Your ideas about people who live in Ireland

Task 1

Write down your perceptions of Ireland.

Task 2

Suggest where you got your perceptions from

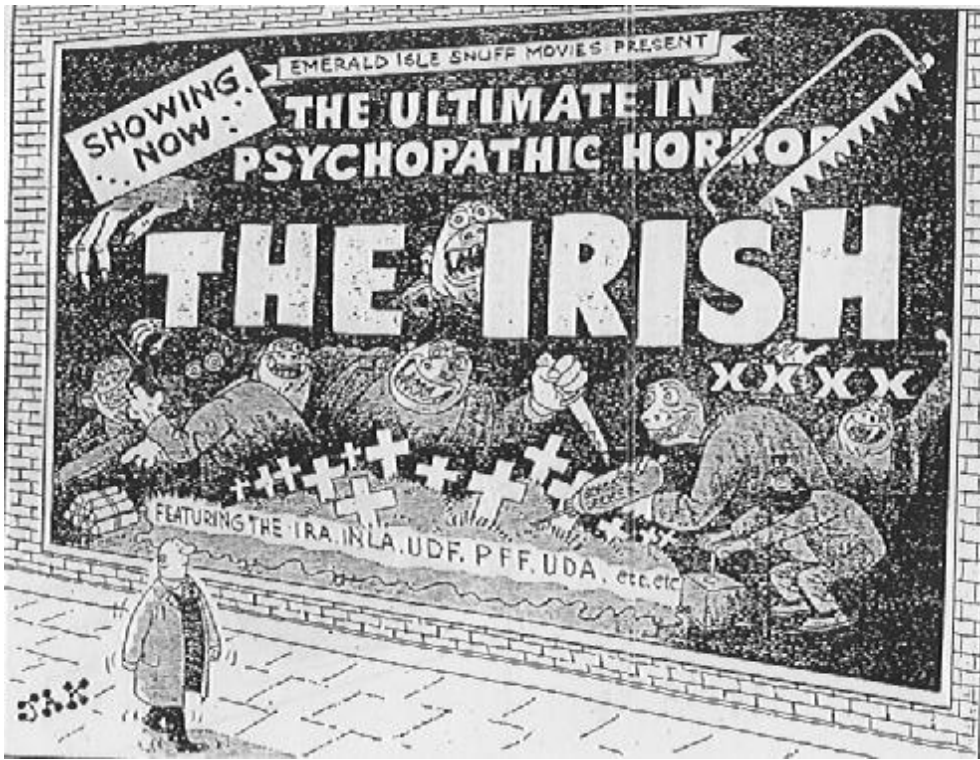
2. Cartoons and caricatures

1. Look at the cartoon called 'The Irish' on the following page.

Annotate the picture to show all the images which it gives about Ireland

2. Repeat this exercise with parts of the other cartoons.

3. What does this suggest to you about bias towards Ireland shown in England?



IRA and INLA are republican (Catholic) extremist groups
 UDF, PFF and UDA are loyalist (Protestant) extremist groups

L. Curtis, *Nothing but the Same Old Story*, London 1984, p. 84



A thirteenth century view

Curtis, p. 10



An Irish cartoonist mocks the way English artists depict the Irish as monsters, in the Irish magazine *Pat* in 1881

Curtis, p. 63

No.1. This is little Chalks sent over by the London Illustrated Smudge to furnish truthful sketches of Irish character.
 No.2. This is his model.
 No.3. And this is the sketch he furnishes.

3. The Guildford bombing

Step 1 - finding out what happened

Look at the opening sequence of the film *In the Name of the Father* and the following pictures of the bombing and the people accused of it who were sent to jail:

- Gerry Conlon was sentenced to 30 years;
- Paddy Armstrong got life;
- Paul Hill got life.

What happened on the night of 5 October 1974?

Three pubs were bombed by the IRA in Guildford on 5 October 1974. The following description of what happened in one of the pubs is taken from an article in *The Sunday Times Magazine*, 1996:

Just before 9, the bomb in the Horse and Groom exploded, tearing the legs off those standing nearest to it, flinging Private Jimmy Cooper through a window with his jacket and hair on fire, lacerating people throughout the room with flying splinters of wood and glass. Two guardsmen, two women soldiers and one civilian were killed.

Write down your immediate thoughts based on the above.

Step 2 - finding out about the people who were accused

Who were the Guildford Four?

Carol Richardson was 17. She had never been to Northern Ireland and was not involved with the IRA. She was occasionally involved in burglary. She was friendly with Paddy Armstrong.

Paddy Armstrong left Belfast a year before. Secret service records show that he had nothing to do with the Republican movement. He was involved in petty thieving and drug taking.

Gerry Conlon came from Belfast. He had tried to get involved with the troubles in Belfast and had joined the IRA junior wing two years before. However he was thrown out for drinking and drug taking, and beaten up by the IRA for petty thieving. He met his friend Paddy in London. He did casual work and some thieving.

Paul Hill was another old friend of Gerry Conlon from Belfast. They met by chance in Southampton. His family had sent him to England because he had got caught up in the fringes of the IRA when he was in Belfast but he had got involved with them again -when he visited home. However, the IRA suspected that he was an informer and at this time he was on the run from both them and the police.

Has your- opinion changed? Give reasons for your answer.

Step 3 - finding out what happened to them when they were arrested

1. They confessed to the bombings but these confessions were confused and unreliable.

What stereotyped images may have encouraged the police to consider them guilty?

2. Four different people were caught 7 weeks later and confessed to the bombings. Although they were put in prison for other reasons, this made no difference to the Guildford Four. The Guildford Four in prison for several years, and their appeals failed. Eventually their appeals were accepted and they were released.

Step 4 - considering the dangers of bias and stereotyping

How does this sequence of events change your opinion?

How does this sequence of events show the danger of stereotyping?

Step 5 - your opinion

Look at activity 1 again. Underline which of the following matches your opinion now.

- **My opinion has not changed.**
- My opinion has changed.

Give reasons for your answers.

The Guildford four and the aftermath of the bombing

