**Magna Carta 800 years on: How successfully have nationalists in Scotland, Catalonia and Crimea recently challenged state power?**

Learning Objective: To gauge the extent to which a political principle derived from Magna Carta in this case that “**democratic governments must take in to account the wishes of the people they rule”** still applies in three contrasting geographical settings eight centuries later

Learning outcomes;

Pupils will have analysed the extent to which Scottish nationalists in the 2014 Independence successfully challenged the power of the British state in accordance with a political principle derived from Magna Carta

Pupils will have analysed the extent to which Catalan nationalists during the 2014 Independence poll successfully challenged the power of the Spanish state in accordance with a political principle derived from Magna Carta

Pupils will have debated the extent to which nationalists during the 2014 crisis in Crimea successfully challenged the power of the Ukrainian (or Russian) state in accordance with a political principle derived from Magna Carta

This lesson would be most appropriately taught at Key Stage 4 or to an able Year 9 group. It could also be used at sixth form level. It would probably take more than one lesson to teach.

Lead a discussion with pupils about how;

1. a head teacher
2. pupils may be treated by teachers within a school.

Transfer pupil suggestions to lists under different headings, the first being “Allowed”, the other “Not allowed”. Ask pairs to discuss how much power teachers appear to have compared with pupils. Discuss how much power any School Council holds, who gets elected it and the extent to which it can challenge the authority of the head teacher and teaching staff. Ask students to imagine that they attended a school where the head teacher was deeply unpopular and the school run very unfairly. Ask pairs to discuss how pupils might organise themselves (if they chose to) to change the situation in the school.
Display slide 2 from the PowerPoint which depicts King John signing Magna Carta (although in reality he sealed it) at Runnymede in 1215. Explain that this mediaeval English monarch was forced by his barons to agree to a great charter (set of laws) which gave rights to some people in his kingdom (barons, churchman and freeman) and set up a council of 25 barons to control the King`s government. Display slide 3 from the PowerPoint which shows the claim from the Magna Carta 800 campaign that Magna Carta celebrates “800 years of democracy”. Ask pairs to discuss what evidence they might need to prove this claim true and take suggestions from pairs. Then display slide 4 of the PowerPoint which displays an underlying justification for the campaign slogan.

Return to the example of pupils protesting at an unfairly run school. Discuss how pupils in the school would know that their campaign had been successful. Lead a discussion about how people in a country protesting against what they considered to be an unfair government would know that their campaigning had been successful. Explain that in this lesson pupils will examine how successfully some people in Scotland, Catalonia and Crimea have recently challenged state power where they live.

**How successfully have nationalists in Scotland recently challenged state power?**Display PowerPoint slide 6 which shows the geographical place of Scotland within the United Kingdom. Explain that Scotland was once an independent kingdom but that it united with England to form Great Britain in 1707. Explain that a Scottish political party (the Scottish National Party) believes that Scotland should become independent again.

Give pupils a copy of the following chronology of Scottish history and ask pupils to highlight which events a campaign for Scotland to regain its independence might use to support their case and which ones a campaign for Scotland to remain within the United Kingdom might use to support their case.

843 AD Kenneth MacAlpine became the first king of Scotland.

1263 Scots defeated the Norwegians at the battle of Largs.

1290 King Edward the First of England started interfering in Scottish politics

1314 King Robert the Bruce of Scotland defeated the English at the battle of Bannockburn.

1320 Scottish lords agreed to send the Declaration of Arbroath to the Pope claiming that Scotland was an independent kingdom from England.

1513 King James IV of Scotland was defeated by the English at the battle of Flodden.

1603 King James VI of Scotland became King of England and Ireland as well.

1707 The English and Scottish Parliaments voted to unite their kingdoms into a new Kingdom of Great Britain. The English government paid bribes to Scottish lords and politicians to get them to agree to the Act of Union and the English agreed to pay off Scottish debts.  Scottish MPs voted in London at the British Parliament at Westminster from then on but Scots still ran their own courts, kept their own laws, schools and national church.

1745 A rebellion by some Scots was crushed brutally by the British General the Duke of Cumberland both during and following the Battle of Culloden. Scots fought on both sides.

1700-1900 Scottish inventors, thinkers and scientists contributed new ideas and inventions to human knowledge. Some Scots grew rich by setting up factories in Scotland or by helping to run the British Empire. Glasgow became a massive industrial city and the second largest city of the British Empire. Scottish soldiers and sailors fought in British wars. Thousands of poorer Scots were driven from their land and emigrated to parts of the British Empire and the USA.

1914-1918 Scottish soldiers and sailors fought bravely as part of British forces.

1939-1945 Scottish soldiers, sailors and airmen fought bravely as part of British armies. Scotland suffered from German bombing.

1979 Referendum on Scottish devolution narrowly failed to deliver the required level of support

1979-1997 The UK government was Conservative. Many Scots hated its policies. The Conservatives lost most of their support in Scotland and many Scots demanded their own parliament in Edinburgh.

1997 Scots voted in a referendum to set up their own Parliament again after nearly 300 years which meant that Scottish politicians could make their own laws for Scotland. Scotland still also voted for MPs for the British Parliament in Westminster.

2010 The Conservatives formed a UK government in coalition with the Liberal Democrats. The Conservatives had only one Scottish MP at Westminster.

Lead a class discussion about which campaign might use which particular events or details and why.

Use the links below to give out examples of pro and anti- independence literature. Ask pupils to read and annotate material for the following factors:

* Economics e. g Would Scots be better or worse off in an independent Scotland?
* Government spending e. g. How would benefits, pensions and health care change or remain the same if Scotland became independent or stayed part of the United Kingdom?
* Fairness and equality e. g Would Scots be living in a fairer or more equal country? Would they have a government most Scots supported?
* Identity e.g. Would Scots have stronger feelings of pride in their country if it was independent or can Scots still be Scottish and British as well?
* Stability and Risk e. g Would Scotland really survive as a stable independent country?
* International influence e. g Would Scots be better off as part of the UK or as an independent country?

<https://www.flickr.com/photos/scottishpoliticalarchive/8693012662/>

<https://www.flickr.com/photos/scottishpoliticalarchive/8693012344/>

<https://www.flickr.com/photos/scottishpoliticalarchive/8507786752/>

<https://ahdinnaeken.files.wordpress.com/2013/03/better-together-leaflet.jpg>

<http://imagizer.imageshack.us/v2/xq90/855/6wg6.jpg>

<http://stephennoon.blogspot.co.uk/2011/05/final-thoughts.html>

<https://farm9.staticflickr.com/8366/8591857993_c0edbf1d44_b.jpg>

<http://www.oilofscotland.org/images/credit_crunch_leaflet_side2_large.jpg>

Lead a discussion about which arguments they found the most convincing and why.

Explain that in 2014 the UK government allowed a referendum to be held in Scotland where Scots could vote about whether Scotland should become an independent country or not.
Show the following clips in succession first of Alex Salmond , the former First Minister of Scotland and leader of the Scottish National Party giving the closing speech to the “Yes” campaign and Gordon Brown, former UK Prime Minister (and also a Scot) giving a closing speech for the” No “campaign. Lead a discussion about which speaker pupils think made their case in the most effective way, why this was and what kind of arguments were used.

<http://www.dailymail.co.uk/news/article-2759697/Scotland-date-destiny-Salmond-insists-momentum-new-poll-puts-Yes-49.html> ( Scroll down to clip)

<http://www.dailymail.co.uk/news/article-2759461/Gordon-Brown-roars-life-On-eve-historic-vote-ex-PM-gives-speech-campaign-declare-The-silent-majority-silent-no.html> (scroll down to clip)

From slide 7 of the PowerPoint reveal the proportion of Scots voting yes and no and the turnout figure. Then display slide 8 which shows some of the detail and consequences of the campaign.
Lead a discussion about the extent to which

* Nationalists in Scotland have been able to challenge the power of the United Kingdom government
* whether they think Scotland might ever be independent even though the result of the vote on independence was no
* whether what they have studied about Scotland proves that Magna Carta`s principle that **democratic governments must take in to account the wishes of the people they rule** applies in the United Kingdom.

**How successful have Catalan nationalists been in challenging state power?**
Play the video from the link below with the sound turned down which shows Catalan nationalists protesting for independence by forming human towers, a traditional Catalan cultural pastime.

<http://neuronick.dev.intra.euractiv.com/video/catalan-separatists-build-human-towers-across-eu-back-independence-referendum-307643>

 Then lead a discussion about what pupils may be able to tell what is going on from the film footage. Play the clip again with the sound turned up so that pupils can see how accurate their speculation may have been.

Display the map showing Catalonia`s current geographical position as a region of Spain in PowerPoint slide 10 alongside the present Spanish and Catalan flags.
Explain that in the ancient region of Catalonia nationalists are campaigning for independence.
Display PowerPoint 11 which gives a brief overview of recent Spanish and Catalan history.

Ensure that that pupils understand the terms used in the timeline.

Play the first few minutes of a speech from the link below which the Catalan President, Arturo Mas gave in English to a European Union audience justifying Catalan independence.

<http://www.debatingeurope.eu/focus/independence-catalonia/#.VGZT6TSsXkc>

 Lead a discussion about

* the kind of detail that Mas was using to support the case for independence
* how close this was to the arguments used in the yes campaign for independence for Scotland
* how convincing pupils found these arguments.

On a wall display the numbers 1 to 10.
Under the number one put the label “very unconvincing,” under the number five “Quite convincing” and under the number 10 “very convincing”.
Explain that the written labels refer to how convincing pupils might find particular arguments for or against Catalan independence.

Give out copies of statements in favour or against Catalan independence below for selected individuals to read out in class. Ask other pupils to get out of their seats and in turn ask individual pupils selected to read out an argument carefully. Ask pairs of pupils to discuss how convincing they find that particular argument and ask them to stand by a number between one and 10 on the number line. Probe the understanding of individual pupils through asking them why they have stood by pa articular number and allow pupils to change their lines in response to the reasoning of individual pupils.

**Arguments against Catalan independence**
**1**.If Catalonia becomes independent other regions in other European countries will follow for example
Scotland will separate from Britain, Flanders will separate from Belgium, Padania in northern Italy will separate from the rest of Italy, Madeira will separate from Portugal, Bavaria will separate from Germany, Scania will separate from Sweden. (Pupils could refer to atlases to locate the regions listed).
**Europe could end up splitting into a pattern of squabbling small states where more and more regions demand independence. This could lead to dangerous instability and war.**
**2. Catalonia is heavily in debt.** If it becomes independent it will have to pay for its own armed forces, embassies abroad and other costs being a new state. This will increase taxes for Catalan citizens. Independence could lead to economic uncertainty with foreign investors taking their money out of Catalonia.

**3. Catalonia is part of Spain and has been for hundreds of years.** Catalans still share much in common with the rest of Spain. For example both Catalans and Spaniards enjoy eating late in the evening and share a passion for football. The city of Barcelona gains from its relationships with the Spanish capital of Madrid. Becoming independent could damage Catalan culture because Catalonia will become cut off from the rest of Spain.

**4. Catalonian independence would be illegal** because the Spanish Constitution says that a region of Spain cannot become independent from the rest of the country. A majority of the Spanish people agreed to the Constitution in a referendum in the 1970s. Spain cannot be split up as a country just because one region wants to separate.

**5. Spain could become a federal state where more power is given to Spanish regions.** Catalonia would gain more power under this system. It need not become an independent country.

If Catalonia became independent other regions of Spain would also demand independence. **Spain would break up as a country.**
**6. Catalonia would not automatically become a member of the European Union or NATO.** It might take years for Catalonia to rejoin as an independent state. This might cause chaos and instability.

**Arguments in favour of independence**
**1. Catalonia is not part of Spain** and never has been. The culture of Catalonia is different to that in Spain for example Catalans banned bullfighting because they think it is cruel and barbaric. Catalonia is a proud, ancient nation with its own language, history, culture and flag. 11 1/2 million people speak Catalan. Catalonia survived the attempts of the Spanish dictator General Franco to stop the Catalan language being spoken after he won the Civil War in the 1930s. Without independence Catalan language and culture will not be respected enough and could be absorbed into the rest of Spain.

**2. Catalonia is richer than the rest of Spain.** Every year Catalans are forced to give 17 billion Euros of their taxes to the Spanish government in Madrid. This money is used to pay off the debt of Spanish governments and bail out Spain`s poorer regions. Catalonia can only become the rich country it should be by being independent.

**4. The majority of Catalans now want to become independent of Spain** (57% according to some polls). It is undemocratic to stop the Catalan people voting on whether they want independence.
Most Catalans do not want to live In a Spanish state run by a government from Madrid under a Spanish monarchy they do not respect. The time has come for Catalans, Scots, Flemings and other peoples of Europe to choose the state they want to live in.

**5**. Catalonia might be able to negotiate with the rest of the European Union so that it automatically remains part of the European Union when it becomes independent. This means Catalonia could continue using the Euro as its currency as it does now as part of Spain. **Catalonia could become independent smoothly.**

Lastly display PowerPoint slide 12 which shows the result of a vote held by the Catalan regional government in November 2014 to test public opinion.
Discus what the figures might tell us about Catalan public opinion.
Then move on to display the details in PowerPoint 13 and discuss whether this changes the minds of pupils.
Lastly lead a discussion about how successfully Catalan nationalists have been

* in challenging the Spanish state compared to nationalists in Scotland challenging the British state.
* whether they think Catalonia might ever be independent
* whether what they have studied about Catalonia proves that Magna Carta`s principle that **democratic governments must take in to account the wishes of the people they rule** applies in Spain.

**How successfully have nationalists in Crimea recently challenged state power?**

Use the following details in conjunction with the PowerPoint slides to explain the recent history of Crimea, drawing up a timeline of dates and events for display as this is done.

 Crimea is a peninsula (slide 15) which until 2014 formed part of Ukraine, a state bordering Russia (slide 17) (*In international law it still forms part of Ukraine*).

It was originally inhabited by the Tatar people who are Muslims with their own language and culture. In 1782 Crimea was conquered by Empress Catherine the Great and added to the Russian Empire (slide 16).From this time on Russian settlers also came to live in Crimea.

In 1917 the Russian Empire was overthrown by a revolution and eventually replaced by the Soviet Union which ruled over most of the old empire (slide 17). The Soviet Union was supposed to be ruled by ordinary workers and peasants but in fact was a dictatorship run by the communist party and its secret police. No other party was allowed, there was no freedom of speech and elections were non-competitive. Under the Soviet dictator Joseph Stalin millions of people were arrested, sent to labour camps and often executed.

During the Second World War (1939-1945) many Tatars fought for Nazi Germany because they hated Stalin and communism so much. In revenge in 1944 Stalin ordered the whole Tatar population to be moved to another part of the Soviet Union (just over 180,000 Tatars were given only 30 minutes to pack any possessions)(slide 18).(The map shows the relative density of Tatars across Crimea in 1939) After the deportations Crimea was now mostly Russian.

After Stalin`s death his successor Nikita Khrushchev transferred Crimea from Russia to Ukraine (slide 19). This made little difference to people at the time because Russia and Ukraine were both part of the Soviet Union and ruled by the same communist party. Khrushchev was Ukrainian.

In the late 1980s many Tatars were allowed to return to Crimea until they numbered around 250,000 people (slide 20).

In 1991 Ukraine and Russia became separate states as the Soviet Union collapsed. Many Russians in Crimea yearned to be part of Russia but instead became part of Ukraine, a new democracy where they were in a minority. In February 2014 Ukraine`s corrupt, pro-Russian president was overthrown by violent protests in the Ukrainian capital Kiev (slide 21). MPs from the elected Parliament formed a temporary government and planned new elections. Many supporters of the new government were anti-Russian.

In March 2014 Russian forces occupied Crimea. They claimed that;

* the new Ukrainian government was undemocratic because it was not elected and had overthrown the elected president of Ukraine by force
* they were only defending Russian speakers in Crimea from the dangerous anti-Russian Ukrainian nationalists in Kiev.

They forced the surrender of the outnumbered Ukrainian armed forces in Crimea. The local Crimean Parliament held a referendum and there was a vote for union with Russia (refer to the features of the vote on slide 22 and 23). A few days later independent Crimea became part of Russia under President Vladimir Putin (where the president allows very little opposition and is close to being a dictator)**. Most Russians living in Crimea are happy to be back as part of Russia while Tatars and Ukrainians fear for their future.**

Select different pairs to argue the case for the following points of view;

* Russian nationalists in Crimea who want union with Russia
* Ukrainian nationalists in Crimea who want to remain part of Ukraine
* Tatars who want to remain part of Ukraine

After time for preparation hold a discussion where pairs select different parts of Crimea`s history including population figures and details about the referendum to support their case. Lead a discussion about the extent to which the principle derived from Magna Carta that **democratic governments must take in to account the wishes of the people they rule** applies to the example of Crimea and if so how? (Tease out some of the contradictions and complexity of Crimea`s case e. g. Which state has been successfully challenged? Will anyone in Crimea be able to successfully challenge the Russian state there now? Is the union with Russia reversible? Does the existence of a pro-Russian majority in Crimea justify what was done? Are there parallels with other periods of history that pupils may have studied? Can the principles of Magna Carta only work if a country is democratic? etc.

Lastly lead a discussion about what Scottish or Catalan nationalists might say to Russian nationalists,

Ukrainian nationalists and Tatars living in Crimea now.