

An education toolkit for the European Year of Intercultural Dialogue 2008



NCCRI

**It's amazing
what we
can learn from
each other**





Virtual Twinning Process

Twinned cities around the world



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Section One



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Section One

Introduction

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The aim of this toolkit for intercultural dialogue is to provide practical ideas and supports for teachers to explore diversity in Ireland and in the broader global context.

'Intercultural dialogue' aims to create the conditions for individuals and groups to engage in an open conversation about living and working in a multi ethnic society [see **Glossary of Terms** in this section].

Many schools in Ireland are becoming increasingly diverse with children and young people coming from many different countries adding significantly to the diversity that has always been a feature of Irish society, which includes the Traveller community.

Because of this increased diversity there has been a demand from teachers and youth workers for practical materials to explore issues such as intercultural dialogue, migration, including emigration, the experience of diversity in other parts of the world and the ongoing contemporary and historical challenges of racism.

The toolkit is launched as part of European Year of Intercultural Dialogue 2008 which has a key focus on education and young people. For more information on the Year and calendar of events see www.nccri.ie and www.dialogue2008.eu

While the toolkit is primarily aimed at young people and children in second level education and in particular at transition year students, many of the exercises could be usefully used/ adapted for younger or older students. Teachers and Youth workers should familiarise themselves with each activity and decide which is most appropriate.

This toolkit is divided into four main sections:

Section One

Introduction and glossary of terms

Section Two

Intercultural dialogue in the classroom

Section Three

Virtual City Twinning Project

Section Four

Further Resources

'Intercultural dialogue' aims to create the conditions for individuals and groups to engage in an open conversation about living and working in a multi ethnic society.

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The toolkit is designed to be consistent with and bring added value to National Council for Curriculum and Assessment.

Intercultural Education in the Primary School www.ncca.ie/uploadedfiles/Publications/Intercultural.pdf

National Council for Curriculum and Assessment. Intercultural Education in Post Primary Schools www.ncca.ie/uploadedfiles/publications/InterGlines_Eng.pdf

National Consultative Committee on Racism and Interculturalism [NCCRI], April 2008

Section One

Glossary of terms

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The following glossary is provided as a useful tool for teachers and youth workers seeking to further explore the concept of intercultural dialogue. They are not intended as absolute or legal definitions but as an aid to understanding.

Asylum seeker

An asylum seeker is a person seeking to be recognised as a refugee under the 1951 United Nations Convention Relating to the Status of Refugees, to which Ireland is a signatory. If someone is granted this recognition, they are granted refugee status and are no longer considered to be an asylum seeker. [See also refugee].

Black

People can describe themselves as Black for a number of reasons for example, in relation to their physical appearance, their ancestry, as a political term, or all of the above. Some people use the word Black to mean 'of African origin'; whereas others mean 'non-white' and would include people from Asia for example. Black is not generally considered to be a derogatory term and in Ireland, the term 'Black

and minority ethnic group[s]' is often used.

Coloured

The word 'coloured' is now considered to be a derogatory term in Ireland and many other countries. It was frequently used in the US in the past and was enshrined in law in South Africa during the apartheid era when the term Coloureds was one of the four main racial groups identified by law [Blacks, Whites, Coloureds and Indians]. 'People of Colour' is an accepted term in some countries but it is not commonly used in Ireland.

Cultural Diversity

An all encompassing term that can include ethnic, country or origin, religious diversity and is accepted by the Irish Government as being inclusive of the Traveller community.

Ethnic minority

In the UK an ethnic group was defined by the House of Lords as a group that regards itself or is regarded by others as a distinct community by virtue of certain

Interculturalism is essentially about interaction between majority and minority cultures to foster understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for.

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characteristics that will help to distinguish the group from the surrounding community.

These terms are increasingly used in Ireland, particularly in a legislative context. However, such terminology can be limited in other contexts. Terminology that solely focuses on nationality will become obsolete for most second and third-generation migrants living in Ireland.

The term 'non national' should be avoided altogether as it is both inaccurate [most people have a nationality from their country of origin] and has negative connotations. 'Foreign national' has most recently been used in draft immigration legislation to refer only to people who are not EU citizens and so using the term to refer to all migrants to Ireland may also cause confusion. 'Non-Irish national' may be the least problematic.

'Illegal'

Migrants who do not have a valid work permit or visa in Ireland are sometimes described as 'illegal'. There are a number of reasons why someone could find themselves in such a situation, sometimes through

no fault of their own, for example people who have been trafficked or workers whose employer did not renew their work permit. In this context, an alternative to the use of the term 'illegal' is 'undocumented'.

Asylum seekers are sometimes been described as 'illegal'. This is a misnomer. Asylum seekers cannot be illegal as everyone has a recognised human right to seek asylum. There are then processes in place to decide whether an asylum seeker has met the definition of refugee.

Integration

The concept of integration is a complex one and while there are many different views as to what constitutes integration, it is still part of an ongoing debate in Ireland. In the most simplistic terms integration can be a one way process [in effect assimilation] where minority communities are expected to adapt or change without any expectation of change from the state or majority communities. On the other hand, 'integration can be a multi-faceted, intercultural process that requires the state, majority and minority ethnic communities to work together and

to make accommodation of diversity, without glossing over challenges and barriers such as extremism or racism.' [See also assimilation and interculturalism].

Intercultural Dialogue

'Intercultural dialogue' aims to allow individuals and groups to engage in an open conversation about living and working in a multi ethnic society. It is a key component of interculturalism [see below]. 2008 has been designated European Year of Intercultural Dialogue by the European Union.

Interculturalism

Interculturalism is essentially about interaction between majority and minority cultures to foster understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for.

Developing a more inclusive and intercultural society is about inclusion by design, not as an add-on or afterthought. It is essentially about creating the conditions for interaction, equality of opportunity, understanding and respect.

Irish Born Child

'Irish born child', sometimes referred to as IBC, usually refers to a child born in Ireland whose parents are not Irish or EEA citizens. Prior to January 2005, Irish born children were entitled to Irish citizenship. Following the Citizenship Referendum in 2004, legislation was passed so that it was no longer possible for persons born in Ireland to obtain automatic Irish citizenship.

Leave to remain

Also known as 'permission to remain.' This is a statement of the conditions and duration on which a non-EEA citizen is permitted to remain in Ireland. It is given on behalf of the Minister for Justice, Equality and Law Reform in the form of a stamp in the person's passport. The main grounds upon which further permission to remain can be obtained are: for the purposes of employment, to study, to operate a business or as a dependant family member of an Irish or EEA citizen residing in the State.

Another type of leave to remain is humanitarian leave to remain, typically granted to an asylum

Ireland's National Action Plan Against Racism: Planning for Diversity covers the period 2005 - 2008. It sets out a plan of action for key areas of public life in order to develop measures to accommodate cultural diversity in Ireland.

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seeker who does not succeed in being recognised as a refugee through the asylum process but who is recognised as having humanitarian grounds on which to stay in Ireland.

Migrant worker

The term 'migrant worker' refers to a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national.

Minority ethnic group[s]

Sometimes also described as 'Black and minority ethnic group[s]', this means a group whose ethnicity is distinct from that of the majority of the population. The term 'ethnic minority' is sometimes used, but the term 'minority ethnic' draws attention to the fact that there are majorities and minorities, all with their own ethnicity - white Irish people are the majority ethnic group. Although this is the NCCRI's preferred term, one limitation of the term 'minority ethnic group' is that it can infer that people from a minority ethnic background are immediately identifiable with, or would wish to be identifiable with,

a particular group. Service providers should be aware that this is not always the case.

Multiculturalism

Multiculturalism acknowledges the need for recognition and celebration of different cultures in a society. Multiculturalism varies from one country to another and has had varied success. One criticism has been that it allowed the growth of parallel communities with little interaction between them, whilst glossing over issues such as racism and economic deprivation.

National Action Plan Against Racism [NPAR]

Ireland's National Action Plan Against Racism: Planning for Diversity covers the period 2005 - 2008. It originates from commitments given by Governments at the United Nations World Conference Against Racism in South Africa in 2001. The NPAR sets out a plan of action for key areas of public life in order to develop measures to accommodate cultural diversity in Ireland.

Prejudice

Prejudice involves 'pre-judging' someone and is frequently used to describe the negative attitudes some people have towards certain groups, such as religious or ethnic groups.

'Race'

The term 'race' is a social construct used to classify people. Originally race was based on a false belief that biologically there were different species of humans, with the implication that some races were superior to others. However, research has proved that there is no single race-defining gene and therefore no biological basis for dividing the human population into different races.

The term race is still widely used in legislation. In Irish equality legislation, the 'race' ground is described as "race, colour, nationality, or ethnic or national origins." The NCCRI encourages the use of inverted commas when use of the word 'race' is unavoidable.

Racism

Racism is a specific form of discrimination and exclusion faced by minority ethnic groups. It is based on the false belief that some 'races' are inherently superior to others because of different skin colour, nationality, ethnic or cultural background. Direct racial discrimination occurs when a person receives less favourable treatment or a less favourable outcome than another person in the same situation on the grounds of their 'race'. In Irish equality legislation, the 'race' ground is described as, "race, colour, nationality, or ethnic or national origins." Indirect racial discrimination occurs when a seemingly neutral policy or requirement actually has an adverse impact on a person from a minority ethnic background. Indirect discrimination can be unintentional. Institutional or systemic racism refers to the potential of processes and structures of an organisation or system to have racist outcomes, even when unintentional.

Tolerance was once a commonly used term in relation to inter-ethnic and inter-faith relations. However, it is now considered inadequate as it assumes superiority of the persons who tolerates towards the supposedly inferior group / person to be tolerated.

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Refugee

A refugee is a person who has left his/her country and cannot return due to a well-founded fear of persecution on the basis of their race, religion, nationality, membership of a particular social group or political opinion. In Ireland, membership of a social group includes, "...membership of a trade union... membership of a group of persons whose defining characteristic is their belonging to the female or male sex or having a particular sexual orientation." [See also asylum seeker, leave to remain.]

Religious Diversity

A feature of the increasing diversity in Ireland is religious diversity. Christianity is the largest religious faith in Ireland and includes Roman Catholics, Protestants and in more recent years, increasing numbers of people from the Christian Orthodox communities from Greece and Eastern Europe. The growth in Pentecostal churches in Ireland has been closely but not exclusively associated with the African community in Ireland. The growing Muslim community in Ireland dates from the 1950's and the Jewish

community dates from the latter half of the nineteenth century. Followers of the Sikh, Hindu, and Bahai and many other religions are also part of the rich religious diversity in Ireland.

Stereotyping

Generalising about particular minority ethnic groups and labelling them, thus creating false expectations that individual members of the group will conform to certain [often negative] traits or characteristics which have been attributed to the wider group or community.

Tolerance

Tolerance was once a commonly used term in relation to inter-ethnic and inter-faith relations. However, it is now considered inadequate as it assumes superiority of the persons who tolerates towards the supposedly inferior group / person to be tolerated. Tolerance is most often used in connection to something people do not like; as such, to tolerate another person or persons is a minimum standard, not an ideal such as interculturalism [see above].

Traveller

Travellers are an indigenous minority, documented as being part of Irish society for centuries. Travellers have a long shared history and value system which make them a distinct group. They have their own language, customs and traditions. Travellers may or may not live a nomadic lifestyle.

The recognition of Travellers as an ethnic group is a contested issue. To date the Irish Government has not recognised Travellers as an ethnic group whereas many NGOs, expert and specialised bodies do recognise Travellers as an ethnic group, and in Northern Ireland Irish Travellers are recognised as an ethnic group. Until this issue is resolved, the compromise achieved in the National Action Plan Against Racism is to refer to 'Cultural and Ethnic Minorities in Ireland', a term which is inclusive of Travellers, without necessarily recognising Travellers as an ethnic group.

Whole Organisation Approach

A holistic approach to address racism and support inclusive, intercultural strategies within an organisation, with reference to equality policies and equality action plans. The National Action Plan Against Racism uses a whole organisation approach with four components: mainstreaming, targeting, benchmarking and engagement.

Xenophobia

Fear or hatred of foreigners or people perceived to be from a different country or region.

Section One

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Thanks

Thanks to all the staff in NCCRI who contributed to this publication and to Language Communications for the design.

Section Two



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Section Two

Intercultural dialogue in the classroom

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Section Two

Introduction

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The European Year of Intercultural Dialogue 2008 aims to allow individuals as well as groups to engage in an open conversation about living and working in a multi-ethnic society. In this chapter we will present a series of practical exercises and resources that can be used in the class room and which are adaptable to suit a wide range of students.

Aim

The aim of this section is to raise awareness about the increased cultural diversity in Europe in general and in Ireland in particular, as well as the need to engage in a constructive dialogue on the subject of living in a multi-ethnic society.

Learning Objectives

By the end of this chapter, participants should be able to:

- Help to promote the conditions for intercultural dialogue.
- Raise awareness of diversity across the European Union.

Section Two

Activity One Cultural Diversity in the classroom

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Learning Objective

- To acknowledge, celebrate and respect the cultural or ethnic diversity present in their classroom.

Instructions

- a) Divide participants into small groups and ask them to list the number of languages that they are able to speak. Once they have listed the languages ask each group to choose one language spoken in their group.

Give them a series of simple sentences to translate in the chosen language [for instance, "I like my School; I have many friends in my neighbourhood, etc.] and/or ask them to make a one minute presentation about it.

- b) Another exercise would consist of getting participants to make a short presentation about the town where they were born.

Feedback

Using the diversity present in the classroom can be very useful. The message is that diversity seems to be the norm rather than the exception. In any given group there are always many imaginative ways to make that point. In these examples we have focused primarily on ethnic diversity, but other grounds can also be explored, depending on the context.

The written sentences can be stuck on the classroom walls as a reminder of the diversity present in it.

Section Two

Activity Two The Diversity Wall

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Learning Objective

- To display a visual sign of diversity in the classroom.

Instructions

- a) Get each participant to make a collage about their origins [neighbourhood, county, country, place of birth, etc.] or anything they feel might appear important for others to know; then ask them to stick it on the Diversity Wall.
- b) Ask participants to stick a pin on the part of the map representing where they are from [Peters Projection Map of the World or Map of your city, etc.]

Feedback

The diversity wall is a simple but effective tool used by many organisations including schools, businesses and hospitals in order to highlight and acknowledge the diversity among students, staff and customers. Displaying visual signs of commitment is an efficient way of affirming that a school/organisation is striving to be inclusive.

Section Two

Activity Three

What do we mean by Intercultural Dialogue?

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Learning Outcome

- To get to grips with some key words.

Instructions

- Ask participants to define, in their own words, the following:
 - Monologue.
 - Dialogue.
 - European Citizen.
 - Intercultural.

Please give an example for each word and discuss their answers. It is also useful to consider some of the terms the glossary of this publication in section one. The glossary is also available on the NCCRI website under publications' 'useful terminology for service providers'.

- Ask participants to define Intercultural Dialogue in their own words, and then discuss the answers.

Feedback

When embracing the European Year of Intercultural Dialogue, it is important that we look at some definitions relating to Intercultural Dialogue.

Here, the idea is to get participants to gradually come to an understanding of the nuances of the words intercultural dialogue.

Monologue

This is when there is only one person talking to him or herself.

Dialogue

The word dialogue comes from the Greek word "dia" meaning through and "logos" meaning speech or word. Dialogue can be defined as a conversation between two or more individuals with the aim to produce an agreement.

European Citizen

A person whose country is part of the European Union.

Intercultural

It refers to anything that involves or relates to different cultures.

Intercultural dialogue

It can be defined as a conversation or an interaction between different cultures with the view to reaching an agreement.

Message

If dialogue is supposed to lead to an agreement, what exactly are we trying to agree upon? We are trying to agree upon the way in which we can build a more inclusive and intercultural Ireland. The opposite of an intercultural dialogue is a mono-cultural monologue...



Monologue



Dialogue

Section Two

Activity Four Diversity in the European Union

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Learning Objectives

- To encourage knowledge about some of the the different minority cultures and languages that are part the fabric of the European Union today.
- To highlight the fact that the European Union is by definition a multi-ethnic space.
- To value the diverse heritage of members of the European Union.

Materials

Handout: Minority Ethnic Groups in the European Union

Instructions

a) Ethnic Groups

Distribute the handout "Ethnic groups of the European Union". The exercise consists of asking participants to match the ethnic groups mentioned with the countries in which they live, thus introducing participants to a variety of indigenous ethnic groups in Europe. After the exercise you can distribute the map showing the location of these different groups in Europe.

b) Languages

Distribute the handout "Language in The European Union" and ask participants to match the languages with the countries and to answer the quiz.

c) Alphabet

Distribute the alphabet handout and ask participants to match the country with the appropriate alphabet.

Feedback

Ethnic groups	Country
Basque	France Spain
Flemish	Belgium
Sami	Finland
Travellers	Ireland
Wallon	Belgium
Roma	Romania Czech Republic Slovakia Poland

Languages	Country
Basque	France Spain
Catalan	Spain
Galician	Spain Portugal
Gaelic	Ireland
Romani	Romania Czech Republic Slovakia Poland

Alphabet	Country
Cyrillic	Bulgaria
Greek alphabet	Greece
Latin alphabet	Sweden

Message

Language is a very important aspect of one's identity and culture. Being part of the European Union does not mean that one should reject one's heritage. One can be European and Irish or European and Polish.

Section Two

Handout

Minority Ethnic Groups in the European Union

Ethnic Group

An ethnic group is a group of people sharing a common culture, language, history, tradition and sense of belonging.

- a) The following ethnic groups are traditionally found in which countries?

Please match the group with a country by drawing an arrow across the page.

Basque people	Finland
Flemish	France
Sami	Belgium
Wallons	Ireland
Travellers	Romania/ Slovakia/Czech Republic
Roma	Belgium

Language

The European Union has 23 official languages, these are:

Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Irish, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish.

b) Please name the country or countries where the following languages are spoken:

- 1 Basque
- 2 Catalan
- 3 Galician
- 4 Gaelic
- 5 Romani

c) Please name a country in the European Union where the following alphabets are used:

- 1 Cyrillic
- 2 Greek
- 3 Latin

Section Two

Activity Five Irish and European Identity

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Learning Objectives

- To raise awareness about what it means to be part of the EU.
- To stress the fact that we are already living in a multi-ethnic environment.

Instructions

- a) Distribute the Irish and European Identity handout, and then discuss the answers.

Divide participants in small groups and guide them through the handout.

- b) Ask participants to come up with a slogan for the European Year of Intercultural Dialogue. Comment on how close [or far] they were to the real motto.

Feedback

The EU is de facto a multi-ethnic space. The slogan for the European Year of Intercultural Dialogue is *Together in Diversity*; which is in fact another version of the European Union motto: *United in Diversity*.

Message

You can still be European without losing your Irish identity.

Section Two

Handout

Irish and European Identity

- a) Can you think of three more answers under each column?

What makes you Irish?

I was born in Ireland

What makes you European?

Ireland is a member of the
European Union

- c) Knowing that the European Union is now composed of 27 countries, with different cultures and traditions, create a motto that would reflect that diversity.

Section Two

Activity Six Money, Money, Money!

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Learning Objectives

- To demonstrate that people can be Europeans and still keep their heritage.
- To encourage curiosity about the heritage of other countries.
- To highlight the fact that diversity can be negotiated and accommodated.

Materials

Handout: Money, Money, Money!

Handout: Whose coin is it?

Handout: What does this symbol mean?

Instructions

- Distribute the handout “Money, Money, Money” as an icebreaker.
- Distribute the handout “Whose coin is it?” to participants and ask them to identify which country the Euro coins come from.
- Once the identification is done, you can now distribute the third handout “What does this symbol mean?” Explaining the different symbols is a way of increasing knowledge about others.

Feedback

a) Hungary, Sweden, United Kingdom

Each country had its own money and its own history in relation to the way that currency was adopted. Now that we are part of the European Union, some countries have decided to keep their old currency and others have agreed to make a change; yet all these countries are nonetheless part of the European Union. Observing euro coins give us a fine example of living in a diverse society.

b) Portugal, Italy, Ireland, Malta, Luxembourg

The framework to keep in mind when dealing with a multi-ethnic situation is, first of all, recognising diversity, then negotiating diversity and finally accommodating diversity; there is no doubt that a dialogue is central to all these different stages. At a European Union level, dialogue did take place between the different countries; this dialogue led to an agreement whereby, the EURO coin was accepted but on one side of the coin each country was allowed to

engrave or mark a symbol of its own HERITAGE. Being part of a big EU and at the same time being allowed to keep ones identity: this is what leaving in a diverse society means.

Message

The euro coins possess a common side [reverse] and a national side [obverse]; just like a euro coin, people can also have a European side and a national side. It means that people can be Europeans and still keep an imprint of their national, cultural, ethnic, linguistic and historical heritage in them. The Euro coin reflects that dual or multiple identity experience.

Even when you are not in the Euro zone, like Sweden or Britain, you can still be a member of the European Union. If a coin can achieve Interculturalism, so can people!

Section Two

Handout

Money, Money, Money!

Two of the following countries do not use the Euro.

Please tick which ones.

Countries	Currencies
Belgium	
Czech Republic	
France	
Germany	
Greece	
Hungary	
Ireland	
Sweden	
United Kingdom	

Section Two

Handout

Whose coin is it?

Please guess the origin of the following euro coins:

Coin

Country

1.



2.



3.



4.



5.



Section Two

Handout

What does this symbol mean?

Please guess the meaning of the symbols on the following euro coins:

Coin

Country

1.



2.



3.



4.



5.



Please guess the origin of the following euro coins:

Coin / Symbols

Country / Meaning

1.



Portugal

The royal seal of 1144 AD

2.



Italy

The Vitruvian Man is a world-renowned drawing by Leonardo da Vinci

3.



Ireland

The Cláirseach, a traditional Irish harp

4.



Malta

The Maltese cross

5.



Luxembourg

Effigy of Grand Duke Henri

Section Two

Activity Seven

Long standing and historical minorities in Ireland

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There are a number of long standing minorities in Ireland which provide the focus of a very interesting research project, in particular for transition year students. Some of these communities, such as the Huguenots and the Palatines are no longer recognisable communities in Ireland [though their heritage and history survives].

Learning objectives

- To demonstrate that cultural diversity is not new in Ireland.
- To show that inward migration has been a feature of Irish history.
- To promote greater awareness of long standing minorities in Ireland.

Materials

Background research.

Instructions

- a) Divide your class into 5 groups to research the following communities in Ireland:
- The Huguenot community.
 - The Palatine community.
 - The Traveller community.

- The Jewish community.
- The Muslim community.

b) Ask each group to make a presentation along the following lines:

- A 2 page summary of the history of the community, including why they came to Ireland [if they were a migrant group] and the positive contribution they have made to Irish society [for example trades/employment and culture].
- The parts of Ireland where there is a strong association with each community.
- Evidence of positive and negative experiences of living in Ireland, including racism/discrimination.
- Research names associated with the community.

Resources [examples]

Huguenot community in Ireland
www.huguenotsociety.org.uk/

Palatine community in Ireland
www.users.bigpond.com/olavemil/ambassador.htm



Traveller children playing in Cara Park, Traveller site, N. Dublin*
*From the left: Nikita McDonagh, Annie McDonagh, Albie McDonagh,
 Patrick Kavanagh, Mary Bridget Collins*

* Photo by Derek Speirs ©

Traveller community in Ireland

www.paveepoint.ie/pav_book_a.html

And www.itmtrav.com/

The Jewish community in Ireland

en.wikipedia.org/wiki/History_of_the_Jews_in_Ireland

And haruth.com/jw/JewsIreland.html

The Muslim community in Ireland

www.nccri.ie/pdfChallengingMyths-Muslims.pdf

en.wikipedia.org/wiki/Islam_in_Ireland

References to many publications can be found on the above website or in your local library, including local histories.

Section Three



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Phely Klinge Quain, age 15

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Section Three

Virtual Twinning of Cities Project

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This is a useful project to explore some of the current and historical linkages between Ireland and five cities across the world. The aims of the project are as follows:

- 1 To look at the current and historical connections between Ireland and other parts of the world, particularly where the country is an emigrant sending country to Ireland or, in the past /present is a country which receives Irish emigrants.
- 2 To explore the contribution that Irish men and women have made to countries they have emigrated to, and other links with Ireland.
- 3 To look at the history of cultural diversity in other cities, including challenges such as combating racism.
- 4 To encourage interest and understanding of a part of the world that a student may only be vaguely familiar with.

The five cities were chosen and the reasons for their inclusion in this project are summarised as follows:

Beijing

Migration to Ireland, Olympic Games, 2008, trade, business, tourism and cultural links.

Chicago

Emigration from Ireland, multi-ethnic city, trade, business, tourism and cultural links.

Johannesburg

Migration to Ireland, history of struggle against apartheid and racism, trade, business, tourism and cultural links.

Kraków

Migration to Ireland, Holocaust, trade, business, tourism and cultural links.

Liverpool

Emigration from Ireland, centre of the Slave Trade, European Capital of Culture 2008, sport, trade, business and cultural links.

Note

This toolkit is available for download from the NCCRI website at www.nccri.ie

Section Three

Activity

I know this city

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Learning Objectives

- To foster knowledge and understanding about other cities.
- To develop cultural links and learn from one another.

Instructions

Divide participants into groups of six [include a city in Ireland- Dublin is given as an example in this pack, but you might easily include another city in Ireland]; one city per group and ask them to research that city in the library or via the internet with the following options:

Option 1 - Presentation

Get participants to make a presentation about their given/ chosen city.

Option 2 - Quiz

Ask them to answer the following 10 questions about their given/ chosen city:

- 1 Can you name a famous building or monument from your city?
- 2 Can you name a feast/festival from your city?
- 3 Can you name a song or a tale related to your city?
- 4 Can you name some celebrities related to your city?
- 5 Can you name the principal river in your city?
- 6 How many people live in your city?
- 7 Is your city a capital city?
- 8 What are the main languages spoken in your city?
- 9 What is the motto of your city?
- 10 What is the nickname of your city?

Section Three

Activity

I know this city

Beijing / Chicago / Dublin / Johannesburg / Kraków / Liverpool

Questions	Answers
1 Can you name a famous building or monument from your city?	
2 Can you name a feast/ festival from your city?	
3 Can you name a song or a tale related to your city?	
4 Can you name some celebrities related to your city?	
5 Can you name the principal river in your city?	
6 How many people live in your city?	
7 Is your city a capital city?	
8 What are the main languages spoken in your city?	
9 What is the motto of your city?	
10 What is the nickname of your city?	

Section Three

Sample Answers

I know this city

Beijing / Chicago / Dublin / Johannesburg / Kraków / Liverpool

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Beijing

- 1 Tiananmen Square
- 2 Chinese New Year
- 3 I love Tiananmen Square or On Beijing's Golden
- 4 Ziyi Zhang - Female actress from Beijing - Crouching Tiger Hidden dragon
- 5 The Yongding River and the Chaobai River, part of the Hai River system
- 6 14.93 MILLION [2007 stats]
- 7 Yes
- 8 People native to urban Beijing speak the Beijing dialect, which belongs to the Mandarin subdivision of spoken Chinese
- 9 "One World, One Dream" (slogan of Beijing Olympics 2008)
- 10 "Kingdom of the bicycles"

Chicago

- 1 Sears building
- 2 Bud Billiken Day parade, St Patrick's Day Parade
- 3 Sweet Home Chicago

- 4 Oprah Winfrey, Micheal Jordan, Michael Flatley, Mayor Daley

- 5 Chicago River

- 6 2.8m [9.7m in the greater Chicago area]

- 7 No. Capital of Illinois State is Springfield and capital of USA is Washington DC

- 8 English, Spanish

- 9 Urbs in Horto [City in a Garden]

- 10 Windy City, The Big Onion, Second City

Dublin

- 1 Christchurch Cathedral, St. Patrick's Cathedral and The Spire

- 2 St. Patrick's Day - March 17th

- 3 Molly Malone, The Foggy Dew

- 4 James Joyce, Bono, Colin Farrell, Molly Malone, Bertie Ahern

- 5 The River Liffey

- 6 1.6 million [more or less]

- 7 It is the Capital and also the largest city in Ireland

- 8 English and Irish. Also Polish, Mandarin, French, Spanish, Lithuanian, etc.
 - 9 *"Obedientia Civium Urbis Felicitas"* - [in Latin] Happy the city where citizens obey
 - 10 Fair City
-

Johannesburg

- 1 Market square, Soweto township, Old Fort Prison
- 2 Annual Diwali festival
- 3 'Nkosi Sikelel' iAfrika' is the national anthem of South Africa, and was composed in 1897 by Enoch Sontonga, a teacher at a Methodist mission school in Johannesburg
- 4 Nelson Mandela [conducted his University Studies while living in a township called Alexandria]; Archbishop Desmond Tutu; Nobel Prize for Literature winner Nadine Gordimer
- 5 Not built on a river, but it has many streams - 2 of which form the source of 2 of Southern Africa's mightiest rivers; the Limpopo and the Orange

- 6 3.2 million people
 - 7 No, but it is the provincial capital of Gauteng - the wealthiest province in South Africa
 - 8 English, Afrikaans, Xhosa and Zulu are the official languages
 - 9 Unity in Development
 - 10 Jo'burg, Jozi, or Egoli which means 'City of Gold'
-

Kraków

- 1 The Wawel Castle, Sukiennice Hall, The Main Market Square with St. Mary's Basilica
- 2 Wianki [Wreaths] is a cyclical cultural event, taking place annually in Kraków at the bend of the river. The festival was primarily a pagan religious event; The Annual Jewish Cultural Festival
- 3 Hejnał; played every hour and daily transmitted by Polish radio at midday; The tale of the Dragon of Kraków
- 4 Mikołaj Kopernik [Copernicus] [he graduated from the Jagiellonian University[U]]; Bronisław Malinowski [famous anthropologist] - born in Kraków

- and studied at the UJ; Wisława Szymborska [poet, essayist, awarded the Nobel Prize for Literature 1996, studied at the UJ, lives in Kraków]
- 5 Vistula [PL: WISŁA]
 - 6 756,336 in 2007
 - 7 It was the capital of Poland from 1038 to 1596, then the capital was moved to Warsaw
 - 8 Polish
 - 9 'Kraków - the cultural capital of Poland'
 - 10 Cracovia is the Latin name, but still sometimes in use. It is also called 'the Magic Kraków' or 'the Magic City'
- 3 "Penny Lane" by the Beatles
 - 4 Any member of the Beatles; Wayne Rooney [footballer]; Cilla Black [TV Presenter]
 - 5 River Mersey
 - 6 447,500 people
 - 7 No
 - 8 English
 - 9 "*Deus nobis haecotia fecit*" - God has provided this leisure for us
 - 10 The 'Pool

Liverpool

- 1 Liverpool Anglican Cathedral [largest in the UK] or Catholic Cathedral [nicknamed Paddy's Wigwam]; Super Lamb Banana [see page 74]
- 2 Matthew Street Music Festival, August Bank Holiday Weekend. Festival celebrating Liverpool's music scene - the Cavern club where the Beatles first played is on Matthew St.

Section Three

Activity Coat of Arms

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Learning Objectives

To foster knowledge of other cities and their history.

Instructions

Distribute the coat of arms handout and ask participants to write the correct answer under each symbol.

Feedback

After the guessing game, explain the meaning of the different coats of arms. See what they have in common or what sets them apart etc.

1 Johannesburg

Johannesburg has a flag with a coat of arms in the centre, the current design was adopted on 16 May 1997 replacing an older design that had been used since 1970. The design is a white-fimbriated vertical tricolour of blue, green, and red - also representing the colours of the new national flag of South Africa.

2 Kraków

The crowned White Eagle on the coat of arms symbolises the fact that Kraków was the Polish capital and seat of Polish kings in the past. The brick wall represents the wall of the old city.

3 Liverpool

The Liver bird is represented on the Liverpool Coat of Arms; the Liver bird is the symbol of the City. The bird depicted with its wings up represents pride, defiance and the strong spirit of the inhabitants of the city. A new version of the Coat of Arms was created for the city's 800th birthday in 2007. [See also Liverpool section.]

4 Chicago

Chicago has a flag which has broad blue stripes and four red six-pointed stars. Originally the flag had two stars when it was adopted in 1917. The white stripes represent the North, West and South sides of the city. The two blue stripes represent the two branches of the Chicago River.

5 Dublin [example; use another city in Ireland if you wish]

The three burning castles will be familiar to all Dublin residents and visitors. The flames were originally archers defending the city from attack. The origin of the Coat of Arms is unknown, but there are numerous theories. Three of these include:

- 1 The castles are watch towers outside the city walls.
- 2 The castle is Dublin Castle and is repeated 3 times because of the mystical significance of the number.
- 3 The castles are not castles at all, but represent 3 gates into the ancient Viking city.

6 Beijing

Beijing does not have a coat of arms, however, the National Emblem of the People's Republic of China contains a representation of Tiananmen Gate, the entrance gate of the Forbidden City from Tiananmen Square in Beijing, in a red circle. Above this are the five stars found on the national flag. The circle has a border that contains sheaves of wheat reflecting the Maoist philosophy of an agricultural revolution. At the center of the bottom portion of the border is a cog-wheel that represents the industrial workers. These elements together were designed to symbolise the revolutionary struggles of the Chinese people since the May Fourth Movement, and the coalition of the proletariats which succeeded in founding the People's Republic of China.

Section Three

Handout Coat of Arms / City Flags

Under each symbol, please write the name of the corresponding city:

Coat of Arms / City Flags

City



Section Three

Beijing China

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Beijing, the capital city of China and the host of the 2008 Olympic Games, is one of the most dynamic economic and demographic cities in the world. It is China's second largest city after Shanghai and is recognized by many as the political, cultural and education capital of the Peoples Republic of China.

The Chinese community is the second largest ethnic group after the Polish community in Ireland which represents a relatively new destination for Chinese emigrants who have brought with them a hard-work ethos and a strong sense of family and community. Beijing is increasingly becoming known for its rapidly growing economy and it now has a large international community attracted by potential economic gain. In recent years there has been an influx of South Koreans living in Beijing predominantly for business and study purpose. Ireland has good relations with Beijing due to increased political visits, cultural festivals, strengthening trade links and an increased exchange of migrants. While over 95% of Beijing's residents belong to the Han Chinese or majority group, other ethnic minorities include the Manchu, Hui, Mongol and of course

an increasing [but relatively small] Irish community.

Getting Started

Print a copy of the Chinese flag to circulate by using this link:

en.wikipedia.org/wiki/Image:Flag_of_the_People%27s_Republic_of_China.svg

The national flag of China was adopted in September 1949, just before the founding of the People's Republic of China. The flag of the People's Republic of China is red with five yellow stars. The colour red symbolizes the spirit of the Chinese revolution, and the five stars signify the unity of the people of China under the leadership of the Chinese Communist Party.

Students can listen to the Chinese national anthem and print the lyrics and comment on at this link: www.geocities.com/ccparty2002/patriot.html

Print a map of China and its' border countries and circulate it [www.lonelyplanet.com/maps/asia/china]. Encourage students to learn one or two expressions in Mandarin

at www.bbc.co.uk/languages/chinese/real_chinese

Chinese currency is called Renminbi [RMB] [means "People's Currency"]. The popular unit of RMB is Yuan. Images of this currency to distribute at: en.wikipedia.org/wiki/Image:Yuan_collection.jpg

Irish-Beijing Links

Ireland and China have developed strong links over the past decade and there has been a significant increase in inward migration from China to Ireland. You can take a look at the most recent census figure from the 2006 census in Ireland at: www.cso.ie/statistics/classbyreligionandnationality2006.htm

Trade links between Ireland and China have been growing and in 2005 representatives of the Irish Government carried out the biggest trade mission in the history of the State. The Taoiseach, four of his Ministers and five university presidents took part in the mission [www.ireland.com/newspaper/education/2005/0201/1104400434949.html].

Find out about the views of Chinese Students living in Ireland www.nccri.ie/pdf/06_Chinese_Report.pdf

History and Politics

China has 23 provinces, 5 autonomous regions, 4 municipalities and 2 Special Administrative Regions - Hong Kong and Macao. The politics of Beijing is structured in a dual party-government system like all other governing institutions in the mainland of the People's Republic of China. Print off this diagram of how China is governed and compare or contrast with the Irish government structure [news.bbc.co.uk/2/shared/spl/hi/in_depth/china_politics/government/html/1.stm].

Students can learn about the socialist system in China at news.bbc.co.uk/hi/english/static/special_report/1999/09/99/china_50/default.htm

Tian'anmen Square is a large plaza near the centre of Beijing which has been the focus of a number of key historical events in Chinese History, including the Tian'anmen Square Protests of

1989. Otherwise known as the 'June-Fourth Incident', the protests were against corruption within the Chinese Communist Party. They lasted for almost three months but ended in a violent response by the State which evoked widespread criticism across the world. Get older students to find out more about the role of young people in the protests and to look at changes in personal freedoms in China since then. They can watch coverage of the protests at: news.bbc.co.uk/onthisday/hi/dates/stories/june/4/newsid_2496000/2496277.stm

China has one of the fastest growing populations in the world - students can witness the extent of the growth by visiting the online Chinese Population Clock at: [www.chinability.com/China%20population%20clock.htm] and older students might be interested in finding out about the policies the Chinese government has introduced to keep the country's birth rate under control [www.guardian.co.uk/china/story/0,,1346535,00.html]

China's economy is also booming - at a rate of 8 percent a year. Older student can discuss this rapid economic growth and how this

could affect the Irish economy and also investigate the ways Irish businesses are linking up with China:

www.ireland.com/newspaper/finance/2005/1125/1132330248784.html

www.ireland.com/newspaper/finance/2006/0217/1137626852480.html

China's economic growth is being fuelled by coal, oil and nuclear power and the resulting pollution now affects the entire globe. Students can discuss whether actions taken by small countries such as Ireland can make a difference to global warming or whether these actions are pointless while big culprits such as China and US continue to emit the world's highest levels of CO₂. They can also discuss whether it is fair to curb and criticize Beijing's carbon emissions during their time of crucial economic growth. Read more about the environment and China at: en.wikipedia.org/wiki/Environment_of_China

The Chinese community is the second largest ethnic group after the Polish community in Ireland which represents a relatively new destination for Chinese emigrants who have brought with them a hard-work ethos and a strong sense of family and community.

Arts and Culture

Beijing opera or Peking opera is a form of traditional Chinese theatre which combines music, vocal performance, mime, dance and acrobatics. It arose in the late 18th century and became fully developed and recognized by the mid-19th century. Students can watch a short clip of an opera performance at:

[www.youtube.com/
watch?v=xYWiQ_RnLWE](http://www.youtube.com/watch?v=xYWiQ_RnLWE)

Students can learn about Chinese film by watching "Crouching Tiger Hidden Dragon" [PG 13] www.imdb.com/title/tt0795363/

The Chinese New Year or Lunar New Year is one of the most important events in the social calendar of ethnic Chinese around the world. It usually falls in January or February. Each year is represented by one of the 12 zodiac animals. The Chinese New Year celebration lasts for 15 days but in most countries, the first and usually the second day of Chinese New Year are designated as public holidays. Students can Read about Chinese holidays at: [webexhibits.org/
calendars/calendar-chinese.html](http://webexhibits.org/calendars/calendar-chinese.html)

Communications and the Media

Beijing Television [BTV] broadcasts on 10 different channels. There is at present no exclusive English-language TV channels on a citywide level in Beijing. The well-known Beijing Evening News [Beijing Wanbao] newspaper is distributed daily.

China has one of the world's strictest online internet environments, that has been called "the Great Firewall of China". There are 210 million internet users according to the state-run China Internet Network Information Centre, out of an estimated population of 14.93 million in China. The government promotes the use of the internet for education and business aspects but does not promote any criticism of the Communist Party. Find out more about Chinese internet censorship and the recently created Press Council in Ireland and discuss positive and negative elements of the freedom of speech. For information go to:

[en.wikipedia.org/wiki/Internet_
censorship_in_the_People's_
Republic_of_China](http://en.wikipedia.org/wiki/Internet_censorship_in_the_People's_Republic_of_China)

www.pressombudsman.ie/v2/default.htm

Extra Activities

- China, one of the four oldest civilizations in the world, invented the compass, paper-making, gunpowder and printing. Teach students how to make paper with this easy 10 step guide: www.pioneerthinking.com/makingpaper.html
- Read some of the ancient Chinese fables and discuss their significance any similarities to Irish fables. Both are available to print online at: folkloreandmyth.netfirms.com/fables_proverbs.html
- Encourage pupils to find out more about the Chinese zodiac and to determine their own birth year en.wikipedia.org/wiki/Chinese_astrology. Students might enjoy creating a wall display based on the animals used in Chinese astrology.
- Explore the lantern festival, which traditionally brings the New Year celebrations to a close en.wikipedia.org/wiki/Lantern_Festival, and encourage younger students to design and assemble their own lanterns www.abcteach.com/china/lantern.htm
- Watch how to make a Chinese lantern on YouTube: ie.youtube.com/watch?v=Je9Gt79HScI
- As part of a wider study of Chinese culture, ask pairs of students to research aspects of ancient Chinese traditions such as feng shui and to report back with examples [www.historyforkids.org/learn/china].

Section Three

Chicago United States of America

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Chicago is a city in the state of Illinois, United States of America with a population of 2.8 million. The population of the greater Chicago 'metropolitan' area, which covers several counties, is estimated at over 9.7 million spread out over the States of Illinois, Wisconsin and Indiana. It is both the third largest city and third largest metropolitan area in the United States. Its location at the crossroads of the Great Lakes and the Mississippi River watershed means that Chicago is a major transportation hub, as well as the business, financial, and cultural capital of the Midwest [although the official State capital of Illinois is Springfield].

It is a city with strong historical and current linkages with Ireland. In particular, Chicago was the destination of many Irish emigrants in the 19th Century and during times of economic depression and upheaval in Ireland in the 20th Century. In 1890 an estimated 41% of the city's population had been born outside the United States and included large numbers from Germany [161,000], Ireland [70,000], Sweden [43,000], England [28,000] and Austria-Hungary [7,000]. There have been many

famous Irish Americans associated with Chicago. Galway has been a 'sister city' to Chicago since 1997.

In the whole of the United States, a total of 36 million Americans [12% of total population] reported Irish ancestry in the 2006 American Community Survey, which is the second largest heritage population behind German Americans, while a further 5.2 million Americans claim Scots-Irish ancestry [descendants of Ulster Protestants]. The South Side of Chicago is home to two of the city's largest parades: the annual Bud Billiken Day parade, which is held during the second weekend of August and celebrates children returning to school, and the South Side Irish Parade, which is always held the Sunday prior to Saint Patrick's Day.

Chicago suffered a terrible fire in 1871 which destroyed most of the city and which used to be blamed on the cow of Patrick and Catherine O'Leary which was supposed to have kicked over a burning oil-light in a barn behind their house. Most now agree that poor urban planning, including overcrowding and wooden buildings, was the main cause for the fire spreading so rapidly.

Getting Started

Ask students to list what they know about Chicago. For example Chicago's amazing Skyscrapers/ architecture library.thinkquest.org/J002846/ or perhaps they might mention its gangsters of the 1920's and 1930's such as Al Capone as well as the many Irish or Irish/American gangsters en.wikipedia.org/wiki/Irish_Mob#Chicago

Or of course Chicago's food may also come to mind; en.wikipedia.org/wiki/Chicago-style_pizza explains how you can make the famous Chicago style pizza!

Chicago is a classic example of a city which has prospered because of its geographical location. Ask students to do a project on why Chicago's position on the map was a major factor in the growth of the city from 300,000 in 1871 to 2.8 million in 2008 [en.wikipedia.org/wiki/Chicago].

Chicago is also famous for the Blues Music. Students might be familiar with the film the 'Blues Brothers' which was filmed in Chicago as well as might be familiar with Television programmes associated with Chicago, such as 'Oprah' and

the Hospital drama 'ER'. The Chicago Bulls was the basketball team of Michael Jordan www.nba.com/jordan/, probably the most famous basketball player of all time.

Irish-Chicago Links

Chicago was one of the main destinations for Irish emigrants going to the United States. Get students to find out why Irish people emigrated to the United States in the 19th and 20th Centuries and their impact on the United States [ellisland.org/immexp/wseix_4_3.asp?].

As Chicago became even more ethnically and racially diverse, the Irish continued to be well represented at the highest levels of the Roman Catholic Archdiocese and city government, especially the police force, fire department, and public school system. Find out which areas of employment, civic and religious life the Irish most contributed to in the history of Chicago [www.encyclopedia.chicagohistory.org/pages/652.html].

Chief O'Neill, whose full name was Francis O'Neill [August 28, 1848–January 26, 1936] was an

It is a city with strong historical and current linkages with Ireland. In particular, Chicago was the destination of many Irish emigrants in the 19th Century and during times of economic depression and upheaval in Ireland in the 20th Century.

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Irish-born American police officer and collector of Irish traditional music. He was born in Tralibane, near Bantry, County Cork and from an early age, heard the music of local musicians, among them Peter Hagarty, Cormac Murphy and Timothy Dowling. At the age of 16, he became a cabin boy on an English merchant vessel. On one of his voyages, he met Anna Rogers, whom he married in Bloomington, Illinois and together they moved to Chicago. In 1873 O'Neill became a Chicago policeman, rising through the ranks quickly, eventually serving as the Chief of Police from 1901 to 1905. During this time he recruited many traditional Irish musicians into the police force, including Patrick O'Mahony, James O'Neill, Bernard Delaney, Patsy Touhey, John McFadden and, James Earley [en.wikipedia.org/wiki/Francis_O%27Neill].

Get students to undertake a project to find out about Chief O'Neill. As part of the project they can look at the participation of the Irish in the police force and the fire service of Chicago.

They could also find out about Mary Harris "Mother Jones" a

famous trade union leader born in Cork in the 1830s who campaigned against issues such as child labour and poor working conditions in Chicago for many years. She is not well known in Ireland, but her life and work are celebrated in Chicago [womenshistory.about.com/od/motherjones/p/mother_jones.htm].

History and Politics

Native Americans lived in the Chicago region long before settlers from Europe arrived. Get students to find out the history of the native Americans in the Chicago area including a focus on the different tribes and where Chicago got its name from www.encyclopedia.chicagohistory.org/pages/874.html

Chicago's great fire of 1871 destroyed much of the city and killed at least 300 people. Get students to find out how it started, why it spread so quickly and what lessons were learned from the fire. Was it fair to blame Catherine and Patrick O'Leary for the destruction caused by fire? Were there any positive outcomes from the fire? [en.wikipedia.org/wiki/Chicago]

Chicago has been a multi-ethnic city since it's foundation although there have been dramatic shifts in world migration patterns to metropolitan Chicago in the past 100 years.

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The prohibition era was the time when the making and selling of alcohol was banned throughout the United States in the 1920's. It was a time associated with economic depression and infamous gangsters, including Al Capone who was in competition with Irish-American gangsters, in particular George Clarence [Bugs] Moran who was of Irish-Polish descent. Get students to find out how the banning of alcohol helped the gangsters and find out what happened to Al Capone and the most famous Irish gangsters www.spartacus.schoolnet.co.uk/USAprhibition.htm

Irish-Americans have played a key role in the development of Chicago as a major city. In particular Mayor Richard J Daley, Mayor of Chicago from 1955 until his death in 1976 and his son, Richard M Daley 1989-present. While their contributions to the city have been widely acknowledged, the role of both Mayors has not been without controversy.

Ask students to debate the following: In Chicago the Mayor is elected directly by the people and has considerable power. Find out how this differs from the mayor's of

Irish cities. Which system is better? See: egov.cityofchicago.org/city/webportal/home.do, en.wikipedia.org/wiki/Richard_J._Daley and en.wikipedia.org/wiki/Richard_M._Daley

There were 'race riots' in Chicago in 1919. Students can examine the reasons for the 1919 race riots, including the conclusions of the Commission of Inquiry that was set up after the riots at www.chipublic.org/004chicago/disasters/riots_race.html and www.encyclopedia.chicagohistory.org/pages/1033.html

Riots also occurred in the 1960's. Students can look at the events and the historical factors that contributed to the riots that followed the death of Martin Luther King in 1968 [everything2.com/index.pl?node_id=1255530].

Chicago has been a multi-ethnic city since its foundation although there have been dramatic shifts in world migration patterns to metropolitan Chicago in the past 100 years. In 1910 the area was already a multicultural region, with more than 900,000 residents born in foreign countries. They came overwhelmingly from Europe, with

Germans the largest single group followed by Ireland and Poland.

Poland was not an independent country in 1910, so it is difficult to get precise figures on the size of Polish immigration]. By 1990, metropolitan Chicago drew from around the globe. The region had more residents born in Latin America than Europe, almost as many from Asia, and thousands from Africa and the Caribbean. Mexicans now form the largest single group.

The Suffrage movement was particularly active in Chicago and in 1919, the State of Illinois became the first state to accept an amendment to the Constitution stating that "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." A year later all other states had followed and the United State was the 27th country in the world to grant women the vote. Students can find more information on famous Chicago women's leaders on: www.chipublic.org/003cpl/chgowomen.html#suffrage and on the pioneering African American women activist Ida B Wells who spent much of her

life in Chicago [en.wikipedia.org/wiki/Ida_B._Wells].

Arts and Culture

The architecture of Chicago city centre is stunning and includes the Sears Tower, the Wrigley building [of chewing gum fame], Chase Tower and the Prudential Plaza, and the Smurfit-Stone building to name but a few of the most important landmarks. The key name associated with Chicago is Frank Lloyd Wright. Nowadays his style is taken for granted, a century ago he was considered the most radical architect of his day. Although known for his pioneering designs for skyscrapers his design of individual residential areas and centres are perhaps even more striking. Students can find out what made Frank Lloyd Wright's designs so radically different to other architects. Get students to go to library.thinkquest.org/J002846/ and find out more about the Chicago School of architecture.

Chicago is world renowned for its support for arts and culture with fantastic museums and galleries. There is also a strong connection to Ireland through Chief O'Neill [see above] and in more modern times

Michael Flatley, the famous Irish dancer who grew up in the south side of Chicago. Students can find out about him and the shows he has been associated with, including 'Riverdance [www.michaelflatley.com/home.cfm <http://www.youtube.com/watch?v=IrP9anxyOpY>].

'Blues Music' is primarily associated with the African-American community in cities such as New Orleans and Memphis, but most important of all, Chicago. There are many different styles of blues and it was brought to Chicago by migrants and former slaves who sought work and a better way of life. Blues music is a central influence in both modern pop culture and in rock and roll and was also influenced by Irish music brought over by migrants in the 19th century and likewise, the blues have also influenced Irish music.

The Chess recording label, which released music of many of the most famous Blues artists was located in Chicago. The label was associated with artists such as Wille Dixon, Howlin' Wolf, Elmore James, Muddy Watters, John Lee Hooker, and later Chuck Berry. Music that inspired the Rolling Stones, Jimi Hendrix, Bob Dylan,

the Paul Butterfield Band and Buddy Guy and younger Blues musicians such as Robert Cray. Find out about the contribution that Chicago Blues made to popular culture. Students can listen to the music of some of the most famous Blues Artists to come out of Chicago [en.wikipedia.org/wiki/Chicago_blues].

Sport

Chicago is famous for its sports teams. In particular the Cubs [baseball] The Bears [American Football] and the Bulls [Basketball], the latter being the club of the most famous basketball player of all time, Michael Jordan [library.thinkquest.org/CR0215480/sport.htm].

Students can find out about these teams and also about the scandal of the American White Sox baseball team [later renamed black sox] and the world series of 1919 [www.chicagohs.org/history/blacksox.html].

Section Three

Johannesburg

South Africa

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Known as Jo'burg, Jozi, or Egoli ["City of Gold"], Johannesburg is the largest and most populated city in South Africa and its' most important financial, economic and cultural centre. It is the capital of Gauteng Province.

The region around Johannesburg, the Sterkfontein Caves, is one of the oldest known human settlements in the world. The discovery of a number of three million year old fossils, including the famous Mrs Ples skull, have taught us a lot about the origins of modern humans. Today the site is known as the "Cradle of Human Kind," and in 1999 it was declared a UNESCO World Heritage Site. Over the centuries, the area was settled by Bantu speaking peoples of whom many South African tribes today are descendents.

The history of the city of Johannesburg dates back to the discovery of gold in the Transvaal highlands in the 1880s, a discovery which brought migrants from all over the world to the area to seek out their fortune in what turned out to be the richest gold-bearing reef in the world. By 1889 Johannesburg had become the

largest and most ethnically diverse town in South Africa.

The system of legalised racial segregation known as Apartheid [meaning separation in Afrikaans] was officially enforced by the South African Government in 1948. A long and heroic struggle against Apartheid followed during which thousands of civil rights' activists lost their lives. The system was finally dismantled in 1993. Despite the many positive developments arising since the period of first free elections in South Africa, the legacies of apartheid still shape South African politics and society today and Johannesburg remains a segregated city.

While it is not a major tourist destination, Johannesburg is a transit point for connecting flights and consequently, most international visitors to South Africa pass through it at least once. Blue IQ, an initiative launched in 2002, aims to transform Johannesburg into a world-class city by 2030. Much of the inner-city regeneration however should be completed by 2010, when South Africa hosts the FIFA Football World Cup Finals.

Getting Started

Ask students to list everything they associate with the city and ask them to place it on a map: www.places.co.za/html/visualfind.html Information on Johannesburg can be found on www.joburg.org.za which is the official site for the city and contains an impressive mix of local news, feature articles, information about cultural events, facts and figures and information on the Government.

Students can learn about the four official languages of the Guateng province, English, Afrikaans, Xhosa, Zulu at www.cyberserv.co.za/users/~jako/lang/ and also, www.sa-venues.com/sa_languages_and_culture.htm and they can investigate slang words in South Africa en.wikipedia.org/wiki/List_of_South_African_slang_words and compare them with Irish slang. For example: 'chips' - means 'be quiet!'

Nelson Mandela, the first President of a free South Africa, is the most important figure in the struggle to end apartheid along with senior members members of the African National Congress, including Anton Lembede, William Nkomo,

Liliana Sgoyi, Walter and Albertina Sisulu and Oliver R. Tambo. Most of the leaders of the African National Congress lived in the greater Johannesburg region, known as Witwatersrand. Students can find out about the role of Nelson Mandela and his colleagues in the anti-apartheid struggle [www.anc.org.za/people/mandela.html].

Nkosi Sikelel' iAfrika' is the national anthem of South Africa, and was composed in 1897 by Enoch Sontonga, a teacher at a Methodist mission school in Johannesburg. It was originally sung as a church hymn but later became an act of political defiance against the apartheid government [www.anc.org.za/misc/nkosi.html].

Students can listen to the anthem and learn the words which include lines in Zulu, Xhosa, Sesotho, Afrikaans and English at www.youtube.com/watch?v=NsWwz9UmjVk

Ask students to discuss whether a national anthem is important and get them to look into the wording of the Irish anthem [www.dunlaoghaire.com/irish_anthem.html].

Links between Ireland and South Africa go back many years. Irish missions both Catholic and Protestant are acknowledged as contributing to the development of the education and health systems in South Africa.

Irish-Johannesburg Links

During the Anglo-South African War, commonly referred to as the second 'Boer War' 1899-1902, Irishmen fought for the Boers and for the British Army, including the Royal Munster and Royal Dublin Fusiliers. The arch at the entrance to St Stephen's Green, at the top of Grafton street Dublin commemorates the battles in which the Irish regiments fought. Visit the arch and make a list of all the battles. For more information go to en.wikipedia.org/wiki/The_Royal_Dublin_Fusiliers and www.irishwolfhounds.org/RMF.htm

Many famous Irishmen, most notably Major John McBride who was executed as part of the Easter Rising in 1916, fought alongside the Boers in South Africa. He and Arthur Griffith linked the cause of the Boers to the cause of Irish Independence. Find out about the varied life of John McBride and in particular his role in the Boer War [en.wikipedia.org/wiki/John_MacBride].

Links between Ireland and South Africa go back many years. Irish missions both Catholic and Protestant are acknowledged as contributing to the development of

the education and health systems in South Africa. The Irish Government, through Irish Aid, www.irishaid.gov.ie/south_africa.asp, continues to contribute to the rebuilding of South Africa after the Apartheid era.

Thousands of Irish and South African volunteers have been involved in a building house building programme established by Irish man Niall Mellon, which is now one of the largest providers of voluntary housing in South Africa [www.irishtownship.com/html/about.htm]. International Solidarity and boycotting of South African's economy played an important role in ending the apartheid system. In 1984 a number of female workers in a Dunne's Stores Supermarket in Dublin refused to sell or handle South African oranges. The Irish Government eventually made imports from South Africa illegal [[en.wikipedia.org/wiki/Mandate_\[trade_union\]#_note-0](http://en.wikipedia.org/wiki/Mandate_[trade_union]#_note-0)].

Older students might like to look critically at different kinds of development work, comparing humanitarian interventions such house building with international solidarity and justice work [www.africacentre.ie/?WORK_

Apartheid officially ended in 1994 when South Africa held its first multi race elections and Nelson Mandela became President. The new Constitution is widely regarded as being one of the most progressive constitutions in the world.

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AREAS:Development_education and http://www.dochas.ie/documents/Images_and_Messages.pdf].

Many migrants to Ireland are from South Africa contributing to the dynamic and growing African community, and increasingly Irish people are travelling to South Africa for holidays or business.

History and Politics

Apartheid in South Africa was a system of legalised racial segregation enforced by the National Party [NP] South African government between 1948 and 1994. It arose from a longer history of settler rule and Dutch and British colonialism. Apartheid legislation classified South Africa's inhabitants and visitors into racial groups [Black, White, Coloured and Indian] and assigned 'races' to different residential and business sections in urban areas, severely limited the right of black Africans to own land and prohibited social contact between the races [including marriage]. It enforced the segregation of public facilities, created race-specific job categories and curbed any non-white participation in government.

Students can look at a photo gallery of images from the apartheid era at www.un.org/av/photo/subjects/apartheid.htm

Although the implementation and enforcement of apartheid was accompanied by suppression of opposition, there was continual resistance to the system by a number of black political groups often supported by sympathetic whites. They used a variety of tactics, including violence, strikes, demonstrations, and sabotage - strategies that were often met with severe reprisals by the government. Students can learn more about the origins of the apartheid system and resistance movement through Johannesburg's Apartheid Museum which also includes lesson plans and class discussions in its Education Resources section [www.apartheidmuseum.org].

Johannesburg was home to the notorious Old Fort prison complex commonly known as Number Four where some of South Africa's most famous activists including Nelson Mandela and Mahatma Ghandi were detained. Today it houses South Africa's new Constitutional Court. Ruling on constitutional and

human-rights matters, the court itself is a very real symbol of the changing South Africa [www.constitutionhill.co.za/].

The township of Soweto, located in the south west of the city played a key role in the struggle against apartheid, in particular the 1976 uprising when a group of school children walked out of five schools to protest against a government policy mandating that all classes be taught in Afrikaans, the language of South African whites. What started as a student demonstration exploded across the country and led to the arrest of thousands of young activists, including Steve Biko who died in police custody. The Film 'Cry Freedom' reflects the life of Steve Biko [en.wikipedia.org/wiki/Cry_Freedom].

Students can learn more about the history of Soweto at www.joburg.org.za/content/view/921/159/ and listen to an audio programme of the uprising at www.npr.org/templates/story/story.php?storyId=5489490 and discuss the important role played by young people in overthrowing apartheid.

Women also played a key role in the anti-apartheid movement including activist Albertina Sisulu who grew up and spent much of her life in Soweto. Students can read an extract from her biography here: www.anc.org.za/people/sisulu_a.html. Encourage students to carry out a research project on the role of women in the struggle against apartheid [www.anc.org.za/wl/docs/history.html].

Apartheid officially ended in 1994 when South Africa held its first multi race elections and Nelson Mandela became President. The new Constitution is widely regarded as being one of the most progressive constitutions in the world, and was the result of remarkably detailed and inclusive negotiations [www.southafrica.info/ess_info/sa_glance/constitution/constitution.htm]. Students can hear the views of young South Africans on their lives in democratic South Africa today at: news.bbc.co.uk/2/shared/spl/hi/africa/04/photo_journal/life_today/html/1.stm

Soweto has now become a major tourist destination and is home to the largest shopping centre in Southern Africa opened by

Nelson Mandela in 2007 [www.guardian.co.uk/world/2007/sep/28/southafrica.international] as well as a luxury Holiday Inn Hotel, the first hotel ever built in a township [www.guardian.co.uk/travel/2008/jan/07/southafrica.hotels]. Ask students to debate whether such developments represents progress for the inhabitants of Soweto, most of whom can not afford to buy products in the shopping centre or stay in the hotel [www.soweto.co.za/].

Arts and Culture

Music in South Africa represents the diversity of its inhabitants from Zulu Isicathamiya singing to Afrikaans folk music to Jazz and Hip hop. Ask students to design posters for a concert of South African music in Ireland representing the various music traditions [en.wikipedia.org/wiki/Music_of_South_Africa#South_African_music_today or news.bbc.co.uk/2/hi/programmes/from_our_own_correspondent/4065835.stm <http://www.sowetogospelchoir.com/>].

Sport

Johannesburg's most popular sports are football, cricket, rugby union, and running. The Lions represent Johannesburg, North West and Mpumalanga in the Southern Hemisphere's Super 14 Rugby Competition, which includes teams from South Africa, Australia, and New Zealand [www.srsa.gov.za/].

The 'Springboks' are the world famous rugby team of South Africa and are current holders of the Rugby world cup after beating England in the 2007 final in France. Prior to the ending of apartheid, there were often protests against tours by the Springboks, including tours of Ireland [en.wikipedia.org/wiki/South_Africa_national_rugby_union_team].

In the summer of 2009, the British & Irish Lions [Rugby] will play a series of matches against opposition from South Africa. For more information see www.lions-tour.com/faqs/

Cricket is one of the more popular sports. The Highveld Lions represent Johannesburg, the rest of Gauteng as well as the North West Province at the Wanderers Stadium which was the venue for the 2003 Cricket World

Music in South Africa represents the diversity of its inhabitants from Zulu Isicathamiya singing to Afrikaans folk music to Jazz and Hip hop.

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Cup Final. People from Johannesburg are also football mad and clubs there either play in the Premier Soccer League [PSL] or the First Division. In the PSL, the top teams include Kaizer Chiefs [also known as the Amakhosi], Orlando Pirates [also known as the Buccaneers] and Moroka Swallows, based at the city's Johannesburg, Rand, and FNB stadiums respectively.

Johannesburg is hosting the FIFA World Cup in 2010. Get students to research the many rising South African football stars [www.fifa.com/worldcup/news/newsid=694835.html#the+rising+stars+africa or www.fifa.com/worldcup/index.html].

Section Three

Kraków Poland

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Kraków is one of the biggest and oldest cities in Poland dating back to the 10th century when it became the capital of the country and the seat of Polish kings. Located in Central Europe, on the crosscut merchants' routes, the city developed quickly and became a leading trading center as well as a meeting place of different cultures, many of whom made Kraków their home and contributed to its rich cultural heritage. A special place in the history of the city belongs to the Jewish community who made the district of 'Kazimierz' their home from the 14th century and played an important role in the economic and cultural development of the City.

By the 1930s there were 120 officially registered synagogues and prayer houses. During World War II the city witnessed the tragedy of the Holocaust. The concentration camp at Auschwitz, where around one million Jews and other victims who were persecuted because of their nationality, ethnicity, sexual orientation, disability, religious beliefs or political affiliations lost their lives, is located just outside Kraków

and today has been maintained as an international memorial.

Kraków is also home to the renowned Jagiellonian University which has been drawing scholars and artists from all over Europe for centuries, including Nicolaus Copernicus, Bronisław Malinowski and John Paul II. Even though it has not been the capital of Poland since 1596, Kraków is considered by many to be the cultural capital of the country. It was European Capital of Culture 2000 and it is included on UNESCO's list of World Heritage Sites.

Irish-Kraków Links

Since Poland joined the European Union in 2004, Polish immigration to Ireland has increased and now represents the largest minority community in Ireland. The 2006 census estimated that there were over 60,000 Poles living in Ireland but this is widely considered to be a significant under estimation. Students can watch a video on Poles in Ireland on www.interculturaldialogue2008.eu/809.0.html?&L=0

Kraków has become popular among Irish people who encouraged by their Polish friends choose it as a destination for holidays and as an area of investments.

Getting Started

Ask students to find out 10 things about Kraków. Visit: www.Kraków.pl/en/or en.wikipedia.org/wiki/Krak%C3%B3w].

They might like to visit the Main Market Square [en.wikipedia.org/wiki/Main_Market_Square,_Krak%C3%B3w] which is the largest medieval town square in Europe [200m x 200m]; they can see a live view of the Main Market through the camera on: www.Kraków.pl/kamera/rynek2/ and can also learn about the legend of a trumpet signal 'hejnał' and listen to the tune: en.wikipedia.org/wiki/Hejna%C5%82_mariacki or www.youtube.com/watch?v=WVQbxXvyG7A

They could also find more about some significant places around Kraków such as the '**Wieliczka' Salt Mine**: www.kopalnia.pl/home.php?action=&id_language=2&

en.wikipedia.org/wiki/Wieliczka_Salt_Mine; and they can also learn more about Irish mines from Mine Heritage Society of Ireland: www.mhti.com/

Encourage students to learn a few expressions in Polish: www.bbc.co.uk/languages/polish/soap/basic.shtml

They may find out more about student exchange programs and opportunities for international students at the Jagiellonian University: www.uj.edu.pl/index.en.html

Arts & Culture

Encourage students to discover the most important sites and traditions related to Kraków. They may include for example: **The Wawel Castle** and the famous legend of '**Smok Wawelski**' [The Wawel Dragon]: en.wikipedia.org/wiki/Smok_wawelski. Ask students to compare dragon related mythologies of different countries [for example the Chinese dragon]: en.wikipedia.org/wiki/List_of_dragons_in_mythology_and_folklore.

Although both Poland and Ireland are countries with strong Catholic traditions, some of the main holidays are celebrated differently.

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They may create their own legends about a dragon or write their own ending to one of the stories above.

Many of Kraków's main festivals have pre-Christian roots. Students can find out more about 'Rekawka' and 'Wianki' festival [www.Kraków.pl/en/miasto/wizytowka/?id=tradycje.html or en.wikipedia.org/wiki/Wianki] and find similarities between Polish and Irish legends [en.wikipedia.org/wiki/Irish_mythology; www.luminarium.org/mythology/ireland/; en.wikipedia.org/wiki/Polish_folk_beliefs]

They can learn about other festivals in Kraków [Kraków-info.com/festival.htm; en.wikipedia.org/wiki/Culture_of_Krak%C3%B3w].

Although both Poland and Ireland are countries with strong Catholic traditions, some of the main holidays are celebrated differently. Ask students to compare the way Easter and Christmas is celebrated in Kraków and Dublin. **Wigilia** [Christmas Eve] celebration is one of the most characteristic traditions in Poland [en.wikipedia.org/wiki/Wigilia]. Compare it with Ireland and other countries: en.wikipedia.org/wiki/Wigilia.

[org/wiki/Christmas_Eve](http://en.wikipedia.org/wiki/Christmas_Eve); www.christmasarchives.com/ireland.html]. In Kraków: Kraków-info.com/1christm.htm

Find out more about **Wielkanoc** [Easter] in Poland, including its extraordinary and cheerful tradition of 'Wet Monday-Dyngus Day' [en.wikipedia.org/wiki/Dyngus_Day; www.holidayinsights.com/other/dyngusday.htm; en.wikipedia.org/wiki/Easter]. In Kraków: www.Kraków-info.com/easter.htm

Kraków was nominated European Capital of Culture 2000. Students can find out about the history and function of the European capital of culture at ec.europa.eu/culture/eac/ecocs/cap_en.html and en.wikipedia.org/wiki/European_Capital_of_Culture and compare with Cork 2005, Dublin 1991 and Liverpool 2008.

Nobel Prize for Literature winner Wislawa Szymborska is another of Jagiellonian University's famous students and her poems can be read in English at www.poetseers.org/nobel_prize_for_literature/wislawa_szymborska/library. In the 1980s Szymborska became actively

involved in the growing democratic Solidarity movement and wrote for a number of underground magazines. Students can learn more about her life at www.answers.com/topic/wislawa-szymborska

History & politics

The history of Poland in general and Kraków is particularly strongly connected with the Jewish community. Ask students to explore the history of the Jews in Kraków, based in the Kazimierz district [en.wikipedia.org/wiki/Kazimierz; www.jewishKrakow.net; www.Krakow.jewish.org.pl/index.php?lang=e] and find more about Kraków's synagogues and Jewish customs [www.Krakow-info.com/synagogs.htm; www.galiciajewishmuseum.org/; en.wikipedia.org/wiki/Jewish_Culture_Festival_in_Krak%C3%B3w].

The concentration camp Auschwitz is in the Kraków district and provides an opportunity for older students in particular to learn about the Holocaust [www.auschwitz.org.pl/].

Encourage students to express their opinions about the maintenance of Auschwitz as a museum and discuss other ways that young people can learn about the Holocaust and ways of ensuring that such a tragedy never happens again. You may recommend Steven Spielberg's movie 'Schindler's List' [en.wikipedia.org/wiki/Schindler's_List] which was filmed in the Kazimierz district in Kraków and 'Life is Beautiful' by Roberto Benigni [en.wikipedia.org/wiki/Life_Is_Beautiful] as a comparison of different ways of talking about the Holocaust. They can also find out more about Holocaust Educational Trust of Ireland which organises International Holocaust Memorial Day on the Sunday around 27 January each year [www.holocausteducationaltrustireland.org/].

Communism had a huge impact on Polish history and society. The Nowa Huta district of Kraków is a unique example of socialist architecture and relic of communism [nh.pl/english/index.htm; en.wikipedia.org/wiki/Nowa_Huta]. They can take a virtual tour of Communist Kraków at www.crazyguides.com/Krakow_tours.html

You can ask students to learn about the demise of Polish communism at: news.bbc.co.uk/1/hi/english/static/special_report/1999/09/99/iron_curtain/timelines/poland_8488.stm and about the 'SOLIDARNOSC' ['Solidarity'] phenomenon at: www.solidarnosc.gov.pl/index.php?document=2

[Krak%C3%B3w; en.wikipedia.org/wiki/Cracovia_Krak%C3%B3w](http://en.wikipedia.org/wiki/Cracovia_Krak%C3%B3w)].

They can chat about Polish soccer at: www.polishgoal.blogspot.com/

Kraków is twinned to the following cities: Bordeaux, Bratislava, Curitiba, Edinburgh, Fes, Florence, Frankfurt, Gothenburg, Grozny, Innsbruck, Kiev, Lahore, La Serena, Leipzig, Leuven, Lviv, Milan, Niš, Nuremberg, Orléans, Pécs, Rochester [NY], Seville, Solothurn, Vilnius and Zagre.

Sport

Poland [together with Ukraine] will be hosting UEFA euro 2012 and Kraków is one of the listed venues. Find out how Poland is preparing for the event [www.2012.europoland.com/].

Football is one of the most popular sports in Poland. Students can find out about the two biggest competing football clubs in Kraków; 'Cracovia' and 'Wisla Kraków' [en.wikipedia.org/wiki/Wis%C5%82a_

Section Three

Liverpool England

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One of Britain's most famous cities, Liverpool is known worldwide as the home of the music group the Beatles and two of the most popular football teams - Liverpool and Everton. It is also a city with strong links to Ireland, in particular dating back to the time of the famine when hundreds and thousands of Irish migrants made their way to Liverpool port and made the city their home. The Irish however were not the only ones to arrive through Liverpool which was also one of the busiest slave trading ports in the world. It is estimated that Liverpool accounted for 40% of the European slave trade and was a key factor in the wealth acquired by the city.

After abolition in Britain in 1807 Liverpool continued to develop the trading connections which had been established by the slave trade, both in Africa and the Americas which in turn made a huge contribution to the rich cultural and ethnic diversity which makes up the city today. It is home to one of Europe's longest established Chinese communities as a direct shipping service ran between Liverpool and China in the 1800s.

It is also home to Britain's oldest Muslim community with significant Somali, Pakistani, Bangladeshi, Nigerian and Senegalese communities amongst others. While Liverpool suffered a severe economic recession from the late 1960s onwards, it is once again emerging as a great city, in particular due to a large scale regeneration project - the second largest in Europe. The opening of John Lennon Airport in 2004 has also contributed significantly to the development of the City. It was nominated European Capital of Culture 2008.

Getting Started

Ask students to list everything they associate with the city [www.visitliverpool.com/ and en.wikipedia.org/wiki/Liverpool]. They can take a photographic tour of the city and some of its famous people on www.scouser.com/liverpool-pictures and in groups, create the story behind one of the pictures based on what they know about Liverpool.

They might be interested in listening to some examples of the "scouse" accent online at

As the first port of call for migrants leaving Ireland for almost three centuries, Liverpool represents an important case study of Irish emigration and as such, is also an interesting tool for studying immigration in Ireland today.

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www.bbc.co.uk/liverpool/content/articles/2005/01/11/voices_liverpoolaccent_feature.shtml and in learning about the history and evolution of the accent which is thought to have strong Irish influences [www.bbc.co.uk/liverpool/content/articles/2005/01/11/voices_liverpoolaccent_feature.shtml] before exploring some local slang words at www.bbc.co.uk/liverpool/localhistory/journey/scouse/talk/scouse.shtml. Using a selection of these words and phrases, students can compare them to their own local slang or they may like to compose a short Liverpool "dialect poem".

They may also like to make a dish of scouse, the stew that gave the inhabitants of the city their nickname [www.scouser.com/scouse-recipe/].

Irish-Liverpool Links

As the first port of call for migrants leaving Ireland for almost three centuries, Liverpool represents an important case study of Irish emigration and as such, is also an interesting tool for studying immigration in Ireland today. Students can trace Irish migration

to Liverpool at www.merseyreporter.com/history/historic/irish-immigration.shtml and en.wikipedia.org/wiki/Irish_community_in_Britain

Older students can discuss the often negative portrayal of the Irish in Britain in the 19th Century and compare it with the portrayal of refugees and asylum seekers in Ireland today [www.movinghere.org.uk/galleries/histories/irish/settling/settling.htm#irish_in_london or www.nccri.ie/pdf/MythsRefugees-AsylumSeekers.pdf].

The Irish had a significant impact on the development of Liverpool [news.bbc.co.uk/2/hi/uk_news/england/merseyside/3808609.stm].

Get students to find out about famous Irish or descendants of Irish in Liverpool. These could include: Kitty Wilkinson - creator of the world's first wash house, which helped end the cholera plague in the 19th century, John Archer, born to an Irish mother and Barbados father, who became Britain's first ever black mayor, Paul McCartney, member of the Beatles, and Wayne Rooney, Britain's young football star.

In recognition of the strong links between Liverpool and Dublin, in 1997 the two cities were officially twinned. Get students to find out more about the twinning process and what it means [*en.wikipedia.org/wiki/Town_twinning*].

History and Politics

In 2004 Liverpool's waterfront was declared a UNESCO World Heritage Site *www.liverpoolworldheritage.com* in recognition of its significant place in the growth of world trade, mercantile culture and mass European emigration. As Britain's first wet dock however Liverpool also played a key part in the story of slavery: students can explore the history of Liverpool's role in the slave trade at *www.bbc.co.uk/dna/h2g2/A2408889* and *www.liverpoolmuseums.org.uk/ism/slavery/liverpool.asp*

They can trace the route of the slave trade through a map as well as study the global impact of the trade on [*www.unesco.org/culture/slaveroute*] and look at how it is remembered annually on 23 August, the International Day for the Remembrance of the Slave Trade

and its Abolition which commemorates an uprising of enslaved Africans in the Caribbean and which was a crucial event in the fight against slavery. The UN chose this date as a reminder that enslaved Africans were the main agents of their own liberation. Older students can examine the modern forms of human slavery [*www.antislavery.org/homepage/antislavery/modern.htm*]. They can investigate the extent of the problem in Ireland and work together in small groups to design an anti-trafficking poster [*www.irishrefugeecouncil.ie/press06/trafficking.html*].

The legacy of racism, still lives on in Liverpool today and has manifested itself in two key events - the Toxteth Riots and the killing of Anthony Walker. Students can find out about the Toxteth riots of 1981 and identify the causes at *www.en.wikipedia.org/wiki/Toxteth_riots* and learn about the famous activist Margaret Simmey who was Chairperson of the Liverpool police at the time [*www.guardian.co.uk/news/2004/jul/29/guardianobituaries.politics*].

They can study the killing of a young black Liverpoolian, Anthony Walker [www.independent.co.uk/news/uk/crime/the-killing-of-anthony-the-boy-who-died-because-of-the-colour-of-his-skin-517644.html] and discuss ways of ensuring that race related murders such as these do not happen again.

Arts and Culture

Liverpool is renowned worldwide for its vibrant music scene, most famously the Beatles, but also bands such as The Christians, the La's, Cast, Space, Frankie Goes to Hollywood and Ladytron. Student's can learn about the city's musical tradition and listen to music written and performed by Liverpoolian bands at www.bbc.co.uk/liverpool/music/unsigned/famous.shtml. The first woman DJ to have her own radio show as well as to host Top of the Pops was Janice Long from Liverpool [en.wikipedia.org/wiki/Janice_Long]. Get students to find out about other famous women musicians from Liverpool.

In 2007 Liverpool re-designed its Coat of arms to mark its 800th anniversary and to



New Liverpool coat of arms by the Singh Twins

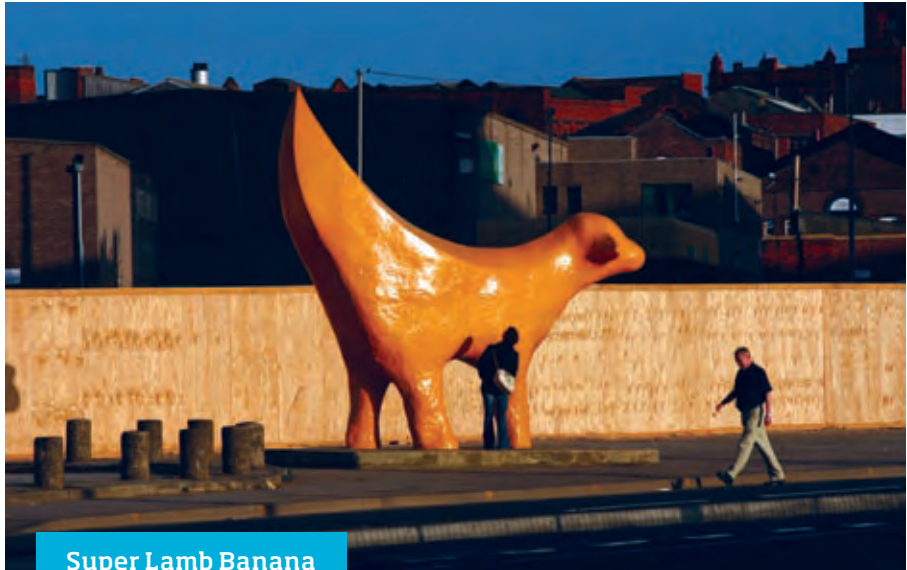
portray how the city has changed [www.liverpool08.com/News/Archive/2007/MarApr07/CapitalofCultureUnveilsIts800thBirthdayCoatOfArms.asp]. Get students to design a new coat of arms for their home town to represent change and diversity.

Liverpool was nominated Capital of Culture 2008. Students can find out about the history and function of the European capital of culture [ec.europa.eu/culture/eac/ecocs/cap_en.html] and [en.wikipedia.org/wiki/European_Capital_of_Culture]. They can compare Liverpool's Capital of Culture with Cork 2005 and Dublin 1991 and discuss whether the hosting of such a year can have a long term impact on a city [www.liverpool08.com].

Artist Antony Gormley, who has won a major commission for a sculpture in Dublin's Docklands, has a permanent exhibition on a Liverpool beach. The piece is called *Another Place* and consists of 100 cast iron figures standing looking out to sea. A central theme is emigration, the sadness of leaving, but also the hope of a new future in another place. The piece caused great controversy amongst local residents and raised questions about the place of art in our lives. Students can watch a video of "Another Place" on www.antonygormley.co.uk/index.php?option=com_content&task=view&id=19&Itemid= and discuss their views on the piece while reading about the controversy it caused at: www.arts.guardian.co.uk/features/story/0,,1924884,00.html. They can also compare it with the proposals for Dublin Docklands at: www.dublindocklands.ie/index.jsp?pID=94&nID=105&aID=424

Sport

Two of the world's most famous football teams hail from Liverpool and many of their best players are Irish or have Irish ancestry. Get students to trace the history of Liverpool and Everton players with Irish links. They can find out about the wide range of other major Sporting events that take place in Liverpool at: www.visitliverpool.com/site/experiences/sport-in-liverpool



Super Lamb Banana
Sculpture in Liverpool City

Section Four



Leah Kelly, age 8

St. Marks Junior National School

Tallaght, Dublin 24



Maria Aragane, age 16

Wesley College Dublin

Ballinteer, Dublin 24

Section Four

Further Resources

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The following are just some of the resources available to help students undertake further research:

Ireland

National Council for Curriculum and Assessment;

Intercultural Education in the Primary School

[www.ncca.ie/uploadedfiles/Publications/Intercultural.pdf]

National Council for Curriculum and Assessment;

Intercultural Education in Post Primary Schools

[www.ncca.ie/uploadedfiles/publications/InterGlides_Eng.pdf]

Office of the Minister for Integration [www.ria.ie]

NCCRI: Changing Ireland; A publication aimed at promoting greater awareness of what it means to be part of a minority ethnic community in Ireland and highlighting the increasingly intercultural nature of Irish society. [www.nccri.ie/pdf/ChangingIrelandFull.pdf]

Irish Government; National Action Plan Against Racism [NPAR]

[www.diversityireland.ie]

NCCRI; Guidelines on Anti-Racism and Intercultural Training

[www.nccri.ie/pdf/BOOK.PDF]

IILT; Creating an intercultural atmosphere in the Classroom

resource from Integrate Ireland Language and Teaching

[www.iilt.ie/_fileupload/File/Language%20Support%20Teachers/Creating%20an%20intercultural%20environmentwebsite.pdf]

Access Ireland; Intercultural Guidelines

[www.accessireland.ie/Guidelines.pdf]

Scoilnet Website; www.scoilnet.ie

NCCRI et al. Challenging the myths

A series of information leaflets which challenge recurring myths regarding the different ethnic minority communities in Ireland:

1. Irish Travellers

[www.nccri.ie/pdf/traveller-myths.pdf]

2. The Muslim Community in Ireland

[www.nccri.ie/pdf/ChallengingMyths-Muslims.pdf]

3. Asylum seekers and refugees

[www.nccri.ie/pdf/MythsRefugees-AsylumSeekers.pdf]

4. Migrant Workers and their families

[www.nccri.ie/pdf/MythsMigrantWorkers.pdf]

5. Violence against Women from Minority Ethnic Communities

[www.nccri.ie/pdf/MinorityEthnicWomen05.pdf]

NCCRI; A Guide to useful terminology [www.nccri.ie/pdf/GovTerminology.pdf]

NCCRI; Profiles of ethnic minority communities in Ireland, including:

1. Polish Migrant Workers in Ireland

[www.nccri.ie/pdf/06_Polish_Report.pdf]

2. Chinese Students in Ireland

[www.nccri.ie/pdf/06_Chinese_Report.pdf]

Equality Authority [www.equality.ie]

Irish Human Rights Commission [www.ihrc.ie]

Immigrant Council of Ireland [www.immigrantcouncil.ie]

Migrant Rights Centre Ireland [www.mrci.ie]

Integrating Ireland; Report on The Integration Experiences of African Families in Ireland [www.integratingireland.ie/userfiles/File/Database/The%20Integration%20Experiences%20of%20African%20Families%20in%20Ireland.pdf]

Irish Traveller Movement; Irish Travellers in Education, Strategies for Equality [www.itmtrav.com/publications/reports.html]

Pavee Point; Information leaflet on Traveller Youth [and wide range of other resources] [www.paveepoint.ie/pdf/FactSheet-youth.pdf]

Holocaust Educational Trust Ireland
[www.hetireland.org/index.php?page=memorial_overview]

Health Service Executive's National Intercultural Health Strategy
[www.hse.ie/en/Publications/HSEPublicationsNew/HSECorporatePlans/InterculturalHealthStrategy/]

Metro Eireann; Weekly newspaper provides news and information on issues related to immigration and minority ethnic communities in Ireland [www.metroeireann.com]

European and International Resources

European Year of Intercultural Dialogue, 2008 [www.dialogue2008.eu]

European Union Agency for Fundamental Rights [www.fra.europa.eu]

Website of the European Commission against racism and discrimination
[www.coe.int/t/e/human_rights/ecri/]

Commissioner for Human Rights; Report on the human rights situation of the Roma, Sinti and Travellers in Europe [www.coe.int/T/E/Commissioner_H.R/Communication_Unit/CommDH%282005%294_E.doc]

European Network Against Racism [ENAR] [www.enar-eu.org/]

European Roma Rights Centre [ERRC] [www.errc.org/]

The United Nations Convention on the Elimination of all Forms of Racial Discrimination [CERD] [see Ireland's first report] [www2.ohchr.org/english/bodies/cerd/index.htm]

Minority Rights Group International [www.minorityrights.org]

British Council in Ireland [www.britishcouncil.org/ireland.htm]

Useful Teaching Resources

[www.blss.portsmouth.sch.uk/resources/interc.shtml]

Beijing

General information on Beijing [www.beijingpage.com/]

Olympic Games 2008 [en.beijing2008.cn/]

Ireland China Association [www.irelandchina.org]

Irish Network in China [www.irishnetworkchina.com/about.html]

Chinese Centres and Associations in Ireland:

Irish Chinese Cultural Academy [www.cicaireland.com]

Embassy of the People's Republic of China in Ireland

[www.chinaembassy.ie]

Tiao Wang online Chinese magazine in Ireland [www.tiaowangmag.com]

Chicago

Excellent on-line encyclopaedia by the **Chicago History Museum et al**

[www.encyclopedia.chicagohistory.org] and of course **Wikipedia** has much useful information [en.wikipedia.org/wiki/Chicago]

Time Out and **Rough Guide to Chicago** both have useful short summaries of Chicago's history and modern Chicago

Johannesburg

General background information on South Africa can be found at

www.southafrica.info and on Johannesburg at www.joburg.org.za/.

Further resources can be found at www.polity.org.za

Government Communication and Information System [www.gcis.gov.za]

The Helen Suzman Foundation; an independent think-tank dealing with political issues [www.hsf.org.za/]

The South African History Archive [www.saha.org.za/]

South African Institute of Race Relations publishes the South Africa Survey [www.sairr.org.za/]

Kraków

Further resources on Kraków

[www.Kraków.pl/en or www.Kraków-info.com]

Information on Auschwitz Concentration Camp [www.auschwitz.org.pl/]

Jagiellonian University [www.uj.edu.pl/index.en.html]

The Kraków Post; English language newspaper

[www.Krakówpost.com/info/about-us/]

Polish Centres and Associations in Ireland:

The Polish Centre [www.polishcentre.ie/en/]

Polish Social and Cultural Centre [www.poskdublin.org/]

Polish Association in Cork [mycork.org/]

Polish Association Northern Ireland [www.polskibelfast.pl/]

Polish Association in Galway [gipa.org.pl/]

Liverpool

General information on Liverpool at www.liverpool.gov.uk/ and www.visitliverpool.com

Capital of Culture 2008 [www.liverpool08.com/]

International Slavery Museum [www.liverpoolmuseums.org.uk/ism/about/ and www.liverpoolmuseums.org.uk/maritime/collections/slavery/index.asp]

Liverpool Irish Festival [www.liverpoolirishfestival.com/index.html]

Liverpool Echo Newspaper [www.liverpoolecho.co.uk]

Institute of Irish Studies at The University of Liverpool
[www.liv.ac.uk/irish/]



www.nccri.ie

www.diversityireland.ie

www.ria.gov.ie/integration

www.dialogue2008.eu