Cultural and Environmental Education

History

Using internet and other accessible resources in the teaching of third year History

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Cultural and Environmental Education

History

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Note: Every effort has been made to ensure the accuracy of the historical data contained herein. Any inadvertent errors are regretted.
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Using internet and other accessible resources in teaching third year History

Recent years have seen a significant increase in the range and quality of material available online, and through other electronic media, to support the teaching of history to third year students. Such material can be used creatively to develop student understanding of history by facilitating imaginative but historically robust connections with past societies and, also, by facilitating clearer exposition of the bases on which historical accounts are constructed.

This session will explore some of the possible approaches to improving student learning in the classroom that can be enhanced by the use of specific internet, or other accessible, resources.

It is important that all resources used in the classroom be linked to syllabus objectives and adapted to the learning needs of different students. With this in mind, relevant syllabus objectives are identified at the outset. The resources and approaches suggested should be adapted to meet the needs of different classes and of individual students.

In line with official policy on Literacy and Numeracy for Learning and Life (DES, 2011), it is also important that conscious attention be paid to opportunities for the development of students’ literacy and numeracy, both of which can be significantly advanced through the teaching of history. A number of such opportunities are highlighted in the pages of this resource.

In the following pages, for each topic in Section III, the description of topic and the teaching and learning approaches as set down in the syllabus are laid out: there follows an example or examples of how internet and other accessible resources can be used to carry out many of the approaches indicated in the syllabus.

The following are some of the main websites from which material is drawn:

http://www.youtube.com/
http://www.timelines.tv/index.php?t=2&e=9 (Easter Rising)
http://treaty.nationalarchives.ie/
http://www.rte.ie/archives/exhibitions/
http://irishselectionliterature.wordpress.com/tag/1932-general-election/
http://www.irishtimes.com/150/articles/take-ten.html
http://www.scoilnet.ie/womeninhistory/content/main.html
http://weimar.facinghistory.org/content/treaty-versailles-summaries-specific-articles
http://www.pbs.org/greatwar/historian/hist_audoin_05_versailles.html
http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/hitlersaimsandactionsrev1.shtml
http://www.nationalarchives.gov.uk/education/lessons/lesson30.htm
http://www.thirdreichruins.com/vienna.htm
http://avalon.law.yale.edu/wwii/ylbk077.asp
Relevant syllabus objectives include

2.2.1 Knowledge

Student should acquire information and develop understanding of ...

(a) The principal trends, issues and events of the period studied

(b) The ways in which individuals and institutions influence and are influenced by the sequence of events in time

(c) How the contemporary world has been shaped by the interaction of people and events in the past

(d) The nature and use of historical sources

2.2.2 Concepts

Students should develop an understanding of and the ability to apply the procedural ... concepts essential to the study of history.

(a) Procedural

   o Source
   o Evidence
   o Chronology
   o Opinion/fact
   o Bias/objectivity
   o Propaganda

(b) Substantive

   o Change and continuity
   o Cause and consequence ...
   o Conflict and conciliation
   o Power and authority ...

   o Home and family
   o Work and leisure ...
   o Revolution
   o Democracy
   o Human rights

2.2.3 Skills

Students should develop the skills essential to the research and writing of history. They should learn to:

(a) Locate historical information from a variety of sources e.g.

   o Primary and secondary written sources
   o Statistics
   o Visual material ...

(Syllabus, pp.4-5)

The attainment of many of these objectives can be facilitated through the use of various web resources.
### Junior Certificate History  
#### Section III: Understanding the Modern World

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| International relations in the 20th century     | • 1920-1945  
• 1945-present | A. Peace and war in Europe  
B. The rise of the Superpower  
OR  
C. Moves towards European unity  
OR  
D. African and Asian nationalism | Studies of the sources of conflict and strategies to resolve them |

### ORDINARY LEVEL AND HIGHER LEVEL

**Students studying this syllabus at Ordinary Level will study two of the topics as follows:**

**Either**

Political developments in Ireland  
and  
International relations in the 20th century

**Or**

Social change in the 20th century  
and  
International relations in the 20th century

In “International relations” they need study only one of A or B or C or D.

**Students studying the syllabus at Higher level will study all three of the topics i.e.**

Political developments in Ireland  
and  
Social change in Ireland in the 20th century  
and  
International Relations in the 20th century

In “International relations” they need study A and one of B or C or D.
More detailed description of each topic from Revised Guidelines, 1996

Political developments in Ireland in the ... 20th century

The main political events in Ireland, 1900 to 1985

As a result of studying this topic, students should have a knowledge and understanding and knowledge of:

- The aims and methods of the principal Irish political groups (nationalist and unionist) and individuals at the turn of the 20th century
- The events and movements of the period 1912-1922 leading to the foundation of the two political entities, north and south
- The main developments in, and contrasts between the two political entities from 1922 to 1985

Social change in Ireland in the 20th century

Changes in lifestyles in Ireland from c. 1900 under each of the following headings:

- The role of women
- Work and leisure
- Urban and rural life
- Transport and communications
(A study of changes in the local area or a national study)

International relations in the 20th century

A. 1920-1945, Peace and war in Europe: should be studied under each of the following headings:

- The rise of fascism in Italy and Germany, 1920-1933
- The drift to war in Europe, 1933-1939
- World War II in (in Europe), 1939-1945

B. The rise of the Superpowers
In this study the focus is on conflict between the Superpowers. As a result of undertaking this study, students should have a knowledge and understanding of:

- The Berlin Blockade
- The Korean War
- The Cuban Crisis

C. Moves towards European unity
As a result of undertaking this study, students should have a knowledge and understanding of:

- The Treaty of Rome
- The Growth of the European Union
- The Maastricht Treaty

D. African and Asian nationalism
Students are asked here to make a detailed study of one African or Asian country after 1945 that emerged from a colonial past to become an independent state. The common elements in any study would include knowledge and understanding of:

- The colonial background
- The independence movement (of the country chosen)
- The post-colonial experience
Approaches to teaching topic, POLITICAL DEVELOPMENTS IN IRELAND IN THE 20\textsuperscript{TH} CENTURY

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Description of topic

The main political events in Ireland, 1900 to 1985

As a result of studying this topic, students should have a knowledge and understanding and knowledge of:

- The aims and methods of the principal Irish political groups (nationalist and unionist) and individuals at the turn of the 20\textsuperscript{th} century
- The events and movements of the period 1912-1922 leading to the foundation of the two political entities, north and south
- The main developments in, and contrasts between the two political entities from 1922 to 1985

Relevant web resources:

**Film clips**

http://www.youtube.com/watch?v=MQOtTB4Mi2Y


http://www.youtube.com/watch?v=w9oMTI17n1g&feature=related

http://www.youtube.com/watch?v=UvvUJdn0G4I&feature=related

http://www.youtube.com/watch?v=elvP6qwWec0&feature=related

http://www.youtube.com/watch?v=Kskx2VKQkgY

http://www.youtube.com/watch?v=TMCIv8Z0HYS (10:20)

http://www.youtube.com/watch?v=elvP6qWec8 (2:45)

http://www.rte.ie/archives/exhibitions/681-history-of-rte/704-rte-1960s/139364-television-station/ (1:00)

http://www.budgetfilms.com/clip/5571/ (39sec)

http://www.youtube.com/watch?v=eHX9iLOj3E (1:04)

**Audio clips**

http://www.bbc.co.uk/history/recent/troubles/legacy.shtml

http://www.bbc.co.uk/northernireland/radioulster/historylessons/

The Troubles: oral evidence

NI History lessons on radio
Primary sources and secondary commentaries

http://www.bbc.co.uk/history/british/easterrising/ Easter Rising

http://www.iisresource.org/Pages/resources_sh.aspx Various

http://www.iisresource.org/Pages/ulster_unionism.aspx Ulster Unionism


http://irishelectionliterature.wordpress.com/tag/1932-general-election/ 1932 general election


http://www.atireland.ie/inclusive/assets/pdf/ireland_in_ww2_6hats.pdf Ireland during WWII

http://www.irishtimes.com/150/articles/take-ten.html Noel Browne resigns

Rationale for using these resources:

One of the advantages of the growth in film material available online is that good quality material on historical topics is becoming more easily accessible. The film clips chosen can help to make a study of the topic Political development in Ireland in the 20th century more interesting and meaningful for students. Careful interrogation of the film clips can help to deepen students’ historical understanding of the issues and events in question.

Similarly, oral clips can help to bring students closer to the events and experiences being studied, as well as facilitating the development of students’ listening skills, a key factor in the development of literacy.

The primary sources and secondary commentaries are chosen to facilitate a clear focus on seminal events in ways that deepen students’ understanding of what history is and the bases on which it is constructed.

Teaching and learning strategies:

All the clips and other documentary and secondary materials lend themselves to close interrogation by students under the direction of the teacher and linkage with textbook and other teaching and learning materials. In most cases, a list of questions is supplied to help get this interrogation underway. In some cases, other strategies such as group activities are proposed to increase student engagement with the issues being studied and to provide opportunities for students to develop their listening and talking skills.
IRELAND, 1912-1922

Resource The Story of Ireland – Episode 5 Age of Nations (BBC)
Available at http://www.youtube.com/watch?v=MQOtTB4Mi2Y
Clip to be used Unionism/Home Rule Crisis, 1:35 – 11:06

Questions

1. What did the presenter’s grandfather do for a living?
2. If Home Rule was granted, where would Ireland stay?
3. What would an Irish Catholic never achieve?
   a)__________________  b)__________________
4. What did Yeats and Lady Gregory found in 1903?
5. What would young men do for Cathleen ni Houlihan, according to Yeats’ play?
6. What influenced the cultural revival in sport, literature and theatre?
7. What did Pearse call the British education system?
8. What did the Irish Republican Brotherhood want?
9. What did the Liberal government introduce in 1912?
10. What was Home Rule seen as by Protestants in Ulster?
11. Who led the Protestant opposition?
12. What does Alvin Jackson say Carson “is about”?
13. What was signed on September 28th 1912 by Carson and “almost quarter of a million men”?
14. How did Nationalists react to the Ulster Volunteer Forces (UVF)?
15. Who led the Irish Citizen Army (ICA)?
16. Pearse said “to see arms in the hands of an Irishman is an ennobling thing”. What do you think he meant by this?
17. What did nationalists and the British government mistakenly believe about Ulster Protestants?
18. What happened on the 24th and 25th April 1914?
19. What was the British government’s reaction?
20. What does the presenter mean by a “double-standard” regarding the reaction to both sides importing guns?
21. How was Ireland’s quarrel suddenly interrupted?

Literacy development: improve your vocabulary

As part of your homework, can you explain the following vocabulary used in the video clip? Use a dictionary to help you:

Garrison city
Idealise
Martyrdom
Radicalise
Resource  The Story of Ireland – Episode 5 Age of Nations (BBC)

Available at  http://www.youtube.com/watch?v=MQOtTB4Mi2Y

Clip to be used  Easter Rising, 11:07 – 18:35

Questions

1. What change does Richard English think happened during World War I? (Explain in your own words)
2. How many Irishmen died in WWI? ______________
3. How many served? ______________
4. Where did the 1916 rebels plot “the downfall of Empire in Ireland”?
5. Why did the rebels first decide to move on Easter Sunday?
6. What happened to Connolly’s Irish Citizen Army at Dublin Castle?
7. What two actions did Peare and Connolly take after seizing the GPO?
8. Why did boys gather up copies of the Proclamation?
9. By the end of the week, what ratio of British soldiers were there to Irish rebels?
10. What was significant about Lieutenant Gerald Nei and his brother Anthony?
11. Who were the majority of the dead during Easter week?
12. What happened to the rebels as they were led away after they surrendered?
13. What happened to the execution? What was significant about James Connolly’s execution?
14. What was significant about Lieutenant Gerald Nei and his brother Anthony?
15. By the end of the week, what ratio of British soldiers were there to Irish rebels?

Points for group/classroom discussion

A: QS asked you to identify why Easter Sunday was first chosen as the date for the Rising. What connection do you see between this date and the ideas of the rebels?

B: Fergal Keane (the presenter) comments that, while the rebels were being jeered, “Many of the most vociferous were women whose husbands were away fighting on the Western Front”. Why do you think this was the case? (You may need to look up the dictionary to find out what ‘vociferous’ means)

C:  

“MacDonagh and MacBride
And Connolly and Pearse
Now and in time to be,
Wherever green is worn,
Are changed, changed utterly:
A terrible beauty is born”

What do you think Yeats meant by these words, as quoted in the video clip? What is “changed utterly”? What is the “terrible beauty” that has been born?
1. What is nationalism?

2. What happened in the 1840s? How many people starved?

3. Between 1758 and 1916 how many rebellions took place?

4. Who were The Invincibles?

5. Why does the presenter consider Charles Stewart Parnell to be the greatest Irishman of the 19th century?

6. What was the name given to the transfer of power back from Westminster?

7. How had the “tide turned” at the outbreak of WWI?

8. Who led the Easter Rising?

9. What did the Rising seem like to most Irish people?

10. What had the rebel leaders become within months of their execution?

11. What do you think the presenter means by vindictiveness when he says “And it was that kind of vindictiveness that sums up the British response to this crisis, and it was that vindictiveness that turned public opinion in favour of the rebels”?

12. What did public pressure force the British to accept?
Resource
Newsreel clip on National Archives website relating to Treaty (1921)
Available at
Suggested approach
Groupwork exercise (Best suited to computer lab if possible)

Task:
This is a silent newsreel. Your task is to write a commentary to go with it. You will need to note each scene/shot carefully: who appears in it, what is happening and how long they are on screen so that your commentary does not overrun. You may also need to research who the key players are if you do not recognise them.

At the end of the allocated time you will be asked to deliver you commentary as the newsreel runs.

Literacy opportunity
When work on the period to 1922 is completed, it may be helpful to use games such as ‘Definition Bingo’ to reinforce student learning and to improve their capacity to articulate an understanding of what they have learned. This involves making bingo cards beforehand using terms or definitions or, ideally, a mix of the two. Each pupil is given a card. The teacher calls out a term or a definition and the students must cover up the term or definition in question. Relevant terms here include: home rule, unionist, Ulster Covenant, 1916 Proclamation, war of independence, Anglo-Irish Treaty (1921). Definitions could include: “the Dublin-born leader of the Unionists”, “the term used for people who are seen as having died for their country”, “the position in the IRA held by Michael Collins during the war of independence”, “the British prime minister during the Treaty negotiations, 1921”.

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IRELAND, 1922-1985

ARDNACRUSA

Resource

RTÉ Nationwide documentary on the history of Ardnacrusha hydroelectric power plant in Co. Clare.

Available at

http://www.youtube.com/watch?v=TMClV8Z0HYs (10:20)

Note

The Ardnacrusha hydroelectric electricity generating plant built on the River Shannon, 1925-1929, was the first major public investment undertaken by the government of the Irish Free State.

Questions on the clip:

1. How many years ago was the ESB established?

2. How many megabytes of electricity could the plant provide?

3. In what year did Donal Ryan begin working at Ardnacrusha?

4. What revolution is described as having by-passed Ireland?

5. What company did the engineer Tom McLaughlin work for in Germany?

6. Who was the Minister for Industry and Commerce at the time?

7. What percentage of the Irish Free State’s entire annual budget was required to build the station?

8. In what year did the government give the go ahead for the power station to be built?

9. How many Germans worked on the project?

10. What difficulties were faced by those building the station?

WATCHING THE NUMBERS

Remind your classmates of the following

- How many years ago the ESB was established (Q.1)
- How many megabytes of electricity the plant could provide (Q.2)
- The year in which Donal Ryan began working at Ardnacrusha (Q.3)
- The percentage of the Irish Free State’s annual budget required to build the station (Q.7)
- The number of Germans who worked on the project (Q.9)
1932 ELECTION

Resource 1932 election posters from an Irish election literature website

Available at http://irishelectionliterature.wordpress.com/tag/1932-general-election/

Note Source contains posters of the three main political parties that contested the election. There are images of two of the posters below.

Poster 1 “Cosgrave Works while De Valera swears - Vote Cumann na nGaedhail”

Poster 2 “End Unemployment - Vote Fianna Fáil”

Poster 3 “Shall Widows and Orphans Suffer? Labour says - No!”

Approach Study the posters and answer the following questions:

1. Who led the Cumann na nGaedhail party in 1932?

2. What do you think the word 'swears' referred to in the second poster?

3. What did Fianna Fáil promise to end in 1932?

4. What was causing harm to the Irish economy according to Fianna Fáil?

5. Who did the Labour Party promise to help if elected to the Dáil?

http://irishelectionliterature.wordpress.com/tag/1932-general-election/
CHURCHILL-DE VALERA EXCHANGE OF VIEWS, 1945

Resources
A range of oral sources, transcripts and documentary clips from different sources dealing with the exchange of views between Churchill at the end of World War II

Available at
(Transcript of Churchill’s speech)

(Audio of De Valera’s speech)

http://www.youtube.com/watch?v=jPMElv2laDY&feature=relmfu
http://www.youtube.com/watch?v=EfDDPkZY95U&feature=fvwrel
(Two clips from the RTE Hidden Histories documentary Face Off – De Valera vs Churchill with commentary from Diarmaid Ferriter and others).

Approach
This exercise involves the use of a range of oral sources and transcripts, along with the judgement of well-known historians, in exploring some of the issues involved in the Irish state’s response to World War II. It may be best conducted initially as a group work exercise, with students writing up their answers when all groups have reported back.

Document A: Churchill’s Broadcast on ‘Five Years of War’ May 13th 1945

But the dawn of 1941 revealed us still in jeopardy. . . . The sense of envelopment, which might at any moment turn to strangulation, lay heavy upon us. We had only the north western approach between Ulster and Scotland through which to bring in the means of life and to send out the forces of war. Owing to the action of Mr. de Valera, so much at variance with the temper and instinct of thousands of southern Irishmen, who hastened to the battlefront to prove their ancient valour, the approaches which the southern Irish ports and airfields could so easily have guarded were closed by the hostile aircraft and U-boats.

This was indeed 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 forever from the earth. However, with a restraint and poise to which, I say, history will find few parallels, we never laid a violent hand upon them, which at times would have been quite easy and quite natural, and left the de Valera Government to frolic with the German and later with the Japanese representatives to their heart’s content.

When I think of these days I think also of other episodes and personalities. I do not forget Lieutenant-Commander Esmonde, V.C., D.S.O., Lance-Corporal Keneally, V.C., Captain Fegen, V.C., and other Irish heroes that I could easily recite, and all bitterness by Britain for the Irish race dies in my heart. I can only pray that in years which I shall not see the shame will be forgotten and the glories will endure, and that the peoples of the British Isles and of the British Commonwealth of Nations will walk together in mutual comprehension and forgiveness.

Document B: De Valera’s Response 16th May 1945

Certain newspapers have been very persistent in looking for my answer to Mr. Churchill's recent broadcast. I know the kind of answer I am expected to make. I know the answer that first springs to the lips of every man of Irish blood who heard or read that speech, no matter in what circumstances or in what part of the world he found himself.

I know the reply I would have given a quarter of a century ago. But I have deliberately decided that that is not the reply I shall make tonight. I shall strive not to be guilty of adding any fuel to the flames of hatred and passion which, if continued to be fed, promise to burn up whatever is left by the war of decent human feeling in Europe.

Allowances can be made for Mr. Churchill's statement, however unworthy, in the first flush of his victory. No such excuse could be found for me in this quieter atmosphere. There are, however some things which it is my duty to say, some things which it is essential to say. I shall try to say them as dispassionately as I can.

Mr. Churchill makes it clear that, in certain circumstances, he would have violated our neutrality and that he would justify his action by Britain's necessity. It seems strange to me that Mr. Churchill does not see that this, if accepted, would mean Britain's necessity would become a moral code and that when this necessity became sufficiently great, other people's rights were not to count . . . . Surely Mr. Churchill must see that if his contention be admitted in our regard, a like justification can be framed for similar acts of aggression elsewhere and no small nation adjoining a great Power could ever hope to be permitted to go its own way in peace.

It is indeed fortunate that Britain's necessity did not reach the point when Mr. Churchill would have acted. All credit to him that he successfully resisted the temptation which, I have no doubt, many times assailed him in his difficulties and to which I freely admit many leaders might have easily succumbed. It is indeed; hard for the strong to be just to the weak, but acting justly always has its rewards.

By resisting his temptation in this instance, Mr. Churchill, instead of adding another horrid chapter to the already bloodstained record of the relations between England and this country, has advanced the cause of international morality an important step—one of the most important, indeed, that can be taken on the road to the establishment of any sure basis for peace . .

. . . 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, famines, massacres in endless succession; that was clubbed many times into insensibility, but that each time on returning consciousness took up the fight anew; a small nation that could never be got to accept defeat and has never surrendered her soul?

Mr. Churchill is justly proud of his nation's perseverance against heavy odds. But we in this island are still prouder of our people's perseverance for freedom through all the centuries. We, of our time, have played our part in the perseverance, and we have pledged ourselves to the dead generations who have preserved intact for us this glorious heritage, that we, too, will strive to be faithful to the end, and pass on this tradition unblemished."

Questions

1. In Document A, what was the only approach the British had “through which to bring in the means of life” according to Churchill?

2. What did thousands of Irishmen do, according to Document A?

3. What does Churchill mean by
   (a) the “loyalty and friendship of Northern Ireland”?
   (b) being “forced to come to close quarters with Mr. de Valera”?

4. Find the meaning of the following words as used in Document A: restraint, poise, frolic

5. “I can only pray that in years which I shall not see the shame will be forgotten and the glories will endure, and that the peoples of the British Isles and of the British Commonwealth of Nations will walk together in mutual comprehension and forgiveness.” From what he has said in his speech, do you think Churchill is sincere in his hope for understanding (comprehension) and forgiveness? Give reasons for your answer.

6. In the first paragraph of Document B, De Valera refers to an answer he is expected to make to Churchill’s criticism of Irish neutrality. What answer would you have given?

7. What emotions does De Valera seem to accuse Churchill of inciting (encouraging) in the second paragraph of Document B?

8. What does Churchill not see about Britain’s “necessity”, according to De Valera?

9. What countries do you think De Valera is talking about when he refers to
   a) Small nation?
   b) Great power?

10. De Valera comments that it is “hard for the strong to be just to the weak”. Do you think he truly believes that Ireland is weak? Give reasons for your answer based on what you know of Anglo-Irish relations in the 1930s.

11. What is meant by “adding another horrid chapter to the already blood stained record of the relations between England and this country”?

12. In the second last (penultimate) paragraph, what does De Valera say Ireland has endured? Who has caused this suffering?

13. What are the people of Ireland proud of, according to the last paragraph?

14. In your opinion, who won the argument, Churchill or De Valera? Give reasons for your answer supported by evidence from the documents.
### Declaration of the Republic, 1949

**Resource**

This clip from RTÉ’s *Seven Ages* series deals with the declaration of a Republic by Taoiseach John A. Costello in 1949 and the effect it had on Anglo-Irish relations.

**Available at**

http://www.youtube.com/watch?v=elvP6qWecc8 (2:45)

### Questions

1. What was the name of the newspaper shown at the beginning of the clip?
2. In what year was the Republic declared?
3. In what way did some people refer to the Fine Gael party?
4. Where was the Taoiseach when he declared the Republic?
5. What connection was broken when the act was declared?
6. How was Irish policy towards Northern Ireland described?
7. What other Commonwealth countries were mentioned?

**Bonus Exercise for literacy development:**

As part of your homework, see if you can explain the following vocabulary used in the video clip. Use a dictionary to help you if necessary.

- Republic
- Commonwealth
- Dysfunctional
- Aspirations

### Points for group discussion:

1. Prof. Dermot Keogh (a contributor) suggests that declaring the Republic was “a masterstroke for Fine Gael because they had stolen a march on Clann na Poblachta”. What do you think he meant by this?

2. The former Taoiseach, Dr. Garret FitzGerald, comments that the declaration of the Republic “wasn’t handled very well at the time and it caused us more difficulties than it need have had”. Why do you think he felt this way?
RESIGNATION OF DR. NOEL BROWNE

Resource
Irish Times photograph and article relating to resignation of Dr. Noel Browne
Available at
http://www.irishtimes.com/150/articles/take-ten.html

Note
Scroll down until you reach the photograph of the 1948 coalition cabinet (reproduced below). An article follows describing the resignation of Dr. Noel Browne as Minister for Health over the 'mother and child controversy' (April 1951).

Exercise on the photograph:
The teacher could hide the caption while the students attempt to identify some key ministers (Costello, McGilligan, Browne, McBride etc.) Other points to note - Costello’s central seating position; lack of female participation in the cabinet etc.

Questions on the article:
1. What areas did the Catholic Church dominate at the time?
2. What did the Catholic hierarchy inform the Taoiseach of?
3. Why did Dr. Noel Browne have no option but to resign?
4. How did Browne describe the rumours about him?
5. What organisation emerged as 'victorious' arising from the 'conflict'? Why do you think this happened?

http://www.irishtimes.com/150/articles/take-ten.html
THE LATE LATE SHOW

Resource RGB archives film clip from 1965 edition of The Late Late Show

Available at http://www.rte.ie/archives/exhibitions/681-history-of-rte/704-rte-1960s/139364-television-station/ (1:00)

Note An extract from a 1965 edition of The Late Late Show, Ireland's long running chat show

Questions on the clip:

1. On what night of the week was The Late Late Show broadcast in the 1960s?

2. What year is this clip taken from?

3. Who was the presenter of the show?

4. What challenges do you think a live broadcast presented?

5. What kinds of people appeared on the The Late Late Show to chat with the presenter? (You may need to carry out some research to find out the answer to this.)

6. At first glance, it may seem that the history of The Late Late Show has nothing to do with political developments in Ireland in the 20th century. However, there are links between the two: see if you can find out what some of these links are.
1. What did Ireland want by the time De Valera retired?

2. What did Lemass do for the economy/industry?
   a) _______  b) _______  c) _______

3. How did Terence O’Neill and Sean Lemass make history in 1965?

4. Why does Alvin Jackson see this as being significant?

5. What does Ian Paisley say that Terence O’Neill saw the South of Ireland as? Do you think he seems happy about this?

6. By 1968, what had O’Neill been outflanked by?

7. The presenter states that the Protestant community saw the Civil Rights movement as part of “the old Catholic conspiracy”. What does he describe the movement as being?

8. Why do you think that images of protests in London and Paris are also shown?

9. What key events in Northern Ireland are shown?
   a) _____________________________
   b) _____________________________
   c) _____________________________
   d) _____________________________
   e) _____________________________
IRELAND JOINS THE EEC

Resource  A short, newsreel film clip relating to Ireland’s accession to the EEC
Available at  http://www.budgetfilms.com/clip/5571/ (39sec)
Note  In 1972, the European Economic Community (EEC) agreed to accept four countries for membership. The clip shows ministers signing the agreement.

Questions on the clip:

1. What four countries signed treaties of accession to the EEC in 1972?
2. Who represented the Irish Republic?
3. What three countries had to approve their membership by national referendum?
4. See if you can find out which of the three country withdrew its application following a national referendum.

Bonus Exercises:

1. Who was seated next to the Taoiseach in the video clip? Why do you think he was there?
2. Can you explain the difference between an election and a referendum?

http://ec.europa.eu/ireland/ireland_in_the_eu/index1_en.htm

Numeracy opportunity

Can you remind your classmates of the following numbers and dates?
1. The number of countries mentioned in the clip that signed the treaties of accession
2. The number of countries that actually joined the EEC the following year
3. The year in which the treaties of accession were signed
4. The year in which Ireland and other countries joined the EEC
5. The number of countries in the EEC before 1973
6. The number of countries in the EEC from 1973
DEATH OF EAMON DE VALERA

Resource

‘Youtube’ clip from RTE series Reeling in the Years, featuring news report announcing death of Eamon and subsequent obsequies

Available at

http://www.youtube.com/watch?v=eHX9iLOjI3E (1:04)

Questions on the clip:

1. On what date in 1975 did Eamon de Valera die?
2. For how many years had he served as Taoiseach and later as President?

Bonus Exercises:

1. How important was Eamon de Valera’s contribution to Ireland in the twentieth century?
2. Students (in groups of 3/4) could create and display wall charts listing the key events of de Valera’s role in Irish political life. This could lead to a class discussion/debate on what events are to be viewed as either successes or failures.

http://www.irishhistorian.com/Years/1949.html
Other useful websites for teaching the topic, POLITICAL DEVELOPMENTS IN IRELAND

http://multitext.ucc.ie/
While designed primarily with Leaving Certificate students in mind, has good ‘galleries’ of images relating to 20th century political developments in Ireland, notes on political leaders and other relevant material.

http://www.askaboutireland.ie/reading-room/history-heritage/history-of-ireland/a-history-of-ireland-feat/index.xml
Library Council ‘Ask about Ireland’ website covers major episodes of Irish history, including 20th century political developments and has interesting film clips.

http://www.proni.gov.uk/index/search_the_archives/ulster_covenant/background_to_the_covenant.htm
Detailed examination of the Ulster Solemn League and Covenant including a database where you can look at the names of those who signed it.

http://www.bbc.co.uk/history/british/easterrising/profiles/po02.shtml
Profile of Edward Carson, the Dublin-born leader of Ulster Unionism.

http://www.nli.ie/1916/
Excellent online exhibition from the National Library that examines the causes, course and results of the 1916 Rising. It contains a large number of documents from the period.

http://www.irishtimes.com/focus/easterrising/
Online Irish Times supplement about the 1916 Rising – very impressive site.

http://www.bbc.co.uk/history/british/easterrising/newspapers/index.shtml
Newspaper reaction at the time of the Easter Rising.

http://www.bbc.co.uk/history/british/easterrising/index.shtml
Very useful site that looks at the origins of the 1916 Rising, the events during Easter Week and the War of Independence - with biographies of the major personalities as well.

http://www.waterfordcountymuseum.org/exhibit/web/Display/article/118/1/?lang=en
Watch a movie newsreel clip from the War of Independence and read newspaper accounts of the event. This clip would have been shown in cinemas in Britain.

http://maps.google.com/maps/ms?hl=en&ptab=2&ie=utf8&view=map&msa=0&msid=111675787540997897649.00047b423c919c792e0a1&ll=51.898529,-8.898926&spn=1.013496,3.348083&z=9
An interesting page using Google Maps to plot all of the major incidents that took place in Cork during the War of Independence.

http://www.nationalarchives.gov.uk/education/empire/g3/cs4/default.htm
Resource designed for students that looks at the end of British rule in Ireland through a variety of primary sources.
http://www.iisresource.org/Pages/resources_sh.aspx
Some interesting resources here for other parts of the syllabus. For ‘Political developments in Ireland’, check out “Irish pathways through Key Stage 3 History: Ireland in First World War and beyond”.

Post-1922

http://www.difp.ie/docs/Volume2/1923/454.htm
Interesting speech by W.T. Cosgrave to the Assembly of the League of Nations.

http://www.clarelibrary.ie/eolas/coclare/history/shannon_hydroelectric_scheme/shannon_hydro_electric_scheme.htm
Website from the Clare County Library that examines in detail the construction of the Shannon Scheme.

http://www.time.com/time/magazine/article/0,9171,940296-1,00.html
1963 Time Magazine profile of Ireland called “Lifting the Green Curtain”. It concentrates on Ireland’s economic development and the influence of Sean Lemass.

Northern Ireland

http://www.bbc.co.uk/history/recent/troubles/overview_ni_article_07.shtml
One page article that examines the partition of Ireland and the foundation of Northern Ireland.

http://www.secondworldwarni.org/contact.aspx?id=10
A very professional site about life in Northern Ireland during World War II.

From the RTÉ archives, this site has a collection of video clips relating to events in Northern Ireland in 1969.

http://news.bbc.co.uk/onthisday/hi/themes/conflict_and_war/northern_ireland/default.stm
This very useful resource contains BBC news reports relating to events during the Troubles. Each event has the text of the original report, background notes explaining the events, and most have video clips as well.

http://www.bbc.co.uk/history/recent/troubles/
A BBC History website examination of the origins and the course of the Troubles. It contains a collection of interesting audio files in the Legacy section.

http://cain.ulst.ac.uk/index.html
The CAIN website offers comprehensive coverage of the Troubles – and a host of useful links to other relevant websites. It also contains a wide variety of primary source materials.
Approaches to teaching the topic, SOCIAL CHANGE IN IRELAND IN THE 20TH CENTURY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social change in Ireland in the 20th century</td>
<td>Changes in lifestyles in Ireland from c.1900 (a study of changes in the local area or a national study)</td>
<td>Analysis of social change in different contexts</td>
</tr>
</tbody>
</table>

Description of topic

Changes in lifestyles in Ireland from c. 1900 under each of the following headings:

- The role of women
- Work and leisure
- Urban and rural life
- Transport and communications

(A study of changes in the local area or a national study)

Relevant web resources:

http://www.scoilnet.ie/womeninhistory/content/main.html
Irish Times digital archive

Rationale for using these resources:

One of the headings under which the topic is to be covered is “The role of women”; another is “work and leisure”. The ‘Discovering women in Irish history’ pack contains useful material on the work roles of women in the early 20th century and, also, on factors that brought about changes in those roles as the century progressed (and particularly from the 1960s). Students can be brought closer to the reality of women’s work roles in the early 20th century through interrogation of material such as ‘small ads’ from the Irish Times digital archive.

Approaches exemplified

1. Get students to read the ‘domestic service’ article (which is reproduced on the next page) and to answer the questions that follow.
2. Get students to read through the selection of ‘small ads’ from the Irish Times, searching for evidence to support the boxed statements from the ‘domestic service article. This could be used as an opportunity for pair work.
3. Use the Ha-Joon Chang extract to highlight the role played by technology in bringing about change.
4. Use the extracts from the ‘legal challenges’ article to highlight the role played by legal challenges in bringing about change.
Domestic service

Daughters of labourers and small farmers often went straight from school into 'service.' The numbers peaked in 1881 when nearly half of all women in paid employment in Ireland were indoor servants. From then on the numbers declined but in 1911, there were still over 125,000 female indoor servants, the vast majority of them in single-servant households and this was still the largest single source of paid work for women until the 1950s.

Employers were mostly middle-class business or professional people living in suburban areas of cities and towns. They advertised for smart girls who were clean, honest, humble, obedient, respectable and young. They might specify a girl of their own religion, particularly for looking after children. They often provided lodgings in an attic room and generally the same food as the family ate. Wages varied but depending on skill and experience, could be moderately generous.

Indoor servants often worked in basement kitchens and sculleries. They lit fires, prepared food from its raw state, digging and cleaning vegetables, slaughtering, plucking and cleaning fowl, cooking meals, making bread, cakes and jam. They did the washing up, cleaned and dusted rooms, emptied slops and polished and scrubbed. Families in larger homes who could afford two or more servants employed a cook, nurse, parlour maid, house maid, general servant, etc. These servants were usually expected to keep to themselves. They often had separate entrances from the family and in some large houses they moved around the outside of the house through a tunnel so they would not be in the way of family or visitors.

Compared with the rest of the female population, a high proportion of indoor servants never married. Employers often stated in advertisements that no 'followers' (male friends) were allowed and hours of work were so long and irregular that servants had little time for social life.

Domestic servants had few rights in their employment and many were exploited or dismissed, especially when they were sick or got older. Their prospects of employment declined sharply after they reached their 40s as employers considered young women more likely to be obedient and healthy. Nearly half were under 25 in 1911 and there was a high proportion of older servants in workhouses and lunatic asylums.

It was difficult in Ireland as in other countries for trade unions to recruit indoor servants in order to persuade them to better their lot. They tended to be isolated and they might form personal relationships with the women and children they worked for, move from one job to another, fear being sacked or getting a poor reference. Many looked on service as a temporary occupation prior to marriage, so why bother? However, they benefited from various social welfare schemes brought in by the British and Irish governments from 1906 on.

Young women enjoyed a greater variety of opportunities during the twentieth century. Many preferred to work in shops, factories and hospitals or to emigrate. Now the desperation of well-off women with no domestic help was the subject of humorous comment - though labour-saving appliances eventually came to their rescue.

Discovering Women in Irish History, http://www.scoilnet.ie/womeninhistory/content/main.html
“Women in history” pack

Read the first paragraph of the “Domestic service” article.

(i) How many girls and women worked as “indoor servants” in 1911? (We know this because there was a “census” – a count of the population – in that year.)
(ii) For how long in the 20th century did this kind of work continue to be “the largest single source of paid work for women”?

Read the second paragraph of the “Domestic service” article.

(iii) What kind of people did domestic servants mostly work for?
(iv) What kinds of girls and women did employers look for?

Read the third paragraph of the “Domestic service” article.

(v) Make a list of the different types of work that indoor servants did in the houses where they worked.
(vi) In bigger houses where more servants were employed, some had more specialised roles. Make a list of the main specialised roles, explaining briefly what each role involved.

Read the fourth paragraph of the “Domestic service” article.

(vii) Why did a high number of indoor servants never get married?

Read the fifth paragraph of the “Domestic service” article.

(viii) Why did women find it harder to get work as domestic servants once they reached their 40s?
(ix) What do we know from the 1911 census about the numbers of young women working in domestic service?

- Daughters of labourers and small farmers often went straight from school into ‘service’.
- Employers were mostly middle-class business or professional people living in suburban areas of cities and towns.
- They advertised for smart girls who were clean, honest, obedient, respectable and young.
- They might specify a girl of their own religion, particularly for looking after children.

The ‘small ads’ on the following appeared in the Irish Times on 17th January, 1914. What evidence can you find in the ads to back up the statements in the box above from the “Domestic service” article?

Based on your reading of the ads, what was the main difference between ‘general’ servants and other types of servants such as cooks or parlourmaids?

What else can we learn from these ads about the work of female domestic servants in early 20th century Ireland?
SMALL ADS

Wanted - healthy clean country girl, experience not essential, family four; simple cooking; no wash; comfortable home; good treatment; rising £15. 8 Rathdown Terrace, North Circular Road, by 2 o’clock, or write.

Wanted, smart young general, Clontarf; two in family; good discharges; 85 St. Laurence Road.

Superior Protestant general wanted, two in family, easy place, by the 28th. A 1997 this office.

Nurse Housemaid – Wanted, nice young R.C. girl; good needlewoman and laundress; good wages to suitable person. Send copies to Mrs. Murphy, Luxton, Bray.

Wanted – R.C. parlourmaid or experienced house parlourmaid; suburbs, small family; wages £20 to £22. A 1883, this office.

Comfortable home offered, girl 14 to 16, to train as general; no washing. B 77 this office.

Experienced general servant, under 30 (R.C.), vicinity of Rathgar; must be good plain cook and undertake small washing, (4 in family) and have good testimonials; wages £12 to £14. U (?) 62 this office.

General (Protestant) – Strong, reliable woman, 35, good plain cook, good character, country woman preferred, for small resident family; copies discharges – Casey, Newpark, Ballysax, Curragh.

Young cook or cook general wanted, three miles from city (train); no washing; wages £18 to £20; no boots, knives or brasses; discharges (copies), age etc. Address Z 5553 “Cook” this office.

General – Wanted, half hour’s walk from Rathfarnham tram; four in family; small washing; nurse kept; state age and enclose copies of discharges; country girl preferred; wages £16. A 1907 this office.

Wanted, strong general; good at housework; early riser; little cooking, no washing. 44 Upper Rathmines.

Glossary: improve your historical literacy

Brasses: Objects made of brass (an alloy of copper and zinc), such as candelabra and other house ornaments

Discharges: Documents given to servants when they finished working for a particular employer

Laundress: A girl or woman employed to launder (wash and iron) clothes

Needlewoman: A woman who works with a needle, sewing; a seamstress

Nurse: Here, a woman employed to take care of a young child or children

Suburbs: Residential areas outside of the city centre

Testimonials: Letters of recommendation, or documents testifying to a person’s qualifications, character or conduct
By liberating women from household work and helping to abolish professions such as domestic service, the washing machine and other household goods completely revolutionised the structure of society. As women have become active in the labour market they have acquired a different status at home – they can credibly threaten their partners that if they don’t treat them well they will leave them and make an independent living. And this had huge economic consequences. Rather than spend their time washing clothes, women could go out and do more productive things. Basically, it has doubled the workforce.


Q.1 According to Ha-Joon Chang, why has the washing machine helped to revolutionise (or cause) big changes in the structure of society?

Q.2 Find out what other inventions besides the washing machine caused big changes in how household work was done in the later 20th century.
Read the extracts below from the “Legal challenges” article in Discovering Women in Irish History at http://www.scoilnet.ie/womeninhistory/content/main.html, then answer the questions that follow.

Many unjust laws remain in force because no one ever challenges them. The Commission on the status of women report and the Women’s Liberation Movement had made women and men more aware of inequality and several challenges were made through the courts from the 1970s on.

The job of bar waiting in Dublin City had long been reserved for males only and a trade union representing bar waiters placed a picket on a public house which employed female bar waiters. The High Court in 1972 ordered the trade union to remove the picket, on the grounds that they were trying to force the publican to dismiss women employees solely because they were women and that this was in breach of women’s constitutional rights to earn a living.

Women and men were given opportunities to challenge sex discrimination in the workplace and to extend their rights in employment under the Employment Equality laws of 1974 and 1977.

Francis and Mary Murphy, a young married couple, challenged the situation whereby a married couple paid more income tax on their combined incomes than two single people. The Supreme Court found in their favour in 1980.

Mary Robinson, a barrister, later to be President of Ireland and UN High Commissioner for Human Rights, actively supported and encouraged the extension of human rights by legal challenge.

In the 1970s, individual Irish women began to challenge the constitutionality of laws that discriminated against them. In this brave and expensive endeavour they frequently employed a young woman barrister, Senator Mary Robinson, who was counsel in most of the constitutional cases where women’s rights were vindicated.


Discovering Women in Irish History, http://www.scoilnet.ie/womeninhistory/content/main.html
Commission on the Status of Women report

In 1970 the government appointed a Commission for the Status of Women. The report of the commission (on which men and women were equally represented) was published in December, 1972, and contained 49 recommendations in a number of areas, including employment. While the government was slow to implement the recommendations, step by step the laws began to change. For contemporary reaction to the report, see http://www.scoilnet.ie/lookathistory/Video.aspx?FolderId=3&Id=520&ref=5

Women’s Liberation Movement

In 1970 the Irish Women’s Liberation Movement was set up. Its founders included a number of journalists – such as Mary Maher and Nell McCafferty – who used newspapers, radio and television able to spread its messages. A manifesto, *Chains or Change*, was publicised on *The Late Late Show* of 6th March, 1971. Although the movement did not last long, it helped to win more attention for women’s issues and a number of national newspapers started ‘women’s pages’.

Questions on the “Legal challenges” article in Discovering Women in Irish History

1. Name two developments in the 1960s and 1970s that made women and men more aware of inequality.

2. What High Court ruling of 1972 helped to remove a barrier to one type of employment for women?

3. What laws of the 1970s helped people to challenge sex discrimination in the workplace?

4. Explain how the Murphy judgement in the Supreme Court in 1980 helped to improve the prospects of women working outside the home.

5. What role did Mary Robinson play in many of the legal challenges to discrimination against women?
Other useful websites for teaching the topic, SOCIAL CHANGE IN IRELAND IN THE 20\textsuperscript{TH} CENTURY

http://www.census.nationalarchives.ie/

The National Archives census website has a wealth of material that can be used with students to give them insights into life in early 20\textsuperscript{th} century Ireland. These include the census returns themselves, but also materials such as a photograph of women workers in a Cork tobacco and a tram timetable for 1911. (Links to these and other source materials may be found currently on the home page.)


The National Library’s digital photograph collections offer access to a wide range of images from such collections as the Lawrence Collection. Students can look for images of their own local area in the early 1900s.

http://www.ica.ie/About-us/History.43.1.aspx

The website of the Irish Countrywomen’s Association gives a useful outline of the work of the Association and initiatives in which it was involved such as rural electricification.

http://www.crokepark.ie/getmedia/f4caeb2c-211e-4ca1-bf85-43b10b3e12f1/Women-and-the-GAA.pdf

These notes (in pdf) on “Women and the GAA” give a useful overview of how attitudes towards women in sport changed in the course of the 20\textsuperscript{th} century.


This article from the Irish Times looks at 40 years of change in the lives of Irish women.

http://www.scoilnet.ie/lookathistory/ArchiveSelection.aspx?FolderId=3

This “Look at History through the RTE Archives” site has interesting TV and radio clips on the changing status of women in the 1960s, ‘70s and ‘80s.


This Library Council Ask about Ireland web page has interesting images of transport in Dublin over the course of the 20\textsuperscript{th} century. On the right-hand side of the page are links to more detailed information on transport in Dublin and in other parts of the country.

http://dublincitypubliclibraries.com/image-galleries/digital-collections

The Digital Collections of Dublin City Library and Archive contain many interesting photographs of Dublin at various points throughout the 20\textsuperscript{th} century, including the early 1900s.
Approaches to teaching the topic, INTERNATIONAL RELATIONS IN THE 20\textsuperscript{TH} CENTURY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>International relations in Ireland in the 20\textsuperscript{th} century</td>
<td>• 1920-1945</td>
<td>A. Peace and war in Europe</td>
</tr>
<tr>
<td></td>
<td>• 1945-present Superpower</td>
<td>B. The rise of the Superpower or C. Moves towards European unity or D. African and Asian nationalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studies of the sources of conflict and strategies to resolve them</td>
</tr>
</tbody>
</table>

Description of topic
International relations in the 20\textsuperscript{th} century

A. 1920-1945, Peace and war in Europe: should be studied under each of the following headings:
   • The rise of fascism in Italy and Germany, 1920-1933
   • The drift to war in Europe, 1933-1939
   • World War II in (in Europe), 1939-1945

B. The rise of the Superpowers
   In this study the focus is on conflict between the Superpowers. As a result of undertaking this study, students should have a knowledge and understanding of:
   • The Berlin Blockade
   • The Korean War
   • The Cuban Crisis

C. Moves towards European unity
   As a result of undertaking this study, students should have a knowledge and understanding of:
   • The Treaty of Rome
   • The Growth of the European Union
   • The Maastricht Treaty

D. African and Asian nationalism
   Students are asked here to make a detailed study of one African or Asian country after 1945 that emerged from a colonial past to become an independent state. The common elements in any study would include knowledge and understanding of:
   • The colonial background
   • The independence movement (of the country chosen)
   • The post-colonial experience
**Topic element:** The drift to war in Europe, 1933-1939

The following collection of resources is designed to engage students with the causes of World War II.

Following practice at Leaving Certificate (and exemplification in the booklet, *Using internet and other accessible resources in the teaching of second year History*), a general enquiry question is broken down into a smaller number of questions or stages of exploration.

Enquiry questions are questions that are used by teachers to frame a piece of work in ways that engage student attention and help to keep the learning purposes of learning activities clear in students’ minds.

An ‘enquiry’ is usually broken into stages with each stage involving a focus on a key question the exploration of which helps to advance understanding of the issues involved in the enquiry.

Ideally, enquiry questions should engage the curiosity of students. A typical approach is outlined below.

**Enquiry Question**  
Did the foreign policy of Adolf Hitler lead to World War II?

| Key question 1 | Why were the Germans unhappy with the Treaty of Versailles? |
| Key question 2 | What were the aims of Adolf Hitler’s foreign policy? |
| Key question 3 | Why did the British and the French not take action to stop Hitler? |
| Key question 4 | Why did war break out in 1939? |

<table>
<thead>
<tr>
<th>Main Actors</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolf Hitler</td>
<td>Dictator (ruler) of Germany</td>
</tr>
<tr>
<td>Benito Mussolini</td>
<td>Dictator (ruler) of Italy</td>
</tr>
<tr>
<td>Neville Chamberlain</td>
<td>Prime minister of the United Kingdom</td>
</tr>
<tr>
<td>Joseph Stalin</td>
<td>Dictator (ruler) of the Soviet Union (USSR)</td>
</tr>
<tr>
<td>League of Nations</td>
<td>International body set up to preserve world peace.</td>
</tr>
</tbody>
</table>

David Low, “What, no chair for me?” *Evening Standard*, 30th September, 1938  
© Solo Syndication / Associated Newspapers Ltd.

The work we do in the course of the enquiry should help us to understand the cartoonist’s meaning.
The Causes of World War II - A Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1919</td>
<td>Treaty of Versailles signed</td>
</tr>
<tr>
<td>1933</td>
<td>Adolf Hitler came to power. Germany left the League of Nations</td>
</tr>
<tr>
<td>1935</td>
<td>Germany introduced conscription that made her army much larger</td>
</tr>
<tr>
<td>1936</td>
<td>Germany sent troops into the Rhineland - she was not allowed do this under the Treaty of Versailles.</td>
</tr>
<tr>
<td></td>
<td>Germany and Italy signed an alliance known as the Rome-Berlin Axis</td>
</tr>
<tr>
<td>1938</td>
<td>Adolf Hitler took over Austria and made it part of Germany.</td>
</tr>
<tr>
<td>1938</td>
<td>Munich Agreement awarded German-speaking areas of Czechoslovakia to Germany.</td>
</tr>
<tr>
<td>1939</td>
<td>Hitler occupied the rest of Czechoslovakia - British and French abandoned the policy of Appeasement.</td>
</tr>
<tr>
<td></td>
<td>Hitler demanded the return of Danzig (Gdansk) from Poland.</td>
</tr>
<tr>
<td></td>
<td>Germany and the USSR sign the Nazi-Soviet Non-Aggression Pact.</td>
</tr>
<tr>
<td></td>
<td>Germany invaded Poland - Britain and France declared war.</td>
</tr>
</tbody>
</table>

http://commons.wikimedia.org/wiki/File:Times_placard_Germany_will_sign_Versailles_Treaty.jpg
<table>
<thead>
<tr>
<th><strong>Background</strong></th>
<th><strong>Glossary: improve your historical literacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anschluss</td>
<td>Name given to Hitler’s takeover of Austria in 1938</td>
</tr>
<tr>
<td>Appeasement</td>
<td>British policy of giving in to Hitler’s demands in order to preserve peace in Europe</td>
</tr>
<tr>
<td>Austria</td>
<td>Small German-speaking country that had lost a large empire as a result of World War I</td>
</tr>
<tr>
<td>Communism</td>
<td>A political movement that called for class conflict and revolution. Communists believed that countries should be controlled by the workers.</td>
</tr>
<tr>
<td>Conscription</td>
<td>All males (and in some countries females) must serve in the army for a set period of time e.g. for two years.</td>
</tr>
<tr>
<td>Czechoslovakia</td>
<td>Country created at the end of World War I</td>
</tr>
<tr>
<td>Danzig</td>
<td>German-speaking town that was placed under Polish economic control under the Treaty of Versailles to give Poland access to the sea.</td>
</tr>
<tr>
<td>Dictator</td>
<td>Ruler of country who does not stand for election or share power with other political parties.</td>
</tr>
<tr>
<td>Fascism</td>
<td>Political movement that developed after World War I in countries that were unhappy with the Treaty of Versailles and where there was a strong fear of communism. A fascist state was ruled by a dictator.</td>
</tr>
<tr>
<td>Lebensraum</td>
<td>Hitler’s aim of living space for Germans in territory to be conquered in Eastern Europe.</td>
</tr>
<tr>
<td>Nazi-Soviet Non-Aggression Pact</td>
<td>Peace treaty signed between Nazi Germany and the USSR in 1939. As a result of the agreement both countries agreed to divide Poland between themselves.</td>
</tr>
<tr>
<td>Poland</td>
<td>Created at the end of World War I, mainly from land taken from the USSR and Germany.</td>
</tr>
<tr>
<td>Rhineland</td>
<td>Area of Germany bordering France - under the Treaty of Versailles Germany was forbidden to station troops there.</td>
</tr>
<tr>
<td>Sudetenland</td>
<td>German-speaking area of Czechoslovakia</td>
</tr>
<tr>
<td>Treaty of Versailles</td>
<td>Treaty between the victorious powers in World War I (Britain, France, US and Italy) and Germany. It was signed in 1919.</td>
</tr>
<tr>
<td>USSR / Soviet Union</td>
<td>Communist country led by Joseph Stalin who did not stand for election. Russia was the most important part of the USSR.</td>
</tr>
</tbody>
</table>
Key Question 1: Why were the Germans unhappy with the Treaty of Versailles?

In this section we will use a primary document and a secondary source to explore why the Germans were unhappy with the peace treaty that ended World War I.

Approach:

Class should be divided into six groups.
Three groups will examine each source.
Each source has a number of questions that should be answered by groups dealing with that source.
After each group has reported, students should answer the Key Question as groups or individually for homework.

There is a short glossary with each source explaining terms or words that may hinder the students’ understanding of the source.

Source 1a
This is a summary of some of the articles of the Treaty that Germany had to agree to when they signed the Treaty of Versailles. Please read them carefully and answer the questions that follow:

80. Germany will respect the independence of Austria.
81. Germany recognizes the complete independence of Czechoslovakia.
87. Germany recognizes the complete independence of Poland.
159. The German military forces shall be demobilized and reduced not to exceed 100,000 men.
181. The German navy must not exceed 6 battleships, 6 light cruisers, 12 destroyers, and 12 torpedo boats. No submarines are to be included.
198. The Armed Forces of Germany must not include any military or naval air forces.
231. Germany and her Allies accept the responsibility for causing all the loss and damage to the Allied Powers.
233. Germany will pay for all damages done to the civilian population and property of the Allied Governments.
428. To guarantee the execution of the Treaty, the German territory situated to the west of the Rhine River will be occupied by Allied troops for fifteen years.
431. The occupation forces will be withdrawn as soon as Germany complies with the Treaty.

Source: [http://weimar.facinghistory.org/content/treaty-versailles-summaries-specific-articles](http://weimar.facinghistory.org/content/treaty-versailles-summaries-specific-articles)

(i) The Germans were to respect the independence of which countries?
(ii) What limits did the Treaty place on the German army and navy?
(iii) In your own words explain your understanding of articles 231 and 232.
(iv) Why were Allied troops to occupy German territory west of the Rhine River for 15 years?

Source 1b

The source below is from the French historian Stephane Audoin-Rouzeau. He describes some of the reasons why the Germans were unhappy with the Treaty of Versailles.

Germany was humiliated in different ways by the Versailles Treaty and by the defeat of 1918.

First, a part of the country was occupied by Allied Troops and especially by African French Troops on the left bank of the Rhine.

This humiliation was very deep in German society and it had a lot of consequences later.

The second humiliation, of course, was the restriction of the German army and the limitation of its army for the future.

And, the third was the Treaty itself. The fact that German leaders were not invited to the conference, and they only had to sign the Treaty with no objection, and that they had to sign a treaty which declared clearly that Germany was responsible of the disaster in Europe and in the world. And that was, I think, going too far with Germany and that had huge consequences on German nationalism in the 20s and 30s."

Source: http://www.pbs.org/greatwar/historian/hist_audoin_05_versailles.html

(i) According to Source 1b what was the first humiliation Germany suffered?
(ii) What was the second humiliation the historian describes?
(iii) Why did the Germans object to “the Treaty itself”?
(iv) Do you agree with the view that Stephane Audoin-Rouzeau is very critical of the Treaty? Support your answer with evidence from the source.

<table>
<thead>
<tr>
<th>Source 1a, 1b</th>
<th>Glossary: improve your historical literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demobilized</td>
<td>At the end of a war the number of soldiers in the army are reduced in size as a peacetime army is much smaller.</td>
</tr>
<tr>
<td>African French Troops</td>
<td>Troops in the French army who were from the areas in Africa controlled by the French.</td>
</tr>
<tr>
<td>Battleship</td>
<td>At that time the largest ship in a navy with big guns and heavy armour for protection</td>
</tr>
<tr>
<td>Destroyer</td>
<td>Fast warship designed to protect battleships</td>
</tr>
<tr>
<td>Light cruiser</td>
<td>Smaller, with fewer guns than a battleship, but faster</td>
</tr>
<tr>
<td>Torpedo Boat</td>
<td>Small but quick boats that were used to attack larger slower ships by firing torpedoes (a type of submarine missile)</td>
</tr>
</tbody>
</table>
Key Question 2: What were the aims of Adolf Hitler’s foreign policy?

In this section we will explore the aims of Adolf Hitler’s foreign policy and some of the actions he took. The main aims of Hitler’s foreign policy were:

- to tear up the Treaty of Versailles
- to unite German speakers together in one country
- to acquire living space or lebensraum in the East for Germany

Resource 2.1
This resource is an excerpt from the BBC television series, “The Nazis - a warning from History.” The relevant part of the YouTube clip is from the start until 2 mins 30 sec. Below is the transcript of the clip. Please read the transcript and answer the questions that follow:

Transcript
Narrator: And even whole countries. Hitler believed the entire world was locked in a permanent struggle in which the stronger must prevail. This was the theory he developed in Mein Kampf, the book he had written in 1924.
In it he wrote that the Germans were a nation who needed to expand. Like the British they needed colonies and he was clear where they should find them:

Excerpt from Mein Kampf “We are putting an end to the perpetual German march towards the South and West of Europe and turning our eyes towards the East and when we speak of a new land in Europe today we must principally bear in mind Russia and the border states subject to her. Destiny itself seems to wish to point the way for us here.”

Narrator: In the years immediately after he became Chancellor though he never publicly said he wanted to conquer the East, Hitler did repeatedly state what he saw as his country’s central problem; Germany simply wasn’t big enough.

Hitler: We don’t have their colonies, we don’t have the opportunities of international world connections possessed by these states and peoples.
Our Reich, which is so crammed and which has so few of the necessities for life, needs to be carefully and thoughtfully cultivated and managed. We can’t do this without planning. Deutschland Sieg Heil, Sieg Heil.

Narrator: What did Hitler want his new army for? At first it seemed the answer might be first to overturn the worst consequences of Versailles. In 1936 Hitler moved his troops into the demilitarised portion of the Rhineland. There was little international protest.
Then at a secret meeting in November 1937 he told his generals that Germany must expand to survive and he announced that Germany’s problems could only be solved by the use of force. Austria and Czechoslovakia were named by Hitler as the first targets.

Questions on the clip
1. In Mein Kampf where did Hitler say Germany could gain land in Europe?
2. According to the narrator what did Hitler see as “his country’s central problem”?
3. In his speech what problems does Hitler say that Germany has?
4. According to the narrator what action did Hitler take in 1936?
5. What did Hitler tell his generals at a secret meeting in 1937? What countries did he name as his first targets?
6. Watch closely the part of the clip where Hitler is speaking. Describe what you see in the picture. What evidence is there of propaganda in this part of the clip?
<table>
<thead>
<tr>
<th>Resource 2a, 2b</th>
<th>Glossary: improve your historical literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonies</td>
<td>A country controlled by a larger more powerful one.</td>
</tr>
<tr>
<td>Deutschland</td>
<td>Germany</td>
</tr>
<tr>
<td>Mein Kampf</td>
<td>Book written by Hitler in 1924 that set out his views including his foreign policy. This book was written while Hitler was in prison after an unsuccessful attempt to seize power.</td>
</tr>
</tbody>
</table>

Resource 2.2

The resource that we will use is from the BBC Bitesize Revision site.

http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/hitlersaimsandactionsrev1.shtml

This page is titled Hitler’s aims and actions.

Activity: Access to computers for the class is necessary.

Divide the class into two students per computer.

The students read the first two pages of the article. One student notes the aims of Hitler’s foreign policy.

On the third page there is a card matching activity entitled “The Road to War” - students are asked to match dates with events.

Finally students can take a ten question test on their knowledge of the information.
Key Question 3: Why did the British and the French not take action to stop Hitler?

In this section we will examine why the British and French did not take action to stop Hitler from 1936 to 1938 when he was tearing up the Treaty of Versailles and making demands on Austria and Czechoslovakia.

Crucial to this was the British Prime Minister Neville Chamberlain and the policy of Appeasement. Many in Britain felt the Treaty of Versailles had been too harsh on Germany and that many of Hitler’s demands were justified.

Appeasement involved negotiating with Hitler to preserve the peace of Europe - a very popular policy in Britain at the time.

The British attitude was crucial because, without any British response, the French would not act on their own to stop Germany.

Resource 3.1
The first resources that will be used are from the British National Archives and contain primary sources and questions. Each primary source comes with the original form scanned and a transcript. The resource is designed for use in class on a whiteboard or a data projector.

The two outlined below are:

The German Occupation of the Rhineland - what should Britain do about it?
Url: http://www.nationalarchives.gov.uk/education/lessons/lesson30.htm

Chamberlain and Hitler - what was Chamberlain trying to do?

From the first site the following two documents could be used:

Source 3 a

The British foreign secretary, Anthony Eden, describes a meeting he had with the French, Italian and Belgian foreign ministers (11th March 1936).

In this connection it was suggested that a stage would very soon be reached in the forthcoming conversations when it might be necessary to tell the French our position as to the possibility of fulfilling our obligations under the Locarno Treaty. That subject, it was admitted, might be fraught (difficult).

From information given by the Service Ministers 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. In particular, the ex-Service men were very anti-French. Moreover, many people, perhaps most people were saying openly that they did not see why the Germans should not re-occupy the Rhineland. In these circumstances, it was generally accepted that it was worth taking almost any risk in order to escape from that situation.

(i) According to this document, what were the reasons why Britain was not ready to go to war with Germany over the Rhineland?
Source 3 b

Proposal from the British Foreign Secretary, Anthony Eden, on how to respond to the German occupation of the Rhineland:

To send for the German Ambassador that very evening. To tell him of the acute consciousness of His Majesty’s Government of the very grave situation created by the German action... To emphasise how inexcusable the German action was... He would emphasise that despite all this we were anxious to obtain a peaceful settlement; that we were not asking for anything impossible; but that we wanted some contribution from Germany to give our efforts some prospect of success in the difficult circumstances.

What he would ask Hitler to say would be that, having stated that he wanted to negotiate a series of new pacts as a basis for peace in Europe, he would, as proof of his intentions, withdraw all his forces from the Rhineland over and above the troops necessary for a symbolic occupation. In addition that, pending the conclusion of the new pacts, for the regularisation of the situation, he should not reinforce the "symbolic" troops, nor build fortifications in the demilitarised zone.

(i) What deal does Anthony Eden want to offer Germany?
(ii) What do you think were Eden’s motives in making this offer to Germany?
(iii) Did this deal abide by the terms of the Treaties of Versailles?

http://www.bbc.co.uk/bitesize/higher/history/roadwar/rhine/revision/1/
From the second site the following source could be used:

**Source 3c**

Extracts from the record of the conversation between Neville Chamberlain and Adolf Hitler at Berchtesgaden (in Germany) September 1938 just before the Munich conference

He (Hitler) said that he had from his youth been obsessed with the racial theory and he felt that the Germans were one, but ... he recognised that there are places where Germans are where it is impossible to bring them into the Reich; but where they are on the frontier, it is a different matter, and he is himself concerned with ten millions of Germans, three millions of whom are in Czechoslovakia. He felt therefore that those Germans should come into the Reich. They wanted to and he was determined that they should come in.

So I (Chamberlain) said "...you say that the three million Sudeten Germans must be included in the Reich: would you be satisfied with that and is there nothing more that you want? I ask because there are many people who think that is not all; that you wish to dismember Czechoslovakia."

He then launched into a long speech: he was out for a racial unity and he did not want a lot of Czechs. All he wanted was Sudeten Germans

I was then going on to some further questions on the subject when he said "But all this seems to be academic; I want to get down to realities. Three hundred Sudetens have been killed and things of that kind cannot go on: the thing has got to be settled at once: I am determined to settle it: I do not care whether there is a world war or not: I am determined to settle it and to settle it soon and I am prepared to risk a world war rather than allow this to drag on."

To that I replied: "If the Fuhrer is determined to settle this matter by force without waiting even for a discussion between ourselves to take place what did he let me come here for? I have wasted my time.

I could give him my personal opinion which was that on principle I had nothing to say against the separation of the Sudeten Germans from the rest of Czechoslovakia, provided that the practical difficulties could be overcome.

(i) What does Hitler state is his main aim?
(ii) What fears about Hitler's actions does Chamberlain express? How does Hitler respond?
(iii) What threat does Hitler make?
(iv) How does Chamberlain respond to this threat?
(v) What does Chamberlain suggest to Hitler?
(vi) The Sudetenland was part of Czechoslovakia. No Czech representative was present at this meeting. In your opinion did Chamberlain have the right to make this offer?
Sources 3a, b and c

<table>
<thead>
<tr>
<th>Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dismember</td>
<td>Break-up the country of Czechoslovakia</td>
</tr>
<tr>
<td>Ex-Service men</td>
<td>Former soldiers</td>
</tr>
<tr>
<td>The Locarno Treaty</td>
<td>Signed in 1925 between Germany, Britain and France. Germany agreed to respect the Treaty of Versailles. Sending troops into the Rhineland was a clear violation of the Treaty.</td>
</tr>
<tr>
<td>Regularisation</td>
<td>Returning to normal</td>
</tr>
<tr>
<td>Service Minsters</td>
<td>The British government ministers responsible for the army and the navy.</td>
</tr>
<tr>
<td>Symbolic occupation</td>
<td>Keeping as few German troops in the Rhineland as possible.</td>
</tr>
</tbody>
</table>

Glossary

**Dismember**  Break-up the country of Czechoslovakia

**Ex-Service men**  Former soldiers

**The Locarno Treaty**  Signed in 1925 between Germany, Britain and France. Germany agreed to respect the Treaty of Versailles. Sending troops into the Rhineland was a clear violation of the Treaty.

**Regularisation**  Returning to normal

**Service Minsters**  The British government ministers responsible for the army and the navy.

**Symbolic occupation**  Keeping as few German troops in the Rhineland as possible.

Resource 3.2

After using the resources from the British National Archives the following cartoon could be handed out to be analysed by the class - in groups. The cartoon may be viewed at the website of the British Cartoon Archive, an invaluable resource for political cartoons on a wide variety of topics. See: http://www.cartoons.ac.uk/

David Low, *Evening Standard* 8th July 1936

© Solo Syndication / Associated Newspapers Ltd.

Each group could consider the following questions:

(i) How is Hitler portrayed in the cartoon?
(ii) Is this cartoon only critical of Hitler? Explain your answer.
Resource 3.3

http://www.thirdreichruins.com/vienna.htm
An interesting resource that contains pictures of Hitler visiting Vienna after the Anschluss with Austria in 1938 - each image has a contemporary photograph that shows the site of the picture today. One of the photographs is reproduced below.

http://www.thirdreichruins.com/czech.htm
This resource from the same site shows pictures of Hitler visiting the Sudetenland in October 1938.

Class approach:

Using an overhead projector or whiteboard students are divided into groups. A number of pictures from each resource can be chosen to be examined. Each group would consider the following questions:

(i) Is there any evidence in the pictures that Hitler was a popular figure? How reliable is that evidence?

(ii) What evidence of propaganda is there in the photographs that you examined?

(iii) In the case of photographs such as these, discuss which of the following is more important: what the photograph shows or why the photograph was taken.
Key Question 4: Why did war break out in 1939?

Introduction
Hitler’s actions in 1939 led directly to World War II.
In March 1939 he broke the Munich Agreement and occupied the rest of the Czech lands. Britain abandoned appeasement and guaranteed the independence of a number of countries including Poland.
Over the summer of 1939 tension rose as Hitler demanded the return of the German-speaking town of Danzig from Poland.
To everyone’s surprise Hitler signed an alliance with his arch-enemy Joseph Stalin: the Nazi-Soviet Non-Aggression Pact.
Hitler was now free to attack Poland. His attack led directly to Britain and France declaring war on Germany.

Source 4a
This could be given to the class as a whole or used in group work.

This is an edited extract from an account by the French ambassador of the treatment received by the Czech president, Emil Hacha, in Berlin in March 1939. Read it and answer the questions that follow:

Immediately on arrival, Hacha was taken to the Chancellery where Herr Hitler, Field-Marshal Goering, Herr von Ribbentrop were waiting for him.

The Führer stated very briefly that the time was not one for negotiation…that Prague would be occupied on the following day at 9 o’clock, With that, the Führer wrote his signature and went out. It was about 12:30 a.m.

For hours on end Dr. Hacha declared that he could not sign the document.

The German ministers were merciless. They literally hunted Dr. Hacha round the table on which the documents were lying pushing pens into their hands, continually repeating that if he continued in their refusal, half Prague would lie in ruins from aerial bombardment within two hours…

President Hacha was in such a state of exhaustion that he more than once needed medical attention from the doctors, who, by the way, had been there ready for service since the beginning of the interview.

At 4:30 in the morning, Dr. Hacha, in a state of total collapse, and kept going only by means of injections, resigned himself with death in his soul to give his signature.

Source: The Avalon Project  [http://avalon.law.yale.edu/wwii/ylbk077.asp](http://avalon.law.yale.edu/wwii/ylbk077.asp)

Note: Ribbentrop was the German foreign minister. Goering was second in importance to Hitler and the head of the airforce.

1. What did Hitler state to President Hacha?
2. What pressure did the German ministers use to force Hacha to sign?
3. Why did Hacha need medical attention?
Source 4 b

Short radio broadcast (3.36 mins) from the US Radio station CBS, September 1, 1939. Listen to the American radio broadcast of Hitler’s speech to the German parliament announcing the outbreak of war with Poland. A radio commentator translates as Hitler speaks to the German parliament. There is a transcript below.


First Commentator: Those assembled arise and stand to greet the arrival of the German Fuhrer. The applause greets the Fuhrer who arrives in the Kroll Opera House to address the Reichstag which has been called in extraordinary session. We are expecting that Prime Minister Goring in a very few moments will open formally the session in the Reichstag.

First Commentator (translating Hitler): Danzig was and is a German city. All these regions have only Germany to thank for their cultural development. I told the Polish ambassador three weeks ago that if the situation continued as it was and if Danzig were persecuted and if it were attempted by Poland to ruin Danzig economically the situation could not be tolerated.

Second Commentator: We interrupt this broadcast of Adolf Hitler’s speech just momentarily to report a dispatch from Paris which says that Premier Daladier of France has now called the French Council of Ministers for an emergency meeting which is to take place just ten minutes from now at 5.30 am Eastern Daylight Time.

First Commentator (translating Hitler): I therefore resolve to speak to Poland in the same language that Poland has addressed us for such a long time.

Second Commentator: Once again we interrupt very briefly this talk by Chancellor Hitler to announce that in London Parliament has been summoned to meet at 6pm in London which is 1pm Eastern Daylight Time today.

First Commentator (translating Hitler): I see no reason says Mr Hitler why Russia and Germany should have been enemies any longer. Poland for the first time this evening has shot at regular soldiers upon our territory. From now on bomb will be met by bomb.

Questions to consider:

1. Where was the Reichstag meeting? Who was expected to formally open the session?
2. What had Hitler told the Polish ambassador three weeks before?
3. Give two pieces of evidence from the broadcast to show that this was quickly becoming an international crisis.
4. From your knowledge of events leading to World War II, what was Hitler referring to when he said that he saw “no reason why Russia and Germany should have been enemies any longer”? 
<table>
<thead>
<tr>
<th>Source 4a, b</th>
<th>Glossary: improve your historical literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council of Ministers</td>
<td>Cabinet</td>
</tr>
<tr>
<td>Dispatch</td>
<td>Message</td>
</tr>
<tr>
<td>Eastern Daylight Time</td>
<td>Time in the Eastern United States - five hours behind Ireland</td>
</tr>
<tr>
<td>Extraordinary session</td>
<td>special meeting in an emergency.</td>
</tr>
<tr>
<td>Prague</td>
<td>capital of Czechoslovakia</td>
</tr>
<tr>
<td>Reichstag</td>
<td>the German parliament</td>
</tr>
</tbody>
</table>

**The results of our enquiry**

We have had an enquiry into the question, “Did the foreign policy of Adolf Hitler cause World War II?”

Based on the evidence we have been studying in the course of the enquiry, write a report on what caused World War II. Make sure you mention Hitler’s foreign policy and any other factor that was a cause of the war.

OR

If your teacher thinks it is a better learning task for you, make out a detailed mind map showing all of the big factors that caused World War II to break out in Europe in 1939.
**Topic element**  World War II (in Europe)

**Resource:**  BBC History on this day

Available at

http://news.bbc.co.uk/onthisday/hi/themes/conflict_and_war/world_war_ii/default.stm

This resource contains the BBC news reports on all of the major events during the war. The report is accompanied by background context notes, a timeline and in some cases audio or visual files.

The full list of reports is on the left-hand side as you scroll down the page.

The resource could also help students to recognise or detect propaganda.

**Suggested approach:**

**Task**

Divide class into groups: choose one event, for example the German invasion of the USSR (June 22 1941). Display the article on an overhead and have printed copies for each group. Give each group the worksheet on the following page.

The following are two of the images used on the website.

What day?

Chamberlain announces Britain is at war


German soldiers parade through the Place de La Concorde, Paris

http://news.bbc.co.uk/onthisday/hi/dates/stories/june/14/newsid_4485000/4485727.stm
**BBC History on this Day: Article Analysis**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the event, the date and the countries involved.</td>
<td></td>
</tr>
<tr>
<td>Before you read the article, write down two facts that you know about the event.</td>
<td></td>
</tr>
<tr>
<td>List four new facts about the event that you learned from reading the article</td>
<td></td>
</tr>
<tr>
<td>Using evidence from the article explain why the event was important.</td>
<td></td>
</tr>
<tr>
<td>Is there any evidence of propaganda or bias in the article? If you think there is, give examples and be ready to explain these.</td>
<td></td>
</tr>
</tbody>
</table>
Other useful websites for teaching the topic, INTERNATIONAL RELATIONS IN THE 20TH CENTURY

http://www.schoolhistory.co.uk/year9links/versailles.shtml
Good page on significance of Versailles treaty.

http://www.spartacus.schoolnet.co.uk/GERhitler.htm
Good detail on Hitler with links to notes on associated personalities, episodes, concepts and other terminology.

http://www.calvin.edu/academic/cas/gpa/ww2era.htm#Speech
Good examples of Nazi propaganda, including visual material.

http://besthistorysites.net/index.php/ww2
A list of all the best World War II sites.

http://www.bbc.co.uk/history/worldwars/wwtwo/
A vast collection of articles about World War II from the BBC History website. Contains many links to other websites about the War.

http://www.iwmcollections.org.uk/
The website of the Imperial War Museum in London contains a wealth of information about World War II. There is a very detailed archive site with a variety of primary documents dealing with different aspects of the war.

http://www.axishistory.com/
The site contains a detailed history of the different Axis armies.

http://www.bbc.co.uk/history/worldwars/wwtwo
Good BBC site with comprehensive coverage of World War II and a range of resources, including audio clips and interactive animation.

http://wwiiarchives.net/
This professional American site contains visual and written sources from World War II.

http://www.nationalarchives.gov.uk/battles/dday/
Easy-to-follow account of the D-Day landings from the British National Archives. Contains a large number of contemporary sources such as photographs.

http://www.learningcurve.gov.uk/worldwar2/default.htm
A very attractive site on World War II from the British National Archives. Click on a theatre of the war in the top right-hand corner (e.g. Eastern Europe 1939-1941) to listen to an account of what happened in that area whilst watching events develop on an animated map.

http://www.army.mil/d-day/
US Army website about D-Day, with lots of useful resources.
http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_wwtwo_movies_bombers.shtml
Video animation about two cities that suffered civilian bombing during World War II – Coventry and Lubeck.

http://americanhistory.si.edu/militaryhistory/exhibition/flash.html
Very professional site from the Smithsonian Institute that examines the role of the US in the War: click on WWII on the timeline. The American War of Independence and other wars are also examined.

http://www.ww2sci-tech.org
Interesting site that looks at Science and technology during World War II.

http://www.spiegel.de/flash/0,5532,11497,00.html
Flash feature from Der Spiegel Magazine that shows the advance of the Allies in the last weeks of the war. There is also a plan of Hitler’s Bunker.

www.ushmm.org/
This URL is the address of the United States Holocaust Memorial Museum.

http://www.bbc.co.uk/history/worldwars/genocide/
BBC History website feature called “Genocide Under the Nazis”. This page has a large collection of linked articles including interactive features such as a timeline and map of Auschwitz.

http://www.archives.gov/research/military/ww2/photos/
Large collection of photographs from the US National Archives and Records Administration: each photo has simple explanatory notes.

http://www.nationalarchives.gov.uk/education/coldwar/
This UK National Archives site provides a range of relevant documents to help students investigate key elements of the Cold War. A ‘Teachers’ Guide’ is also provided.

http://www.historylearningsite.co.uk/coldwar.htm
This site covers a range of aspects of the Cold War, from its origins and major episodes to its conclusion.

http://www.coldwar.org/
This American-based, Cold War Museum has comprehensive coverage of the conflict, with a narrative and chronological approach.

http://www.bbc.co.uk/history/worldwars/coldwar/
This BBC site has good coverage of key episodes of the Cold War and has a number of useful resources including an audio file of President Kennedy in the section on the Cuban Missile Crisis.

http://europa.eu/about-eu/eu-history/index_en.htm
This European Union website has good material on the ‘founding fathers’ of the Union – including short film clips – and good accounts of the development of the Union over the decades since its foundation. Important terms such as ‘Schuman Plan’ and ‘Common Agricultural Policy’ are clearly explained.