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Edco 2018





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INTRODUCTION

Welcome, history students, to the textbook *History Alive*! History is about how humans lived in the past and how their experience has shaped the world that we live in today. Our aim is to bring history alive for you. You are going to become a detective! Through clues called **sources** you will learn how to find out about the past and how to judge what happened at a particular time.

At the start of each section there is a list of **learning intentions**. These tell you what you will learn about in this part of the history course. You will be asked to think about what you already know about a topic and then examine relevant sources before being introduced to the main story. At the start of each section in the student activity book there are also questions to help you focus on the topic being introduced.

Throughout the book there are **visual and written primary and secondary sources** which will help you to find out what happened at that time and why it happened. A lot of the activities can be done in pairs or groups. Detective work is more successful when you work as a team!

As you work with different types of sources you will develop new **historical skills**. You will learn how to collect information and put clues together. You will learn how to look at an event or person in the past from the point of view of people living at that time. You will learn to look at the past from different points of view. As you discover the stories of people who lived in the past you will understand more about how people live today. You will even find that learning about history helps you solve today's problems!

In the new Junior Cycle there are eight key skills, which you will also be learning throughout your history course: They are:

- > Being numerate
- > Being literate
- > Being able to reflect on your own learning
- > Managing information
- > Being creative
- > Being able to communicate ideas
- > Working with others
- > Staying well.

At the end of each section there is a list of **key terms** that you need to know to be able to talk or write about the topic. You can use the questions at the end of each section to check what you have learned about a topic and the skills you have acquired. These activities can be done on your own or you can work in pairs or with groups of other students. A good idea is to check each other's work. There are more activities in the student activity book. These will help you to remember the key terms and what you have learned about a topic.

Good luck and happy investigating!





WORKING WITH EVIDENCE





The importance of archaeology

2

9

THE JOB OF THE HISTORIAN

CLEARNING INTENTIONS

At the end of this section, you should be able to:

- Optime The word 'history'
- Outline the types of evidence historians use
- O Distinguish between primary and secondary sources
- Explain how historians examine and evaluate sources
- O Describe how historians record events in order.

What is history?

History involves the study of the past. It is the story of human activity. Events that happened before you came into class are now part of history.

History is not just about battles and the lives of kings and queens. **Historians** are also interested in answering questions about the lives of ordinary people. What were their homes like? What food did they eat? What jobs did they do? What did they wear? What games did they play?

Historians make a distinction between history and prehistory.

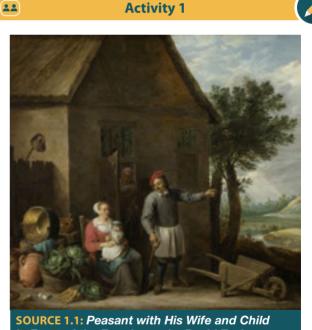
- The historic period is when people used writing. For example, we know a lot about the lives of ancient Romans because they wrote books.
- The prehistoric period is the time before writing was used. We rely on archaeology for our evidence from this period (see The Importance of Archaeology, page 9).

What evidence do historians use?

Historians are similar to police detectives. Both try to piece together the story of what happened from the clues or evidence available. For historians, a clue about what life was like in the past is called a **source**. Sometimes the evidence is very good and so the story is accurate. Sometimes there are few sources and so our knowledge of an event remains poor.

A source could be a written document, a photograph or an object from the past. Archaeologists discover and examine objects from the past (see The Importance of Archaeology, page 9).

Historian A person who studies the past.



SOURCE 1.1: Peasant with His Wife and Child in Front of the Farmhouse by David Teniers (1640–1670)

1 In pairs, examine the picture and give four pieces of evidence about life at the time.

Archaeology The study of the remains left by

The study of the remains left by people in the past.

Source

Evidence used by historians to find out what happened in the past, e.g. a document, a picture. Primary sources Description



Historians divide sources into two main types: primary sources and secondary sources.

- Primary sources come directly from the time of the event being studied. For example, a newspaper from 1900 could tell us a lot about the sports played at that time.
- Secondary sources come from a later date. For example, a 2018 book about leisure activities in 1900 could tell us a lot about the sports played at that time. This book is a secondary source as it was written long after most of the events that it describes. The tables below list a selection of primary sources and secondary sources that historians use.

Secondary sources	Description
Biographies	The story of a person's life written by another person. Biographies have been written about most important people in history.
Movies	Some films tell the story of real people and historical events. They can give us some understanding about a subject; but teaching us about history is not their primary purpose.
TV or radio documentaries	An investigation into a particular event, person or period of history.
The Internet	Searching online is a popular way to research events. This is a very useful source, but historians must check the accuracy of the information they find.
History books	Most authors of history books lived many years after the events that they write about.

Primary sources	Description
Interviews	These are also called oral sources . An example would be an interview with an older person describing how their life has changed over the last fifty years.
Diaries	A record a person keeps of day-to- day events. Diaries give us evidence of personal events in the writer's life and important public events that were happening at the time.
Letters, emails	Written communications between people are very useful sources of evidence for historians. They include letters and emails.
Speeches	Formal and recorded talks can contain views on important events or government policies.
Government records	These include laws passed by parliament and reports carried out for the government. Probably the most important is the calculation of the population (number of people who live in a place) held every five years – the census . It gives us valuable information on the lives of ordinary people.
Autobiographies	An account of a person's life written by the actual person. These can be a very useful source for historians.
Photographs, posters, paintings	Visual records of the past. These sources reveal what people looked like, what they wore, where they lived, etc.
Newspapers, magazines	These are very useful sources. They contain reports on important political, social and sporting events, and reveal the interests of readers at the time.
Artefacts	Human-made objects found by

archaeologists.

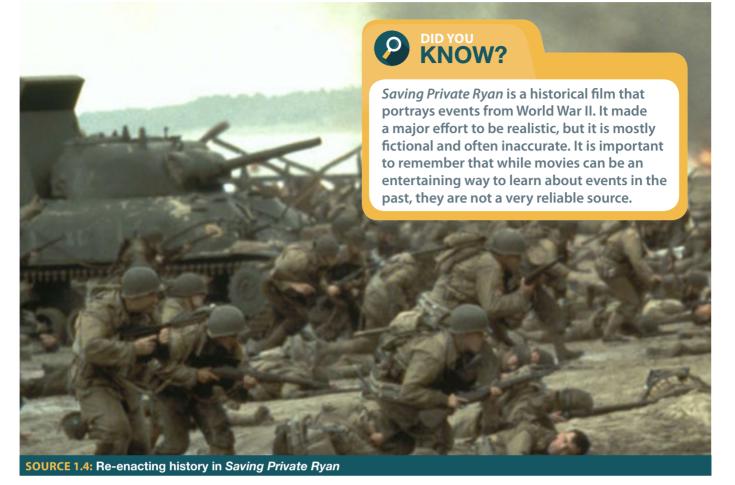
P DID YOU KNOW?

Before the invention of the printing press, all books and documents were written by hand. These books were called **manuscripts**.



Learning Outcome 1.5





How do historians examine sources?

Historians want to examine why an event happened (the *cause*), what happened (the *course*) and the effects of the event (the *consequences*). They are not just interested in the event itself; they also want to investigate how the event affected the people of the time and the people of later generations.

First, historians have to find sources of information about the event they want to study. They could visit a place where written sources are stored, such as archives, libraries and museums. They could interview participants or witnesses to the event. They could read books written by other historians. They could research the topic using the Internet, which is becoming an increasingly valuable resource as more and more documents in archives and libraries become available online.

When researching a source to gather evidence about the past, historians follow a number of steps. Here is an example for a written source:

Activity 3

Archives are collections of documents and records that contain historical information. They are used by anyone doing historical research. The **National Archives of Ireland** contains many important documents about Irish history. However, many records are missing because they were destroyed during an attack on the Four Courts in Dublin in 1922 that marked the start of the Irish Civil War.



1 Why would historians visit the National

- Archives?
- 2 Why were so many records lost in 1922?

Read or look at the source carefully.

Establish whether the author of the source was present at the event being described and how soon afterwards the account was written. Historians call this the **time and place rule**. An eyewitness account written days after the event is more useful than an account of the same event written decades later by someone who was not there. Find out **who** wrote the source, **what** kind of information it has, **when** it was written, **where** the content came from and **why** it was written. These are called the **5 Ws**.

Interpret what evidence from the source is valuable and whether the source can be trusted. No piece of evidence is taken at face value!

Look at many different sources and compare the findings to make sure that the story of the past is as accurate as possible. This is called **cross-checking**.

How do historians evaluate a source?

All sources have some use to historians, but they may also have limitations or weaknesses. To determine how useful a source is, historians have to judge its **reliability**. This involves considering factors such as:

- Bias: Is the source one-sided? Does it favour one side's version of events over another's? Sometimes authors or interviewees deliberately leave out facts or details that would not support their view of the event.
- Viewpoint: Does the source contain the personal opinions of the author? If the source gives no views about the event it is said to be **objective**. Historians have to be able to separate fact from opinion, especially when reading diaries, letters, speeches and newspapers.
- Accuracy: Some sources supply incorrect information. That is why historians use more than one source. For example, many history sites on the Internet contain errors and falsehoods.
- > Exaggeration: This can be a major problem, especially with eyewitness accounts. Is the person being interviewed overstating his or her role in an event? The number of people claimed to have been involved in an event also has to be checked carefully as these figures are often inflated.
- Propaganda: Does the source make one side look good and another look bad? Propaganda is widely used during wars.

Remember!

Primary sources are not necessarily more (or less) reliable than secondary sources. It depends on the source itself. In some cases, secondary sources can be more reliable as they are based on many primary sources.

Activity 4

Read the following brief description of the American leader George Washington.

George Washington was born in 1732. He was the commander of the American army that defeated the French who ruled America. He was a great leader ... Afterwards he became the first president of the United States. He served as president for years. He was the best American president and the American people were very happy while he was president. He died in 1799.

- 1 Pick out two facts and two opinions.
- 2 Do you think this account is biased?
- 3 Research a biography of George Washington online to check the accuracy of this account.
- 4 From your research, write down four more facts about the life of George Washington.



How do historians record events in order?

When historians find out information about the past, they must place the events in the right order. They usually use dates to do this. **Date order** makes it easier for people to follow the story of what happened.

There are a number of ways to put events in date order. For example:

- > If the event happened over a short period of time, historians might use years, months, days or even hours.
- > For events that happened over a longer period, they can use centuries. A **century** lasts 100 years. The twenty-first century started in 2001 and will end in 2100.
- > If the event happened over a very long period or a very long time ago, historians may use a **millennium** this is a period of 1,000 years.
- Events may be dated as taking place before or after the birth of Christ. The letters BC (Before Christ) or AD (Anno Domini the year of our Lord) placed next to a date tell us this. For example, the first Roman emperor, Augustus Caesar, was born in 63 BC and died in AD 14. In recent years BC and AD have often been replaced by BCE and CE, which mean Before the Common Era and Common Era.

Activity 5

Examine this source and then answer the questions below.



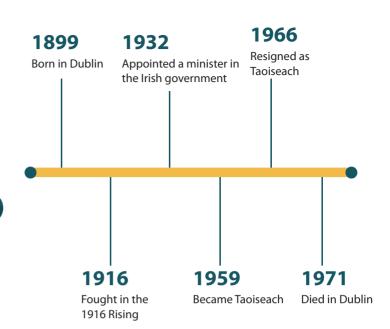
- 1 Write down five pieces of information that you can infer from this photograph.
- 2 Consider how the picture would be different if taken today. Suggest three changes.

Timelines

Historians can use **timelines** to show the order in which events happened. For example, when studying the lives of famous people it is useful to know the year they were born and the year they died. The important events in their lives can be placed in between these two dates. On the right is a short timeline of the life of the Irish politician Seán Lemass.

Activity 6

- 1 Draw up timelines for **two** of the four countries below, showing five important events that happened in their history:
 - United States of America
 - United Kingdom
 - Germany
 - Russia.



SOURCE 1.7: Timeline for Seán Lemass

Eras

Historians also organise events into historical eras. This is often done when there are few or no written sources. The table below shows early Irish historical eras, which are based on the main materials used to make tools and weapons.

 Mesolithic (Stone Age) people 8000 – 3500 вс	 > First people to settle in Ireland after the Ice Age Hunters and gatherers Tools and weapons made from stone
Neolithic (New Stone Age) people 4000 – 2000 BC	 First farmers Used stone tools Made pottery Built large stone tombs (megalithic tombs) including portal dolmens, passage tombs and court cairns
Bronze Age people 2000 – 500 вс	 First people to use metal tools and weapons Discovered how to make bronze from copper and tin Built cist graves, wedge graves and stone circles
Iron Age (Celtic) people 500 BC – AD 500	 First people to use iron Brought a new language, new ringfort settlements, linen and woollen clothes

SOURCE 1.8: Eras of early Irish history

The more recent historical eras are:

- > The Middle Ages: This refers to events that happened between AD 500 and 1500.
- **Early Modern Period:** This covers events from 1500 until 1800.
- > Late Modern Period: This refers to events after 1800.

WORKING WITH EVIDENCE



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SOURCE 1.9 Census form from 1911

DO YOU UNDERSTAND THESE KEY TERMS?

archaeology autobiography bias century cross-checking history manuscript millennium prehistory primary source

propaganda reliability secondary source source time and place rule

timeline

viewpoint

SELF-ASSESSMENT – CAN YOU?

- 1 Explain the difference between prehistory and history.
- **2** Name four things that interest historians besides famous people and battles.
- 3 Explain the difference between a primary source and a secondary source, and list three types of each.
- **4** List four places where historians go to find written sources.
- 5 Name the 5 Ws and explain why they are important when studying a source.
- **6** Demonstrate why it is good practice for historians to cross-check sources.
- **7** Give four reasons for agreeing or disagreeing with this statement: 'All sources are very reliable.'
- 8 Pick a historical figure you are familiar with and draw up a timeline containing five important events in his or her life.

THE IMPORTANCE OF ARCHAEOLOGY

OLEARNING INTENTIONS

At the end of this section, you should be able to:

- Objective to the word 'archaeology'
- O Describe how archaeologists choose sites to investigate
- Solution Steps archaeologists take to investigate a site
- Outline the methods archaeologists use to date objects
- Recognise why the discovery of a skeleton is important
- Explain the role of DNA analysis in modern archaeology.

What is archaeology?

Archaeology is the study of what has been left behind by people from the past. **Archaeologists** work closely with historians to build up a better picture of what life was like for people long ago. For example, thousands of years ago there was no writing, so historians need the evidence provided by archaeologists to find out what life was like then.

Archaeologists look to find clues left by our ancestors. These may be human or animal bones, buildings or objects that people have made. The man-made objects they find are called **artefacts**. These include jewellery, pottery, tools and weapons.

Archaeology is not about hunting for treasure. An old rubbish tip can often tell an archaeologist more about what life was like for our ancestors than a find of gold or silver.

Why do objects end up in the ground?

There are many reasons why evidence of human activity ends up in the ground. Here are some of the common ones:

- Some objects are lost. How many times have you lost something?
- > Valuable objects were buried for safekeeping. There were no banks to store valuables.
- > Food items were buried for preservation. There were no fridges to preserve food.
- In pre-Christian times bodies were buried with objects that it was believed the person would need in the afterlife. These are called grave goods and can provide a wealth of information.
- > Old buildings are knocked down and new buildings may be built over them, especially in cities.
- > Abandoned buildings are covered by soil over time.

Artefacts Objects made by humans (e.g. coins, axes and bowls).

Activity 1

KS

In your local area there is probably an old church, cemetery or castle. This is evidence that people lived there many years ago. Archaeologists often investigate these sites, looking for remains left in the ground.

 In groups of four, make a list of old buildings in your area that archaeologists might be interested in investigating for remains from the past.

Activity 2

 In pairs, list ten items that you would bury today in a time capsule to be opened in 100 years. Explain how each object that you choose would tell somebody in the future about life today.

In most cases living things decay when buried in soil. That is why archaeologists usually find bones rather than bodies. However, this is not always the case. Bodies found in very wet or very dry soil conditions or in very cold climates are sometimes well preserved. In Ireland, well-preserved bodies have been found in bogs where the soil is waterlogged. They are called **bog bodies**.

How do archaeologists choose sites to investigate?

An area of ground where archaeologists decide to dig is called a **site**. There are three main reasons that a site may be chosen:

- > There is evidence that objects might be found at the site. There might be a ruined building there, or there might be an old document showing that a building once existed at the location. This is called **research archaeology**.
- Archaeologists often dig at a site before construction work on roads or buildings starts, especially if there is strong evidence that there may be remains of human activity. They want to make sure that no objects from the past are lost or damaged. This is called **rescue archaeology**.
- Many finds are discovered by accident by a member of the public. Archaeologists are then called in to investigate. This is called salvage archaeology.

What steps do archaeologists take to investigate a site?

When archaeologists decide to investigate a site they are very careful to make sure that all evidence from the past is collected.

Preparing to dig

A **survey** of the site is carried out to help the archaeologists decide where to start digging. The survey may include:

- > A **geophysical survey**, which involves using a machine like an X-ray to look at the soil underneath the surface. It shows how much the earth has been disturbed by human activity.
- > Digging **test trenches** to get an idea of the amount of remains they can expect to find.
- > Taking **aerial photographs** to determine the size of the site. These often reveal features that may be missed on the ground. Kites, balloons, model planes and, in recent years, drones have been used to take the images.

The archaeologists will then draw up a detailed plan of where they will dig. The site is divided into numbered squares measuring one metre by one metre. The archaeologists will follow this plan when investigating the site.

DID YOU KNOW?

- Large numbers of gold and silver objects are often found together. They were buried for safekeeping but their owners did not come back for them. Archaeologists call this type of find a hoard.
- In 2013, 50 kg of butter was discovered buried in a bog near Tullamore, Co. Offaly. Called bog butter, it was found to be 5,000 years old.
- Two of the most famous archaeological finds in Irish history were discovered by accident. The Broighter Hoard was found by two farmers ploughing a field near Limavady in Co. Derry in 1896; it was about 35 cm below the surface. The Ardagh Chalice (see page 43) was discovered by two boys digging for potatoes near Ardagh in Co. Limerick in 1868. Both of these finds are on view at the National Museum of Ireland in Kildare Street, Dublin.



SOURCE 1.10: Artefacts from the Broighter Hoard

During the dig

The excavation or **dig** starts by removing the topsoil, often with a JCB. Spades and pickaxes are also used. With this cleared, the archaeologist can begin to look for remains from the past.

Archaeologists use a large number of tools to look for objects. For example:

- > Layers of earth are scraped away using a **trowel**.
- > A hand-pick is used to loosen soil.
- Archaeologists have to be careful not to damage any objects they discover, as they can be very fragile. They use **brushes** and even toothbrushes to help unearth them.

> As some objects are very small, the soil is often put through a **sieve** to make sure that nothing is missed.

Once an object has been uncovered, a **photograph** will be taken of it.

Even if no objects are found, the soil itself can tell an archaeologist a lot about the past. For example:

> Wooden poles that were used for building houses will have decayed but they will have left dark round patches called **post-holes**.



> Evidence that the site may have been destroyed by fire will be seen by a dark layer of soil between two lighter ones. Careful records are made of all objects found. The objects are cleaned and put into labelled bags to record where they were found on the site. Computers are used to help to record this information.

The objects discovered are then sent to a university or a museum. Some will go on display to the public.

<text>

SOURCE 1.12: Excavation of Viking Dublin, 1996

- 1 Who carries out an excavation?
- 2 List two reasons why these kinds of excavation are so useful to historians.

Activity 3

Examine this source and then answer the questions below.



SOURCE 1.11: Archaeologists at work

- 1 Outline the activities being carried out in the picture.
- 2 Identify the main tools being used.

What methods do archaeologists use to date objects?

One of the biggest challenges archaeologists face is working out the age of the artefacts they have found.

If artefacts do not have a written source to help with dating, archaeologists can use some of the following indicators:

- Coins: Finding a coin with artefacts is a great help. Coins usually have dates on them and this can help the archaeologist to determine how old an object is.
- > **Depth:** As a rule, the deeper an object is found, the older it is. This is called **stratigraphy**.
- > **Design:** An object's design or the decoration on it (e.g. on a piece of pottery) can indicate its age.
- Carbon 14: Carbon or radiocarbon dating is a scientific method used to find the age of an object that was once alive. All living objects (humans, plants and animals) contain carbon 14. After death the amount of carbon 14 begins to decline – the older an object, the less carbon 14 will be present.
- Tree rings: Each year a tree grows a new ring. The number of rings inside the trunk tells you the age of the tree. By studying the pattern of these rings, known as **dendrochronology**, archaeologists can estimate the age of wooden objects such as parts of buildings or ships.

Why is the discovery of a skeleton important?

Archaeologists can learn a lot from human bones when they are discovered. Analysis of the bones enables them to piece together a picture of the person's life. For example, damage to a bone could prove that the person died from a wound. The bones can be examined scientifically and this can tell us about the person's diet.

- 1 The pelvic bone and the skull reveal whether it was a man or a woman.
- 2 The femur (thigh bone) indicates the person's height.
- 3 The teeth can help tell the person's age at death.
- 4 A well-preserved skull can help archaeologists to reconstruct the face, showing us what the person looked like.

P DID YOU KNOW?

Artefacts found at Mount Sandel near Coleraine in Co. Derry were clearly very old, but how old? Archaeologists used carbon dating on burnt hazelnut shells and discovered that the site was 9,000 years old. Radiocarbon dating of butchered bear bones found in Co. Clare showed that people lived in Ireland 12,500 years ago. Previously it had been thought that Mount Sandel was the oldest site in Ireland.

DID YOU KNOW?

A painting of Mary Queen of Scots (1542– 1587) in the National Gallery in London was thought to be an eighteenth-century copy. Dendrochronology analysis of the wooden panel around the painting proved it was actually from the sixteenth century when Mary lived.



SOURCE 1.13: The remains of a human skeleton

Ötzi

In 1991 two hikers stumbled on a body sticking out of a melting glacier high in the Ötztal Alps on the Italian–Austrian border. The body had been well preserved by the ice and it became a very important discovery for archaeologists.

Nicknamed Ötzi, or the Iceman, carbon dating showed the body to be 5,300 years old. Examination of the body provided a lot of evidence about life at that time. For example:

- It could be the oldest murder case in history. An X-ray revealed that he had been killed by an arrow to the shoulder. It is likely that he was being pursued by his killers high into the mountains.
- > He was about 1.7 metres tall and between forty and forty-five years old.
- Analysis of pollen found on the body established that he died in the early summer.
- Examination of his stomach found that his last meal consisted of deer and a type of bread.
- His clothes were made from a variety of animal hides – sheep, goat and bear.
- A backpack discovered beside his body contained items he needed for his journey, including a first-aid kit to help treat the stomach problems he suffered from.
- He also had a mixture of copper and stone tools and weapons

 a copper-headed axe, a flint dagger and a bow made of wood.
 Copper tools were rare at the time and this find suggests he
 was an important person in his village.
- > He had sixty-one different tattoos on his body.
- > He had no wisdom teeth and was missing two ribs.
- DNA testing found that nineteen men living in the Alps today could be descended from Ötzi.

A reconstruction was made (pictured here) to show what Ötzi looked like.

Activity 5

Use the Internet to research more details about Ötzi and to answer the following questions:

- 1 How was the body discovered and removed from the ice?
- 2 What was discovered by examining his body?
- 3 What was learned from Ötzi's clothing and equipment?

SOURCE 1.14: Ötzi reconstruction



What is the role of DNA analysis in archaeology?

Archaeologists make use of modern scientific methods to investigate artefacts. One of these is **DNA analysis**, which they use to discover more evidence from skeletons. DNA is present in the cells of our bodies. It is passed from generation to generation. DNA samples taken from bones can be matched with the DNA of living relatives to identify a body.

Activity 6

In 2013 a skeleton found in England helped solve a historical mystery. It was identified as King **Richard III**. He had been killed in a battle in 1485, but it was not known where he had been buried. He was identified through DNA testing of living descendants. Archaeologists were also able to use his skull to reconstruct what he looked like.





Reconstruction of

Richard Ill's face

SOURCE 1.15: Richard III's skeleton, discovered in 2013

- 1 What historical mystery was solved in 2013?
- 2 How was the skeleton identified?

DO YOU UNDERSTAND THESE KEY TERMS?

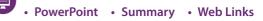
artefact bog body carbon dating dendrochronology

- a dig DNA analysis excavation hoard
- post-hole research archaeology rescue archaeology salvage archaeology
- stratigraphy survey test trench

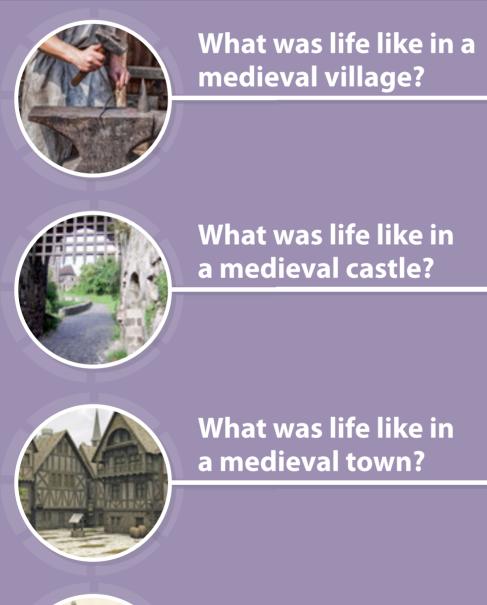
SELF-ASSESSMENT - CAN YOU?

- Explain why archaeology is important.
- 2 Explain how objects such as bodies can be well preserved in certain conditions.
- **3** Demonstrate two ways in which sites are chosen to be excavated.
- **4** Explain why archaeologists survey a site before they dig.
- 5 Name three tools that archaeologists use during excavations.
- 6 Explain why archaeologists have to be careful with objects that they find.
- 7 Identify and explain two methods archaeologists use to date objects they discover.
- 8 Describe what information an archaeologist can discover from a skeleton.
- 9 Identify and explain two examples from this chapter where archaeology has improved our knowledge of the past.
- 10 List four examples to support this statement: 'Archaeologists use a lot of modern technology to help them.'





LIFE AND DEATH IN MEDIEVAL TIMES



Why was religion so important in medieval times?

WHAT WAS LIFE LIKE IN A MEDIEVAL VILLAGE?

CLEARNING INTENTIONS

At the end of this section, you should be able to:

- Outline what the feudal system was
- O Describe a medieval manor
- Oiscuss life in a medieval village
- Explain how law and order operated in the Middle Ages.

What were the Middle Ages?

The time from about AD 500 to 1500 is called the **Middle Ages** or the **medieval period**. It covers the period between the end of the Roman Empire and what we call modern times.

Europe in the Middle Ages was very different from today's Europe. Most of the land had not been changed by humans. Huge areas of forest and grassland were home to wild pigs (boar), wild cats and wolves. Nine out of ten people lived in the countryside and worked on the land.

Population size

The population of Europe in the early Middle Ages was probably between 25 and 30 million. It grew significantly after AD 1000, reaching perhaps 100 million by the end of the medieval period. Now there are over 740 million people living in Europe.

What was the feudal system?

When the Roman Empire broke up in the fifth century there was no central government and no single currency in Europe. Roads and towns fell into ruins. Bandits and outlaws attacked people, making travel and trade very difficult. People looked to local lords to protect them and the lords became very powerful. Gradually they set up the **feudal system**.

Feudal system

The way land was owned and society was organised in the Middle Ages.

KS 🛋 Activity 1

questions below.

Examine this source and then answer the

Year	Population			
1000	56.4 million			
1100	62.1 million			
1200	68 million			
1250	72.9 million			
1300	78.7 million			
1350	70.7 million			
1400	78.1 million			
1450	83 million			
1500	90.7 million			
SOURCE 4.1: Population of Europe 1000–1500				

- 1 Which year shows a decrease in the population of Europe?
- 2 What was the overall increase or decrease in population between 1000 and 1500?
- 3 How do we measure the size of a population?
- 4 Why, do you think, are historians not sure of the size of the population of medieval Europe?
- 5 Research 'population change in Europe between 1000 and 1500' online. Identify two countries where the population more than doubled and two countries where the population remained more or less stable during this period.
- 6 Suggest why the population would grow at a quicker rate in some countries than it did in others.

	Activity 2
Examine this table showing	how the feudal system worked and then answer the questions below.
SOURCE 4.2: The king	 The king owned all the land He could not control or farm it all himself, so he gave some to his followers He kept about a quarter of the land for his own use
SOURCE 4.3: The king's vassals	 The king's followers were called his vassals Some vassals were lords with titles such as earl or count Others were bishops or abbots
SOURCE 4.4: A knight	 The lords gave some of their land to their knights in return for their loyalty Knights were soldiers who rode into battle on horseback and fought for their lords
SOURCE 4.5: Peasants	 Peasants farmed the land They had to pay heavy taxes and rents There were two types of peasant: serfs and freemen
1 Who had the most powe	
2 Who, do you think, did t	he most work?

- 3 What problems might a king have had?
- 4 Which person would you prefer to have been? Say why.

What was a medieval manor?

Most people lived in small villages and farms owned by the local lord or knight. These were called **manors**. There were usually twenty to thirty houses in a village. The **peasants** farmed the land around the village, which was divided into three big fields and a **commons**.

Most peasants were **serfs**. They belonged to the lord and farmed his land. They got their own small piece of land to farm, and in return they had to work for free on the lord's private land (his **demesne**). They could not leave the manor or get married without the lord's permission. They also paid taxes to him and to the priest.

Some peasants were **freemen**. They did not have to give free labour to the lord but they did have to pay him rent for their land. They could travel and marry as they pleased. They still had to pay their taxes to the lord and to the priest.

The priest lived beside the church in the centre of the village. He said Mass for the peasants on Sundays, and baptised, married and buried them. They paid him by giving him one-tenth of their crops. This payment was called a **tithe**.

The land a king rules is called a **kingdom**. The word **county** used to mean the land that a count got from the king.

Manor

The land, and everything on it, owned by the lord.

Peasant

A person who worked on the land.

Serf

A person who belonged to the lord and farmed his land. Sometimes called a **villein**.

Freeman

A peasant who paid rent and tax to the lord but could travel as he pleased.



Activity 3

Examine Source 4.6 and then answer the questions below.

- 1 Manor house, where the lord lived; usually at the edge of the village
- 2 **Demesne**, the lord's private land
- 3 **Commons**, where all the peasants' animals grazed together
- 4 Forge, where the blacksmith made nails, knives, axes, horseshoes and other iron goods
- 5 Water mill, where the miller ground wheat into flour
- 6 River, where peasants washed themselves and their clothes
- 7 A serf's house
- 8 Serf's one-acre strip of land (every serf had a strip of land in each of the big fields)
- 9 Forest, where peasants got wood for their fires and to build their houses
- **10 Church and priest's house**
- 11 Alehouse, where peasants drank beer (only taverns could sell wine and this was more expensive)
- 12 Bailiff's house
- 1 Where is the lord's demesne?
- 2 Apart from the church, the buildings were made of wood. Suggest why.

SOURCE 4.6: A medieval manor village

- 3 Was it a good idea to have all the animals together in the commons?
- 4 Why did the peasants pay taxes to a priest?
- 5 Why, do you think, was it a crime to fish in the river without permission?

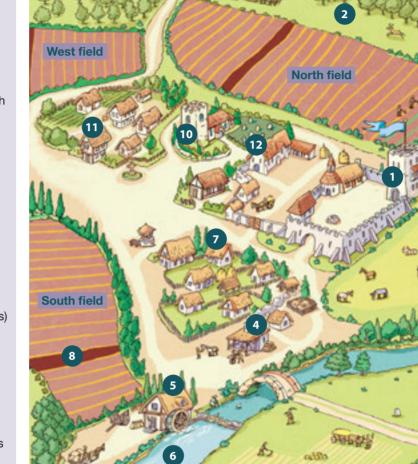
Farming

The peasants farmed the land of the manor using a method called the **open-field system**. There were two types of land.

- A big meadow called the **commons**, where all the animals belonging to the peasants grazed.
- > Three huge open fields, where crops were grown. Each field was divided into long strips and every peasant family had one or more strips in each of the three fields. The peasants rented these strips from the lord of the manor.

Bailiff

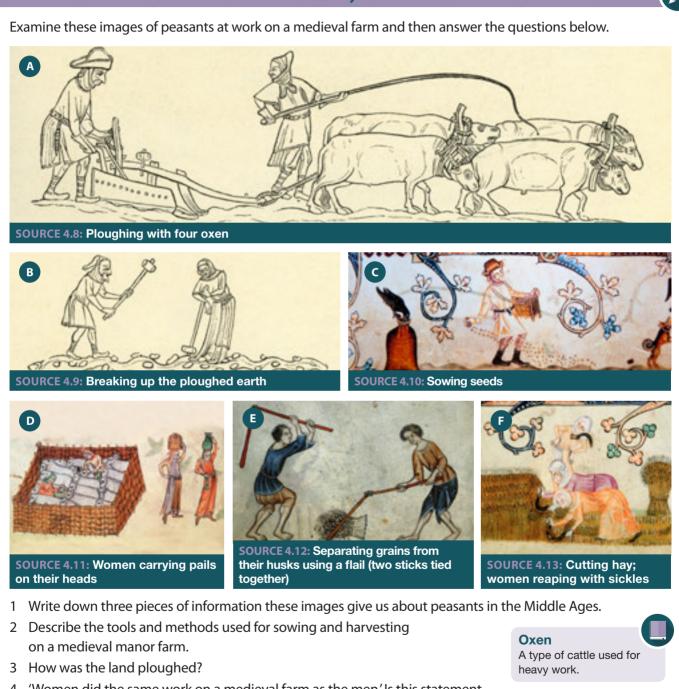
Person who looked after the lord's accounts and kept law and order on the lord's manor.



This is how the open-field system worked. Each year one of the three open fields was left **fallow** (i.e. with nothing growing). This meant that the soil was rested and would be fertile again the next year. This system is called rotating the crops or **crop rotation** (see Source 4.7).

_	North field	West field	South field			
Year 1	Oats, rye or barley	Wheat	Fallow			
Year 2	Fallow	Oats, rye or barley	Wheat			
Year 3	Wheat	Fallow	Oats, rye or barley			
SOURCE	SOURCE 4.7: Crop rotation					

Activity 4



- 4 'Women did the same work on a medieval farm as the men.' Is this statement true or false? Referring to the images above, give a reason for your answer.
- 5 Most of these pictures come from a medieval church calendar. Are they a primary or a secondary source?
- 6 Examine Source D. What is the woman on the left doing? How is she carrying her load? Where might you see that today?
- 7 Imagine you are a medieval peasant. Write an account of how you sow and harvest your crops.



Housing

A peasant's house usually had just one room. Families cooked and slept in the same room. Children slept in a loft if the house was big enough.

Activity 5

Examine this source and then answer the questions below.



- 1 What materials were used to build this house?
- 2 Where do the family cook?
- 3 Where does the smoke from the fire go?
- 4 Would there be glass in the window?
- 5 Describe the furnishings.
- 6 What smells would there have been inside this house?

Peasants built their own houses using a method called **wattle and daub**. They wove branches of trees together to make the walls of the house and dabbed or 'daubed' them with mud. The roof was thatched with straw. There was no chimney. In winter, they brought their animals into the house for safety and warmth.

Clothing

Peasants made their own clothes from linen or wool. They dyed them with berries or mosses. The women wore long dresses and a bonnet or headscarf. It was not thought proper for a married woman to go out with her head uncovered. The men wore a tunic and a belt.

Food and drink

Peasants rarely ate meat. Their usual diet was bread and cheese. Ale (weak beer) was safer to drink than water, which was usually dirty.



SOURCE 4.15: Typical peasant dress

Activity 6

In pairs, examine this source and then answer the questions below.



- 1 List two things missing from this menu that most of us would have every day.
- 2 Suggest why they are not there.
- 3 Why, do you think, did peasants have to get up at dawn?

Pastimes

Music, dancing and singing were popular activities. Some medieval pastimes remain popular today, such as noughts and crosses, draughts, wrestling and carol singing. One popular game was called 'hoodsman blind'. Children still play this game today: can you think what we call it?

Law and order

See also Section 20: Crime and punishment over time

The lord appointed a **bailiff** to oversee the village for him. The bailiff made sure the peasants paid rents and taxes. He also looked after law and order. Sometimes peasants stole from the lord's orchards or poached deer in his forest. Some got drunk or started fights. Serfs were often caught running away. If a serf could remain free for a year and a day he could become a **freeman**. The bailiff brought those accused of a crime to the manor house, where the lord decided their punishment.

DID YOU KNOW?

- Even the dung on a manor farm belonged to the lord.
- Peasants occasionally bathed in rivers and lakes. Most of the time they were dirty. Lice crawled in their hair, and their bodies were covered with fleas and bugs they picked up from sleeping on straw.

Activity 7

Examine this source and then answer the question below.



SOURCE 4.17: Medieval musicians

1 Identify as many of these instruments as you can.

DID YOU KNOW?

People were not put in prison. The local castle had **dungeons**, but these were used only for soldiers captured in a war.



KS

4 LIFE AND DEATH IN MEDIEVAL TIMES

Activity 8

Examine this source and then answer the auestions on crime below.

John Shepherd fined because the clay he took to place on the outside of his walls of his house was taken from the common roadway

Alice Kaa fined because she broke down the door and windows and took away lamps and oil from a house

John Smith was fined 12d for not producing what he said he would

Agnes who is poor gave birth to a child when she was not married

Hugh Trees' beasts were caught in the lord's garden. Fined 6d

Isabella Winters, widow, fined because her son John trespassed in the lord's woods 18d

The whole township of Little Ogbourne, except seven, for not coming to wash the lord's sheep, 6s. 8d.

SOURCE 4.18: Records from medieval manor courts in England (*note:* d = penny, s = shilling)

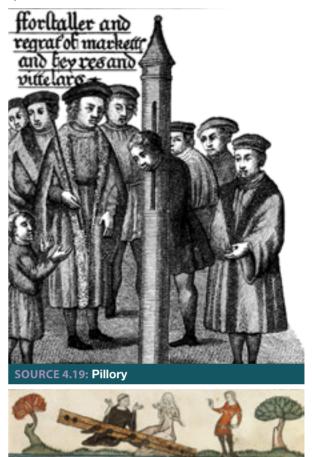
- 1 What is the most common type of crime?
- 2 What is the most common form of punishment?
- 3 Who was fined the most?
- 4 Do you think these crimes were very serious? Give a reason for your answer.
- 5 Who, do you think, got most of the money when people were fined?
- 6 What do we find out about everyday life on a manor farm from these court records? Give two examples.

The most common punishment for small crimes was a **fine**. Another punishment was to put people in the **stocks**. Their legs and sometimes hands were locked between planks of wood. Passers-by spat at them or threw things at them.

A **pillory** was like the stocks, but it held both the head and hands. A **ducking stool** was used to punish women who made trouble – they were tied to a chair and lowered into the water, again and again.

Activity 9

Examine these sources and then answer the questions below.



SOURCE 4.20: Stocks

1 What is the difference between a stocks and a pillory?

A thief could have his hand cut off. Really serious criminals like murderers or traitors were **hanged**. Another crime that was harshly punished was witchcraft – witches could be hanged, and sometimes they were **burned alive at the stake**.

DID YOU KNOW?

Sometimes a person hunted by the bailiff ran into a church or monastery. The bailiff could not arrest anyone there. This was called **sanctuary**.

Activity 10

In pairs, examine these sources and then answer the questions below.

(KS) 💶

The Miller was a chap of sixteen stone, A great stout fellow big in brawn and bone. He did well out of them, for he could go And win the ram at any wrestling show ... He could heave any door off hinge and post, Or take a run and break it with his head.

SOURCE 4.21: Extract from *The Canterbury Tales* by Geoffrey Chaucer (a fourteenth-century poet)

B Poor folk in hovels

Charged with children and overcharged by landlords, What they may save by spinning they spend on rent

On milk or on meal to make porridge

SOURCE 4.22: Extract from *Piers Plowman* by William Langland (a fourteenth-century priest)

- 1 What does document A tell you about how people in the Middle Ages spent their free time?
- 2 Many surnames come from the Middle Ages. What common surname do you see in A? Where does the name come from?
- 3 Does Langland present a positive or negative view of the life of a serf? Give a reason for your answer by referring to the source.
- 4 Look back over this chapter. Would you agree that the daily life of the serf was hard? Give three pieces of evidence to support your answer.

Activity 11

Imagine you are a serf living in a medieval village in 1300. You are being interviewed by a time traveller, who asks you to answer these questions:

- 1 How do you farm your land?
- 2 What sort of house do you live in?
- 3 What do you eat and drink in a typical day?
- 4 What kind of clothes do you wear?
- 5 How would you be punished if you committed a crime?
- 6 What do you do in your free time?
- 7 What do you enjoy about being a serf? Say why.
- 8 What do you not like about being a serf? Say why.

DO YOU UNDERSTAND THESE KEY TERMS?

bailiff	manor	serf
commons	medieval	stocks
county	Middle Ages	sanctuary
demesne	open-field	tithe
ducking stool	system	vassal
feudal system	peasant	wattle and
freeman	pillory	daub
knight	pottage	

SELF-ASSESSMENT – CAN YOU?

- Define 'the medieval period'.
- 2 Give two differences between Europe now and Europe in the Middle Ages.
- 3 Name the most important person in a medieval kingdom.
- 4 Name two kinds of people who could be vassals of the king.
- 5 Describe the knights and explain what they did.
- Identify the largest class or category of people in the Middle Ages.

- 7 Define the difference between serfs and freemen.
- 8 Name three buildings you would find in a medieval village.
- **9** Explain what the tithe was.
- 10 Identify the person who worked in the forge and describe what he made there.
- Explain, with the aid of a drawing, how the open-field system worked and give two reasons why this was not a very efficient method of farming.

WHAT WAS LIFE LIKE IN A MEDIEVAL CASTLE?

CLEARNING INTENTIONS

At the end of this section, you should be able to:

- Section 2 Sec
- O Describe a siege
- Discuss what life was like for medieval lords and ladies
- Distinguish between the different types of medieval soldier
- Second Second

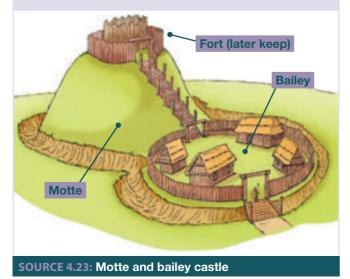
How were medieval castles built?

As soon as a lord got land from his king, he built a castle on it. He needed it to defend himself and his people from enemies.

Motte and bailey castles

The first castles were made of wood and were easy to build. Historians call them motte and bailey castles.

- 1 The lord got his peasants to construct a small hill. This was a **motte**.
- 2 On top of the motte they built a wooden **fort**. From this lookout post the lord's soldiers could see an enemy approaching.
- 3 Below the motte was a big enclosure called the **bailey**. Most of the time, the lord and his soldiers lived in the bailey, but if an enemy attacked, they went up to the fort.



Activity 1

Examine this source and then answer the questions below.

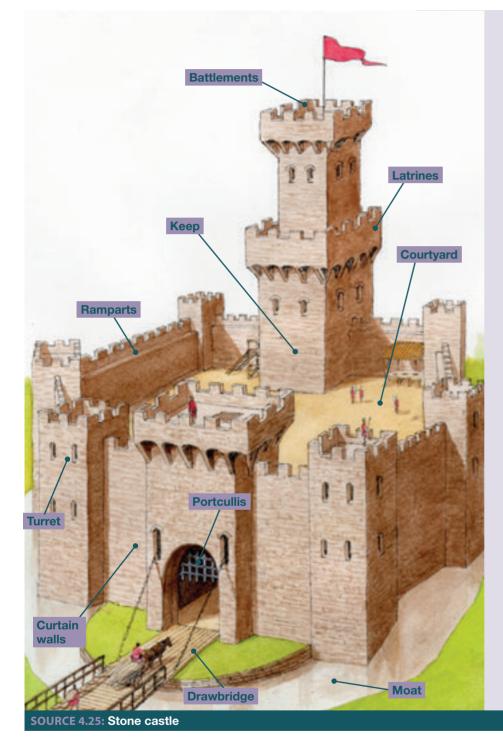


SOURCE 4.24: Remains of a motte and bailey castle

- 1 Identify where in this aerial photo the motte and bailey were located.
- 2 Suggest why the ruins of the castle are gone.
- 3 Give one advantage of aerial photographs as a source for historians.

Stone castles

Once the lord had control of the local countryside he replaced the motte and bailey castle with a stone castle.



- 1 **Keep:** The main building in the castle. It was where the lord and lady, their family and some soldiers lived.
- 2 Battlements: A walled platform at the top of the keep.
- 3 Curtain walls: The outer walls of the castle.
- 4 **Turrets:** Strong towers along the walls.
- **5 Drawbridge:** A bridge that could be raised at night or if an enemy approached.
- 6 **Portcullis:** An iron grille that could be lowered in front of the castle gate.
- 7 Ramparts: Platforms along the top of all the walls that were wide enough for soldiers to walk along.
- 8 Moat: A ditch at the foot of the castle walls, filled with water. Often it was part of a nearby river or stream.
- 9 Courtyard: An open space in front of the keep. Also called a bailey or a bawn. Much of the life of the castle went on in the courtyard. It usually contained stables, pigeon houses, kitchens, a forge, and a well for fresh water.
- 10 Latrines: The toilets of the castle, usually in the corner of one of the towers in the keep.

What was a siege?

When an enemy approached a castle, local people rushed inside the walls for safety. They often brought their animals with them. The castles were strong and at that time there was no gunpowder to blast the walls. The enemy surrounded the castle to stop anyone going in or out. This was called **laying a siege**. A castle could hold out for several months under siege.

HISTORY ALIVE

<complex-block>

Gradually weapons were invented that could help attackers to take over a castle.

After gunpowder and the cannon were invented in the 1400s, it was much easier to capture castles.

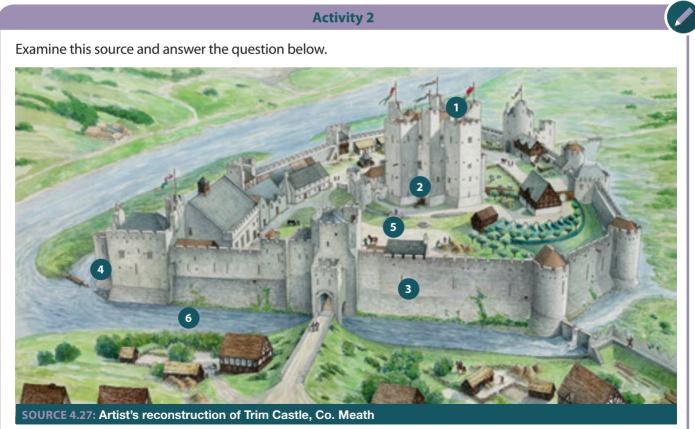
- 1 Battering rams were used to pound the gate.
- 2 Giant **catapults** hurled huge boulders or fireballs over the walls.
- **3** A **ballista** was like a giant crossbow and was used to fire large arrows.
- 4 **Siege towers** were like enclosed ladders and were used to scale the walls.
- **5 Tunnels** were dug with the aim of collapsing the walls.
- 6 Siege ladders were used to climb the walls.

What was it like to be the lord of a medieval castle?

The most important person in a castle was the lord, who lived there with his family. The castle and its land belonged to him. But if he betrayed the king, he would lose it all.

The keep

The lord and his family lived in the **keep**. It had a **narrow spiral staircase** that circled to the right. Since most people held their sword or spear in their right hand, that made it easier to fight coming down the stairs than going up.



1 Identify the labelled parts of the castle.

On the **top floor** were the lord's private apartments, the solar and the chapel. The great hall took up the entire **middle floor**. This is where everyone ate. The lord also used the hall to give orders to his soldiers and to collect rents and taxes from the peasants. Suspected criminals were brought there to be tried. On the **lower floor** there were storerooms for food and drink. There were also **dungeons** to hold enemy soldiers captured in war.

Education

Up to the 1300s most lords could barely read or write. They had no need to because they kept a priest to do that for them. The priest also acted as schoolmaster to the lord's sons until they were seven years old. Good manners and fighting skills were considered more important than reading or writing.

Food

In the castle there were usually two meals a day: dinner at noon and supper at about 4 p.m. The amount of food could be enormous. One meal might include duck, rabbit, hare, pork, boar, lamb and birds. Rich people ate a lot of meat!

At a feast, important people sat at the top tables in the dining hall. The food was served on wooden plates or on big slices of bread called **trenchers**. They cut meat with their knives and ate with their fingers. They drank wine or ale. Keep

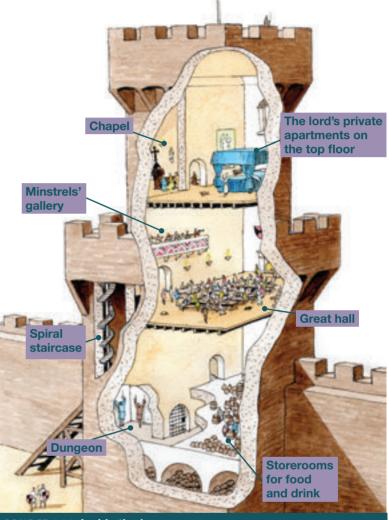
A large square tower where the lord's family lived.

Minstrel

Travelling musician who entertained wealthy families.

Solar

The room which the lady of the castle used for work such as embroidery.



SOURCE 4.28: Inside the keep

P DID YOU KNOW?

In 1465 an English bishop invited 2,500 people to be his guests for a few days. Between them they ate 1,000 sheep, 4,000 pigeons and 2,000 pigs.

Entertainment

A favourite pastime for rich people was **hawking**. The hawk was trained to sit on a person's hand and to hunt for songbirds, ducks and small animals.

Hawking

Hunting with trained birds of prey (hawks).



SOURCE 4.29: Hawking was popular with men and women



Tournaments were also popular. Knights acted out mock battles. They could fight in teams (**melées**) or one knight could fight against another (**jousting**). Blunt swords and lances were used, but there were still many deaths.

> DID YOU KNOW?

So many knights were killed in tournaments that the Church banned them. Until 1300 knights who died in them were refused a Christian burial.

What was it like to be the lady of a medieval castle?

The main role of a woman in medieval times was to marry and have children. A noblewoman did not marry for love. Her parents arranged her marriage like a business contract. They would give her a **dowry**. It could be money, cattle or household utensils. In return, her husband would agree to support her for the rest of her life.

Most noblewomen could not read or write, but they learned spinning and weaving, needlework, music and embroidery so that they could make beautiful **tapestries**. They also learned how to run a large household and how to use herbs to cure illnesses. When the lord was away, his wife had to look after and defend the castle. Tournament An event where knights fought

mock battles against each other.

Activity 3

Examine this source and then answer the questions below.



SOURCE 4.30: Jousting at a modern re-enactment show

- 1 Have you ever been to a re-enactment show of any historical event?
- 2 Are they a good idea, do you think? Give a reason for your answer.

Dowry

Activity 4

Money or goods that a woman's family gave to her husband when she got married.



KS

Examine this source and then answer the questions below.

- 1 What is a tapestry?
- 2 Is this a primary or a secondary source? Explain your answer.
- 3 List three pieces of information this tapestry tells us about life in the Middle Ages.
- 4 Would you agree that tapestries are very useful sources for historians trying to find out about the Middle Ages? Give reasons for your answer.
- 5 Is this source completely accurate, do you think? Explain your answer.

Clothes

Women wore long dresses. It was fashionable for them to trail on the floor. They were usually made of wool, but sometimes merchants or knights brought back silk from Asia. The headdress was called a **wimple**. Rich men wore long tunics. Shoes were made of leather and were pointed. The long toes were stuffed with horsehair.

Who were the lord's soldiers?

There were three kinds of soldier in the castle.

- > Foot soldiers carried swords, daggers and shields.
- > Archers used bows and arrows. Some had longbows and some crossbows, which were more powerful.
- **Knights** were the most important soldiers in a medieval army.

How did a boy become a knight?

It took thirteen years of training for a boy to become a knight. There were three stages.

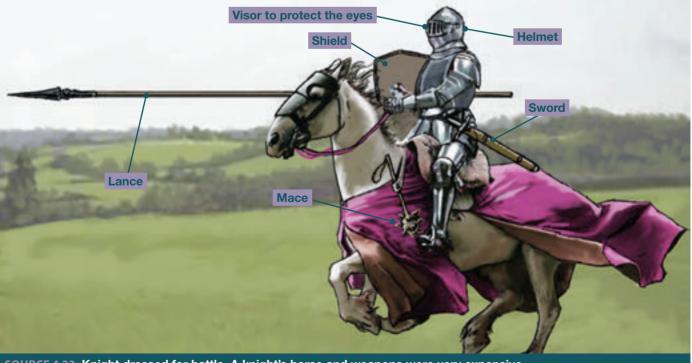
- When a lord's son was seven years old, he was sent to another castle to be a page. He was taught to ride a horse and use a sword. He also learned singing, dancing and good manners.
- When the boy was fourteen, he became a squire. He learned to fight on horseback.
- ➤ When the squire was twenty-one, he became a knight in a ceremony called dubbing. The squire would first spend a night praying in the church. The next morning, he knelt before his lord, who put on his armour, piece by piece. The squire then swore to uphold the code of chivalry a promise to be loyal to God, to protect women and children, and never to run away in a battle. Then his lord touched him on the shoulder with his sword and said, 'Arise, Sir Knight'.



SOURCE 4.32: Weapons used by archers

Chivalry

A code of honour that said a knight should be brave, love God and protect women and children.



SOURCE 4.33: Knight dressed for battle. A knight's horse and weapons were very expensive.



Activity 5

Examine this source and then answer the questions below.



SOURCE 4.34: Part of the Bayeaux Tapestry, which is kept in the Bayeux museum in France and depicts how William, Duke of Normandy, became King of England in 1066

- 1 What weapons can you identify in this image? List three.
- 2 Why, do you think, did the Normans win this battle?
- 3 Which side do you think made the tapestry: the Normans or the English? Give a reason for your answer.
- 4 What can a source like this tell historians?

DO YOU UNDERSTAND THESE KEY TERMS?

archer	battlements	drawbridge	jousting	motte	siege tower	tournament
bailey	catapult	dubbing	keep	page	solar	wimple
ballista	chivalry	dungeon	latrine	portcullis	squire	
battering	curtain walls	fort	melée	ramparts	tapestry	
ram	dowry	hawking	moat	siege	trencher	

SELF-ASSESSMENT – CAN YOU?

- 1 Name the first kind of castle and describe how it was built.
- 2 List three activities that took place in the castle courtyard.
- 3 Explain why a well was vital for a castle.
- Describe three ways in which an enemy might try to capture a castle and say which you think was most effective.
- 5 Suggest why castles were usually built near rivers or the sea, or on high ground.
- 6 Explain why castles were no longer used after the 1400s.
- 7 Describe where the lord and his family lived.
- 8 Describe what you would find in (a) a solar and (b) a dungeon.
- 9 Describe how the lord of a castle was educated.
- Learning Outcome 3.6

- Outline what kind of food rich people ate, and list three examples.
- List three entertainments enjoyed by the people of the castle.
- 12 Describe a tournament and explain the two types of mock battle fought by knights.
- **13** Explain how marriages were arranged.
- 14 Outline the main duty of a medieval noblewoman.
- **15** List four things the lady of a castle had to see to.
- 16 Name the three kinds of soldier found in a medieval castle and the weapons each carried.
- Describe the Bayeux Tapestry and name where it is kept.
- 18 Explain the three stages a boy went through to become a knight.
- **19** Describe a dubbing.

WHAT WAS LIFE LIKE IN A MEDIEVAL TOWN?

CLEARNING INTENTIONS

At the end of this section, you should be able to:

- O Discuss what it was it like to live in a medieval town
- Outline the types of people who lived in medieval towns
- Explain what a guild is
- O Describe how a boy became a master craftsman.



What did a medieval town look like?

Medieval towns grew up next to big castles or monasteries or beside rivers. Most towns in Europe had fewer than 1,000 people.

Toll A tax that traders had to pay at the town's gates.

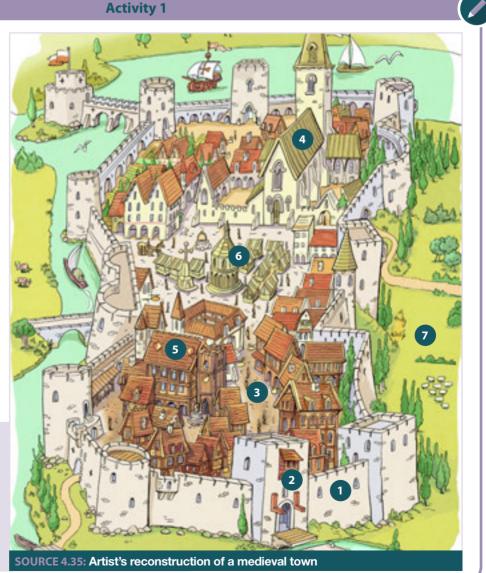
KS 22

Examine Source 4.35, which shows some of the important buildings and places in a medieval town, and then answer the questions below.

- 1 Which building looks the most important?
- 2 What are the buildings around the square made of?
- 3 What material are most of the houses built from?
- 4 Why, do you think, was the square important to the people of the town?
- 5 Why is there a wall around the town?
- 6 Why, do you think, was a town built at this location?

1 High outer wall

- 2 Gates
- 3 High Street
- 4 Parish church
- 5 Rich merchant's house
- 6 Market square
- 7 Fair green



HISTORY ALIVE

Anyone who wanted to sell goods in the town had to pay a **toll**. The gates were closed between sunset and dawn.

Activity 2

Examine this source and then answer the questions below.



SOURCE 4.36: Medieval gate at Drogheda, Co. Louth

- 1 What happened at the gate in a medieval town?
- 2 What can you infer about Drogheda from this photograph?
- 3 Find Drogheda on a map of Ireland. Suggest why a town developed at that location.

DID YOU KNOW?

The names of some gates still survive in modern place names. In Dublin, for example, St James's Gate (where Guinness is made) was the site of a medieval gate.

Only the main street of a town was paved with stones or wooden planks. It was often called **High Street**. Other streets were narrow lanes. They were not paved so they usually became very muddy in wet weather.

Buildings

Every medieval town had a **parish church** and a **town hall**, which were made of stone. Most other buildings were made of wood.

Rich merchants had their **houses** on the High Street. These had three storeys, each storey leaning out over the one below, which made the street dark. Craftspeople lived over their **shops**. Some houses had a long back garden, where the family grew vegetables and kept pigs, hens or even a cow. As you moved away from the town centre, the houses became smaller and the people poorer.

Activity 3

Examine this source and then answer the questions below.



SOURCE 4.37: Medieval street in modern-day York; the original lane would have been a mud track

- 1 What does this street tell us about medieval towns?
- 2 How does the modern street pictured differ from the way it would have been in the Middle Ages? State two changes.

DID YOU KNOW?

People of the same trade liked to live in the same area, so you often have streets named after trades, such as Fishmonger Street. Some streets were so narrow that two people could shake hands with each other out of their topfloor windows! Because the houses were made of wood, there were strict rules about fire safety. At sunset, church bells rang out to mark the arrival of the **curfew**. That meant that all fires and candles in the town had to be put out. The word curfew means 'cover the fire'.

Dirt and disease

Towns were very dirty. There were no sewers. An open drain ran down the middle of the street. People threw everything into it, including the contents of their chamber pots.

People seldom washed and they all had fleas. Many suffered from skin diseases. A common one was **leprosy**, where sores broke out all over the person's body. Lepers were not allowed to mix with others and had to live in a special place, usually outside the town walls. This is how Leopardstown in south Dublin got its name.

Fairs

The highlight of the year was the annual fair. It could last up to three weeks and took place on the **fair green** outside the town walls. Merchants came from all over the world. They sold silk and spices from Asia, brightly dyed woollen cloth from Italy and furs from Russia. Craftspeople bought things they needed for their work. Acrobats, musicians and jugglers entertained the crowds.

What was a guild?

Craftspeople

The **craftspeople** made the things that people needed. Even the smallest town had over thirty different craftspeople. Many surnames come from the names of crafts that people did. For example, Robert the (black)smith became known as Robert Smith.

Guilds

Every craftsperson who worked in a town had to belong to a **guild**. There was a bakers' guild, a carpenters' guild and so on. Each guild regulated its trade. For example, the guild set examinations to make sure the craftspeople were good at their trade. It set standards of work and decent wages. It looked after old or sick members, paid for their funerals and looked after their orphans.

Guild

An organisation that controlled its own craft or trade.

Curfew

The time when all fires had to be out in a medieval town.



In medieval Dublin, almost one-third of children died before the age of ten. Average life expectancy of men and women was just thirty years.

Chamber pot

Container shaped like a giant cup that was used as a toilet.

Activity 4

Examine this list of crafts and trades and then answer the questions below.

Shoemakers Weavers (made cloth) Tailors (made clothes)	Fishmongers Masons (builders who used stone)
Carpenters	Tanners (made
Blacksmiths	leather)
Coopers (made barrels)	Chandlers (made candles)
Bakers	Apothecaries
Butchers	(pharmacists)
Millers (made flour)	Merchants (traders)

- 1 How many familiar surnames can you find? Make a list.
- 2 What trades do you think were once carried out in (a) Cook Street and (b) Winetavern Street in Dublin?

Craftsperson

Someone who has learned a skilled manual craft or trade (e.g. a carpenter).

P DID YOU KNOW?

There were also merchant guilds who looked after trade in the towns. Merchants bought and sold goods made by craftspeople.

4 LIFE AND DEATH IN MEDIEVAL TIMES

Activity 5

Examine this source and then answer the questions below.



- 1 What kind of craft work are these people doing?
- 2 Was it possible for a woman to be a member of a guild, do you think?

There were many **craftswomen**, but as time went on guilds began to exclude female members. In most towns women were allowed to become members of a guild only if their husband had died and they wanted to carry on his trade.

How did a boy become a master craftsman?

A boy who wanted to practise a craft went through three stages.

- At twelve years of age, he became an **apprentice** and went to live in the house of a master craftsman to learn the trade. He stayed there for seven years, working without pay.
- At nineteen, the apprentice became a journeyman. He could leave his old master and look elsewhere for the best-paid work.
- To become a master craftsman, a journeyman had to produce a masterpiece. For example, a carpenter might make a table or a tailor a coat. Then he could have his own workshop and sell his goods in the town. Along with the masterpiece, the man had to make a large payment to the guild. Most journeymen could not afford this, so they never got to be masters.

Activity 6

Examine this source and then answer the question below.

In 1492 the masters of medicine in London complained about female members of the barber-surgeons' (doctors') guild. They wanted to ban female members because: 'They have neither natural ability nor professional knowledge, make the gravest possible mistakes (thanks to their stupidity) and very often kill their patients.'

SOURCE 4.39: Fifteenth century records of the Masters of Medicine Guild, London

1 Explain in your own words why the masters of medicine wanted to ban women from their guild.

Activity 7

In pairs, examine this source and then answer the questions below.

All craftsmen must be members of a guild. The guild sets the price for all your goods. All members of the guild pay workers the same wage.

Shoddy workmanship is not allowed. You are not allowed to advertise. No other guild member will have anything to do with a member who lives in adultery [living with someone outside marriage].

SOURCE 4.40: Guild rules

KS

- 1 Suggest why guild members were not permitted to advertise their goods or services.
- 2 List two benefits of being a guild member.
- 3 List two disadvantages of being a guild member.

(KS) 💶 Activity 8

In pairs, examine this source and then answer the questions below.

- 1 How would you know that Carcassone was a medieval town?
- 2 Suggest why the town has two rows of walls.
- 3 Explain what would happen at the gate as you entered a medieval town.
- 4 What is the main building inside the town walls? Who lived there?
- 5 Identify any other buildings that you might find in a medieval town.
- 6 Why, do you think, did a town develop in this place?
- 7 Give a reason why you would like to have lived in a medieval town, and a reason why you would not like it.

DO YOU UNDERSTAND THESE KEY TERMS?

apprentice charter corporation curfew craftsperson fair green guild journeyman

leprosy an master masterpiece merchant toll

SELF-ASSESSMENT – CAN YOU?

- 1 Explain where towns developed in the Middle Ages.
- **2** Describe what a toll was.
- 3 Explain where in a medieval town you would find the homes of rich merchants.
- Define a curfew and explain why it was imposed on medieval towns.
- 5 Outline why diseases were common in medieval towns.
- 6 Explain which buildings in a medieval town were made of stone.
- Explain why fairs were so popular, giving two reasons.

- 8 Name the group of people who ran a medieval town.
- 9 Name at least five different crafts and trades that were carried out in even small towns.
- **10** Explain what a guild was.
- 1 List three kinds of service provided by guilds to their members.
- 12 List two guild rules.
- 13 Explain the process a person had to follow to become a master in a guild.

WHY WAS RELIGION SO IMPORTANT IN MEDIEVAL TIMES?

OLEARNING INTENTIONS

At the end of this section, you should be able to:

- Discuss how the Christian Church influenced medieval people's lives
- Outline how the Church was organised in medieval Europe
- Explain what the Black Death was and how it affected people
- Distinguish between Romanesque churches and Gothic churches
- Discuss what it was like to be a medieval monk or friar.



Were medieval people religious?

In the Middle Ages religion was very important to people. Most Europeans could not imagine a world without God. Even rulers believed they would go to hell if they did not obey the Christian Church's teachings.

Activity 1

Examine these sources and then answer the questions below.

There was once a worthy woman who had hated a poor woman for more than seven years. When the worthy woman went to confession the priest told her to forgive her enemy. She said she had forgiven her. But the woman added, 'Do you think I forgave her with my heart as I did my mouth? No!' Then the devil came down and strangled her there in front of everyone. So make sure that when you make a promise you make it with your heart without any deceit.

SOURCE 4.42: Medieval priests told this story to teach people how they should live



- 1 Why did priests tell stories like the one above, do you think?
- 2 Who are the creatures with pitchforks meant to represent in the image of hell?
- 3 If you had lived in medieval times, how would you have felt seeing such images and listening to such stories? Worried? Bored? Afraid? Amused? Give a reason for your answer.

How was the Christian Church organised?

The leader of the Christian Church in Western Europe was the **pope**. At local level the Church was divided into **parishes** and **dioceses**. The parish priest ran the parish and the bishop ran the diocese. Usually the manor farm was also a parish and the local priest baptised, married and buried everyone in the parish.

Bishops were rich and owned a lot of land. In each diocese, the bishop built a big church called a **cathedral**. Many churches were very impressive in the Middle Ages. They were meant to help people think of heaven and to show their devotion to God.



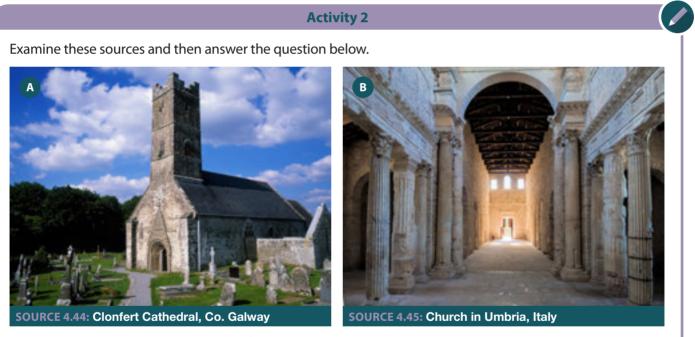
The priest was sometimes the only person in a parish who could read or write. He helped people with legal documents and advised them on all kinds of problems.

How powerful was the Christian Church?

We have evidence that the Christian Church had a huge influence on Europe. One of the ways we can see this is in the thousands of churches built during the Middle Ages.

Romanesque churches

Around AD 1000 Christians began to build big stone churches. The first stone churches were built in a style called **Romanesque**. The external features of a Romanesque church include round arches and square towers. The interior is dark and gloomy. The roof is held up with heavy round columns and thick walls, which means that all windows are small and little light gets in.



1 State two external and two internal features that indicate these are Romanesque churches.

Gothic churches

Later, a new style of architecture called the **Gothic** style became popular. Gothic cathedrals usually have spires and towers. The arches over the windows and doors are pointed and there are often stone statues carved into the doorways.

Arches on the outside of the church support the weight of the roof. These are called **flying buttresses**. Therefore slim columns could hold up the church walls on the inside, leaving more space for windows. These churches often have beautiful **stained glass**. When the sun shines through the glass, the whole church glows with light and colour. Other dramatic features include rose windows and gargoyles. DID YOU KNOW?

Gargoyles are common on the sides and doorways of Gothic churches. They help to drain off the water from the roof. They are also meant to ward off evil.

HISTORY ALIVE



SOURCE 4.46: Flying buttresses

Activity 3

Examine this source and then answer the questions below.



1 Identify three features of Gothic architecture on this cathedral.

2 Can you name a church you have visited (in Ireland or abroad) that has similar features?

4 LIFE AND DEATH IN MEDIEVAL TIMES





SOURCE 4.47: A stained-glass rose window

SOURCE 4.48: Gargoyle

Summary

Romanesque style	Gothic style
Square towers	Tall spires
Rounded arches	Pointed arches
Thick, round columns	Slim columns
Thick walls to support roof	Flying buttresses
Small windows	Bigger windows, rose windows
Dark interiors	Brighter interiors, glow from stained glass
Plain exterior	Stone statues over doors and windows

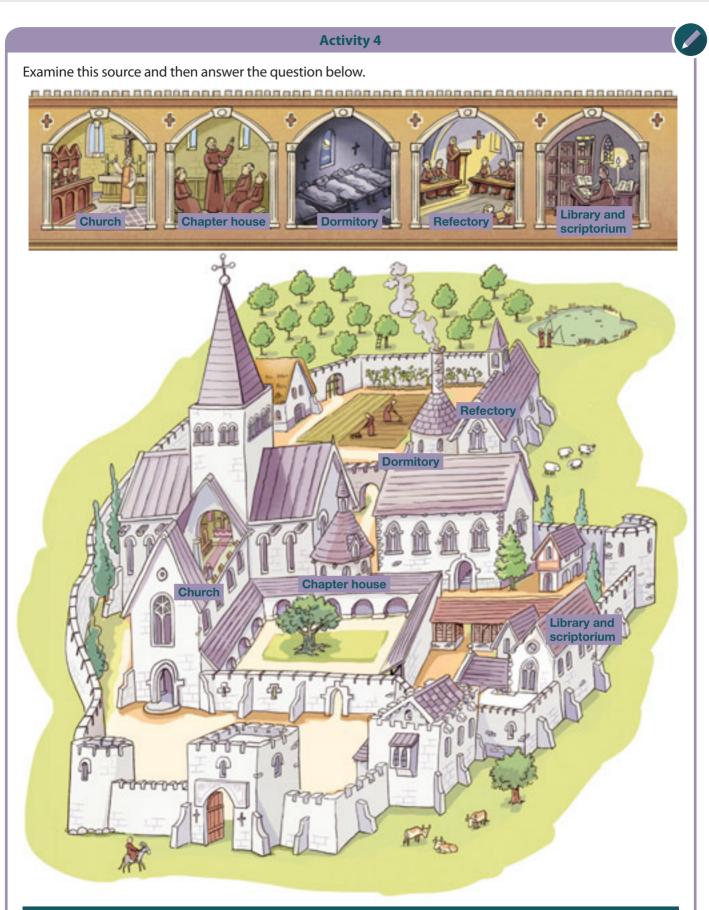
Were monasteries important in the Middle Ages?

Monasteries were very important in medieval Europe. They were communities of men (**monks**) or women (**nuns**) who wanted to devote their lives to God. They followed strict rules. They had to pray seven times every day, fast regularly and always obey the **abbot** or the **abbess** who was the head of the monastery (or **abbey**, as it was sometimes called). There were different orders of monks and nuns, such as Benedictines, Cistercians and Poor Clares.

The monks slept in the **dormitory**, ate meals in the **refectory**, prayed in the **church**, walked and prayed in the **cloisters** and studied in the **library**. The **chapter house** was where the monks met to discuss the business of the monastery and to elect the abbot. The **guest house** was where they gave food to poor people and travellers, and monks nursed the sick in the **infirmary**.

Cloister

A square in the centre of the monastery with a covered walkway where monks would walk and pray.



SOURCE 4.50: Reconstruction of a medieval monastery

1 Monasteries were not just places where people prayed. Which services provided by a medieval monastery can you identify from this reconstruction?



Boys and sometimes girls were educated in monasteries. The monks also wrote books and recorded events.

Monks and nuns did everything for themselves, such as making their furniture and clothes and growing their food. They even brewed their own beer! They trained many boys and girls in their skills. Some of the larger monasteries were like small towns.

What was it like to be a monk in a medieval monastery?

The Rule of St Benedict, which most monasteries followed, laid down a strict timetable for the monks.

Activity 5

Examine this source and then answer the questions below.

3 a.m.	Matins (morning prayers)
6 a.m.	After a sleep, silent prayers
7 a.m.	Breakfast in silence
8 to 9.30 a.m.	Work in the fields
10 a.m.	Mass
11 a.m. to 2 p.m.	Work again
2 p.m.	Dinner
2.30 p.m.	Reading
3 to 5 p.m.	Work
5 p.m.	Vespers (evening prayers)
6 p.m.	Supper
8 p.m.	Compline (night prayers) and retire to bed
SOURCE 4.59: Daily routine in a medieval monastery	

- 1 Explain the terms 'matins' and 'vespers'.
- 2 Calculate how many hours each day were spent at prayer, and how many at work.
- 3 What would you have liked most and least about this life?
- 4 Look back over this chapter and name two advantages of being a monk.

P DID YOU KNOW?

Part of a monk's job was to read and copy books by hand in a special room called the **scriptorium**. If it weren't for these books, we would know very little about what happened during the Middle Ages.

Activity 6

Examine this source and then answer the questions below.



SOURCE 4.52: Large medieval monastery in Romania

- 1 Why, do you think, is the monastery in the photograph in such an isolated area?
- 2 Do you think that it was a wealthy monastery? How would you know?

Each monk or nun had a special job. The abbot (or abbess) was head of the monastery, elected by the monks (or nuns). In his absence, the **prior** (or prioress) was in charge. The **almoner** looked after the poor when they visited. The **infirmarian** looked after the sick and kept a record of the herbs used in the monastery. The **librarian** looked after the library. The **hosteller** looked after visitors.

DID YOU KNOW?

Poorer women rarely became nuns. Their labour was needed too much in the lord's fields.



SOURCE 4.53: Can you see these monks' tonsures?

How did a boy become a monk?

When a boy joined a monastery he was called a **novice**. If the abbot thought the novice would make a good monk, he let him take **solemn vows**. These were promises of **poverty** (he must not own anything), **chastity** (he must not marry) and **obedience** (he must do what the abbot told him). Then his hair was cut in a **tonsure**, a shaved patch on the crown of his head, to show that he was a monk.

What were friars?

If people needed the help of monks or nuns, they had to go to them at the monastery. But around 1200, a different kind of monk appeared. They were called **friars**. Friars travelled from place to place, working with the poor. One group of friars was called the Franciscans after its founder, St Francis of Assisi. Other groups included the Dominicans and the Augustinians.

What was the Black Death?

Between 1347 and 1350 a terrible **plague** raged in Europe. It wiped out nearly one-third of the population. Historians later gave this plague the name the **Black Death**. Given the power and influence of the Christian Church, people looked to their religious leaders for help.

Various remedies to stop the plague were tried. Church bells were rung. There were all-night prayers. In some places, Jews were blamed and thrown out of towns. But the Church was unable to stop the plague, and some people saw it as God's punishment for their sins.

The plague probably started in Asia and travelled westward along the **Silk Road** trade route (see Section 6: What factors led to the Age of Exploration?). The disease was carried by fleas that lived on rats.



SOURCE 4.54: Medieval nuns in France

Activity 7

Examine this source and then answer the questions below.



- 1 How do we know that this is a friar and not a monk?
- 2 Suggest what he is doing.

Plague Infectious disease that spreads quickly.



Historians think that black rats living on European merchant ships caught the disease, and brought it to Europe. Many victims had swellings in their neck, armpit or groin.

The following quotes give an idea of the effect of the plague:

EFFECTS OF THE **PLAGUE**

CONTEMPORARY SOURCES

'On the same day twenty, forty, sixty and very often more corpses were committed to the same grave' – Registrar of London, 1349

'Men and women bore their own dead children on their shoulders to the church and cast them in to a common pit' – English eyewitness account

³ 'Plague stripped villages, towns and castles and swallowed them up ... This pestilence was so contagious that those who touched the sick or the dead were immediately infected themselves and died ... I see the whole world placed within the grasp of Satan.' – John Clyn, Irish friar, Kilkenny Chronicle (Clyn later died from the plague while trying to help others)

MODERN SOURCES

2

- ¹ 'The period between 1348 and 1420 saw the heaviest loss. In parts of Germany, about 40% of the named inhabitants disappeared... and in some parts of Tuscany, 70% were lost during this period.' – Historian Paolo Malanima
- 'It is estimated that somewhere between 75 million and 200 million people died of the plague' – Modern historian

'Jews were burned in Strasbourg in 1349. It was believed that the Jews had caused the plague by poisoning drinking water '– Modern historian **Activity 8**

Examine these sources and then answer the questions below.



SOURCE 4.62: Contemporary drawing of the Black Death



Black Death

- 1 How many people in Europe are thought to have died from the Black Death?
- 2 According to A, how would you know if someone had the Black Death?
- 3 According to B, explain two effects of the Black Death.
- 4 Which of these two sources is primary and which is secondary? Give a reason for your answer in each case.
- 5 Give an example of where one of these visual sources agrees with one or more of the written sources on the left about the Black Death.

Contemporary Belonging to the same period of time.

Many more townspeople than peasants died from plague. This was because the towns were crowded and very dirty. The rate of death among priests was particularly high because they were in close contact with the sick. As monasteries also operated as inns and hospitals, they were often a breeding ground for the plague.

Effects of the Black Death

The Black Death led to massive changes for people in Europe.

- Law and order broke down in towns and the countryside. Peasants revolted against their landlords. They wanted to pay their lords rent instead of providing the lords with free labour.
- > Exports fell and trade almost stopped.
- Jews were often blamed for the plague. Many were attacked, forced to become Christians and even expelled from some countries.

It took Europe fifty years to recover from the Black Death, and many other plagues followed that were nearly as bad. Peasants' revolts were brutally put down, but their conditions did begin to improve. There were fewer of them so they had more bargaining power.

Activity 9

Examine these sources and then answer the questions below.

A The Black Death 1348–1350 killed so many villeins that the lord of the manor could not get enough people to live and work on his estates. Some villages were deserted.

SOURCE 4.58 Modern historian

B On the estates of Durham Priory things were changing before the Black Death. The lord was already renting out his lands to people who would pay him rent instead of doing services ... The lord decided he could make more money from rents.

SOURCE 4.59 Modern historian

- 1 According to A, what change came about because of the Black Death?
- 2 Does the second historian (Source B) agree?

DO YOU UNDERSTAND THESE KEY TERMS?				
abbot	diocese	Gothic	parish	solemn vows
almoner	dormitory	hosteller	plague	stained glass
cathedral	flying buttress	infirmarian	prior	tonsure
chapter house	friar	infirmary	Romanesque	
cloisters	gargoyle	novice	rose window	

SELF-ASSESSMENT – CAN YOU?

- 1 Identify one reason why the Christian Church had so much power over people in the Middle Ages.
- 2 Name the head of the Christian Church in Western Europe.
- **3** Outline what a parish priest did in the Middle Ages.
- A Name the style of church building that developed in Europe around AD 1000, and list three of its main features.
- 5 Name the other style of medieval church building and list four of its features.
- 6 Give three reasons why monasteries were so important to people in medieval times.
- 7 Name an order of monks and an order of nuns.

- 8 Explain what each of the following places in a medieval monastery was for: cloister, library, dormitory and chapter house.
- 9 Describe how a boy became a monk.
- **10** Explain what (a) the abbot, (b) the prior and (c) the almoner did.
- 11 Explain who friars were and outline how they were different from monks.
- **12** Name two groups of friars.
- **13** Explain what the Black Death was.
- 14 Decide whether this statement is true or false: 'About one-third of the population of Europe was wiped out.'
- **15** List two other effects of the Black Death in Europe.

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INVESTIGATION OF THE GREAT FAMINE IN IRELAND



What was the Great Famine?



H CENTR

Where did the Irish emigrate to?

What is the significance of the Irish diaspora?

WHAT WAS THE GREAT FAMINE?



At the end of this section, you should be able to:

- Describe the main groups living in rural Ireland in the nineteenth century
- Identify the causes of the Famine
- Outline the key events during the Famine
- Describe the government response to the Famine
- O Discuss the main consequences of the Famine.

Who was living in rural Ireland in the nineteenth century?

Apart from the industrial northeast, Ireland depended on agriculture. Just 10 per cent of the population lived in towns and cities in the 1840s.

There were four main groups of people living in the countryside: landlords, tenant farmers, cottiers and labourers.

Landlords

The landlords were descended from the English and Scottish settlers who had received land in the plantations (see Section 8). Ninety per cent of the land was owned by 5,000 landlords. They lived in mansions on large estates. Their main source of income came from renting their land out to tenants. Many landlords were **absentee landlords**, which meant that they lived elsewhere (usually in England) for most of the year. An **agent** collected the rent for the landlord twice a year. Any tenants who failed to pay their rent were evicted.

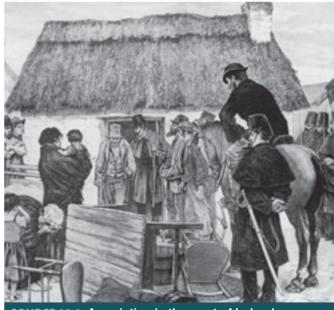
Eviction

Forcing people to leave their homes and land.

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Activity 1

Examine this source and then answer the questions below.



SOURCE 11.1: An eviction in the west of Ireland

- 1 Describe the eviction in this picture.
- 2 Imagine you were one of those being evicted. What emotions would you experience?

Tenants

There were two types of tenant farmer.

- Large tenant farmers: Their farms were over 30 acres in size and they made a good living. They grew wheat and barley and had a few cattle and sheep. They usually ate potatoes, meat and milk.
- Small tenant farmers: They rented between 5 and 30 acres. Their land was divided among their sons (subdivision). Therefore, their farms were small and their income was low. They usually ate potatoes and milk.

Cottiers

Cottiers formed the largest number of people who worked on the land. Rent was paid to farmers for one acre of land. Potatoes were grown on that plot as their only food. They mainly lived in one-roomed cabins with thatched roofs. By 1845 there were about one million cottiers and together with their families they numbered four million. They were totally dependent on the potato crop. If it failed, they faced disaster.

Activity 2

Examine this source and then answer the questions below.



- 1 Describe the inside of the cottier's cabin.
- 2 What, do you think, would it be like to live here?

Labourers

Labourers were the poorest class. They had no land and they worked for the big farmers when extra labour was needed such as at harvest time.

What were the causes of the Famine?

A number of factors contributed to the tragedy of the Great Famine (1845–51).

- **Rise in population:** By 1841 the population had risen to 8 million. People tended to marry young and have large families. Overpopulation meant that there were too many people for too little fertile land.
- Subdivision: Most small farmers divided 3 their farms among their sons because there was no other work available. The sons, therefore, had less land and less income than their father had, which meant the people were becoming poorer.
- **Reliance on potatoes:** The cottiers depended totally on the potato as a source of food. One acre could feed a family. If the potato crop failed two years in a row it would cause famine.
- **Potato blight:** A fungal disease that had come to Ireland from Canada. This disease attacked the stalks, which turned black, and then the potatoes began to rot.

The main cause of the Famine was the failure of the potato crop in successive years. In 1845 the weather was warm and humid and one-third of the potato crop was lost due to potato blight. In **1846** nearly all the crop was wiped out. In 'black '47' (1847) there was a very small crop as people had eaten the seed potatoes in desperation. 1848 was another terrible year.

Famine

Lack of food causing the deaths of a large number of people.







SOURCE 11.4: Effects of the Famine in a small cabin. How does the artist portray the effects of starvation?

Activity 3

Examine this source and then answer the questions below.

We next went to Skibbereen. We first proceeded to Bridgetown ... and there saw the dying, the living, and the dead, lying indiscriminately on the same floor, without anything between them and the cold earth save a few miserable rags upon them ... not a single house out of 500 could boast of being free of death and fever, though several could be pointed out with the dead lying close to the living for the space of three or four, even six days, without any effort being made to bring bodies to an eternal resting place.

SOURCE 11.5: James Mahony's description of the Famine in West Cork

- 1 Comment on the situation in Skibbereen. Use evidence from the account to prove your point.
- 2 Why, do you think, were the bodies not being buried?

Learning Outcome 2.7

The cottier and labourer groups were almost wiped out. Famine fever, which was highly contagious, killed more people than starvation.

How did the government respond to the Famine?

The government was slow to react initially, believing that a government should not intervene in economic matters. However, some attempts to relieve the Famine were eventually made. They were largely inadequate and ineffective.

Maize

In 1845 the prime minister Sir, Robert Peel, bought £100,000 worth of maize (corn) from Canada. **Relief committees** were set up in each area to distribute the maize to the poor. It was sold at cost price to small farmers and cottiers. It helped to feed one million people.

Public works schemes

The government did not want to give out free food as it was afraid the poor would become lazy. It set up public works schemes to enable the poor to earn money to buy food. The poor had to build roads, piers, etc. in return for a small wage. About 750,000 people worked on these schemes. However, the schemes did not address the plight of those people who were too weak to work.

Workhouses

In 1838 **workhouses** had been introduced under the **Poor Law Act**. Ireland was divided into 130 **Poor Law Unions** and a workhouse was built in each. A tax on local landlords and big farmers, called the **poor rate**, funded the running of the local workhouse.

Workhouses were grim places and people only went there when they were desperate. On entering, families were split up and not allowed to meet. Soon the workhouses were overcrowded. Famine fever spread very quickly in these conditions.

Workhouse

Large building where poor people were given basic accommodation and made to work.

Activity 4

Examine this source and then answer the questions below.

... they are dying as fast as they can from 10 to 20 a day out of it there is some kind of strange fever in it and it is the opinion of the Doctor it will spread over town and country when the weather grows warm no person can be sure of their lives ...

SOURCE 11.6: Letter from Hannah Curtis, Mountmellick, to her brother John, 2 April 1846

- 1 According to Curtis, what is the main cause of death?
- 2 What conditions does she expect will increase the death toll?
- 3 Rewrite this letter, adding in punctuation where appropriate to make it easier to understand.

Activity 5

Examine this source and then answer the questions below.



SOURCE 11.7: At the Gate of a Workhouse (1846)

- 1 Describe the scene in the picture.
- 2 What word would you use to describe the expressions on their faces?
- Imagine you are a fourteen-year-old child in the workhouse. Write a diary entry describing a typical day.
 Use the Internet and other sources to help you.

Learning Outcome 2.7

Soup kitchens

The **Quakers** had set up soup kitchens to give out free soup and bread to people who were starving. This saved many lives. In 1847 the government also set up soup kitchens to help those who could not be looked after in the workhouses. This was paid for by the local ratepayers. Three million people benefited from this scheme, which was very successful.

Activity 6

Due to extensive coverage of the Irish Famine in the newspapers, nineteen countries sent money to help feed the starving. The British Relief Association collected £400,000.

1 In pairs, research which countries sent money to Ireland. Write a paragraph on your findings.

What were the main consequences of the Famine?

Fall in population

Between 1845 and 1850 the population of Ireland decreased by two million. One million people died and one million people emigrated.

Change in agriculture

- Landlords who had gone bankrupt as a result of the Famine were replaced by people who saw their estates as an investment. Farming changed from growing crops to raising livestock such as cattle and sheep, which was more profitable. Tenants who were no longer needed were evicted.
- Many Irish farmers were destitute and had to emigrate.
- The practice of subdivision also ended after the Famine. This meant that only the eldest child inherited the farm; the other children had to leave.
- > Farm sizes increased. This was helped by the fall in population after the Famine. Bigger farms meant that farmers had a higher income.

Emigration

Between 1845 and 1855, two million Irish people emigrated to America and Australia and 750,000 to Britain. Many were forced to move as a result of losing their land or their job. Fewer people were needed to work the land. Some landlords simply evicted their tenants; others paid for them to travel abroad.

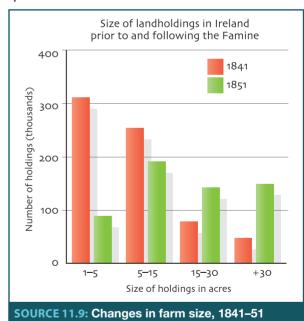
Quakers

A Protestant group who oppose violence and are very charitable.



Activity 7

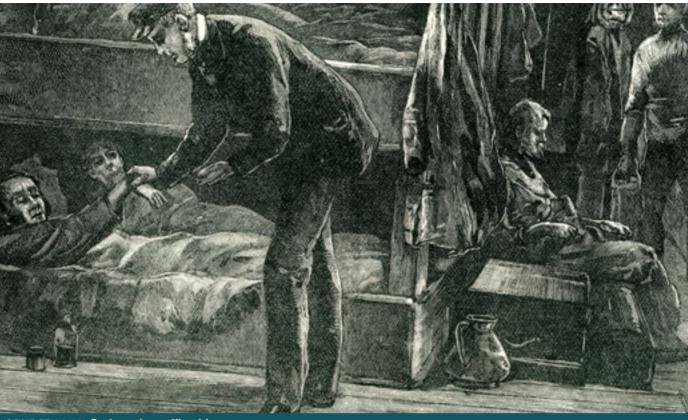
Examine this source and then answer the questions below.



- 1 Describe how the Great Famine affected the size of farm holdings.
- 2 What size of farm decreased most in numbers?
- 3 Where, do you think, did those who had to leave their farms go?

Learning Outcome 2.7





SOURCE 11.10: On board a coffin ship

HISTORY ALIVE

Many people sailed to America on **coffin ships**. These were ships that were in poor condition and overcrowded. Some of these ships were so unseaworthy that they sank and drowned all on board. Thousands more people died of fever in the overcrowded conditions. When they reached America, many ships were not allowed to dock because there was fever on board.

Activity 8

Examine this source and then answer the questions below.

This vessel left with 476 passengers, of whom 158 died before arrival, including the Master, mate and nine of the crew ... Three days after her arrival there remained of the ship's company only the second mate, one seaman and a boy, able to do duty; all others were dead or ill in hospital.

SOURCE 11.11: Eyewitness comment on a voyage to America

- 1 Approximately what percentage of the ship's population had died before arriving in America?
- 2 How many crew remained after arriving in America?

Steerage Cheapest accommodation on a passenger ship.

Activity 9

Examine this source and then answer the questions below.

Hundreds of poor people, men, women and children of all ages huddled together without light, without air, wallowing in filth and breathing a fetid atmosphere, sick in body, dispirited in heart; the fevered patients lying beside the sound, by their agonised ravings disturbing those around.

SOURCE 11.12: Eyewitness account of Stephen de Vere, who sailed in steerage in 1847

1 Imagine you are a passenger in steerage on this ship. Write a short paragraph describing the hardship you suffered on board. Use both this source and material from the text and Source 11.10 in your answer.

Decline in the Irish language

The Irish-speaking areas of the south and west of the country suffered most during the Famine. Many died and large numbers emigrated from these areas. This emigration continued throughout the rest of the nineteenth century.

Anti-British feeling

The British government was blamed for the Famine by the Irish, both at home and abroad. Ships full of produce such as barley and wheat had left Ireland while the people were starving. Anger at this fact led to increasing support for groups such as the **Irish Republican Brotherhood (IRB)**. They wanted to drive the British out of Ireland using violence.



SOURCE 11.13: Members of the Fenian Brotherhood and Irish Republican Brotherhood, Dublin, Ireland, in the late 19th century

DO YOU UNDERSTAND THESE KEY TERMS?

absentee landlord agent black '47 coffin ship cottier famine potato blight Quaker soup kitchen subdivision tenant farmer workhouse

SELF-ASSESSMENT – CAN YOU?

- **1** Outline the causes of the Famine in Ireland.
- **2** Comment on the various methods used by the government to deal with the Famine.
- 3 Analyse how the Famine affected Ireland under the following headings:
 - Irish language
 - > How the Irish now viewed the British
 - > The type of farming
 - > Emigration.

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WHERE DID THE IRISH EMIGRATE TO?

OLEARNING INTENTIONS

At the end of this section, you should be able to:

- Explain why Irish people emigrated in the nineteenth and early twentieth centuries
- Describe what life was like for Irish emigrants in Britain and America
- Outline the reactions of the natives to Irish immigrants.

Why did Irish people emigrate?

The most important consequence of the Great Famine was that it greatly increased the rate of emigration. This high level of Irish emigration continued for over a century after the Famine. Irish people settled in many countries throughout the world.

Famine, unemployment, evictions and overpopulation were the main **push factors** for emigration; that is, they pushed or forced people to leave Ireland. Often emigration was their only option.

Pull factors, such as the promise of cheap land or the hope of a better life, attracted people to emigrate to another country. For them, emigration was often a deliberate choice.

Money (**remittances**) sent to Ireland by those who had already emigrated was used to pay for other members of the family to emigrate.

The two most popular destinations were the USA and Britain. Britain had been the main destination for Irish emigrants up to the time of the Famine. However, after the Famine began, the USA became the number one destination. Irish people joined English, German and Scandinavian migrants as part of the first major influx of immigrants in America.

What was life like for emigrants to Britain?

There were two main types of emigration to Britain.

- Seasonal: There was a tradition of going to Britain for short periods each year. The immigrants mainly came from the poor agricultural areas of Ulster and Connacht. Their land did not provide them with enough income. Therefore, they travelled to rural areas in England and Scotland to help with the harvests. This extra income was vital in allowing them to survive on their farms.
- 2 **Permanent:** Emigrants left Ireland as there were no jobs (and during the Famine because it was the only way of staying alive). They found it easy to get work in industrialised Britain as they were willing to work very hard for very long hours at low wages. Many of the most dangerous and dirtiest jobs were done by the Irish. Most of them were unskilled labourers.

Emigrant

Person who has left their country to live in another country.

Immigrant

Person who has come to live in a country from another country.





- 1 Name five major centres for Irish immigrants.
- 2 Suggest two reasons why they chose to live in these locations.
- 3 Why has Britain always been a popular destination for Irish emigrants?

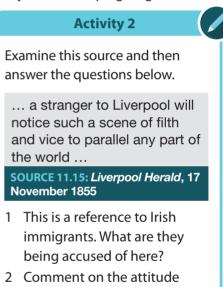
In 1851 there were 400,000 Irish-born people living in Britain. Most of them had settled close to ports such as Liverpool, Glasgow and London. There was plenty of work in these and other industrial areas of Britain.

Irish immigrants dominated the **construction sector** in Britain. The highest-paid labourers working in Britain were the Irish navvies. Between 1750 and 1830 navvies built 3,500 miles of canals. By 1850 they were building the railways. They worked in appalling conditions and lived in huts beside the construction site. Cholera, dysentery and typhus were common, as was heavy drinking and violence. In 1845 they earned twice as much as an agricultural labourer.

Most Irish immigrants lived in filthy slums, usually in one room. They shared an outdoor water tap and toilets with many others. Overcrowding and poor sanitation led to the spread of diseases such as typhus and cholera.

Reaction of the natives

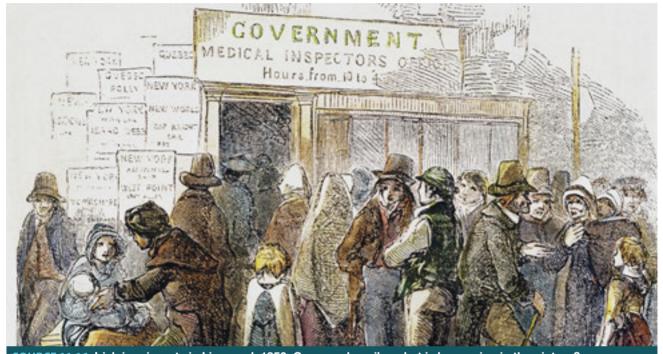
Many British people resented Irish immigrants because they increased the demand for housing, which meant that rents were kept high. The Irish were also competing with British people for jobs. British employers hired Irish immigrants as they would work for lower wages. The native population objected to the Irish taking their jobs and keeping wages low.



displayed in the quote.

DID YOU KNOW?

Liverpool was the most popular destination for the Irish who emigrated to Britain after the Famine. However, when the natives caught diseases from the Irish immigrants it resulted in an increase in anti-Irish and anti-Catholic feelings.



SOURCE 11.16: Irish immigrants in Liverpool, 1850. Can you describe what is happening in the picture?

Religion was an issue, especially in Scotland. Some Scots claimed that their Protestant identity was being threatened by Catholic immigrants. Football clubs were (and still are) examples of the sectarian divide, with Glasgow Celtic being Catholic and Glasgow Rangers being Protestant.

Sectarian

Resulting from religious differences.

Activity 3

Read the text and examine the source, and then answer the questions below.



In the nineteenth century anti-Irish and anti-Catholic feelings were stirred up in newspapers and books that claimed the Irish were 'an inferior race'.

SOURCE 11.17: 'The Irish Frankenstein' Punch magazine, 1882

- 1 How are the Irish portrayed in this source?
- 2 Referring to the text, explain why the Irish are portrayed in this way.
- 3 How, do you think, would this cartoon affect the attitude of the British population?

Activity 4

Examine these sources and then answer the questions below.

A In our opinion, the Irish have as much right to come to our country to better their lives as the Scots and English have to go to Ireland or any other part of Britain for the same reason. Let us hear no more complaints about the influx of Irish having a bad effect on Scotland unless it is to do something about tackling the problems which cause the emigration.

SOURCE 11.18: The Glasgow Courier, 1830

B In Dumfriesshire and Galloway there are plenty of Irishmen ready to take the bread out of the mouths of our own poor. An Irishman who lives in a hovel, feeds on potatoes and neither clothes nor educates his children, can always work for less than a Scot. There are too many people who employ only the cheapest workers and do not think of the consequences.

SOURCE 11.19: The Dumfries Courier, 1845

- 1 List the main points being made in document A and in document B.
- 2 What is the attitude of each writer? Refer to the document when answering.
- 3 Why, in your opinion, is there a difference in attitude between the two documents?

What was life like for emigrants to **America**?

The Industrial Revolution in America began in the early 1800s. Irish immigrants were attracted by the jobs available and the likelihood of a better standard of living. Between 1845 and 1860, 1.5 million Irish people emigrated to the United States. Irish people continued to emigrate in large numbers to the USA and by 1910 there were more people of Irish descent in New York than there were in Dublin.

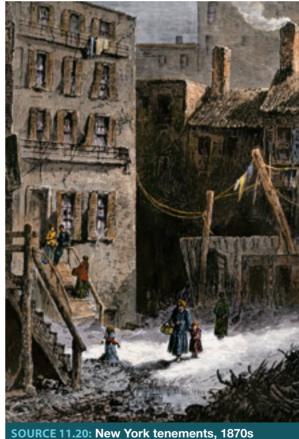
DID YOU KNOW?

Before leaving Ireland, these emigrants had an American wake. Unlike the traditional funeral wake (where family, friends and neighbours gather in the house of the deceased with the body present), this social gathering was for the living. When a person left Ireland for the USA it was seen as a kind of death because it was unlikely that the emigrant would ever return.

The Irish mainly went to cities such as New York, Boston and Philadelphia. They settled in areas of these cities where there was already an Irish community for protection and support. Large numbers of very poor Irish immigrants lived in slums and tenements.

Activity 5

Examine the source and then answer the question below.



1 Imagine you are an Irish teenager who has just arrived in New York. Compare your living conditions in New York with those on your farm in Ireland.

HISTORY ALIVE



Many unskilled Irish women worked long hours in factories for very low wages. However, most single Irish women preferred to be maids or servants in the houses of wealthy families. This was known as **domestic service**.

By the 1860s the police force in New York was mainly Irish. As recently as 1960, 42 per cent of New York police officers were of Irish descent.

The most popular jobs for unskilled Irish men were in factories and as labourers on infrastructure projects (roads, railways, etc.). A large number of Irishmen helped build the railways to the west coast of America.

Many Irishmen worked in coal mines in Pennsylvania. Their working conditions were appalling and dangerous. A secret society of Irishmen called the **Molly Maguires** went on strike in these coal mines in 1875. They were looking for fair treatment and safer working conditions. The protest became violent and twenty suspected 'Mollies' were hanged. Their trials attracted hostile newspaper coverage and promoted anti-immigrant feelings. **Activity 6**

Examine this source and then answer the questions below.

Year	No. of Irish immigrants	
1841–50	780,000	
1851–60	914,000	
1861–70	435,000	
1871–80	436,000	
1881–90	655,000	
1891–1900	388,000	
1901–10	399,000	
1911–20	146,000	
1921–30	211,000	
1931–40	11,000	
1941–50	19,000	
1951–60	48,000	
1961–70	32,000	
1971–80	12,000	
1981–90	32,000	
SOURCE 11.22: Irish migrants arriving in the USA, 1841–2004		

- 1 Draw a bar graph to show Irish emigration to the United States 1841–1930.
- 2 Suggest reasons why there was a dramatic decrease in immigration after 1930.
- 3 Why did immigration peak in the years 1841–90?

Ellis Island

In 1892 Ellis Island was opened as a federal immigration centre. It is an island in New York harbour. Immigrants from Europe, including Ireland, were subjected to medical and mental examinations there before they could enter the USA. Anyone who failed these examinations was separated from their family and deported home. Fewer than 2 per cent of Irish immigrants were deported, but Ellis Island was still a terrible ordeal for the immigrants.

Activity 7

Examine this source and then answer the questions below.



SOURCE 11.23: Ellis Island, 1900

- 1 In groups of three or four, research how immigrants were processed at Ellis Island.
- 2 Prepare a PowerPoint presentation to reveal your findings to the class.

Reaction of the natives

In the early years Irish men and women had a hard time finding skilled work. There was a stigma to being Irish and Catholic. Many businesses had a sign in the front of their shops that read 'No Irish Need Apply'. The Irish and the black populations were regarded as being inferior. Magazines such as Puck promoted an image of the Irish as stupid, drunken and violent. Because of the backlash against the Irish most of them lived in **ghettos** for their own protection.



SOURCE 11.24: Boston sign, 1918

Ghetto Part of a city inhabited by members of a poor or minority group.



DID YOU

Annie Moore, a seventeen-year-old Irish girl, was the very first immigrant to be processed at Ellis Island. Accompanied by her two younger brothers, she had just completed a twelve-day voyage from Cobh to New York in steerage aboard the steamship Nevada. The three children were reuniting with their parents in New York. Annie was the first of more than 12 million immigrants to reach this port of entry to the USA.



SOURCE 11.25: The Statue of Liberty

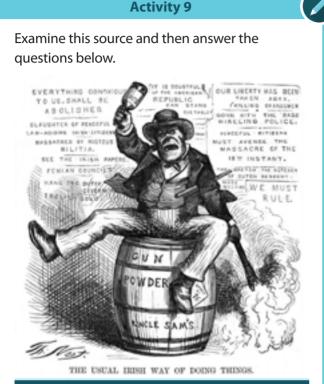
- 1 Where is the Statue of Liberty?
- 2 Find out who presented the Statue of Liberty to the USA and when.



11 INVESTIGATION OF THE GREAT FAMINE IN IRELAND

HISTORY ALIVE

The fact that the Irish were willing to work for as little as fifty cents a day meant that they took jobs from the natives. This stirred up anti-Irish feelings among the American working class.



SOURCE 11.26: Anti-Irish cartoon by Thomas Nast, 1871

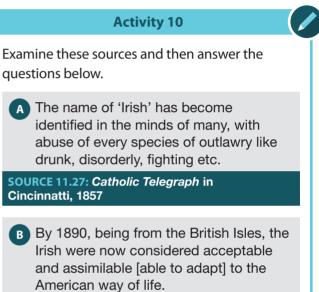
- 1 How does this cartoon depict the Irish?
- 2 What, do you think, was the motive behind this cartoon?

DO YOU UNDERSTAND THESE KEY TERMS?

American wake domestic service Molly Maguires pull factor push factor remittance Despite this adverse start, the Irish quickly rose up the social ladder. This was largely because they could speak English, unlike, for example, most Italian immigrants. As they became established, the Irish, in turn, discriminated against the newer arrivals to the USA.

Discrimination Treating a person or group of people unfairly.

By 1900 many Irish had become middle class. By 1946 Irish-Americans had reached the top of the social scale as many of them were highly educated. They had become the natives.



SOURCE 11.28: Extract from *The Irish Americans: A History* by Jay P. Dolan

- 1 Compare A and B. What images of the Irish do they portray?
- 2 What brought about this change in attitude towards the Irish between 1857 and 1890?

SELF-ASSESSMENT - CAN YOU?

- Outline the main factors that led Irish people to emigrate during the nineteenth and early twentieth centuries.
- 2 Explain the challenges Irish immigrants faced in Britain.
- 3 Outline the types of work Irish immigrants found in the USA.
- **4** Describe the challenges Irish immigrants faced in the USA.

WHAT IS THE SIGNIFICANCE OF THE IRISH DIASPORA?

CLEARNING INTENTIONS

At the end of this section, you should be able to:

- O Describe the Irish diaspora
- O Discuss the influence of Irish immigrants in Britain
- O Discuss the influence of Irish immigrants in the USA
- Omment on the role of the Irish diaspora today.

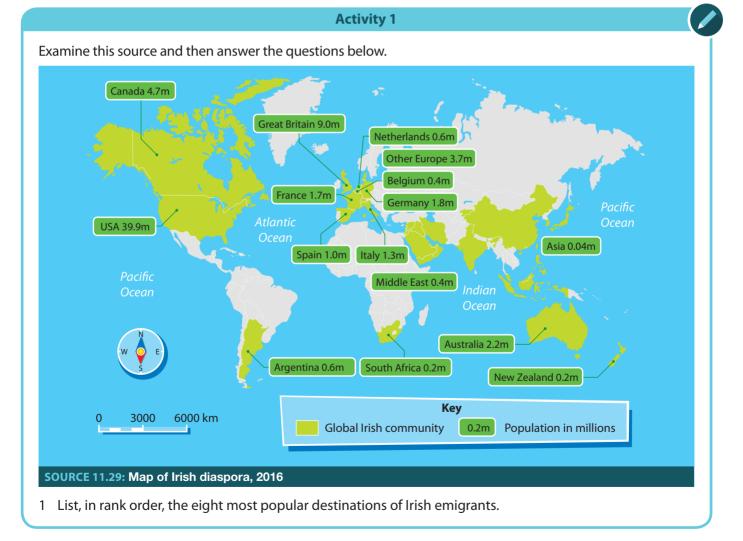
What is the Irish diaspora?

The **Irish diaspora** is the tens of millions of people living outside Ireland who come from Ireland or whose ancestors came from Ireland. It is the result of centuries of emigration. Diaspora

Where people of an ethnic group are spread across the world through emigration.

IRISH CENTRE

rervent Welcome.



While Irish emigrants have settled across the world, the two most popular destinations were America and Britain. The Irish diaspora has had a major impact on life in these countries politically, economically and culturally.



What influence have Irish immigrants had in Britain?

Irish diaspora in Britain

The 2001 British census showed that 869,000 people in Britain had been born in Ireland. It is estimated that 25 per cent of the British population has some Irish ancestry. **Activity 2**

Examine this source and then answer the questions below.

City	% of Irish in total population
Liverpool	22.3
Dundee	18.9
Glasgow	18.2
Cardiff	16.2
Manchester	13.1
SOURCE 11.30: Irish proportion of population of major British cities, 1851	

- 1 Look at a map of Britain and find out where these cities are located.
- 2 Suggest why these cities have significant Irish populations.

Economic role

A major migration of Irish people to Britain took place in the 1940s and 1950s. Britain badly needed workers during the war years to take the jobs vacated by soldiers. Half a million Irish people went to Britain to work in industry or to join the British Army. The majority remained in Britain and raised families there. As workers, they made a huge contribution in the construction, manufacturing, medical and teaching sectors.

Later in the twentieth century, a significant number of Irish immigrants worked in the teaching, nursing and IT sectors. More recent Irish immigrants have made a notable contribution to the financial services sector. Indeed, *Forbes* magazine stated in 1998, 'If you took the Irish out of the City of London, the financial services world would collapse.'

Activity 3

Examine this source and then answer the questions below.

They don't have that inferiority complex, they know they are as good as anyone else.

SOURCE 11.31: Comment on the Irish who arrived in Britain in the 1980s

- 1 Explain what the writer means in this quote.
- 2 Investigate the types of jobs Irish immigrants had in 1980s Britain.

Cultural contribution

In theatre, two Irish dramatists dominated the London scene in the late nineteenth and early twentieth centuries. Oscar Wilde specialised in comedies such as *The Importance of Being Earnest*. George Bernard Shaw was one of the most important literary figures in Europe by the 1920s. Plays such as *John Bull's Other Island* and *Pygmalion* were extremely popular. He won the Nobel Prize for Literature in 1925.



Pygmalion was made into a very successful film called *My Fair Lady*.

Irish musicians have enjoyed great popularity in Britain, often topping the charts and selling out concerts. And many of Britain's most successful musicians have Irish roots. For example, three of The Beatles have Irish ancestry; the Gallagher brothers of Oasis have Irish parents; and Ed Sheeran has Irish grandparents.

In TV and radio, Eamonn Andrews and Terry Wogan were very popular broadcasters in the late twentieth century. During the IRA bombing campaign of the 1980s there was a backlash against the Irish community in Britain. People like Wogan helped to make the point that not all Irish people were IRA supporters. More recently, Irish presenters such as Graham Norton, Dara Ó Briain and Laura Whitmore have had successful careers in Britain. In sport, football clubs such as Aston Villa, Arsenal, Everton and Manchester United have a tradition of representing Irish communities in their areas. Irish greats such as Liam Brady and Dave O'Leary played for Arsenal, and Roy Keane and Denis Irwin played for Manchester United. Wayne Rooney has an Irish background and has played with Everton and Manchester United.

London holds an annual St Patrick's Day parade. It was cancelled for a period in the 1970s and 1980s due to the Troubles.

The Irish influence can even be heard in the Liverpool dialect, which is called **Scouse**.

In Scotland, the Orange Order has a large membership, especially in Glasgow. This reflects the fact that most of the Irish immigrants in Scotland come from Ulster.

Activity 4

- 1 Find out more about Oscar Wilde using the Internet and other sources. Write a short paragraph on his career.
- 2 Write a short paragraph on the impact of Irish immigrants on British culture.

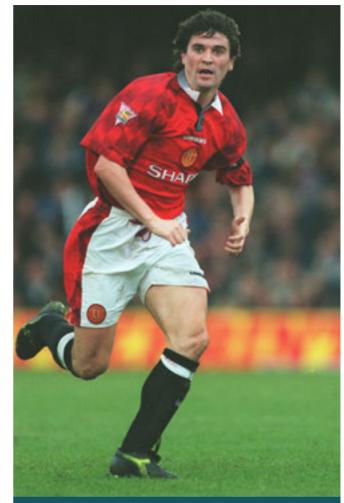
Political influence

The Irish have a strong political presence in the UK, both in local government and at national level. Former prime ministers David Cameron and Tony Blair both had some Irish ancestry.

Traditionally, most Irish immigrants supported the Labour Party. This reflected the fact that, up to recent times, the Irish were employed in working-class jobs associated with the Labour Party.

The Troubles

The Troubles started in Northern Ireland in 1969. In 1974 the IRA detonated bombs in two pubs in Guildford, near London. These pubs were popular with British Army personnel. Four soldiers and a civilian were killed and sixty-five others were injured. Four men were tried and convicted. However, after fifteen years the men, known as the Guildford Four, were found to have been wrongly convicted and were released from prison.



SOURCE 11.32: Roy Keane

Activity 5

Examine this source and then answer the questions below.

Like everybody else it has been so difficult to put one's life back on track. Many, many people have been affected by that night – not only the dead and injured and their families and friends but also the people who witnessed and helped at the scene – that one is reassured to know that there are others who understand.

SOURCE 11.33: *Surrey Advertiser* reporter Robert King on the effect of the Guildford bombing, 5 October 2014

- 1 How has the reporter's life been affected by the bombing?
- 2 Who else does he say has been affected by the bombing?
- 3 How would you feel towards the Irish community in Britain if you had been in Guildford that night?



HISTORY ALIVE

In 1974 the IRA killed 21 people and injured 182 people when bombs exploded in two pubs in Birmingham. As with all the IRA bombings in Britain, there was a backlash against the Irish community there. Some people were physically assaulted. Irish pubs and community centres were attacked. People were verbally abused and threatened because they were Irish. Six men were wrongly convicted of the Birmingham bombings. Following a campaign led by the Labour MP Chris Mullin, the Birmingham Six were released after sixteen years in jail.

What influence have Irish immigrants had in the USA?

Today 35 million people in America are entitled to call themselves Irish. They are to be found throughout the country, but there remains a large Irish community in the cities of the northeast coast such as New York and Boston. The Irish have made their way to the pinnacle of political and economic success. They have also achieved success in the arts, science, the law, religion and the army.

Cultural contribution

A St Patrick's Day parade is held in every major US city each year. This highlights the Irish presence in the US. The largest parade occurs in New York, where over two million people take part. Many marching bands from US police and fire departments take part, reflecting the dominance of the Irish diaspora in those organisations.



Examine this source and then answer the questions below.

I don't complain that we have a legal system that makes mistakes; that can happen anywhere in the world. What I complain about is that we lack the mechanism for owning up to mistakes.

SOURCE 11.34: Chris Mullin MP on the release of the Birmingham Six, 4 May 1991

- 1 What is Chris Mullin accusing the British legal system of not doing?
- 2 How would you feel if you were wrongly convicted?
- 3 Divide into groups and research the case of the Birmingham Six or the Guildford Four. Assign tasks to each individual in the group. Make a presentation to the class on your findings.





SOURCE 11.36: Mariah Carey

Learning Outcome 2.7

Irish-Americans have made a major impact on popular entertainment. These include actors such as, Martin Sheen and Anne Hathaway; musicians and singers such as Bing Crosby, Kurt Cobain and Mariah Carey; and media personalities such as Walt Disney, Conan O'Brien and Ed Sullivan.

Some Irish-Americans have even helped to rekindle aspects of Irish culture in Ireland, for example Irish dancers and choreographers Jean Butler and Michael Flatley.

Activity 7

1 Take one of the Irish-Americans mentioned in this section and write a short paragraph on their career. In literature, Irish-American writers include Eugene O'Neill (playwright), F. Scott Fitzgerald (novelist) and Edgar Allan Poe (poet). Brooklyn-born Frank McCourt won a Pulitzer Prize for his autobiographical novel *Angela's Ashes* about his childhood memories of Limerick.

Activity 8

1 Research the career of F. Scott Fitzgerald. Write a short paragraph on his career.

In sport, Irish emigrants brought the Irish games of hurling, Gaelic football, camogie and handball to America. Today, the North American GAA organisation is very strong, particularly in New York (see Section 20). Other Irish-American sports stars include Muhammad Ali (boxing), Tom Brady (American football) and John McEnroe (tennis).

Religion has always been important to the Irish-American identity and continues to play a major role in their communities. Many Irish-Americans have been leaders in the Catholic Church. An Irish-American called Francis Spellman became a cardinal and served as Archbishop of New York from 1939 to 1967. In the 1970s, 17 per cent of American Catholics were Irish and 50 per cent of bishops were of Irish descent. Irish Jesuits established Fordham University in New York, and Boston College.

Political influence

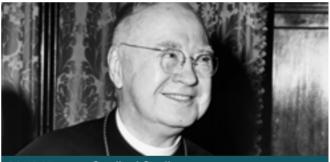
Tammany Hall was a political group that started in New York in 1789. Run by the Democratic Party, it aimed to control New York politics. It helped immigrants, particularly Irish immigrants, to climb up the political ladder. They were enrolled as citizens so that they could vote in local elections. Each political ward (district) in the city had a **boss** who got the local vote out. It became politically corrupt as it got things done for people for an agreed price. The business community supported it as it could cut through red tape for a fee.



SOURCE 11.37: F. Scott Fitzgerald



SOURCE 11.38: John McEnroe



SOURCE 11.39: Cardinal Spellman



SOURCE 11.40: Tammany Hall, 1830



HISTORY ALIVE

In the twentieth century Tammany Hall was reformed and concentrated on helping the working class. Its influence gradually began to decrease and it ceased to exist in the 1960s.

As the Irish climbed up the social ladder they began to organise themselves politically. They became strong supporters of the Democratic Party. Between 1830 and 1960, the Democrats could expect to get between 80 and 95 per cent of the Irish-American vote. Many US presidents have had Irish ancestors, but in 1960 Irish-American John F. Kennedy became the first Catholic US president.

Today, Irish-American support is divided equally between Democrats and Republicans. Ronald Reagan was an Irish-American Republican who became president in 1980. Irish-Americans are in positions of power in Congress. Paul Ryan, a Republican, became Speaker (leader) of the House of Representatives in 2015. Vice-President Mike Pence is an Irish-American.

How did Irish-Americans get involved in the political situation in Ireland?

Irish people who had to emigrate as a result of the Famine often remained bitter about their experience. They blamed Britain for the Famine. They were willing to help any group trying to achieve Irish independence from Britain.

Activity 9

Examine this source and then answer the questions below.

A million and a half men, women and children were carefully slain by the British government. They died of hunger in the midst of abundance which their own hands had created.

SOURCE 11.43: John Mitchel (a Protestant Irish nationalist who settled in the USA in the 1850s)

- 1 What point is Mitchel making here?
- 2 What emotion is Mitchel expressing? Quote from the text to back up your answer.

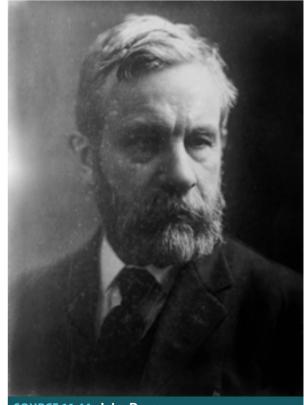
John Devoy was the leader of the American branch of the IRB, which was called **Clan na nGael**. It sent money and guns to the IRB in Ireland.



SOURCE 11.41: John F. Kennedy, 1962



SOURCE 11.42: Mike Pence, 2017



SOURCE 11.44: John Devoy

During the War of Independence (see Section 12), Éamon de Valera (who had been born in America) travelled to America as President of the Irish Republic. He wanted the US government to recognise the Irish Republic. He failed to achieve this goal, but he did manage to raise \$4 million from the Irish-American community.

In the early 1970s, during the Troubles in Northern Ireland, an organisation called **Noraid** was set up in America to fund the Provisional IRA campaign. It was organised by Michael Flannery. The money was used to buy arms for the IRA. It was very successful. However, Noraid was also very supportive of the peace process in the 1990s.

In the 1980s senior Irish-American politicians such as Senator Ted Kennedy, House Speaker Tip O'Neill, Governor Hugh Carey of New York and Senator Pat Moynihan condemned American fundraising for the IRA. Their influence helped to get President Reagan to persuade British Prime Minister Margaret Thatcher to conclude the Anglo-Irish Agreement in 1985 (see Section 12).



SOURCE 11.45: Margaret Thatcher and Ronald Reagan

DO YOU UNDERSTAND THESE KEY TERMS?

Clan na nGael diaspora Noraid Scouse

Tammany Hall

SELF-ASSESSMENT – CAN YOU?

- 1 Analyse the impact of Irish immigrants on the British economy.
- **2** Investigate the role of Irish immigrants and their descendants in American culture.
- 3 Write a short paragraph on the role of Tammany Hall.
- 4 Analyse the impact of Irish immigrants on American politics.
- **5** Comment on the role of Irish-Americans in Irish politics.



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THE CAUSES AND IMPACT OF WORLD WAR II



What factors led to World War II?



What happened during World War II?



What were the consequences of World War II?

How did World War II affect Irish people?



WHAT FACTORS LED TO WORLD WAR II?

O LEARNING INTENTIONS

At the end of this section, you should be able to:

- Explain Hitler's idea of a Greater Germany
- O Describe how Hitler broke the Treaty of Versailles
- O Discuss the policy of appeasement
- Outline the factors that led to war breaking out in September 1939.

What was Hitler's idea of a Greater

Activity 1

Germany? The actions of Adolf Hitler, leader of the fascist Nazi Party and dictator of Germany, were the main cause

- of World War II. > He wanted to make Germany a major military
- power again. > He aimed to unite all German speakers living outside Germany into a Greater Germany.
- > He planned to create a German Empire in Eastern Europe by taking land from Poland and Russia. He called this *Lebensraum* (living space) because he intended to settle these lands with Germans.

DID YOU KNOW?

The Austrians spoke German and there were large numbers of Germans in Czechoslovakia, Poland, Romania and Hungary. Most had originally been part of the Austrian Empire that collapsed at the end of World War I.

What was appeasement?

Hitler believed that he would be able to achieve his aims because the French and British wanted to avoid another war. The memories of the slaughter of World War I were strong and French and British people did not want to return to war.

Examine the source and answer the questions below.



SOURCE 15.1: Hitler, 1936

- 1 1 What is the name of the Nazi symbol on Hitler's armband?
- 2 What image of Hitler is the photograph designed to portray?

Activity 2

After World War I the League of Nations had been set up to preserve world peace.

Research the League of Nations online and answer the following questions:

- 1 What was the principle of collective security?
- 2 Evaluate whether or not the organisation was successful in preserving world peace.

15 THE CAUSES AND IMPACT OF WORLD WAR II

The French were very worried by Hitler but felt too weak to take action alone. France would not act without British support. The British felt that the Treaty of Versailles had been too harsh on the Germans. In 1937 there was a new prime minister in Britain, **Neville Chamberlain**. He believed in **diplomacy**. He thought that by negotiating with Hitler he could prevent war. This policy was called **appeasement**. Hitler saw it as weakness and took advantage of the British wish to avoid war.

How did Hitler break the Treaty of Versailles?

Rearmament

Hitler started by removing the limits the Treaty of Versailles had placed on the German army. In 1935 he increased the size of the German army and navy and created an air force called the **Luftwaffe**. Britain and France protested but took few steps to prevent Hitler from rearming.

Rhineland

In March 1936 German troops crossed the River Rhine and reoccupied the **Rhineland**. The soldiers were greeted by cheering crowds. Again, the French and British did nothing except protest at Hitler's actions.

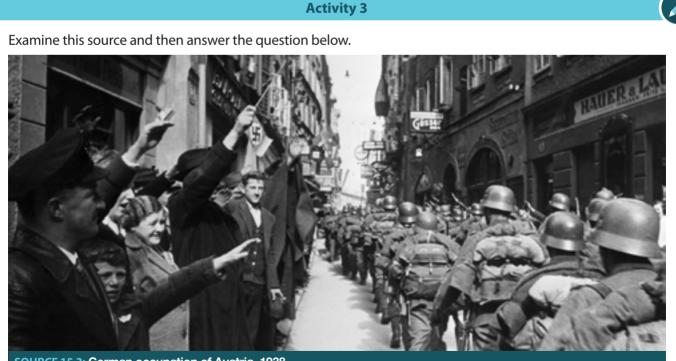
Hitler's major gamble in breaking the Treaty of Versailles had paid off. He was now prepared to take more risks. A few months later he formed an alliance with the Italian fascist dictator **Benito Mussolini** that was known as the **Rome–Berlin Axis**. **Diplomacy** Negotiations between countries.

Appeasement

Giving in to another's demands in order to keep the peace.



SOURCE 15.2: Neville Chamberlain



SOURCE 15.3: German occupation of Austria, 1938

1 In your opinion, does this action have popular approval? Give reasons for your answer.

Austria

Hitler's next target was the land of his birth, Austria.

- > Hitler threatened to invade and the chancellor (prime minister) resigned. He was replaced by the leader of the Austrian Nazis. German troops were then 'invited in' to restore order.
- Greeted by jubilant crowds, Hitler proclaimed that Austria would become a province of Germany. This event became known as the Anschluss. The word means joining together.
- > Britain and France did not take any action, even though Hitler's act was forbidden by the Treaty of Versailles. The British felt that they could not go to war over a union between two German-speaking nations.



Hitler turned his attentions to the Sudetenland, the German-speaking region of Czechoslovakia.

- > German propaganda accused the Czechs of treating the Sudeten Germans very badly. The crisis worsened as fears of a German attack on Czechoslovakia grew.
- > Chamberlain flew to Germany twice to negotiate with Hitler. Just as it seemed war was about to break out, Mussolini suggested a conference of Britain, France, Italy and Germany.
- This took place at Munich in September 1938. Amazingly, Czechoslovakia was not invited to the **Munich Conference**.

- D Rest of Czechoslovakia
- E Danzig

HISTORY ALIVE

- The parties agreed to German demands and the Czechs were forced to hand over the Sudetenland to Germany. Hitler promised that this was his final demand.
- Chamberlain said that he had brought back peace with honour, and he was welcomed home by cheering crowds. Unfortunately war had only been delayed.

How did war break out in September 1939?

In March 1939 Hitler encouraged the Slovaks to break away from **Czechoslovakia**. Hitler then bullied the Czech president on a visit to Berlin into allowing Hitler to send troops into the remaining Czech lands. British public opinion was outraged. The Czechs were not German speakers, unlike the Austrians or the inhabitants of the Sudetenland.

- Knowing that **Poland** would be Hitler's next target, Chamberlain guaranteed British support to Poland in the event of a German attack.
- > When Hitler demanded the return of the Germanspeaking town of **Danzig**, the Poles refused. A German invasion seemed inevitable.
- Hitler offered Joseph Stalin, the communist dictator of the Soviet Union, an alliance. He wanted Soviet neutrality when he attacked Poland. He also hoped that such an alliance would cause Britain and France to withdraw their support from Poland if Germany invaded.

Neutrality

Policy of not taking a side in a dispute.

- Stalin was a sworn enemy of Hitler and he thought that the French and British were encouraging Hitler to attack the Soviet Union.
- His suspicions of France and the UK led Stalin to agree to the alliance on 23 August 1939. Under the Nazi-Soviet Non-Aggression Pact, the two former enemies promised not to attack each other. Secretly they also agreed to divide Poland and other areas of Eastern Europe between them.



SOURCE 15.5 : Mussolini and Hitler in Munich, 1938

Activity 4

Examine the source and answer the questions below.

It transpired that our position at home and in home waters was a disadvantageous one whether from the point of view of the Navy, Army or Air Force, or anti-aircraft defence. In addition, public opinion was strongly opposed to any military action against the Germans in the demilitarised zone [the Rhineland]. Moreover, many people, perhaps most people, were saying openly that they did not see why the Germans should not re-occupy the Rhineland.

SOURCE 15.6: Comments from the British Foreign Secretary about why the British did not take action against the German occupation of the Rhineland in 1936

- 1 Identify two reasons why the British did not take action when Germany occupied the Rhineland.
- 2 From evidence in the source, do you think the British were right to take no action in 1936?

Activity 5

Examine this source and then answer the questions below.



SOURCE 15.7: Cartoon on the Nazi–Soviet Non-Aggression Pact

- 1 Identify the two people in the cartoon.
- 2 Describe how the cartoonist criticises the pact.
- 3 Why was the world shocked to hear about the pact?

On 1 September 1939 German troops invaded Poland. Britain and France stood by their guarantee and declared war on 3 September. World War II had started. **Activity 6**

One country you might have expected to read more about in this chapter is the USA. Research online to find out why the USA did not get involved in European affairs.

Activity 7

1 Draw up a timeline from 1933 to 1939 of the main actions Hitler took that led to World War II.

DO YOU UNDERSTAND THESE KEY TERMS?

- Anschluss appeasement diplomacy League of Nations Lebensraum
- Luftwaffe neutrality non-aggression pact rearmament

SELF-ASSESSMENT – CAN YOU?

- 1 Outline two aims of Hitler's foreign policy.
- 2 Explain the action taken by Hitler in March 1936.
- **3** Explain the Rome–Berlin axis.
- 4 Examine why the British and French did not take action against Hitler until it was too late to avoid war.
- **5** Analyse the crisis over the Sudetenland.
- 6 Identify one important result of the German occupation of Czech lands in March 1939.
- **7** Explain why the Nazi–Soviet Non-Aggression Pact was significant.
- 8 Debate the statement: 'It was the actions of Adolf Hitler that led to World War II.'

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WHAT HAPPENED DURING WORLD WAR II?

OLEARNING INTENTIONS

At the end of this section, you should be able to:

- O Describe the military tactics Germany used in the war
- Explain how Germany defeated France
- Outline what happened during the Battle of Britain
- O Describe the key events on the Eastern Front
- Outline the main events in the war outside Europe
- Describe what it was like to live in Nazi-occupied Europe
- Explain why the Allies won the war.

What was World War II?

World War II (1939–45) was to be the bloodiest conflict in human history. It was mainly fought in Europe, Asia and North Africa. It brought death and destruction on a truly horrible scale. This section will look at the main events of the war.

KS

Activity 1

In groups of four, examine this source and then answer the questions below.

German forces have invaded Poland and its planes have bombed Polish cities, including the capital, Warsaw. The attack comes without any warning or declaration of war. ...

Just before dawn today, German tanks, infantry and cavalry penetrated Polish territory on several fronts with five armies, a total of 1.5 million troops. They have been making swift progress in penetrating Polish defences which are heavily outnumbered in artillery, infantry and air power. ...

The Times newspaper reports that when the air raid sirens in the capital first sounded at 0600 inhabitants reacted calmly and some even ran out onto the streets to look up at the sky ... The Prime Minister, Neville Chamberlain, held a meeting with King George today in Downing

Street. Later this evening Mr Chamberlain told a packed House of Commons that British and

French Ambassadors in Berlin had given German Foreign Minister Joachim von Ribbentrop an ultimatum.

He was to tell Berlin that unless the Nazis withdraw, Britain and France would fulfil its promise of support to Poland. ...

US President Roosevelt of the United States has sent an appeal to the governments of Great Britain, France, Germany, Italy and Poland urging them to announce publicly their determination not to launch air attacks on civilians.

In reply the British and French governments say they intend to confine their bombing to military objectives, so long as their opponents do the same.

Ultimatum

List of demands that must be agreed to or action will be taken.

SOURCE 15.8: BBC news report on the German invasion of Poland, 1939

- 1 Identify three facts about the German invasion of Poland from this source.
- 2 What appeal did Roosevelt make? Was it effective, in your opinion?
- 3 In your judgement, is this a reliable source? Explain your answer with evidence from the source.

On 1 September 1939 German troops crossed the border into Poland. Britain and France declared war on Germany on 3 September. World War II had started.

Using sources from World War II

Propaganda is used as a weapon in war. The purposes of wartime propaganda include:

- Making the enemy look bad or evil to justify fighting them
- Raising morale so your soldiers and civilians support the war
- > Making your cause look just.

All countries involved in World War II used propaganda. Newspapers, films and radio broadcasts were expected to support 'their side'.

Sometimes propaganda can be factual; at other times things are made up or facts are ignored. A victory would be praised and publicised, whereas a defeat would either not be reported or be reported in a way that played down its importance.

Propaganda posters were displayed on streets and in buildings. As sources for historians, they must be treated with caution. Similarly, relying on any newspaper source from World War II would not be advisable.

How was Poland defeated?

The German army developed a new tactic called **blitzkrieg** (lightning war).

Blitzkrieg

German military tactics involving heavy bombing from the air and rapid tank movements on the ground. The aim was to surround enemy forces and force them to surrender.

- The German air force, the Luftwaffe, would destroy enemy targets on the ground.
- Then large numbers of German tanks, organised into panzer armies, would smash through the enemy's defences.
- Enemy troops would find themselves surrounded and be forced to surrender to the German infantry.



Infantry Soldiers on foot.

0

Activity 2

Examine this source and then answer the questions below.



SOURCE 15.9: British poster showing German soldiers surrendering

- 1 1 What is the message of this poster?
- 2 How effectively does this poster get its message across, do you think?

P DID YOU KNOW?

The **Stuka dive bomber** was developed as an accurate ground-attack aircraft. Its unusual wings allowed it to dive at a steep angle, bomb a target accurately and then climb away quickly to escape the explosion of the bomb. It was a slow plane, however, and suffered heavy losses during the Battle of Britain.





KS

The Poles were the first to experience this new tactic. The Polish capital, **Warsaw**, was heavily bombed. To make matters worse, Poland was also invaded in the east by the Soviets. After just three weeks Poland was defeated. The Poles later suffered terribly at the hands of both the Germans and the Soviets.

Britain and France did not attack Germany. There was so little fighting in Western Europe that the war was soon nicknamed **'the phoney war'**. This calm was shattered when Germany invaded **Denmark** and **Norway i**n April 1940, and **Belgium**, **Holland** and **France** in May 1940.

How was France defeated?

The French thought that the Germans would have great difficulty breaking through the **Maginot Line** that protected their border with Germany. Germany, however, had more daring plans.

- > The Germans pretended that the main part of their invasion of France was coming through Belgium, avoiding the Maginot Line.
- > The British and French rushed their troops to meet this threat.
- > The Germans then sent their main force through a wooded, hilly area called the **Ardennes**. The French had left this area unprotected, believing it to be too difficult for tanks to go through.

Although the French had more and superior tanks, the Germans made better use of the tanks they had. They advanced quickly and French soldiers surrendered in large numbers.

Italy then entered the war on the side of Germany and attacked France. German forces entered Paris and France surrendered in June.

Examine this source and then answer the questions below.



Activity 4

SOURCE 15.11: Negotiating the terms of the French surrender, 1940

- 1 Describe the scene in the photograph.
- 2 Imagine you are a French negotiator. List three aims for the negotiation.
- 3 Imagine you are a German negotiator. List three aims for the negotiation.
- 4 Hitler ordered that the negotiations take place in the same railway carriage in which the Germans had surrendered in 1918. Suggest why he did this.

Activity 3

- Research online to find out about one of the following:

 (a) The Maginot Line
 - (b) The German invasion of Norway(c) Vichy France.
- 2 Identify six facts that you found interesting.



Impact

Germany occupied the north of France, and allowed a French government to be formed in the south of the country. Called **Vichy France** after its capital at Vichy, it was led by **Marshal Pétain** – a French hero of World War I. Britain, with a new prime minister, **Winston Churchill**, was left to stand alone against the might of Nazi Germany.

The Germans had trapped the **British Expeditionary Force (BEF)** that had been sent to help the French at **Dunkirk** on the northern French coast. The British, however, had mounted a successful naval operation, called **Operation Dynamo**, which rescued over 300,000 British and French soldiers from the beaches at Dunkirk.

How did the British win the Battle of Britain?

Radar A device that uses radio waves to detect approaching planes. The German plan to invade Britain was called **Operation Sea Lion**. For this invasion to be successful, Germany needed control of the skies, which meant defeating the **Royal Air Force (RAF)**.

- On 13 August 1940 waves of Luftwaffe planes bombed airfields and radar installations throughout Britain. What became known as the Battle of Britain had started.
- RAF pilots fought constant air battles, called **dogfights**. British Spitfires and Hurricanes fought German ME 109s and ME 110s.
- > The use of newly invented radar allowed the British to predict the arrival of German attacks.
- By the middle of September the Germans, having failed to get control of the air, switched to night-time bombing of British cities. The RAF had won.

SOURCE 15.12: Aircraft spotter, London

The Blitz

The bombing of London and other British cities was called the **Blitz** and it lasted until May 1941. The object of the bombing was to weaken civilian morale, and to destroy harbours and factories that made weapons. Hundreds of German bombers dropped high-explosive bombs. They also dropped **incendiaries** – bombs designed to start fires.

In London, many people went to the **Underground stations**. Conditions there were very overcrowded. A strict **blackout** was enforced so that no lights would be visible from the air, making it difficult for German bombers to locate their targets. Young children were evacuated from London to the countryside.

By the end of the Blitz, **London** had been bombed 71 times. Cities such as **Birmingham, Liverpool, Glasgow, Coventry** and **Belfast** were also bombed. In all, over 40,000 civilians were killed.

Activity 5

Examine this source and then answer the questions below.

Rationing

A Everyone living on the home front in Britain during the war had to cope with shortages of food and clothing. Meat, sugar, butter, cheese, and eggs were all rationed, and people were encouraged to grow and eat their own vegetables and to try new recipes. Children joined in, growing vegetables at school and at home. Child health and welfare was a priority, so babies, children and expectant mothers had special allocations of milk and were given vitamins in the form of orange juice and cod liver oil. From June 1941, clothing was also rationed. This was a particular problem for parents of growing children and in 1942 the scheme was adapted so that children were allocated extra clothing coupons. However, children's shoes remained in short supply throughout the war.

Work

During the war, many children between the ages of 14 and 17 were in full-time employment. They worked in agriculture, in offices and the major industries such as engineering, aircraft production, shipbuilding and vehicle manufacture. From 1941 all those aged between 16 and 18 were required to register for some form of national service, even if they had a full-time job. Younger children were expected to do their bit by salvaging scrap metal, paper, glass and waste food for recycling.

Home front

Name given to life in Britain during World War II.

Ration coupon

Card or stamp that allows you to buy an item.

SOURCE 15.13: Extracts from 'Growing up in Britain in the Second World War', Imperial War Museum, available online

- 1 From source A, identify six items that were rationed during World War II.
- 2 According to source A, what efforts were made to improve children's health?
- 3 From source A, what measures were passed to make sure children had clothes?
- 4 Describe the work carried out by 14–17-year-olds and by younger children, according to source B.
- 5 According to source B, why did children have to work during the war?
- 6 Is this a primary or a secondary source? Justify your answer.

What was Operation Barbarossa?

Red Army Soviet army.

Hitler next planned to attack the USSR and create a vast German empire there. He thought he would defeat the **Red Army** easily. The attack had been originally scheduled for May 1941, but it was delayed for a month when German troops invaded **Greece** and **Yugoslavia**.

The Germans assembled the largest invasion force in history. It consisted of 4 million soldiers, 3,000 planes and 3,000 tanks. The force was divided into three separate armies – Army Groups North, Centre and South. The invasion, codenamed **Operation Barbarossa**, began on the morning of 22 June 1941.

Stalin had refused to believe numerous warnings about a likely German invasion and so the Soviet forces were caught by surprise.

Although the USSR had far more tanks and planes than the Germans, the Red Army suffered defeat after defeat. The ordinary Soviet soldiers fought with great bravery but they were poorly led. By December, 4 million soldiers had been killed or captured by the Germans. The Germans surrounded **Leningrad** and were closing in on **Moscow**.

Despite their successes, the Germans found fighting in the USSR very tough:

- As the Soviets retreated they destroyed anything of use to the Germans such as factories or railway lines. This is called a scorched earth policy.
- The Soviets' new T34 tank proved superior to any tank the Germans had at that time.
- Rain in October turned the roads into a sea of mud that made movement very difficult.
- ➤ The Germans did not have winter clothing. As temperatures dropped to -40°C, the German army lost more men to frostbite than to fighting the Soviets. Petrol froze and tanks would not start.
- Crucially, despite their victories, the Germans were suffering heavy losses of troops, who could not be replaced. The Soviets had more men and could replace the men they had lost.

SOURCE 15.15: German troops in Russia



- r From the map, identity three definant alles.
- 2 Name four towns captured by the Germans.
- 3 Identify the three main parts of the German army.

P DID YOU KNOW?

Germany was not the only country to attack the USSR in 1941. Troops from German allies such as Romania, Slovakia, Hungary and Italy were also involved.

015181975

HISTORY ALIVE

In December the Soviets launched a counter-attack. The Germans were forced to retreat and Moscow was saved.

What was it like to live in Nazi-occupied Europe?

In the early years it looked as though the Germans were winning the war. In some countries in Western Europe (e.g. Belgium, Holland and Norway) there were small fascist parties and they welcomed the arrival of the Germans. People who supported the German occupation became known as **collaborators**.

Most people just wanted to get on with their daily lives. There was very little active opposition. As the war started to go badly for the Germans the number of **resistance** attacks began to increase, especially in France. The German response to these attacks was swift and brutal, including shooting hostages.

In Eastern Europe, the Germans viewed the civilians as inferior or subhuman. They were treated much more brutally. Resistance to German control had started in 1941 when Stalin ordered the formation of **partisans** to attack German targets. Partisan attacks and the German response led to a terrible situation for civilians caught in the middle. Hundreds of thousands of civilians were executed by the Germans and an unknown number by partisans.

Why did war break out in Asia?

Japan, wanting to build an empire, had invaded China in 1937. Japan also wanted to take control of British, Dutch and French colonies in Asia. The USA put economic pressure on the Japanese to stop these actions. In response, on 7 December 1941, Japan launched a surprise attack on the main US Pacific base at **Pearl Harbor** in Hawaii. At the same time Japan attacked European colonies in Asia.

Japan's hopes that these attacks would lead to a quick victory were soon dashed. The USA, under President **Franklin D. Roosevelt**, entered the war against both Japan and Germany. Germany was now facing the might of the USA, the USSR and the British Empire, known as the **Allies**. The Allies, despite their differences, were united in the cause of defeating Nazi Germany. Germany and its allies (chiefly Italy and Japan) were known as the **Axis powers**.

DID YOU KNOW?

The war on the Eastern Front was characterised by extreme brutality. For example, both sides treated prisoners very poorly. It can be difficult for historians to get an accurate figure of death tolls when they involve large figures. It is estimated that over 3 million or over 50 per cent of Soviet prisoners of war died in German captivity. These men died from executions, starvation and disease. There is no agreement on the numbers of Germans who died in Soviet captivity figures between 365,000 and 1,000,000 are put forward. The Soviets did not release German prisoners until 1955 ten years after the war ended.

Front

Battle line, where two opposing sides confront each other.

Collaboration Helping the enemy that is occupying your country.

Partisans Armed resistance group.

SOURCE 15.16: The main leaders during World War II *(from left)*: Winston Churchill, Adolf Hitler, Benito Mussolini, Franklin D. Roosevelt, Joseph Stalin

What were the main turning points of World War II?

In 1942 Germany still seemed to be winning the war. This was to change with two major defeats – one in **North Africa** and the other in the **USSR**. After that, the Allies enjoyed a number of important successes over the Germans. The Germans found themselves fighting on an increasing number of fronts against an enemy that had superior numbers of men and equipment.

North Africa

In 1941 German troops called the **Afrika Corps** were sent to North Africa to help the Italians. The Italians had attacked British-controlled Egypt but had been defeated. By 1942 the German forces, led by **General Rommel**, had reached **El Alamein** in Egypt, where their advance was halted.

The British **Eighth Army**, under **General**

Montgomery, built up a two-to-one advantage in both tanks and men. They also had new American **Sherman tanks**, which were better than German tanks. In October Montgomery attacked the German troops with 200,000 men. The fighting was fierce, but after twelve days Rommel was defeated.

At the same time, US and British troops landed in **Algeria** and **Morocco**. The Germans were forced to retreat to **Tunisia**.

Activity 7

Examine these sources and then answer the questions below.

A The whole horizon to the east spewed heavenwards in a fount of orange and bloodred flame, stabbing at the sky. The thunder of the barrage ... struck us, a tidal wave of sound; it hammered on our eardrums and whipped our shirts against our chests.

SOURCE 15.17: Australian Private James Crawford remembers the artillery barrage that began the Eighth Army's great assault

B Dead and mutilated bodies were to be seen wherever one looked, together with burnt-out guns, tanks and weapons of all descriptions.

SOURCE 15.18: An Australian soldier's recollection of the battle

C Smoke and dust covered the battlefield ... tanks engaged in single combat; in these few hours the battle of Alamein was decided.

SOURCE 15.19: Report from the German 90th Light Division

At midnight on 4 December, the BBC was finally able to announce that 'The Axis Forces in the Western Desert after 12 days and nights of ceaseless attacks by our land and air forces are now in full retreat.'

SOURCE 15.20: BBC News report, 4 November

- 1 From source A, identify three pieces of evidence to show that the artillery barrage was very powerful.
- 2 How does source B reveal the horrors of war?
- 3 According to source C, why was the battle so important?
- 4 Identify three pieces of information in source D about the battle.

SOURCE 15.21: British troops and US tanks in Tunisia, 1942

USSR

HISTORY ALIVE

In the summer of 1942 the Germans launched a new offensive in the USSR. They advanced towards the oilfields in the south of the country. The key town in this region was **Stalingrad**. Hitler was determined to capture the city that bore the name of his enemy.

- The German Sixth Army, led by General Paulus, attacked the city. Stalin ordered that the city be defended at all costs. The Russians and Germans engaged in a bloody struggle for the city.
- Meanwhile the Soviet commander, General Zhukov, was secretly preparing a massive counter-attack. On 19 November 1942 the Soviets launched Operation Uranus and trapped the Sixth Army at Stalingrad.
- > The Germans decided to supply the troops from the air but this failed.
- Conditions were horrible for the German troops as the temperature dropped to -30°C. Supplies, especially food, were very scarce.
- Disobeying Hitler, Paulus surrendered in February 1943, shattering the myth of the invincible German soldier.
- > The Germans had lost an army of 300,000 men.
- The Soviet victory was the decisive turning point of the war and a massive confidence boost for the Allies.

A German offensive at **Kursk** in July 1943 was also halted by fierce Soviet resistance. The Soviets began to advance as their superior numbers of men and tanks began to tell. In 1944 they drove the Germans from the USSR and entered Poland.

DID YOU KNOW?

One of the many errors Hitler made in the war was his refusal to allow surrounded German troops in Stalingrad to break out and retreat.

Activity 8

Examine the source and then answer the questions below.



SOURCE 15.22: German prisoners of war, Stalingrad, 1943

- 1 Describe the condition of the prisoners in the picture.
- 2 Why did the Soviets take photographs such as this, do you think?

Italy

In May 1943 the war had ended in North Africa when German and Italian troops surrendered to the Allies. Allied troops then invaded Italy. Hitler's ally Mussolini was removed from power and Italy switched sides in the war. Hitler was forced to move troops to Italy to meet the Allied threat.

DID YOU KNOW?

The Allies won the war at sea. German submarines called **U-boats** had posed a major threat to Allied shipping. By the summer of 1943 this danger was removed, partly through the breaking of the German codes.

Activity 9

Imagine that you are either a German or a Soviet soldier fighting on the Eastern Front. Describe your experiences.

Activity 10

Research online either the Battle of Kursk or the Soviet offensive of June 1944 codenamed Operation Bagration. Identify five facts that you found interesting.

France

Stalin had long asked the Allies to land in France to relieve the pressure on the USSR. The plan for the invasion was developed in great secrecy. It was called **Operation Overlord**. The Allies decided to land at **Normandy**. A deception operation was carried out to persuade the Germans that the attack was going to happen near **Calais** – the closest port to Britain. It was very important for the success of the operation that the Allies kept the Germans guessing about their real intentions.

The invasion force, commanded by **General Eisenhower**, consisted of US, British and Canadian troops.

The largest armada in history was assembled for the invasion. It consisted of over 7,000 ships, including specially designed landing craft for the troops. **D-day**, the day of the invasion, was 6 June 1944. In total 156,000 soldiers were landed. They were protected by more than 10,000 planes.

Fighting in the Normandy countryside was difficult. The Germans resisted fiercely. They were helped by hedgerows and woods that gave them plenty of cover. By August, however, the main German army was destroyed at **Falaise**. Paris was then liberated and German troops were driven from France.

Examine the map and then answer the questions below.

Activity 11



- 1 Name three ports from which the Allied troops invaded Normandy.
- 2 Identify the five beaches where the Allied forces landed.
- 3 Looking at the map, why, do you think, did the Allies not land at Calais?

PID YOU KNOW?

In US military planning, the day of attack is called D-day and the time H-hour. The original day of attack in Normandy was 5 June 1944, but it had to be called off because of bad weather.

KS

Activity 12

Examine the source and then answer the question below.



SOURCE 15.24: Famous generals of World War II: General Eisenhower, General Montgomery, General Rommel, General Zhukov

1 In groups of four, research one of these generals and prepare a PowerPoint presentation to show your findings to the class.

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Activity 13

Examine the source and then answer the question below.



1 Describe the destruction shown in the photograph.

The final defeat of Germany

Many Germans put their faith in new weapons such as the V2 rocket, but they made little impact.

- By 1945 Germany was in a hopeless position. Cities such as Berlin, Hamburg and Dresden had been destroyed in massive air raids involving 1,000 bombers. Over 500,000 civilians died in Allied bombings.
- German soldiers could not stop Soviet and Allied troops advancing towards Berlin from the East and the West.
- In March 1945 the Allies crossed the River Rhine. The following month the USSR launched a massive attack on Berlin. Millions of German refugees were also fleeing the advancing Red Army.
- On 30 April 1945, with the Soviets in the centre of Berlin, Hitler ended his life by suicide.
- His successor, Admiral Donitz, quickly surrendered to the Allies on 8 May 1945. This was celebrated as VE Day (Victory in Europe) throughout Europe.

Refugees People forced to abandon their home to seek refuge elsewhere.



SOURCE 15.26: VE Day, London



How did the Allies defeat Germany?

Historians put forward a number of reasons why the Allies defeated Germany. Here are some of the most important:

- The Germans had weak allies. The British Empire, USA and USSR were too powerful in comparison.
- American factories produced vast numbers of tanks, planes, trucks and ships for the Allies. Both the USA and USSR produced vastly more tanks and planes than Germany.
- The bombing of Germany was very important as it reduced the amount of military equipment the Germans could build. It also meant that the Luftwaffe was trying to stop the Allied bombers rather than helping German troops. This left the Allies with complete control of the air on both fronts.
- Hitler interfered with the decisions of his generals. For example, he refused to allow troops to retreat. As a result, hundreds of thousands of soldiers were captured or killed.

Activity 14

Read the information here and then answer the questions below.

The July Plot

Colonel Claus von Stauffenberg planted a bomb in Hitler's headquarters on 20 July 1944. It exploded but Hitler survived. Stauffenberg was later executed. Today he is a hero in Germany.

SOURCE 15.27: The July Plot, 1944

Research this event online to find out:

- 1 What was the aim of the plot?
- 2 What happened at Hitler's headquarters on 20 July 1944?
- 3 What happened to the men involved in the plot?
- The most important factor, however, was the Soviet Army. The Germans suffered much higher casualties on the Eastern Front than on the Western Front.

How did the Allies defeat Japan?

After the attack on Pearl Harbor the Japanese were very successful. They conquered large parts of the French, Dutch and British Empires in Asia, including Malaysia and Indonesia. They also captured many islands in the Pacific.

The turning point of the war came at the **Battle of Midway** in June 1942. The US Navy sank four Japanese aircraft carriers. After this battle the USA adopted a policy of island-hopping. They bypassed the most heavily defended islands and attacked easier targets. The aim was to get close enough to bomb Japan.

When an island was attacked by the USA the Japanese soldiers did not surrender and inflicted a lot of casualties on the Americans. Nonetheless, by the summer of 1945, the USA was ready to invade Japan.

The US military feared that this invasion of Japan could result in the deaths of hundreds of thousands of US soldiers. They now had another option. In a topsecret project called **Operation Manhattan** scientists had developed an **atomic bomb**. US President **Harry Truman** decided that it should be used to force Japan to surrender.

15 THE CAUSES AND IMPACT OF WORLD WAR II

HISTORY ALIVE

In August 1945 atomic bombs were dropped on the Japanese cities of **Hiroshima** and **Nagasaki**. These bombs destroyed both cities. At Hiroshima, 90,000 people were killed instantly. The Japanese surrendered. World War II was finally over.

Activity 15

- 1 Create a timeline of the main events in World War II. Include at least ten events.
- 2 Take part in a class debate on the motion: 'That the USA was right to drop atomic bombs on Hiroshima and Nagasaki.'



SOURCE 15.28: Hiroshima, 1945

KNOW?

The bomb dropped on Hiroshima was nicknamed Little Boy, and the Nagasaki bomb was called Fat Man.

DO YOU UNDERSTAND THESE KEY TERMS?

- Allied powers atomic bomb Axis powers Battle of Britain Blitz Blitzkrieg British Expeditionary Force
- collaborator D-day Maginot Line Operation Barbarossa Operation Dynamo Operation Manhattan Operation Overlord

Operation Sea Lion Operation Uranus partisan phoney war propaganda radar rationing

Red Army scorched earth policy U-boat VE Day Vichy France

SELF-ASSESSMENT – CAN YOU?

- 1 Describe what Blitzkrieg tactics involved.
- 2 Analyse the reasons for the defeat of France in 1940.
- Appraise the role played by propaganda in World War II.
- Explain why historians need to be cautious about propaganda.
- 5 Examine why the British won the Battle of Britain.
- 6 Debate the following statement, providing evidence to support your views: 'In 1941 the Germans won the battles but failed to achieve victory over the USSR.'

- Consider the reasons why war broke out in Asia in 1941.
- 8 Comment on the importance of the Battle of Stalingrad.
- 9 Outline the main events in North Africa that led to the defeat of the Germans there in 1943.
- **10** Describe the main events of the Allied invasion of France in 1944.
- Explain why the German position was hopeless by 1945.
- 2 Explore the reasons why the USA dropped atomic bombs on Japan.

WHAT WERE THE CONSEQUENCES OF WORLD WAR II?



O LEARNING INTENTIONS

At the end of this section, you should be able to:

Recognise the main consequences of World War II.



The most terrible war in history had a number of short-term and long-term consequences.

Death toll

The first consequence was the terrible human tragedy. Estimates vary, but it is widely accepted by historians that up to 60 million people died as a result of the war. Most of those who died were civilians. They died as a result of being caught up in battles or bombings, or from disease or starvation.

Others were deliberately targeted in what became known as crimes against humanity. You will read in Section 16 (The causes, course and consequences of the Holocaust) that 6 million Jewish people were killed victims of a terrifying Nazi policy called the Final Solution.

The USSR suffered the single highest death toll, estimated at about 26 million people. Today, because of this immense human sacrifice, the war is called the Great Patriotic War in Russia.

Activity 1

Research online and find out how World War II is remembered in Russia today.

Deaths
26,000,000
20,000,000
7,000,000
6,000,000
3,000,000
600,000
500,000
450,000
420,000

SOURCE 15.29: Deaths in World War II – selected countries

DID YOU

The USSR and China suffered many more deaths than the other main countries combined.





Refugees

There were also millions of refugees who had been driven from their homes. For example, millions of Germans were expelled from Poland, Czechoslovakia and other countries in Eastern Europe.

Activity 2

Examine this source and then answer the questions below.



SOURCE 15.30: German refugees, 1945

- 1 Describe the scene captured in this photograph.
- 2 Propose a title for this image.
- 3 Imagine you are one of these refugees. Write two diary entries. The first should be for the day before this photo was taken, as you prepared to leave your home. The second should describe how you feel waiting in this queue to travel to a new life in Germany or elsewhere.

War crimes

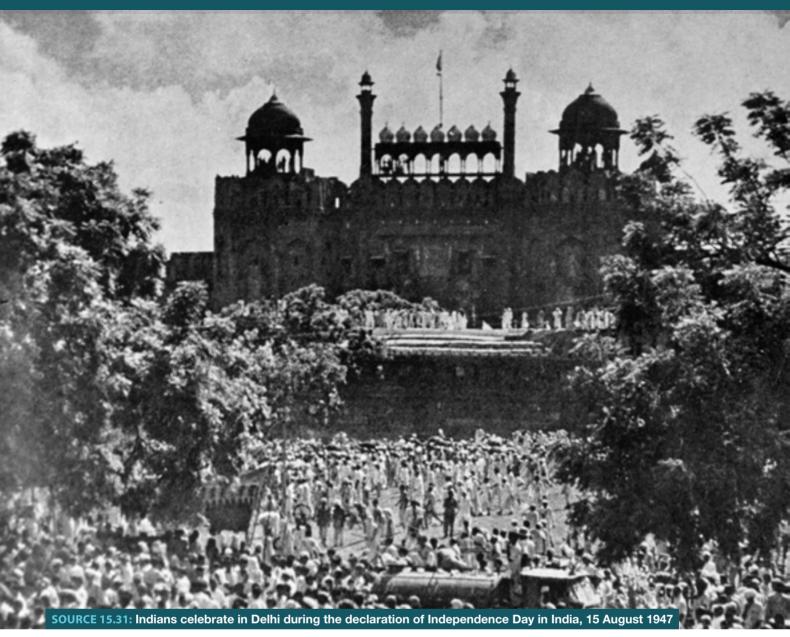
The horrors of the Nazi regime were exposed by defeat in the war. Both the advancing Soviets and the Western Allies discovered concentration camps. After the war, leading Nazis were tried at Nuremberg for the crimes Germany had committed in the course of the war.

Territorial changes

Germany lost land to Poland and the USSR. The remainder of the country was divided into four zones: one each for the USSR, UK, USA and France. The Allies were determined that Germany would never be a threat to the peace of Europe again. We will read more about the consequences of these actions in Sections 17 and 18.

DID YOU KNOW?

If you look at a map of Eastern Europe you will see a small part of Russia bordering northern Poland that is separated from the rest of the country. This part of German East Prussia became Russian after World War II.



Eastern Bloc

The countries of Eastern Europe were left under Soviet domination. Communist governments were put in place that answered to Moscow. These countries were known collectively as the **Eastern Bloc**. The people of Eastern Europe were not to regain their freedom until 1989.

Cold War

The USA and USSR were the two most powerful countries in the world. They were known as **superpowers** and they did not trust each other. A period of tension developed called the **Cold War** (see Section 17).

Decolonisation

Britain and France had been weakened by the war and could not hold on to their large empires in Africa and Asia. Independence movements in British and French colonies became difficult to resist. In 1947 Britain granted its most important colony, India, independence. The process of colonies becoming independent states is known as **decolonisation**. Bloc Group of countries with a common political aim.





Cooperation

Many people in Europe were determined to work together to prevent the death and destruction of another war. This feeling was very strong in the countries of the old enemies France and Germany. It led to closer European cooperation and the foundation of the **EEC (European Economic Community)** (see Section 18).

The **United Nations (UN)** was set up by fifty-one countries in 1945. Its purpose is to maintain international peace and security, to develop friendly relations among nations, to encourage cooperation to solve international problems and to promote human rights. In 2017 it had 193 member states.



In pairs, find out as much as you can about:

- 1 The General Assembly of the UN
- 2 The Security Council of the UN.

DO YOU UNDERSTAND THESE KEY TERMS?

Cold War decolonisation Eastern Bloc superpower United Nations

SELF-ASSESSMENT – CAN YOU?

- 1 Estimate approximately how many people died as a result of World War II.
- **2** Identify the main causes of death during World War II.
- **3** Describe four other major consequences of World War II in Europe.
- Evaluate the impact World War II had on international relations between countries.

HOW DID WORLD WAR II AFFECT IRISH PEOPLE?

O LEARNING INTENTIONS

At the end of this section, you should be able to:

- Explain why Ireland was neutral in World War II
- Obscribe life in Ireland during the Emergency
- O Discuss Ireland's international relationships during the Emergency
- Outline Northern Ireland's role in World War II
- O Describe the impact of World War II on Ireland, north and south.

What was the Emergency?

The period of World War II (1939–45) was known as the Emergency in Ireland (Éire).

Neutrality

When World War II began on 3 September 1939, Ireland stayed neutral. Taoiseach Éamon de Valera decided on neutrality because:

- > Irish people did not want to fight on the side of Britain due to partition
- Ireland wanted to emphasise its independence from Britain
- > Being involved in the war would result in many lives being lost and property destroyed.

A Special Powers Act was passed to make sure that Ireland remained neutral.

Activity 1

Examine this source and then answer the question below.



SOURCE 15.34: Irish coastline during World War II

1 In pairs, discuss why the sign 'EIRE' was displayed on the Irish coastline.

Éire The Free State was renamed Éire in the 1937 Constitution.

Neutrality Not taking a side in a war.

QUESTION

C-IOLAR

ANSWERED BY EXPERT IN

DID YOU KNOW?

Newspapers and radio broadcasts were censored during the Emergency so as not to favour either side. Even weather forecasts were stopped as the information might help either side in planning a bombing raid. As a result, Irish people were often unaware of what was really going on in the war.







What impact did the Emergency have on daily life?

Defence

As there was a strong possibility that Ireland would be invaded by either Germany or the Allies, the government increased the size of the Irish Army from 7,000 to 37,000 men.

A further 250,000 men joined the part-time **Local Defence Force**. Its aim was to train young people to fight if Ireland was invaded. They were poorly armed.

Food supply

Seán Lemass became Minister for Supplies. There was a scarcity of imported goods such as tea because Britain restricted the amount sent to Ireland. Lemass set up **Irish Shipping**, whose ships brought essential goods from abroad. Two ships were sunk by German **U-boats** (submarines) during the war.

Rationing was introduced so that everyone got a fair share. People were given **ration books** for tea, sugar and chocolate. People found it hard to live on these rations because the amounts were so small. People got approximately one teabag per week.



Examine this source and then answer the questions below.



- 1 What products were rationed?
- 2 Why, do you think, was rationing necessary?

Farming

The **Compulsory Tillage Scheme** forced farmers to grow more wheat for flour. This was to make sure that everyone had enough bread. As very little fertiliser was imported after 1940, the fertility of the soil was affected and crop yields reduced.

The British depended on Ireland for imported food supplies as the German U-boats sank a lot of ships bringing food to Britain. However, Ireland received less for food exports during the war than it had in 1939.

Fuel shortages

Gas was used for cooking in Dublin. It could be used for only a few hours each day. **Glimmer men** were appointed to make sure that people used only the amount of gas and electricity that was allowed.

Petrol was very scarce and was made available only to doctors and priests. Other people had to travel by bicycles or donkey and cart.

Trains were powered by turf as Britain needed its coal for the war effort. Trains took much longer to make a journey. It took 12 hours to travel from Dublin to Cork (about four times slower than today).

Townspeople had to cut turf for themselves in the bogs in summer. This provided them with heat in winter.



SOURCE 15.37: Queuing to buy bread

Activity 3

Examine this source and then answer the questions below.



- 1 Who were the glimmer men?
- 2 Why, in your opinion, is the glimmer man hiding in the oven?



15 THE CAUSES AND IMPACT OF WORLD WAR II

Unemployment

HISTORY ALIVE

Due to a lack of raw materials and energy, some factories had to close. Many of those who lost their jobs went to Britain to work or joined the British Army.

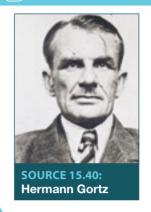
What were the threats to Irish neutrality?

The main threat to neutrality came from the IRA, which started a bombing campaign in Britain in 1939.

Several German spies came to Ireland after the IRA made contact with Germany. They were all arrested. **Hermann Gortz** arrived in Ireland in 1940 but avoided arrest for nineteen months. He was to act as a German liaison officer with the IRA. However, as he felt that he could not trust the IRA, nothing was achieved.

De Valera imprisoned over 500 IRA members in the Curragh camp. He was afraid that the British would use IRA activities as an excuse to invade Ireland.

Activity 4



...

Examine the source and then answer the questions below.

- 1 In pairs, research the role of Hermann Gortz in Ireland.
- 2 Write a report on your findings.

German bombing

Despite all the rationing and hardship, neutrality remained popular among the people. It protected them from the suffering that war brought to people in other countries.

Only one German bomb did serious damage. On 30 May 1941 a bomb was dropped on the North Strand in Dublin. Twenty-seven people were killed and 300 houses were damaged. This bomb was almost certainly dropped by mistake.

Activity 5

Examine these sources and then answer the question below.



SOURCE 15.41: North Strand, Dublin, 1941

- 1 Which event is reflected in photograph A?
- 2 Describe the damage caused by the bombing.
- 3 What is an air raid shelter?
- 4 Is the air raid shelter in B located in a good position? Give reasons for your answer.

What were relations with the Allies like?

USA

When the USA entered the war in 1941 it wanted Ireland to join the Allies. American troops were being stationed in Northern Ireland and the USA was afraid that they would be observed by German spies from south of the border. De Valera refused to abandon neutrality.

Britain

Britain had kept control of the ports of Lough Swilly, Berehaven and Cobh in the Anglo-Irish Treaty of 1921. However, under the Anglo-Irish Trade Agreement 1938, Ireland had got those ports back. British Prime Minister Winston Churchill wanted to use these former treaty ports as naval bases during the war in order to protect **convoys** bringing vital supplies to Britain. De Valera refused.

Convoy

Group of cargo ships travelling together with military protection against the enemy.

Churchill tried to persuade Ireland to enter the war on the side of the Allies. De Valera refused, despite being offered the reunification of Ireland. He felt that Churchill would not be able to deliver the six counties due to unionist opposition.

Activity 6

Examine this source and then answer the questions below.

Now is your chance. Now or never. 'A Nation once again'. Am very ready to meet you at any time.

SOURCE 15.43: Secret telegram from Churchill to de Valera, December 1941

- 1 Explain what this telegram refers to.
- 2 Why, do you think, would Churchill want to keep the telegram secret?

Irish neutrality

One of the main reasons the Allies did not invade Ireland was that Irish neutrality secretly favoured the Allies. For example:

- Allied pilots who crashed in Ireland were sent back across the border to Northern Ireland, whereas German pilots were imprisoned in the Curragh camp.
- > Weather reports were secretly passed on to the Allies.
- > 50,000 Irish men joined the British Army.
- > When Belfast was bombed, fire brigades were sent across the border.



SOURCE 15.44: Irish recruits to the British Army, 1941

Even the British Ambassador was unaware of the pro-Allied stance of the Irish government. This was to ensure that there was no threat to Irish neutrality.

DID YOU KNOW?

De Valera maintained his policy of neutrality to the very end. When President Roosevelt died, he went to the US embassy to express his condolences. When Hitler died, he went to the German embassy to do the same. This annoyed the Allies.



Activity 7

Examine these sources and then answer the questions below.

A The approaches which the southern Irish ports and airfields could so easily have guarded were closed by the hostile aircraft and U-boats. This indeed was a deadly moment in our life, and if it had not been for the loyalty and friendship of Northern Ireland, we should have been forced to come to close quarters with Mr. de Valera, or perish from the earth. However, with a restraint and poise to which, I venture to say, history will find few parallels, His Majesty's Government never laid a violent hand upon them, though at times it would have been quite easy and quite natural.

SOURCE 15.45: Extract from a speech Churchill made after the war

- 1 What are the main points that Churchill is making?
- 2 How useful is document A?
- 3 How does de Valera answer Churchill's accusations?
- 4 How useful is document B?
- 5 How, do you think, did the Irish people react to de Valera's speech?

What was the impact of World War II on Ireland?

Impact on Éire

- > Ireland avoided the destruction and loss of life that happened in the rest of Europe.
- It took many years for the Irish economy to recover as it suffered greatly during the war.

Impact on Northern Ireland

- The war created a boom for Northern Ireland's main industries. Harland and Wolff produced 140 warships and 123 merchant ships. Shorts built 1,200 bomber aeroplanes. Belfast's textile mills supplied linen to make uniforms and parachutes.
- There was full employment, and the demand for workers led to increased wages.
- Food production increased by 300 per cent to meet the demand for food in Britain. Potatoes and oats were the most important crops. Cattle numbers increased by 150,000.
- Roads and ports were improved to cater for the British and US troops stationed in Northern Ireland. The Americans used Northern Ireland as a training ground for the D-day landings. The troops further boosted the Northern Irish economy.



SOURCE 15.47: US troops in Northern Ireland

B Mr. Churchill is proud of Britain's stand alone, after France had fallen and before America entered the war. Could he not find in his heart the generosity to acknowledge that there is a small nation that stood alone not for one year or two, but for several hundred years against aggression; that endured spoliations, famine, massacres, in endless succession; that was clubbed many times into insensibility, but each time on returning to consciousness took up the fight anew; a small nation that could never be got to accept defeat and has never surrendered her soul?

SOURCE 15.46: Extract from de Valera's reply to Churchill's speech

Spoliations Acts of plundering or theft. After Germany occupied France in 1940, all ships heading to Britain went via Northern Ireland. Derry was used as a base by the Royal Navy and US Navy to patrol the Atlantic and protect convoys from attack by U-boats. This meant that vital supplies from America reached Britain. It also raised the strategic importance of Northern Ireland during the war.



- 2 In pairs, discuss the possible reasons why airfields were located at these sites.
- In 1939 most people in Northern Ireland felt that the war would not touch them. However, they were soon within the range of German bombers. In April and May 1941 the Luftwaffe bombed Belfast, killing 1,100 people and destroying 56,000 homes. In a gesture of goodwill, de Valera sent fire brigades from Dublin.
- The Stormont government had done very little to protect Belfast from being bombed. The Prime Minister, John Andrews, was blamed for the poor defences. He resigned and was replaced by Sir Basil Brooke (Lord Brookeborough).

Activity 9

Examine this source and then answer the question below.



1 Imagine you are the photographer who took this shot. Write a diary entry describing what you saw and how you felt.

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HISTORY ALIVE

Impact on north-south relations

- North-south divisions widened as a result of the southern policy of neutrality.
- As part of the UK, Northern Ireland played an active part in the war. Unionists saw it as an opportunity to show their loyalty to and strengthen ties with Britain. Due to Northern Ireland's vital contribution, British support for the unionist population increased. This made the possibility of reunification less likely.
- The war brought prosperity to the Northern Ireland economy. Industrial workers and farmers benefited from improved wages and prices. This widened the north-south economic gap during the war years.

Activity 10

Examine this source and then answer the questions below.

... the constable looked up towards the sky. 'What's that, lad?' he asked as he tugged my sleeve and pointed upwards. I did not take time to look ... I knew what it was ... I shouted 'Down' and at the same time pushed him to the ground ... Time seemed to stop ... as the mine came swishing down ... What seemed like a thousand years was in fact only a few seconds. The mine did not reach the ground but struck the spire of Trinity Street church and exploded immediately.

The whole world seemed to rock, slates, bricks, earth and flying glass rained down on us. I dug my face into my arms for protection and lay for what seemed like an eternity.

... by some miracle, we were still alive. We were caught in a blast of a parachute mine that had reduced a granite-built church to rubble. And devastated the surrounding area.

SOURCE 15.50: Twenty-year-old James Doherty, an air-raid warden in Belfast, 1941

- 1 What did the constable see?
- 2 How did Doherty react?
- 3 How powerful was the bomb?
- 4 This is an extract from Doherty's memoirs, which were published in 1989. How useful is this document as a source?

DO YOU UNDERSTAND THESE KEY TERMS?

Compulsory Tillage Scheme convoy the Emergency glimmer men Irish Shipping neutrality

SELF-ASSESSMENT – CAN YOU?

- Explain why Ireland was neutral in World War II.
- **2** Outline how the war affected agriculture and industry in Ireland.
- 3 Explain why the Allies did not invade Ireland during the Emergency.
- **4** Outline the impact of World War II on Ireland.
- **5** Describe how the war affected agriculture and industry in Northern Ireland.
- 6 Describe how Northern Ireland was affected by German bombing.
- **7** Explain why Northern Ireland was important to the Allies.
- 8 Outline the impact of World War II on Northern Ireland.
- **9** Explain how World War II affected north–south relations.





DRAFT EXTRACT