

Development Education opportunities for Junior Cycle History

Relevant Statement of Learning (SoL)

SoL 8 The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.

SoL 9 The student understands the origins and impacts of social, economic and environmental aspects of the world around him/ her

SoL 18 The students observes and evaluates empirical events and processes and draws valid deductions and conclusions

Syllabus links

- Students can learn how nations, peoples and institutions are affected by sequential events in history
- Students can look at how contemporary situations have been effected both economically and socially by global historical power relations
- Students become familiar with the evolution of concepts such as human rights, democracy

Sample learning activities

Cartography activities: Encourage students to become aware of the projections of what the world looked like over different historical periods – role of propaganda in the presentation of territories, very useful PPT of Mercator and Peters’ maps in Debt and Development Coalition resource “ How the World Works” below:

<http://www.debtireland.org/education/teachersstudents.html>

Age of Exploration/ Colonialism/ European expansion

Topics that present opportunities to make links with contemporary economic and social justice issues:

- Slave trade as an important part of Europe/ America’s economic development
- International trade : tobacco ; sugar; cotton
- Irish Famine : the experience of Ireland as a colony – lack of representation in government – food insecurity due to export laws of colonising power
- Stereotyping of the Irish by colonial power (this could lead into useful activity on stereotyping of people in the Global South; also, looking at the reasons why come countries who experience food insecurity go into famine, while others do not.)
- Industrialisation as a stepping stone to high economic development -- compare this with Global South countries who are trying to develop industrially yet need to sign environmental

agreements such as Kyoto etc.. How do we balance industrial development with environmental sustainability?

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

Good clip on Britain's slave trade and commerce

Also, elicit from students if they think the issue of world slavery is finished?

Direct students to research evidence of slavery today at these links

http://www.antislavery.org/english/slavery_today/

<http://www.bbc.com/news/magazine-26513804>

Good info graphic on contemporary world slavery, and also includes cases in Ireland:

<http://www.developmenteducation.ie/blog/2013/11/interactive-map-measuring-the-scale-of-slavery-today-and-tracking-government-responses/>

Plantations/ Land Loss: addresses issues such as land ownership, land confiscation, and subsequent rebellions. Students could look at contemporary situations where the issues of land ownership are central to conflict: Zimbabwe/ Israel - Palestine.

<https://www.youtube.com/watch?v=FP7yuZyv0gs>

Short useful link on policy of British plantation, comparing Ireland to the Americas and recounting treatment of native people.

Revolution: Edmund Burke; Thomas Paine; Mary Wollstonecraft

The evolution of the idea of Human Rights: Students look at Thomas Paine, also Mary Wollstonecraft and compare their approach to "rights" to modern rights documents. Instead of just focusing on the Universal Declaration of Human Rights, it might be interesting to compare contemporary global female rights/ lack of rights to Wollstonecraft's ideals.

Vindication of the Rights of Women:

<http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/woman-a.html>

The **Girl Effect** is a very useful website with many reports and data on current female development related issues/ statistics and data.

<http://www.girleffect.org/resources/>

<https://www.youtube.com/watch?v=4tYv3w4rZxl>