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# HISTORY ALIVE

**NEW** Junior Cycle History

**STUDENT  
ACTIVITY BOOK**



Name \_\_\_\_\_

**Edco**

**Edco 2018**

**The Educational Company of Ireland**

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**NEW** Junior Cycle History

## STUDENT ACTIVITY BOOK



Name \_\_\_\_\_

**Edco**

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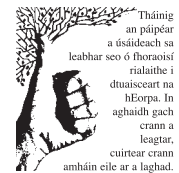
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# 1

## WORKING WITH EVIDENCE

### THE JOB OF THE HISTORIAN

#### Learning outcomes

- 1.4** Demonstrate awareness of historical concepts, such as source and evidence, fact and opinion, viewpoint and objectivity.
- 1.5** Investigate the job of the historian including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence.
- 1.6** Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, oral and tactile evidence.

#### What you may know already from studying primary school history

- 1** In your own words, describe what a historian does.

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- 2** In primary school, did you look at evidence to find out about the past? If so, give examples of the types of evidence you used.

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- 3** Looking at a piece of evidence gives us a complete picture of what happened in the past. True/False. If false, state why.

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- 4** A journalist writing an article for a newspaper about a rebellion that took place will give a very good account of what actually happened. True/False. If false, state why.

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- 5** Write down anything else you know about the work of a historian.

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#### What do you want to know about the work of an historian?

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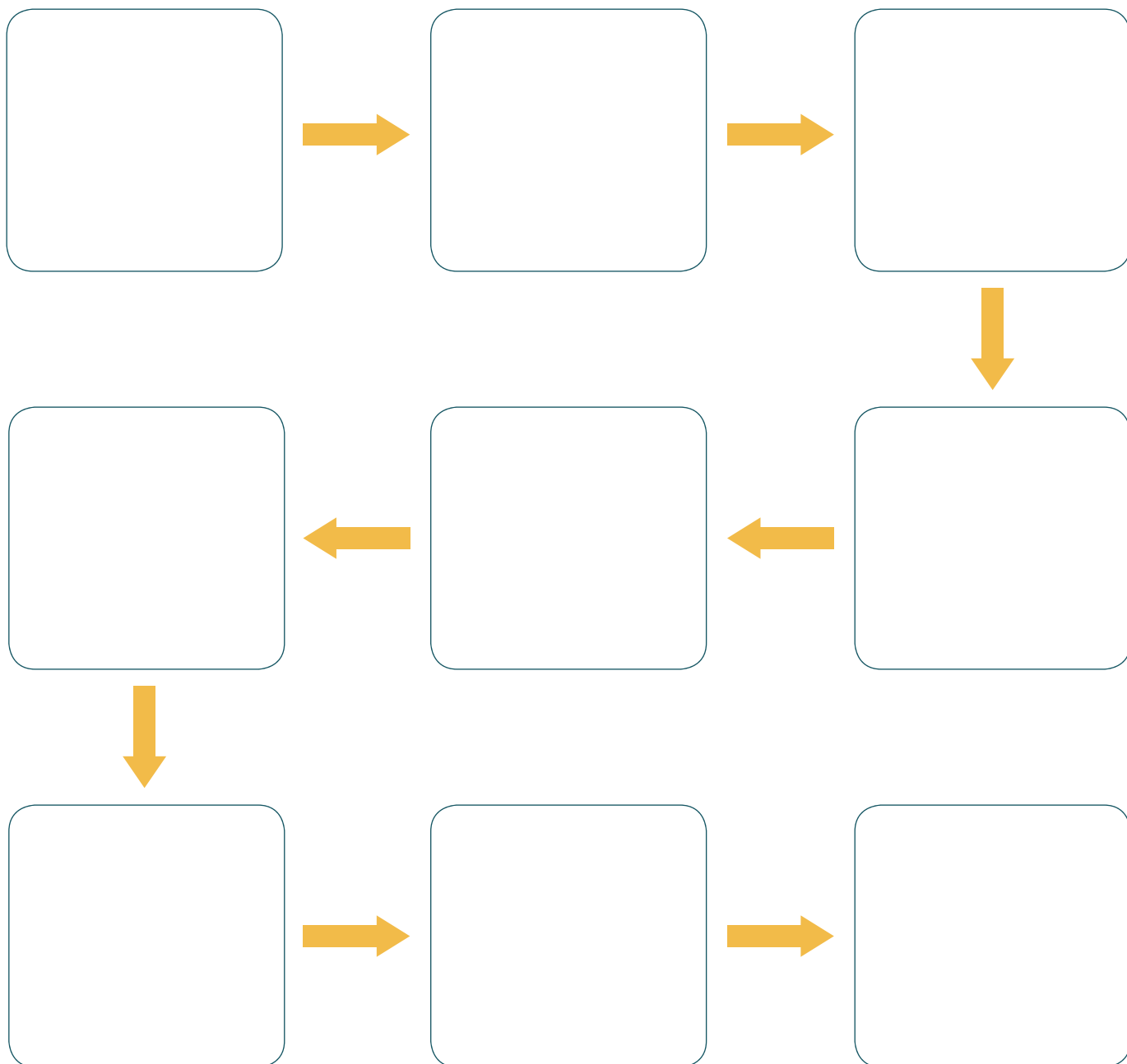
## Anticipate

Before you study 'The job of the historian', fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 The job of a historian is similar to the job of a detective.			
		2 History is the study of the remains left by people in the past.			
		3 A source is like a clue to a historian.			
		4 Autobiographies are a secondary source.			
		5 The census calculates how many girls play football in every county.			
		6 Archives are really interesting places to store your valuables.			
		7 Exaggeration can be a major problem, especially with eyewitness accounts.			
		8 BCE stands for Before Christ Era.			
		9 The twenty-first century started in 2001 and will end in 2100.			

## Activities

- 1 (a) **Group or pair work:** Outline the steps you think a historian takes when examining a written source; for example, an article about an event in an old newspaper. Consider what kinds of questions a historian would ask about a source. Hint: Remember to put the steps in order.



- 1 (b) **Extension:** Answer the following questions.

(i) Name the 5 Ws a historian asks. Why are these terms important to historians?

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(ii) Explain the time and place rule.

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(iii) What does the term cross-checking mean?

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2 **Think–Pair–Share:** Statement: ‘Primary sources are better than secondary sources.’ In pairs, decide if this statement is true or false. Prepare a reason for your answer and share with the class.

3 Key terms: Complete the table.

Terms	Explanation
Historian	
Prehistory	
Archaeology	
Source	
Primary source	
Secondary source	
Census	
Artefact	
Archives	
Bias	
Objectivity	
Viewpoint	
Propaganda	

4 (a) Examining a source

**Extract from ‘Celtic origins of Irish now disputed by new DNA results – POLL’ by Mike O’Laughlin, July 2010**

**Milesians not Irish founders**

We have been taught for a few generations that the Irish descend from the Celts. The king of one wave of Celts was Milesius. Milesius is the most famous Celt in legend I think. Some call him the founder of the Irish people – but it looks like it is mostly a fanciful story.

**First Irish families**

DNA studies are now telling us that Ireland was settled centuries earlier than thought. It was not first settled by the Celts of legend.

**Ice Age survivors**

It was actually those who survived the last Ice Age about 10,000 years ago, holding out in northwest Spain. As things warmed up, they found their way to Ireland. In fact, the closest DNA match with the Irish in all Europe is with the Basques. Take a look at the film *Blood of the Irish* and you’ll become a believer.

**How they got here**

Current theory is that they came by boat to Ireland, which was settled much later than Britain, which was connected by land to the continent. They did not come from Scotland, but from the Basque country. So, at least they came from around Spain like some of the Milesian legends speak of.

**Our new ancestors**

We still have to double check all the findings but it seems pretty convincing. The Irish and the Basque are brothers, so to speak. As far as we can see, our earliest ancestors were the Basque people. So there is the point to start your genealogy in Ireland!

## 1 WORKING WITH EVIDENCE

- (i) Individual work: Read the article and write down what you consider to be the most important information.

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- (ii) Think of three questions an historian would ask about this source.

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- (iii) Pair work: Discuss how useful this source is. Is it reliable? Give a reason for your answer.

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- (iv) Consider the next steps an historian would take to judge the reliability of the source.  
Hint: refer to the words in the key terms table.

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- 4 (b) **Extension:** Search online for other new discoveries that have changed our understanding of an event/issue/people. Suggested search words: 'new discoveries shed light' or/and 'recent Roman archaeological discoveries'.

- 5 Group work: Work in a group to complete the table.

Strengths and weaknesses of primary and secondary sources			
	example	strength	weakness
Primary written source			
Secondary written source			
Photograph			
Painting			
Radio interview			
Recent eye witness account of event			
Eye witness account 20 years after event			
Item of clothing from the fifteenth century			

### Reflect

After you study 'The job of the historian', complete the right-hand side of the anticipation exercise.

# THE IMPORTANCE OF ARCHAEOLOGY

## Learning outcome

1.6 Appreciate the contribution of archaeology and new technology to historical enquiry.

**Appreciate:** Acknowledge and reflect upon the value or merit of something

## Anticipate

*Before you study ‘The importance of archaeology’, do these activities*

- 1 Complete the K and W sections of the KWL chart.

The importance of archaeology	
K	What I Know
W	What I Want to Know
L	What I Learned

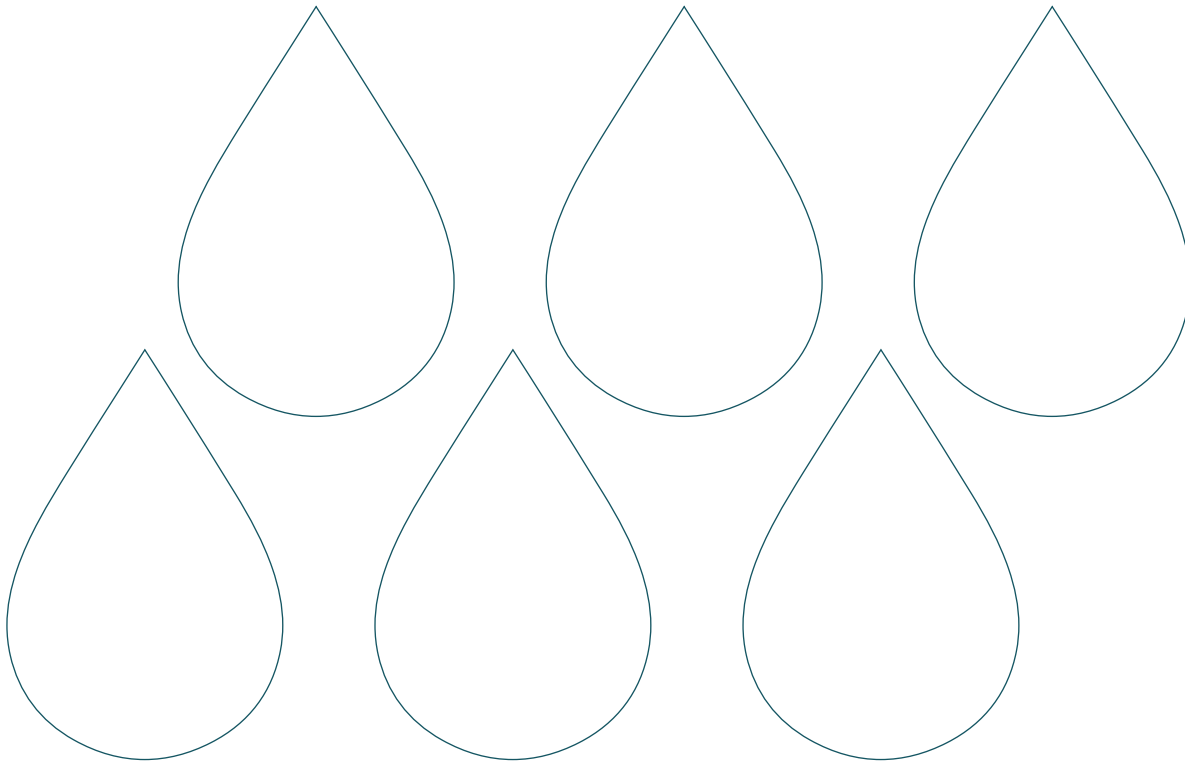
# 1 WORKING WITH EVIDENCE

2 Fill in the left-hand side of this table.

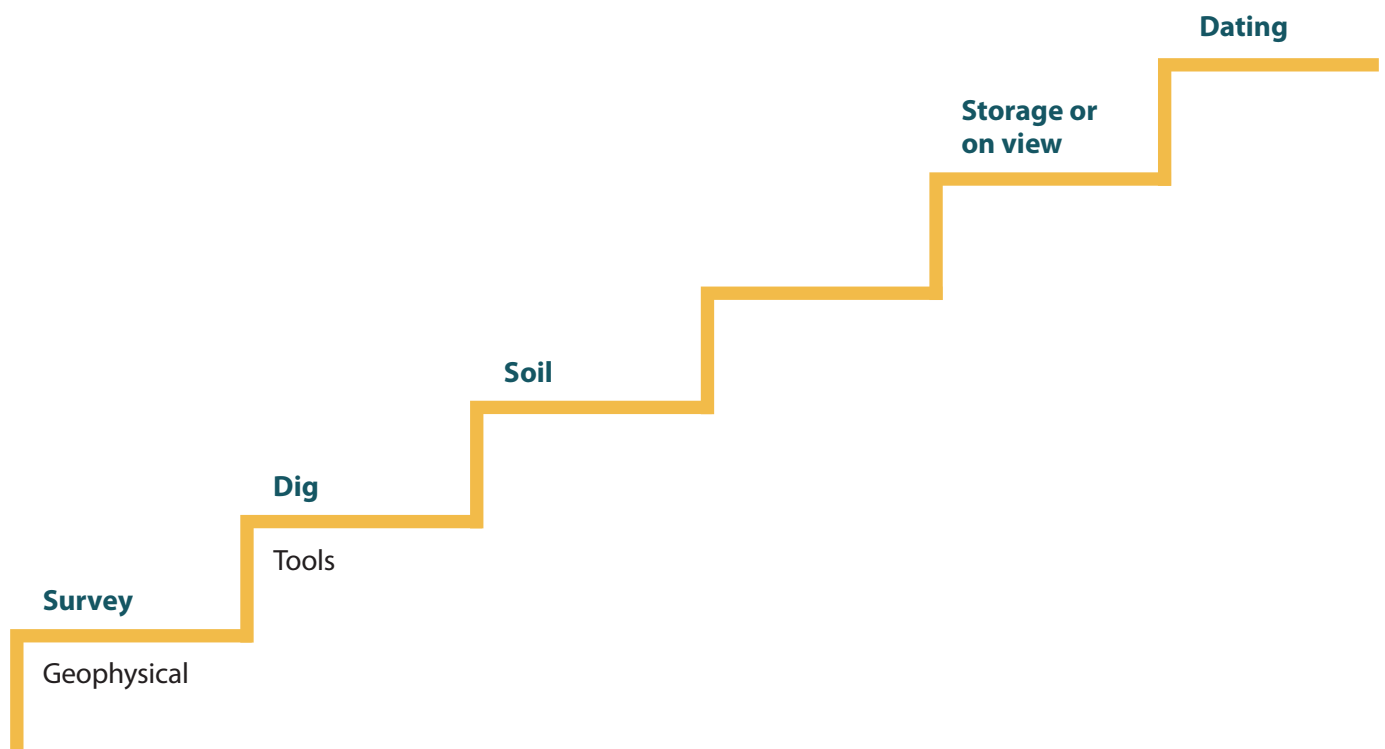
Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 Archaeology is the study of what has been left behind by people.			
		2 Artefacts are the remains of people.			
		3 A large number of gold and silver objects found together in the ground is called a hoard.			
		4 'Rescue archaeology' is finding old ruins that need to be rescued from treasure hunters.			
		5 Archaeologists use new technologies, such as geophysical survey, to examine the soil underneath the surface.			
		6 Soil can tell an archaeologist a lot about the past.			
		7 Radio-carbon dating is a technology or scientific method used to find out the age of ancient human remains and wooden archaeological artefacts.			
		8 DNA analysis is a scientific method used by archaeologists to tell the age of human remains.			

## Activities

- 1 (a) **Group or pair work:** Brainstorm ideas for why you think objects end up in the ground. Fill in the brain droplets.



- 1 (b) **Extension:** What steps does an archaeologist take to investigate a site? Complete the stair steps.



# 1 WORKING WITH EVIDENCE

- 2 (a) **Think-Pair-Share:** What can archaeologists learn from examining a skeleton?

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- 2 (b) **Extension:** Search online to find out what you can learn by examining a skeleton. Suggested search question: 'What can you learn by examining a skeleton?'

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- 3 **Videos:** Write down what you have learned from watching videos on the following methods of dating finds. Describe how they work.

› Geophysical survey

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› Carbon-dating

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› Dendrochronology

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- 4 **Think-Pair-Share:** Do you have an item that could be used by archaeologists to discover a site?

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**5 Key terms:** Complete the table.

Terms	Explanation
Archaeology	
Artefact	
Hoard	
Grave goods	
Bog bodies	
Site	
Research archaeology	
Rescue archaeology	
Salvage archaeology	
Test trenches	
Aerial Photographs	
Post holes	
Stratigraphy	
Dating by design	
Carbon dating	
Dendrochronology	
DNA analysis	

**6 Debate:** 'Technology has improved our knowledge of the past.' Discuss this statement in a group. Then hold a class debate.**Reflect**

**After you study 'Working with Evidence', do these activities.**

**1** Write down the most interesting things you have learned in this chapter.

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**2** Write down what you think is the most important thing you have learned in this chapter.

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**3** What did you find difficult to understand? Write down any questions you still have.

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**4** Look back at the learning outcome for this section. Do you feel confident that you have achieved the learning outcomes? Rate yourself by choosing one of the following ratings for each outcome: 1 I have not achieved, 2 I have achieved, 3 I feel very confident that I have achieved

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## 1 WORKING WITH EVIDENCE

- 5 Write down the section(s) that you feel you need to revise.

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- 6 Complete the L section of the KWL chart and the right-hand side of the anticipation exercise for 'The importance of archaeology'.

### Classroom-Based Assessment (CBA)

- 1 If you were asked to write a history of your local area, list five sources that you would use. Explain how each source would help you.

CBA1

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- 2 Imagine you are able to invite four people of historical interest to a restaurant for dinner. Who would you invite? List their names here. For each guest, write a question that you would like him or her to answer.

CBA2

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- 3 What, do you think, is the oldest building or monument in your province? Search online to find the answer. Make a sketch of it in your copy and add in its name and the year/century in which it was constructed. To which Irish historical era does it belong?

CBA1



# 4

## LIFE AND DEATH IN MEDIEVAL TIMES

### WHAT WAS LIFE LIKE IN A MEDIEVAL VILLAGE?

#### Learning outcomes

**3.1** Investigate the lives of people in a medieval civilisation, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world.

**3.6** Explore life and death in medieval times.

#### Anticipate

**Before you study 'What was life like in a medieval village?'; do these activities**

**1** Complete the K and W sections of the KWL chart.

What was life like in a medieval village?	
<b>K</b>	What I Know
<b>W</b>	What I Want to Know
<b>L</b>	What I Learned

## 4 LIFE AND DEATH IN MEDIEVAL TIMES

2 Fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 In the Middle Ages people lived longer than they do today.			
		2 Society was organised in a democratic manner, whereby everyone was treated equally.			
		3 During the Middle Ages women had the same rights as men.			
		4 During the Middle Ages having a baby was risky for women.			
		5 In a medieval village a bailiff looked after law and order.			
		6 In the Middle Ages people were not put in prisons.			
		7 For a lord, good manners and fighting skills were considered more important than reading and writing.			
		8 Most noblewomen learned embroidery so that they could make tapestries.			
		9 Only the sons of blacksmiths could become knights as they knew how to make weapons.			
		10 In medieval Dublin almost one-third of children died before the age of ten.			

## Activities

- 1 Draw a line or bar chart to illustrate the changes in population during the Middle Ages.



- 2 Use the images in your textbook to fill in the boxes below. In each box, describe what you have learned about a heading. For example, under Work of Rural People you can write 'farming' and include a comment on what activities farmers in the pictures are engaging in. For the Evidence heading describe what piece of evidence you're looking at; for example, under Pastimes you could write 'a painting of musicians' (page 55). For the Type of Source heading write whether you think the source is a primary or secondary source.

Work of Rural People

Evidence

Type of Source

Clothes

Evidence

Type of Source

The diagram consists of four identical rectangular boxes arranged in a 2x2 grid. Each box is designed for analyzing a specific historical topic. The topics are: 'Pastimes' (top-left), 'Crime and Punishment' (top-right), 'Lives of Women' (bottom-left), and 'Opinion on Peasant Life.' (bottom-right). Each box contains three horizontal lines for notes, labeled 'Evidence' and 'Type of Source' on the left side to indicate the structure of the analysis.

Topic	Evidence	Type of Source
Pastimes		
Crime and Punishment		
Lives of Women		
Opinion on Peasant Life.		

- 3 (a) Think–Pair–Share:** Do you think that the source material you examined gives you a complete picture of the lives of peasants in medieval times? Think about your answer before sharing with your partner. Write down your combined thoughts and reasons below.

[illegible]

3 (b) **Extension:** Do you think that peasants had long lives? Think about your answer before sharing with your partner. Write down your combined thoughts and reasons below.

4 **Research:** Use the internet or other sources to answer the question ‘What were the main causes of death for peasants living in the Middle Ages?’ (Keep a note of the sources you used, for example, URL addresses.)

5 **Key terms:** Complete the table.

Terms	Explanation
Middle Ages	
Feudal system	
Lord	
Knight	
Serf	
Peasant	
Freemen	
Demesne	
Pillory	
Stocks	
Sanctuary	

Reflect

After you study ‘What was life like in a medieval village?’, complete the L section of the KWL chart and the right-hand side of the anticipation exercise.

## WHAT WAS LIFE LIKE IN A MEDIEVAL CASTLE?

### Activities

- Research:** Use the internet or other sources to answer the question 'What were the main causes of death for lords, ladies and knights in the Middle Ages?' (Keep a note of the sources you used, for example, URL addresses.)
- Create a chart/mind map/storyboard or bulleted points to show the risks faced by lords, ladies and knights in the Middle Ages. Display your findings on a large poster.
- Cloze exercise:** Fill in the missing words.

#### The Lady of the Manor

The Lady of the Manor was a capable woman who was in \_\_\_\_\_ of running castles, manors and farms single-handedly. She was a significant figure who had to \_\_\_\_\_ with the management of land, crops, animals and property. This is a list of some of her activities: supervising and \_\_\_\_\_ out land or property to \_\_\_\_\_, running a household of hundreds of people, supervising \_\_\_\_\_, making medicines and healing the \_\_\_\_\_. The list goes on. Her role was much like that of a \_\_\_\_\_ manager or restaurant owner. She also acted as a sort of nurse. A lady of a castle or manor was born into the \_\_\_\_\_ class in society.

- Key terms:** Complete the table.

Terms	Explanation
Chivalry	
Dubbing	
Siege	
Tournament	
Tapestry	
Melee	
Dowry	

## WHAT WAS LIFE LIKE IN A MEDIEVAL TOWN?

### Activities

- 1 **Research:** Use the internet or other sources to think about the following statement and questions: 'People living in towns were no longer serfs, they were freemen, yet they were not necessarily citizens.' 'How did a person become a citizen of medieval town?' 'Could women become citizens?' (Keep a note of the sources you used, for example, URL addresses.)

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- 2 What were the common causes of death in a medieval town?

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- 3 Who were the doctors in the town and what types of cures did they use?

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- 4 List three sources you used to find out answers to the questions in activities 1, 2, 3.

Sources

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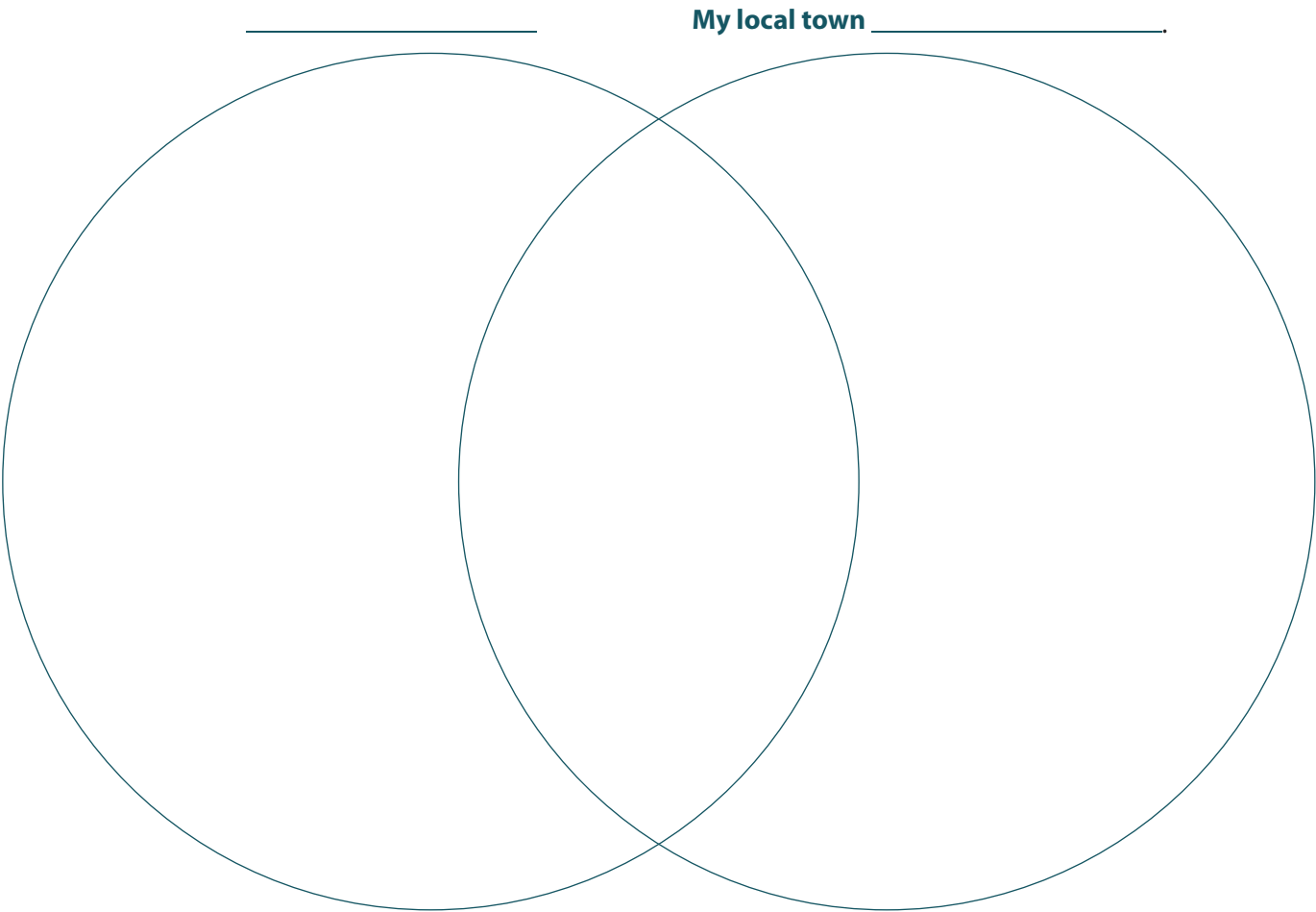
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5 Key terms: Complete the table.

Terms	Explanation
Toll	
Curfew	
Charter	
Corporation (council)	
Merchants	
Guild	
Masterpiece	

6 Think–Pair–Share: What is your impression of how people lived in towns in the Middle Ages? Compare life in a medieval town and life in your local town today. In the Venn diagram below include the name of your local town if it existed as a town during the Middle Ages. Otherwise use the title ‘Medieval Town’. Consider the similarities and differences in the following areas: housing, clothes, trade, shops/fairs, taxes, buildings, rights of men and women, people’s health.





WHY WAS RELIGION SO IMPORTANT IN MEDIEVAL TIMES?

Anticipate

Before you study ‘Why was religion so important in medieval times?’, fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 During the Middle Ages religion was very important to people.			
		2 Many churches were very impressive as they were where the bishops lived.			
		3 The first stone churches were built in a style called Romanesque.			
		4 Monks played hurling in the refectory.			
		5 Monks took a vow of laughter which meant they had to laugh at least 10 times a day.			
		6 Some nuns brewed their own beer.			
		7 Friars were a type of travelling monk.			
		8 The Black Death killed between 75 and 200 million people.			

Activities

1 Illustration: Draw the main features of Romanesque and Gothic architecture below.

Romanesque

Gothic

## 4 LIFE AND DEATH IN MEDIEVAL TIMES

- 2 **Think–Pair–Share:** ‘During the Middle Ages, priests and nuns were often the only ones in a village who could read or write. This gave them a lot of influence or power.’ Do you agree with this? Explain your answer below.

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- 3 **Cloze exercise:** Fill in the missing words.

### Medieval nuns

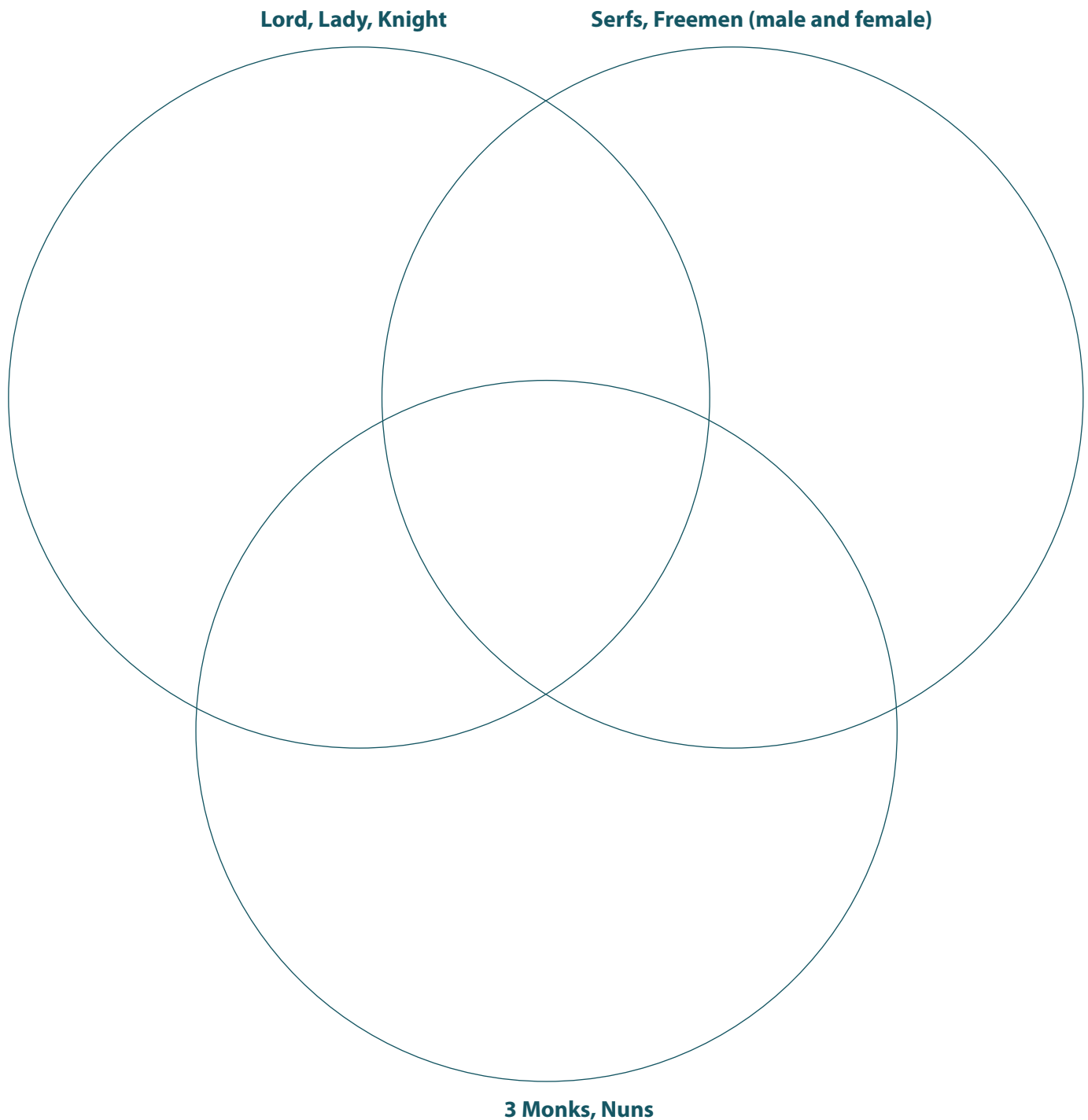
Nuns usually came from the upper \_\_\_\_\_. Poorer women were less likely to become nuns as they were valuable for their labour on farms. A convent offered an alternative life to women from the upper classes who didn’t \_\_\_\_\_. Besides appealing to women who had genuine religious vocations, convents attracted non-conformist women, women who were not interested in getting married and having \_\_\_\_\_. It was a refuge for female intellectuals. Life in a convent consisted of \_\_\_\_\_, working and studying. Nuns followed the rule of St \_\_\_\_\_. Nuns took three main vows: the vow of poverty, chastity and \_\_\_\_\_. The \_\_\_\_\_ was the head of the convent and she had an influential role in society.

- 4 (a) **Group work:** Create the front page of a newspaper from 1347 describing the Black Death and its effect on the people of Europe. Compose a catchy headline. Use drawings and cartoons, vary the text size, and use a variety of colours. Use a large poster page to present your front page.
- 4 (b) **Extension:** Each group chooses a salesperson from their group to sell their newspaper to the class. Suggestion: Students walk around the class with their poster, calling out catchy headlines from their papers and telling people snippets from the stories featured on the front page. Further suggestion: At the end of the selling, each salesperson goes to the front of the class and holds up their poster. Members of the class are given a sticky coloured dot or a post-it and they must choose the newspaper that they intend to buy by placing a dot or post-it on the newspaper. The newspaper with the most dots/post-its is the best-selling newspaper!

- 5 **Key terms:** Complete the table.

Terms	Explanation
Cathedral	
Romanesque	
Gothic	
Abbess	
Abbot	
Refectory	
Cloisters	
Infirmary	
Chapter house	
Black Death	

- 6 **Summarise:** Use the Venn diagram below to show the connections and comparisons between the lives and deaths of different people in the Middle Ages. Examples: Death in childbirth was common among peasant women and ladies, so, put 'death from childbirth' into the linking part between the 'Lord, Lady, Knight' heading and the 'Serfs, Freeman' heading. Monks suffered or were killed when their monasteries were raided, so, put raids into the outer circle for 'Monks, Nuns'.



### Reflect

**After you study Section 4, do these activities.**

- 1 Write down the most interesting things you have learned in this chapter.

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- 2 Write down what you think is the most important thing you have learned in this chapter.

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- 3 What did you find difficult to understand? Write down any questions you still have.

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- 4 Look back at the learning outcome for this section. Do you feel confident that you have achieved the learning outcome? Rate yourself by choosing one of the following ratings: 1 I have not achieved, 2 I have achieved, 3 I feel very confident that I have achieved.

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- 5 Write down the section(s) that you feel you need to revise.

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- 6 Complete the right-hand side of the anticipation exercise for 'Why was religion so important in medieval times?'

### Classroom-Based Assessment (CBA)

- 1 Write a brief description of a Romanesque or Gothic church in your area for an online tourist guide. Outline the particular Romanesque/Gothic features the church has. Make sure you make it sound attractive!

CBA1

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# 11

## INVESTIGATION OF THE GREAT FAMINE IN IRELAND

### WHAT WAS THE GREAT FAMINE?

#### Learning outcome

**2.7** Investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora.

#### Anticipate

**Before you study 'What was the Great Famine?', do these activities.**

- 1 Complete the K and W sections of the KWL chart.

The Great Famine	
<b>K</b>	What I Know
<b>W</b>	What I Want to Know
<b>L</b>	What I Learned

# 11 INVESTIGATION OF THE GREAT FAMINE IN IRELAND

2 Fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 In the 1800s most Irish people lived in the countryside.			
		2 In the 1800s 90% of landlords were descended from English and Scottish planters.			
		3 Agents were employed to make sure tenants were satisfied with their rented accommodation.			
		4 Tenant farmers divided their land between their sons; this was called long division.			
		5 Cottiers were totally dependent on the potato for food.			
		6 Potato and buttermilk is a relatively healthy diet for poorer people.			
		7 The 'potato blight' was a disease carried by rats on board ships travelling from Italy.			
		8 Famine fever killed more people than famine.			
		9 Peel's Brimstone was a new type of nutritious ale developed by pub owners to help the hungry people.			
		10 The Quakers were a family that set up a business making cereals and sold them to rich landlords.			

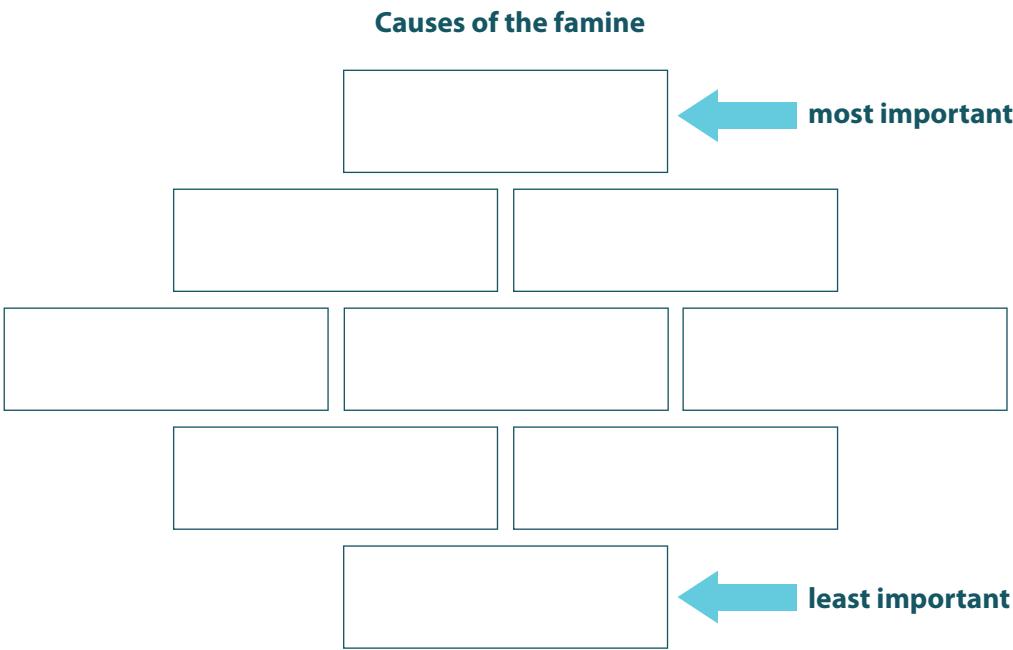
Activities

- 1
- (a)

**Research:** Causes of the famine. Apart from those mentioned in your textbook, are there other factors that contributed to the famine? Consider (a) the political aspect of the crisis – search online using terms like ‘Sir Robert Peel and the Irish famine,’ ‘Corn Laws,’ ‘Sir John Russell and the Irish famine,’ ‘Poor Law Amendment Act, June 1847’; (b) the diseases current at the time – name the diseases and write about them; how did they contribute to the death toll?
- (b)
- Extension:** Find out more about the causes mentioned in your textbook and fill in the grid below with your research notes. List the sources you used (the URL or the name of the source, for example, library name, magazine publication, etc.).

Causes of the famine	
Facts	Sources

- 2
- Group work:** Diamond 9 exercise. Discuss which factors you consider to be the more important ones in contributing to the famine. Give reasons for your choices. Decide together how to rank the causes. Put the most important cause at the top and the least important at the bottom. Causes of equal weight are placed in the middle. Hint: Refer to the research grid above for the facts!



## 11 INVESTIGATION OF THE GREAT FAMINE IN IRELAND

- 3 (a) **Think-Pair-Share:** Looking at evidence. Read the sources below and answer the questions.

### Primary source 1

'Ireland is in your hands, in your power. If you do not save her, she cannot save herself. I solemnly call upon you to recollect that I predict with the sincerest conviction that a quarter of her population will perish unless you come to her relief.'

**Daniel O'Connell to the British House of Commons, 1847.**

### Primary source 2

'Ireland is peculiarly agricultural; can it be said that the agricultural labourer has flourished in Ireland? Is it not the case, that in the part of the country where the agricultural labourer most abounds, he has been suffering scarcity and pressure of hunger? What is the answer made to our statement of the sufferings of the people of Ireland? This is nothing extraordinary this is nothing unusual this is nothing out of the common course of nature; every year this is the same; there are districts where, every year, the potato crops fail, where it is impossible to make the two ends meet; the potatoes fail in June or early in July, and from that time till the new crop is dug up, the labourer is obliged to subsist upon charity, or whatever means will suffice for the purpose of maintaining life'.

**Sir Robert Peel's (British Prime Minister) speech on changing the Corn Laws, 4 May 1846**

**Terms:** flourished = grown, suffice = enough, purpose = reason or point

- (i) Which source is sympathetic to the situation of the Irish people at the time? Support your answer using quotations from both sources.
- (ii) Are these sources reliable? Can we believe them? Explain why.

### Secondary source 1

'The Irish Famine of 1845 to 1852 was the greatest social calamity, in terms of morality and suffering, that Ireland has ever experienced.'

**Michael D. Higgins, President of Ireland**

**Terms:** calamity = a disaster, morality = knowing right from wrong.

- (iii) Based on this statement, how important, do you think, is the famine to Irish people today?

### Secondary source 2

'And in truth, for Victoria, in the decrepitude of her eighty-one years, to have decided after an absence of half-a-century to revisit the country she hates and whose inhabitants are the victims of the criminal policy of her reign, the survivors of sixty years of organised famine, the political necessity must have been terribly strong; for after all she is a woman, and however vile and selfish and pitiless her soul may be, she must sometimes tremble as death approaches when she thinks of the countless Irish mothers who, sheltering under the cloudy Irish sky, watching their starving little ones, have cursed her before they died.'

**Maud Gonne writing about the intended visit of Queen Victoria to Ireland (1900).**

**Note:** This source is considered a primary source when researching the historical personality, Maud Gonne.

- (iv) How did Maud Gonne, writing in 1900, view the actions of the English monarch at the time of the famine?

- 3 (b) **Extension:** Follow-up questions

- (i) What do we know about the famine after studying these documents?
- (ii) How helpful are these sources in understanding the famine? Explain your answer.



(iii) What do you think are the benefits and shortcomings/limitations of these sources?

Discuss and refer to each source in your answer.

- 4 Working as a historian Write a report. Using (a) the research you have done about the causes of the famine and (b) your understanding of the famine from examining the sources above, write a report on the famine. This is similar to the idea of writing an account of the famine with the exception that you are now writing as an historian. This means you must only include the facts you got from the sources you have used or studied. You can quote directly from the sources, using quotation marks, or you can summarise the points from the sources. You decide on the title of the report.

## Reflect

After you study 'What was the Great Famine?', complete the L section of the KWL chart and the right-hand side of the anticipation exercise.

## WHERE DID THE IRISH EMIGRATE TO?

### Anticipate

Before you study 'Where did the Irish emigrate to?', fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 An emigrant is a person who has come to live in a country from another country.			
		2 Remittances were money Irish people sent abroad to their family members who had emigrated.			
		3 The two most popular destinations for Irish people emigrating was to the USA and Britain.			
		4 By 1860 most Irish immigrants in the UK worked in the tourist industry.			
		5 It was well known in the UK at the time that navvies had a reputation for getting drunk and violent.			
		6 The native population of Britain resented the Irish immigrants for taking their jobs and working for lower wages.			

		7	After the famine Ibiza was the most popular destination for the Irish emigrant.			
		8	There is great love and friendship between the football fans of the Glasgow Celtic and Glasgow Rangers Football clubs.			
		9	So many people emigrated from Ireland to the US that by 1910 there were more people of Irish descent in New York than there were in Dublin.			
		10	An American Wake was an all-night party where older people celebrated their children's choice to emigrate			
		11	By 1900 five out of six policemen in New York were Irish or of Irish descent.			
		12	A secret society of men called the 'Molly Maguires' went on strike in the US for better working conditions in the coal mines.			

Activities

1 **Research:** How important were the navvies to the industrial revolution? Search online using the terms 'navvies', 'Irish navvies'. Write down five facts about them. Use at least two sources of information. Include the names of two of the websites you used.

- 2 (a) **Think–Pair–Share:** An example of sectarianism in Scotland – Glasgow Celtic v Glasgow Rangers. What do you know about the two football teams? Search online for information about the history of rivalry (conflict) between the two teams. In your copy book write a report on your findings. Hint: Remember to use the 5 Ws as questions when reading through articles/sources.

**Success criteria:** Make sure to include answers to the following:

- Explain the term 'sectarianism' and explain what it means in Glasgow.
- How and why did the conflict begin?
- Does the conflict exist today? Explain.

- 2 (b) **Extension exercise:** Do you know of another example of sectarianism involving Irish people? What do you know about that conflict?

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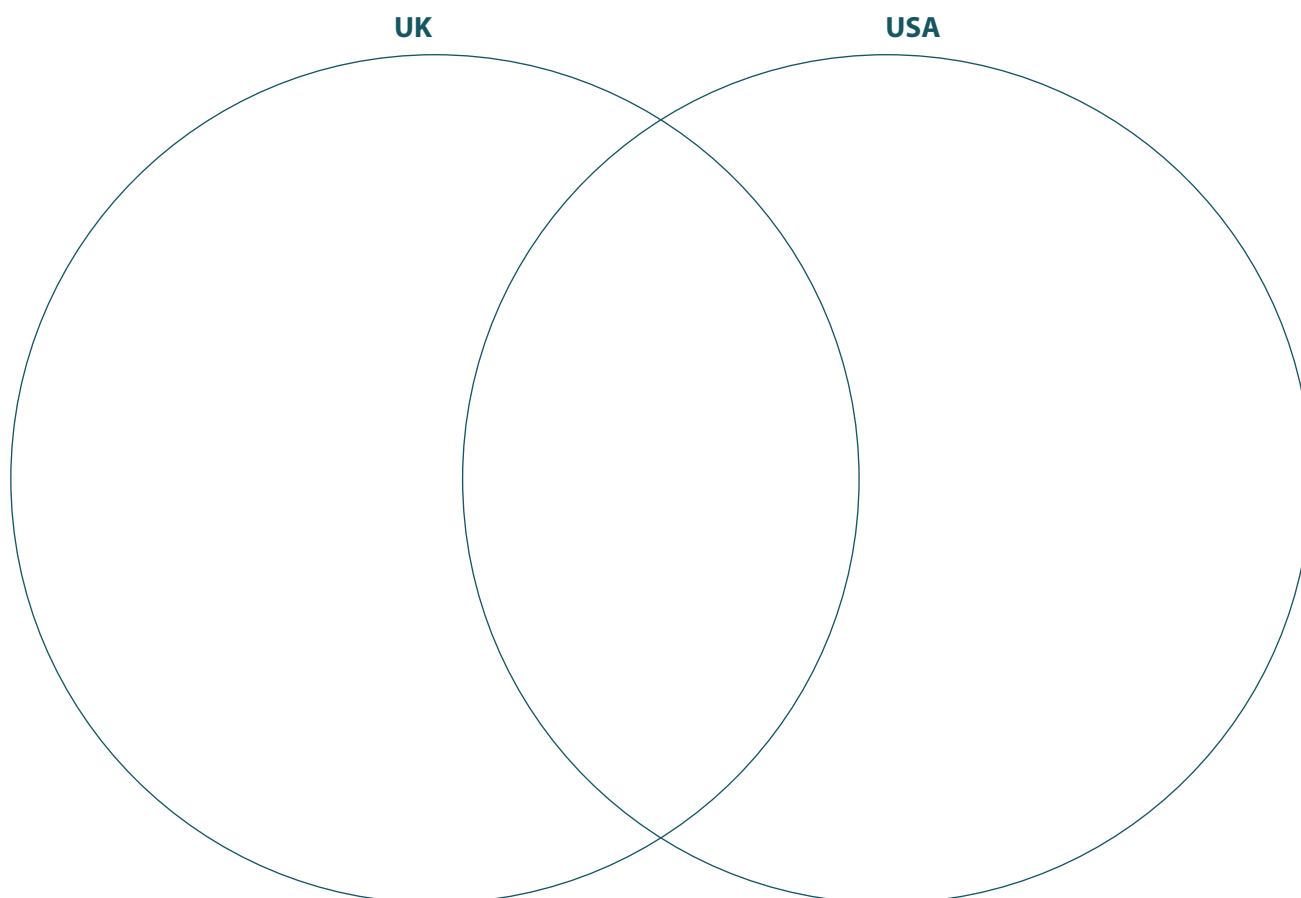
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- 3 (a) **Summarise:** Using the information in your textbook, show the similarities and differences between Irish emigrants' experience in the UK and the USA. Write the similarities in the middle circle and the differences in the outer circles of the Venn diagram. Consider the following areas: types of jobs, housing, language, culture, disease, discrimination/racism.



## 11 INVESTIGATION OF THE GREAT FAMINE IN IRELAND

- 3 (b) **Extension exercise:** Do you think that the experience of immigrants in Ireland today is similar to that of Irish people at the time of the famine? Yes/No. Explain why?

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- 4 **Summarise:** Find dates and figures in your textbook that describe the experience of Irish emigrants. Write the sentences containing the data (figures and dates) in the box below. The first one is done for you!

In 1851 there were 400,000 Irish-born people living in Britain.

- 5 **Research:** Search online for a recording and the lyrics of 'The Molly Maguires'. Listen to the song and read the lyrics, then answer the question below. (Term: Jar = an alcoholic drink)

- (i) According to the lyrics of the song, what type of men were the Molly Maguires? In your own words, write down five points describing them.

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- (ii) 'Who were the Molly Maguires?' Write this question into the search engine. Read at least two sources of information. Write down three points about them that you think are the most interesting or important.

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- 6 **Debate:** 'The Molly Maguires were treated unfairly.' Discuss whether you agree or disagree with this statement. In a group, write down as many points as you can to argue your case. This is a historical debate so you must refer to the facts that you have learned from your research. Then hold a class debate.

7 Explore a source of evidence: Read the article below and answer the question that follow.

The Cork girl who was first through Ellis Island's gates

There are many theories about how a young woman from Co. Cork became the first new arrival ever processed at Ellis Island in New York, when the immigration facility opened its doors on New Year's Day, 1892. Two German men had reportedly been at the head of the queue that morning.

Contemporary sources suggest the girl was pushed to the front by her brothers, after an Irish longshoreman shouted 'ladies first'. Others speculate that, in a room heaving with Italians, Armenians, Jews and Slovaks, an English-speaking northern European was chosen to present a more acceptable immigrant face for the assembled New York newsmen.

Whatever the truth, the Cobh native, newly arrived as a steerage passenger on the SS *Nevada*, stepped forward, was duly registered and presented with a \$10 gold piece by the island's superintendent.

The girl's name was Annie Moore. And many, many more were to follow in her footsteps. Between 1892 and 1954, 12 million people passed through Ellis Island, seeking a better life in the New World, marking one of the largest migrations in human history. About one third of the 325 million people who live in the United States are descended from immigrants who first entered the country through those famous halls.

But what of the very first? A report in the next day's *New York World* stated that Moore had travelled from Ireland with her brothers Joe and Tom and had arrived, by chance, on her 15th birthday.

Actually, her brothers were called Anthony and Philip and Annie was 17½ years old. Her parents, who were already settled in America, had probably lied about their children's ages to get a cheaper boat fare. The *New York Times* quoted Annie as saying she would always keep the gold Liberty coin she had been presented with 'as a pleasant memento of the occasion'.

In fact, experts now doubt she ever said any such thing. Indeed it's believed her father offloaded the piece, worth about a week's wages, almost immediately, and used the proceeds to fund a boozy family reunion celebration at their home in Manhattan's Fourth Ward.

The accuracy of the news reports got worse. For years, it was written that Annie had migrated to Indiana, then went on to Texas, where she married a descendent of Daniel O'Connell and died in 1923, after being struck by a passing streetcar. Descendants of the Texan Annie Moore even took part in official commemorations, both in Ellis Island and Ireland.

But in 2002, Megan Smolenyak, a genealogist researching a PBS (public broadcasting service) documentary on Ellis Island, uncovered evidence that the Texan Annie Moore wasn't an immigrant at all. She had been born in Illinois. It took the genealogist another four years to trace the real Ellis Island Annie Moore. And the truth, when it emerged, was a little less romantic than she might have hoped.

It turned out Annie Moore had never left the Irish slums of the Lower East Side of Manhattan. She had married a German baker's clerk and had 11 children, six of whom predeceased her. When she died of heart failure, aged 50, at her apartment on Cherry Street, she was said to have been so obese that firemen had to remove her body through an upstairs window.

Her unmarked grave, in Calvary Cemetery, Queens, was located and in 2008 a headstone was erected and dedicated to her. During the ceremony, Irish tenor Ronan Tynan sang and a letter from the then Democratic candidate for president, and 'fellow Irish-American' Barack Obama, was read out to the crowd.

Annie Moore's own life may have been tragic, but her gathered descendants, who included prosperous Dominican-, Chinese-, Jewish and Italian-Americans, were a testament both to the cultural melting pot of New York and to the American dream.

*The Irish Times*, Eoin Butler, 3 February 2017

- (i) What has a genealogist recently found out about the emigrant Annie Moore?
- (ii) How does the new evidence improve our understanding of the Irish emigrant experience?
- (iii) How is the former American president Barack Obama connected to the story?

## Reflect

After you study 'Where did the Irish emigrate to?', complete the right-hand side of the anticipation exercise.

## What is the significance of the Irish diaspora?

## Anticipate

Before you study 'What is the significance of the Irish diaspora?', fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 Diaspora is a term used to describe homesickness felt by emigrants.			
		2 Most Irish people emigrated to Brazil, Barbados and Botswana.			
		3 During the Second World War nearly half a million Irish people went to work in Britain or joined the British army.			
		4 Three members of the band, <i>The Beatles</i> , have Irish ancestry.			
		5 Ed Sheeran has Irish parents.			
		6 Footballer Roy Keane played for Arsenal for years until he lost his sight in one eye.			
		7 Scouse is a type of lice that was found in Irish emigrants' hair when they arrived in Liverpool.			
		8 The St Patrick's Day parade attracts over 2 million people every year to New York City.			
		9 Walt Disney, Anne Hathaway, Muhammad Ali and Mike Pence have Irish ancestry.			
		10 The Irish Jesuits set up Fordham University in New York and Boston College			

Activities

1 **Map of the world:** Where did Irish people emigrate to? Use your textbook to find out the main destinations of Irish emigrants. In the map below colour in the relevant countries, states and cities they went to. Make sure you write in the names of the places.



2 **Mind map:** Irish–UK culture. Read your textbook to find out the names of the Irish people or groups of Irish people who have contributed to Irish–UK culture. List them under the appropriate heading below.

Oscar Wilde

Theatre/Drama

Literature

Music

TV and Radio

Sport

## 11 INVESTIGATION OF THE GREAT FAMINE IN IRELAND

- 3 **Mind map:** Irish–US culture. Read your textbook to find out the names of the Irish people or groups of Irish people who have contributed to Irish–US culture. List them under the appropriate heading below.

Theatre/Drama

Literature

Music

TV and Radio

Sport

John McEnroe

- 4 (a) **Group work:** Political Influence in the UK and USA. Fill in the chart below with terms, names of people, groups or places that show Irish political influence in each country.

UK	USA

- 4 (b) **Extension:** Was Irish political influence always good? Yes/No. Explain with reasons and refer to historical facts.

### Reflect

**After you study Section 11, do these activities.**

- 1 Write down three things you have learned in this chapter.

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- 2 Write down two things you found interesting and would like to learn more about.

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- 3 Write down one question you still have about the material.

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- ## For your Classroom-Based Assessment (CBA)

## For your Classroom-Based Assessment (CBA)

- ## CBA1

[illegible]

- CBA2

[illegible]

# 15 THE CAUSES AND IMPACT OF WORLD WAR II

## WHAT FACTORS LED TO WORLD WAR II?

### Learning outcome

3.4 Discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nation.

### Anticipate

Before you study 'What factors led to World War II?', do these activities.

- 1 Complete the K and W sections of the KWL chart.

What factors led to World War II?	
K	What I Know
W	What I Want to Know
L	What I Learned

2 Fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 Hitler had a small part to play in causing World War II.			
		2 Hitler wanted to unite all German speakers living outside Germany into a Greater Germany (also called the Third Reich).			
		3 Appeasement was a British foreign policy based on diplomacy.			
		4 In 1935 Hitler began 'rearmament'; this meant rebuilding the German army.			
		5 In March 1936 Hitler marched his troops into France. The British did nothing to stop him.			
		6 In 1936 Mussolini and Hitler made an alliance called the Romano-Germano Alliance.			
		7 Hitler invaded Austria while the British and French stood by and did nothing about it.			
		8 The Munich conference was held to discuss the fate of Czechoslovakia. Czechoslovakia was not invited to the conference.			
		9 In 1939 former enemies Russia and Germany signed an agreement not to go to war against each other.			
		10 When Hitler invaded Romania, Britain and France declared war on Germany.			

## Activities

- 1 (a) **Group work:** Revising historical judgements – Was Neville Chamberlain right to appease Hitler? New evidence has come to light which questions the view that Neville Chamberlain was a ‘foolish man’ hoodwinked by Hitler. Using the question ‘Was Neville Chamberlain right to appease Hitler?’, search online for articles about the new evidence. Write down the factors that Chamberlain had to consider when making the decision to appease Hitler.

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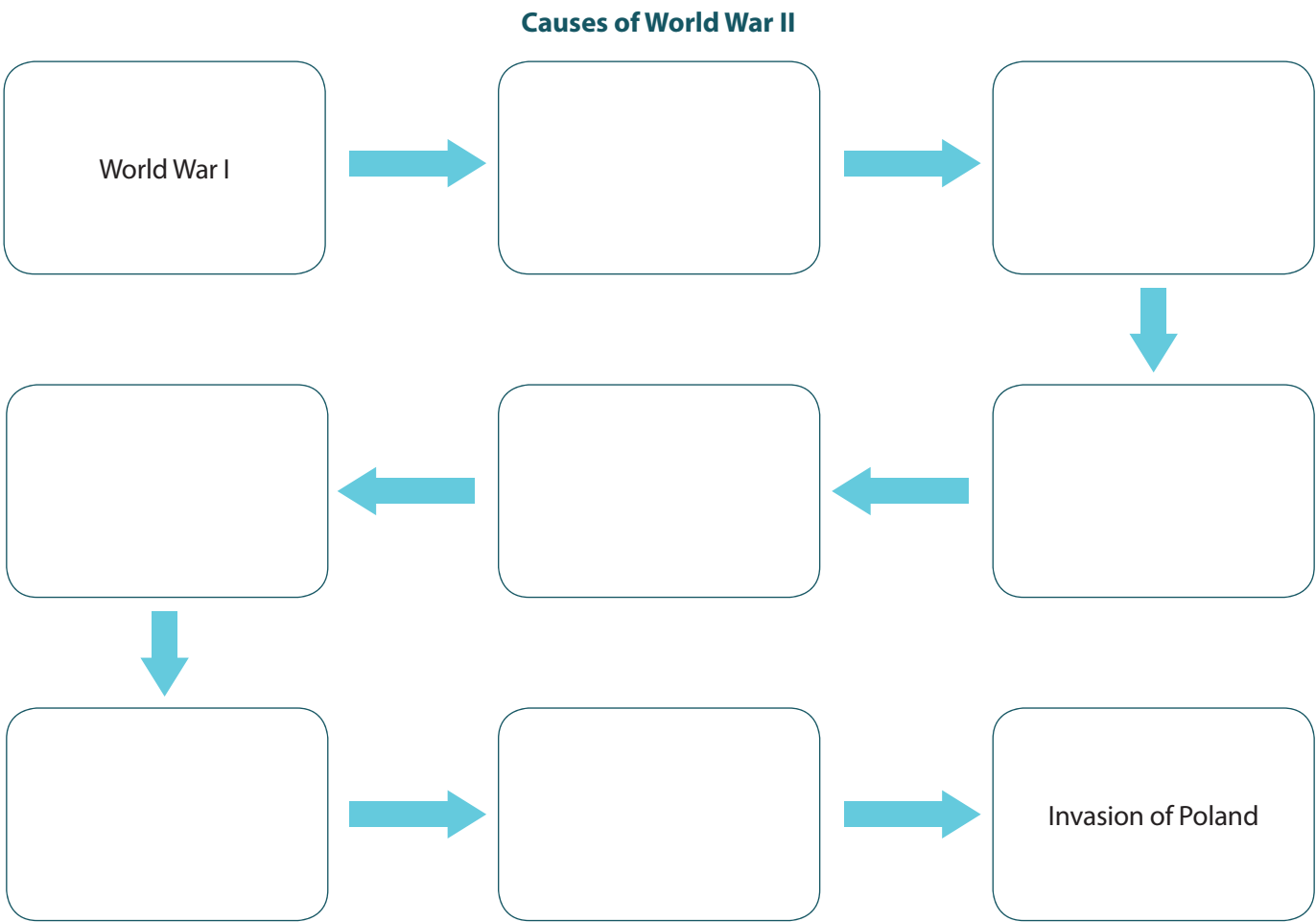
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- 1 (b) **Extension:** Discuss the evidence you have found and decide in your groups whether Chamberlain was a good leader and if he made the right decision.
- 2 (a) **Think–pair–share:** Search online for a video of Hitler’s occupation of the Rhineland – a primary source. Watch the video and decide with your partner if Hitler was justified in marching into the Rhineland.
- 2 (b) **Extension 1:** Search online for a video of Hitler’s occupation of Austria – a primary source. Watch the video and discuss with your partner why no one stopped Hitler from reuniting with Austria. (Self-determination means that a government decides on its own form of government.) Write down three facts that you learned from the video.

### Three facts from video

- 2 (c) **Extension 2:** Search online for a video with the title ‘The German people persecuted at Sudetenland’ – a primary source. Watch the video and, with your partner, talk about how the Sudeten Germans are portrayed. Decide if the video is propaganda and your reason for thinking so or not.

3 **Pair work:** Use the chart below to put the events that led to World War II in the correct order. The first and last one are done for you. Look back at Section 14: ‘What was life like in Hitler’s Germany?’ for relevant factors/events in the 1920s and early 1930s and/or at the sequence chart you did for Hitler’s rise to power.



4 **Key terms:** Complete the table.

Terms	Explanation
Lebensraum	
League of Nations	
Diplomacy	
Appeasement	
Rome–Berlin Axis	
Luftwaffe	
Anschluss	
Sudetenland	
Munich Conference	
Neutrality	
Non-aggression pact	
Rearmament	

**Reflect**

After you study ‘What factors led to World War II?’, complete the L section of the KWL chart and the right-hand side of the anticipation exercise.

# WHAT HAPPENED DURING WORLD WAR II?

## Anticipate

Before you study ‘What happened during World War II?’, fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 Propaganda is used as a weapon in war.			
		2 The Germans used a tactic called ‘lightning war’ to invade countries.			
		3 ‘Panthers’ were the name given to German tanks.			
		4 There was so little fighting at the beginning of World War II that the war was nicknamed the ‘phoney war’.			
		5 In the 1930s the French built a line of defence against the Germans called the Magical Line.			
		6 Pilots used to bring their dogs with them on long flights to bomb cities. That’s why air battles were called ‘dogfights’.			
		7 The Blitz was a name given to a popular dance that London people enjoyed doing during the war years.			
		8 Operation Barbarian was the name given to the German invasion of Russia in 1941.			
		9 The Soviet tank T34 was better than the German tanks.			

		10 People who supported the German occupation were known as collaborators.			
		11 Partisans were armed resistance groups.			
		12 In 1937 Japan invaded China. Japan wanted to take over Dutch, French and English colonies in Asia.			
		13 The Japanese invaded the USA by bombing the San Francisco harbour.			
		14 The USA, USSR and the British empire were known as the Axis powers.			
		15 General Rommel defeated General Montgomery at El Alamein in Egypt.			
		16 American Sherman tanks were better than German tanks.			
		17 Operation Uranus was the name given to the Soviet plan to defeat the Germans at Stalingrad.			
		18 The largest tank battle in the world was fought at Kursk.			
		19 D-Day was the name given to the Allied invasion of France to defeat the Germans.			
		20 The Japanese won the Battle of Midway.			

## Activities

- 1 (a) **Project:** The Course of World War II. Divide into groups of three or four students. Choose from the following countries or topics: Group 1 – Poland; Group 2 – France; Group 3 – Britain; Group 4 – Russia; Group 5 – Japan; Group 6 – North Africa Group 7 – Stalingrad (can be done as part of Group 4 – Russia); Group 8 – Operation Overlord; Group 9 – Defeat of Germany.

### Success criteria:

- › Refer to videos, images/photos/posters, newspapers and articles in your research.
  - › Include why and how the country was invaded. Refer to military strategy, names of commanders, technology used, for example, types of tanks, aeroplanes, etc., and other details of the battles.
  - › Keep a record of at least three sources that you used.
  - › Include the experience of civilians and how life changed for them during the war.
  - › You could give your personal reaction to the events you have researched and comment on them in relation how we live our lives today.
- 1 (b) You can present to the whole class or groups can do a 'marketplace' activity. Marketplace involves one student from a group staying behind at the group table with the poster/presentation to teach students who visit the table about the group's chosen topic. The other students from the group travel to another table to learn about another topic. After intervals of 2 to 3 minutes a bell rings and the students must move to another table to find out about other topics. The 'teaching student' should only teach two or three tables, then another person from the group takes over and the 'teaching student' is free to visit other groups. Students fill in their research grids (see below) as they go around. They continue until they have visited all the tables/groups and completed their research grids. Time can be given at the end to revisit groups if there are further questions about a topic or a need to clarify a point or fact.
  - 1 (c) Make your own research grids on A3 sheets of paper. You may need to use the front and back of the page. Create nine boxes or clouds/bubbles for each project. Write the title for each project in each box. When you travel to a group you must find out the following information:
    - (i) How the invasion happened, e.g. tactics used
    - (ii) Names of key people/commander, etc.
    - (iii) Names of key places
    - (iv) Technology/weapons used, e.g. planes, infantry, etc.
    - (v) Timeframe, i.e. how long did the invasion/battle last?
    - (vi) Effect on the lives of the civilians, death toll, etc.
    - (vii) Any other interesting facts or information.



- 1 (d) In the table below record the sources that were used in the project and comment on their quality.

	Name of source	Strengths and weaknesses
Source 1:		
Source 2:		
Source 3:		

- 1 (e) **Tick/dotmocracy:** Decide which group gave the most convincing presentation. Students place their posters on the classroom wall or the names of the projects are written on the board. All students come to the board and place a dot or tick beside the project name they think is the best. The teacher counts the dots or ticks and calls out the winning group.

- 2 **Pair work:** Name the battles and state the mission for each one. The first one is done for you.

Name of battle	Mission or aim
1 Operation Dynamo	British naval operation to rescue British and French soldiers from France
2	
3	
4	
5	
6	

- 3 **Key terms:** Complete the table.

Terms	Explanation
Allies	
Axis	
Blitz	
Blitzkrieg	
Collaborator	
Maginot Line	
Partisan	
Phoney War	
Radar	
Rationing	
Scorched earth policy	
U-boat	

Reflect

After you study ‘What happened during World War II?’, complete the right-hand side of the anticipation exercise.

WHAT WERE THE CONSEQUENCES OF WORLD WAR II?

Anticipate

Before you study ‘What were the consequences of World War II?’, fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 The USSR and China suffered many more deaths than the other main countries combined.			
		2 After World War II millions of Germans fled or were expelled from Eastern Europe.			
		3 After the war millions of Germans were expelled from parts of Eastern Europe.			
		4 After the war many eastern countries were dominated by the communist Soviet Union. They regained their freedom in 1989.			
		5 The USA and Soviet Union became known as superpowers after World War II.			
		6 Britain and France were weakened after the war.			
		7 The United Nations originally had ten members, now it has 27.			

Activities

- 1 **Think–Pair–Share:** Search online for a video about the ‘Fallen of World War II’. Watch the video and write down as many interesting facts as you can about both military and civilian deaths. Share the facts with your partner. Discuss.
- 2 **Think–Pair–Share:** Search online for a video about the Nuremberg Trials. Watch the video, answer the questions below and share your answers with your partner.
- (i) What was the immediate impact of the trials on the international community?
- \_\_\_\_\_
- \_\_\_\_\_
- (ii) What was the long-term impact of the trials on the international community?
- \_\_\_\_\_
- \_\_\_\_\_
- (iii) Write down any other information that you think is important.
- \_\_\_\_\_
- \_\_\_\_\_
- 3 **Individual work:** Search online for information on territorial changes that resulted from World War II; click on images below the search bar. You will see a variety of maps showing the territorial changes. Using the maps, fill in the table below.

Countries	Territorial changes after World War II
Germany	
Japan	
Eastern bloc countries	

- 4 (a) **Think–Pair–Share:** Visit the United Nations website and find answers to the following questions.
- (i) Why was the UN set up? Outline its mission.
- \_\_\_\_\_
- \_\_\_\_\_

(ii) Describe four of its main functions.

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4 (b) **UN social media:** Find the UN's twitter feed and Facebook page, then answer these questions.

(i) What can you learn about the UN from looking at this source material? Is it reliable?

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(ii) Write down three issues you have read about or seen on UN social media.

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4 (c) Search online for a video on the effectiveness of the UN. Watch the video and complete these activities with your partner.

(i) List the conflicts where the UN has been successful and unsuccessful.

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(ii) In the immediate aftermath of the war, the UN was established. Do you think it achieved what its original members hoped it would? Discuss.

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5 (a) **Think–Pair–Share:** Follow the link: [https://europa.eu/european-union/about-eu/history\\_en](https://europa.eu/european-union/about-eu/history_en) and write a summary of the development of the European Union. You should include why it was set up and how it expanded.

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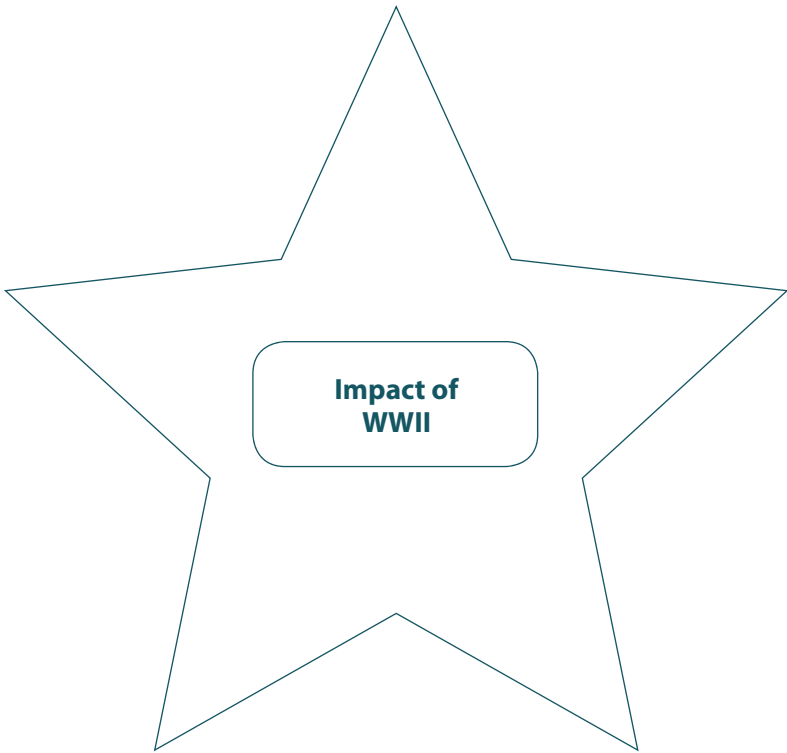
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5 (b) **Extension:** Shortly after World War II the EEC was founded. Do you think it achieved what its original members hoped it would? Discuss.

6 **Star Burst:** Fill in the diagram outlining five consequences of World War II.



7 **Key terms:** Complete the table.

Terms	Explanation
Crimes against humanity	
Eastern Bloc	
Cold War	
Superpowers	
Decolonisation	
EEC	
UN	

**Reflect**

After you study ‘What were the consequences of World War II?’, complete the right-hand side of the anticipation exercise.

# HOW DID WORLD WAR II AFFECT IRISH PEOPLE?

## Learning outcome

2.8 Describe the impact of war on the lives of Irish people, referring to either World War One or World War Two.

## Anticipate

Before you study ‘How did World War II affect Irish people?’, do these activities.

- 1 Complete the K and W sections of the KWL chart.

How did World War II affect Irish people?	
K	What I Know
W	What I Want to Know
L	What I Learned

2 Fill in the left-hand side of this table.

Agree	Disagree	Statement	Agree	Disagree	Evidence
		1 The period of World War II in Ireland was known as the Emergency.			
		2 Neutrality is when a country can't make up its mind whether or not to join a war.			
		3 Censorship is when news is freely available to anyone who buys a newspaper.			
		4 The Local Defence Force was a part-time Irish army trained to fight if Ireland was invaded.			
		5 Rationing meant that people only got one teabag a week each.			
		6 Seán Lemass became Minister of Supplies and set up Irish Shipping to ensure that trade continued during the war years.			
		7 The Compulsory Tillage Scheme forced farmers to grow more wheat for flour.			
		8 The 'Glimmer Man' was like a superhero who helped people to see in the dark.			
		9 At the start of the war the IRA started a bombing campaign in Britain.			
		10 In May 1941 the North Strand in Dublin was bombed by the Germans; 27 people were killed, and 300 houses were damaged.			

		11 During the war Churchill tried to persuade de Valera to join the war on the side of the Allies. De Valera refused.			
		12 During the war 5,000 Irish men joined the British Army.			
		13 In Belfast, Harland and Wolff built warships for the British army.			
		14 In May 1941 Belfast was bombed and 100,000 people were killed.			
		15 The war further divided the North from the South of Ireland; reunification became ever more unlikely.			

Activities

1 **Debate:** ‘Irish neutrality during World War II.’ In your group decide what side of the debate you will take – for or against neutrality. Search online for two sources to support your case. Write up the main points of your argument on a poster. Present your points to the class. After all of the points have been heard and the case argued, the class decides which group gave the most convincing presentation.

Arguments for/against neutrality



2 **Research:** Search online for sources on the history of the Local Defence Forces (LDF). List five interesting facts about the LDF that you find in these sources. Comment on the reliability of two of the sources you have used.

Historical facts from research

Comment on the sources:

3 (a) **Group work:** Daily family life during the Emergency years 1939–1945. Fill out the table below with historical facts relating to each heading.

Defence/army	
Food shortages	
Farming	
Fuel shortages	
Employment	
Bombing in Dublin, Belfast, London	

- 3 (b) **Extension:** Divide into groups of three or four. Imagine that you are a family living in the south of Ireland during the war. Each member of the group plays a family member. Use the information from the table above to write the dialogue for each member of the family. Remember to stick to historical facts.

**Scene 1:** Family member 1 uses a ration book to buy food in the grocery shop. (Group members can double up to play two roles; you will need a shopkeeper and other people in the queue at the shop.) Family member 1 has a short conversation with another person in the queue about the food shortages, e.g. lack of fruit, 'I haven't had an orange in years!'

**Scene 2:** Family members waiting at home for the return of family member 1. Conversation about any of the topics from the table above, e.g. wheat prices going down or a ship being sunk off the coast of Ireland. Refer to the effect of censorship – not hearing about events in the war. Family member 1 arrives home with very few groceries, and another family member starts making dinner. The doorbell rings. The Glimmer man arrives. What happens to the dinner that is being cooked?

**Scene 3:** A male family member announces that he is planning to join the British army. How does the family react?

Write other storylines, based on the historical facts from the time. For example, the family awaits the arrival of an aunt from Cork, but the trains are so slow, she may not arrive for another day.

Act out your drama.

- 4 (a) **Research:** Search online for the Eamon de Valera Hidden History documentary. Watch the documentary and answer the following questions.

(i) Explain de Valera's motivation for choosing neutrality. Outline his reasons.

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(ii) Describe the relationship between Churchill and de Valera. How did they feel about each other

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(iii) What did Churchill offer de Valera? Why did he make the offer?

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(iv) Comment on de Valera’s response to Churchill’s speech on Ireland’s role in the war.

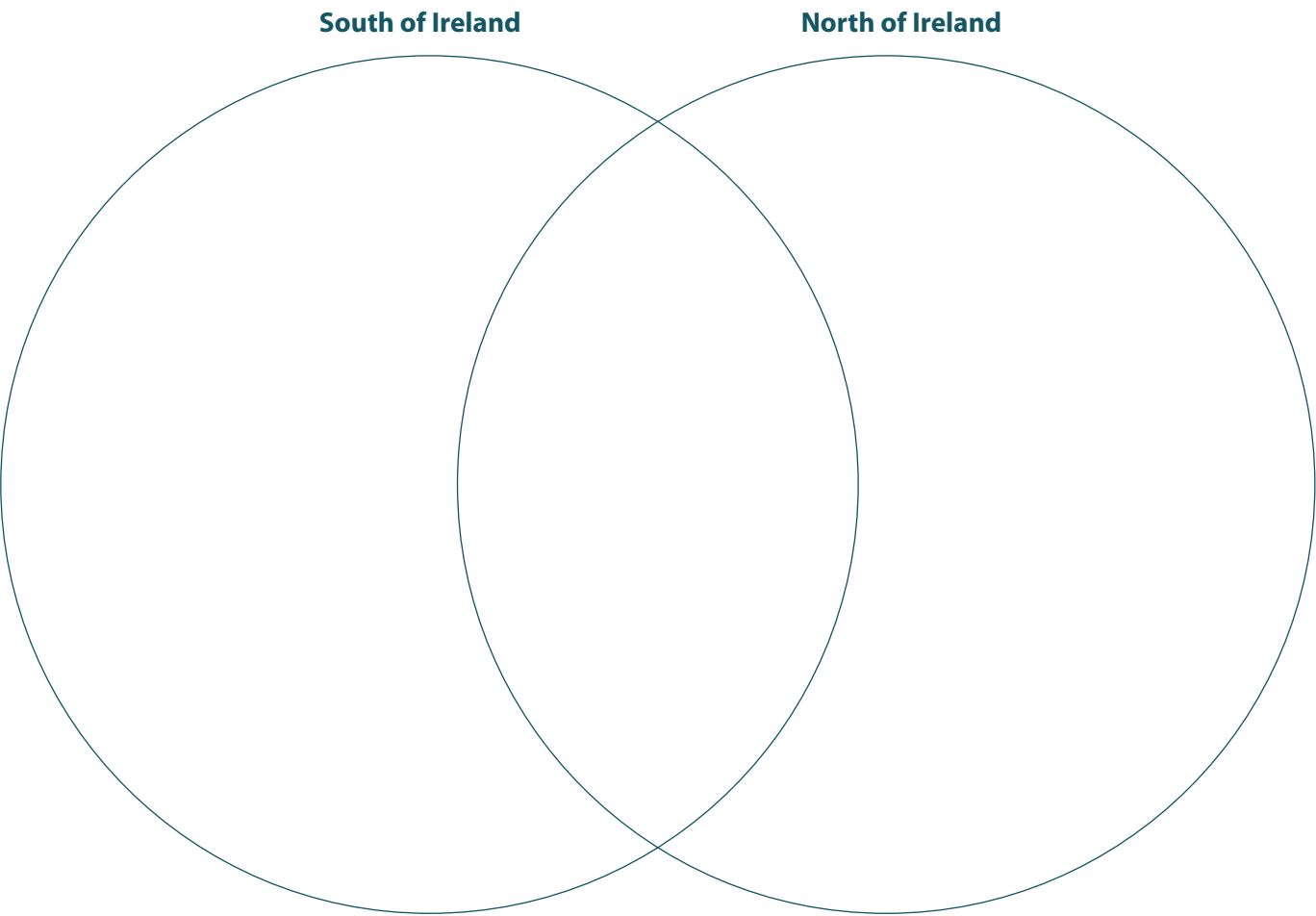
4 (b) **Extension:** If you were the head of the Irish government at the time, would you have accepted Churchill’s offer? Have a class discussion on this question.

5 (a) **Think–Pair–Share:** Search online and in your textbook for information on the impact of World War II on Northern Ireland. With your partner, list the positive and negative consequences of Northern Ireland’s involvement in the war.

Positive consequences	Negative consequences

5 (a) **Extension:** In your group, discuss whether Northern Ireland’s involvement was a good or bad thing for the people of Northern Ireland. Come to an agreement and share your ‘group thoughts’ with the class.

6 **Group or pair work:** Use the Venn diagram to outline the similarities and the differences between the lives of Irish people living in the north and south of the country during the war years.



8 **Key terms:** Complete the table.

Terms	Explanation
Emergency	
Éire	
Neutrality	
Censorship	
Rationing	
Glimmer man	

Reflect

After you study Section 15, do these activities.

- 1

Write down three things you have learned in this section.
- 2

Write down two things you found interesting and would like to learn more about.

- 3 Write down one question you still have about the material.

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- 4 Look back at the learning outcomes for this section. Do you feel confident that you have achieved the learning outcomes? Rate yourself by choosing one of the following ratings for each outcome: 1 I have not achieved, 2 I have achieved, 3 I feel very confident that I have achieved

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- 5 Write down the section(s) that you feel you need to revise.

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- 6 Complete the L section of the KWL chart and the right-hand side of the anticipation exercise for 'How did World War II affect Irish people?'

### For your Classroom-Based Assessment (CBA)

- 1 Investigate whether any member of your or a friend's family was involved in the war or affected by the war. Interview the person (or someone who knew him or her well) and write an account of their involvement.

CBA1

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- 2 Write a paragraph about one of the following people involved in World War II: Benito Mussolini; Winston Churchill; General Bernard Montgomery; General Dwight D. Eisenhower; General Erwin Rommel; General Georgy Zhukov. What was this man's role in the war? Which main battles or events was he involved in during the war?

CBA2

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Lined area for writing, consisting of multiple horizontal lines.



A series of horizontal lines for writing, consisting of 28 evenly spaced lines.



# HISTORY ALIVE