

# JUNIOR CYCLE HISTORY POWERPOINT CHECKPOINT SOLUTIONS



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# Ch. 1 - The Historian

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 1.1 (page 1)

1. History: the study of the past; Prehistory: the period of time before writing was used.
2. History comes from the Greek word historia, meaning 'knowledge from investigation'.
3. Source: something that gives us information or evidence about a person, place or thing in the past.
4. Any two of: clothes, coins, pottery, weapons, remains of buildings, documents.
5. Archaeology: the study of the remains left by people in the past.

### Checkpoint 1.2 (page 2)

1. Any three of: to learn how people lived before us, to gain an understanding of the causes and effects of past events, to understand how human experience has shaped our world today, to learn to recognise patterns of change, to avoid the mistakes that our ancestors made, and to learn from their successes, to be inspired by people in the past and appreciate their achievements.
2. Historical consciousness: being able to place ourselves in past human experience, linking the past, the present and the future.
3. Historian: someone who is an expert in, or a student of, history; Archaeologist: someone who investigates places and objects left by people in the past, including the time before written records were kept.
4. Students in schools, historians and archaeologists.

### Checkpoint 1.3 (page 5)

1. Historical repository: a place where evidence of the past can be stored and maintained, for example artefacts, government documents, manuscripts or photographs.
2. Any three of: libraries, archives, museums, the internet.
3. Cross-checking: when more than one source is used to make sure the information is correct; Artefact: any human-made object, e.g. pottery, a tool or a weapon, such as a spear.
4. Primary source: a source from the time in question; a first-hand account of what happened; Secondary source: a source from a later date, after the time in question.
5. Primary sources: any three of: artefacts, diaries, letters, emails, interviews, speeches, posters, photographs, cartoons and drawings, government records, newspapers, magazines, autobiographies, maps; Secondary sources: any three of: TV/film and radio documentaries, podcasts, websites, history books and textbooks, biographies, handling boxes, movies.
6. Any two of: diaries, letters, emails, government records, autobiographies, newspapers, magazines, history books and textbooks, biographies.

### Checkpoint 1.4 (page 6)

1. Bias: when an account is not balanced, but unfairly favours one side. Sometimes a person may be unaware that their interpretation is not a fair one, sometimes it is deliberate, to influence others; Propaganda: information that has been designed to influence the attitudes and behaviours of the general public. It is generally biased, often appeals to the emotions (fear, anger, loyalty) and may even be made up.
2. The reliability of the source, examine the point of view of the person behind the source, be aware of issues of accuracy, bias, exaggeration and propaganda.
3. Tactile source: a source that can be touched, a physical object like an artefact (tools, weapons, clothing, furniture, buildings, etc.), handling boxes.
4. Any source that the students think is the most reliable and any source that the students think is the least reliable, with reasons given in justification for their answers.

### Checkpoints 1.5 and 1.6 (page 8)

1. Chronology: to put events into the sequence in which they happened.
2. Any three of: divide time into hours, days, weeks, months and years, group years into decades (10 years), centuries (100 years) and millennia (1,000 years), organise events using a common feature from a period of history, use timelines to show the order in which events happened.
3. (a) The eleventh century; (b) the sixth century.
4. 41 BC.
5. Reinterpretation: to see something in a new or different light.

# Ch. 1 - The Historian

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 10)

- (a) Propaganda: information that has been designed to influence the attitudes and behaviours of the general public.
- (b) It is a secondary source. It was edited after the time.
- (c) Primary source: a source from the time in question. They are useful to historians because they provide a first-hand account of what happened at the time.
- (d) Any two of: diaries, interviews, photographs, government records, e.g. census, newspapers, maps.
- (e) To make Mussolini look as though he is in control of the horse himself, to make him look powerful, like a military hero or general.
- (f) The source might contain bias – when an account is not balanced, but unfairly favours one side. The source might contain exaggeration – when something is represented as better or worse than it actually was.

# Ch. 2 - The Archeologist

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 2.1 (page 12)

1. Excavation: when archaeologists dig up the ground to find evidence left by people in the past.
2. Aerial photograph: a photograph taken of the ground from an elevated position, for example from a helicopter or drone.
3. Ruins of a building, aerial photography, research archaeology, rescue archaeology, by accident.
4. The extreme heat in a desert, airtight conditions, European peat bogs.

### Checkpoint 2.2 (page 13)

1. Any three of: trowels, shovels, brushes, sieves.
2. Survey; dig test trenches; remove topsoil; use trowels and shovels; use brushes to remove soil from objects; use sieves to catch small items; record the position of every artefact found; draw the artefacts; photograph the artefacts; catalogue on a computer and in the site book; put items into separate, labelled bags and boxes; send items to laboratory for tests.
3. To make sure they do not damage anything.

### Checkpoint 2.3.1 (page 17)

1. Radiocarbon dating: a method of dating based on the steadily dropping levels of carbon-14 in tissue over time.
2. The Mesolithic period.
3. Hunter-gatherers: people who hunted animals for food and gathered berries and nuts.
4. Geophysical survey: a survey of what's underneath the ground, like an x-ray of the ground; Pollen analysis: the study of pollen remains to find out what was growing at a site during a particular time period.
5. The Middle Stone Age was the Mesolithic period, between 8,000 and 3,500 BC.
6. Mount Sandel, Co. Derry.
7. Stratigraphy: a method of dating artefacts and evidence by how deep in the ground they were when found; Dendrochronology: a method of dating that uses the unique growth patterns of tree rings as a guide.

### Checkpoint 2.3.2 (page 19)

1. Any three of: the pelvis shows whether the person was male or female; teeth can give us a rough idea of a person's age; bones can show signs of disease or bad nutrition, or if they are damaged it could be that the person's death was violent; the length of the thigh bone is a good indicator of overall height; skin or hair can be analysed for information about typical diet.
2. Conservation: when historic objects are protected and preserved so that they do not decay.
3. Documents, maps, photographs.

### Exam-Style Question (page 21)

- (a) In a tiny cave high on Knocknarea mountain near the town.
- (b) Radiocarbon dating. The bones were around 5,500 years old.
- (c) Stratigraphy: a method of dating artefacts and evidence by how deep in the ground they were when found.
- (d) Any two of: the pelvis shows whether the person was male or female; teeth can give us a rough idea of a person's age; bones can show signs of disease or bad nutrition, or if they are damaged it could be that the person's death was violent; the length of the thigh bone is a good indicator of overall height; skin or hair can be analysed for information about typical diet.
- (e) It protects and preserves historic objects so that they do not decay. It results in us being able to continue to learn about and engage with our history.
- (f) Rescue archaeology: before you can get planning permission for a road or new building, you must make sure there is no evidence on the site that will be lost forever; Research archaeology: an old document, map or other records might reveal that a building or structure once existed on the site, and archaeologists might decide to investigate.

# Ch. 3 - Ancient Ireland

## Textbook Solutions (1st Edition)

### Checkpoint 3.1 (page 28)

1. Because all the tools and weapons were made from stone.
2. Hunter-gatherer: people who hunted wild animals and gathered wild berries and nuts for food.  
Nomadic: people who regularly move from place to place. Grave goods: items (like weapons) that were buried with someone when they died.
3. They made axes, spears, arrows, etc. from stone.
4. Small, circular tent. Animal skins, reeds or turf covered a basket-like structure made from tree saplings.
5. Grave goods suggest that the people believed the deceased might need these items in the next life.

### Checkpoint 3.2 (page 30)

1. Farming was introduced.
2. Crops such as wheat and barley and meat from domesticated animals such as sheep and pigs.
3. Neolithic houses had poles driven into the ground (post holes) and walls of wattle and daub. The roof was thatched with straw or rushes. They were much bigger and more permanent than the houses of the Mesolithic people.
4. (a) Passage tomb: huge mounds built over a central passage which led to a chamber for the dead. (b) Court cairn: an open space (court) at the front and a chamber originally covered by a mound of stones (cairn) for the dead behind. (c) Portal dolmen: Two or more standing stones and a huge capstone resting across the top with the remains placed inside.
5. Wattle and daub: wooden sticks woven together like a basket (wattle) and covered with a mud paste (daub). Megaliths: large stones

### Checkpoint 3.3 (page 32)

1. Copper and tin are the two metals used to make bronze.
2. Metal was stronger than stone but easier to shape and mould to create tools and weapons.
3. A fulacht fiadh was a pit which was lined with stones and filled with water. Stones were then heated in a fire and lowered into water to make it boil. The meat was wrapped in straw and left boiling until ready to eat.
4. Jewellery was made in gold and bronze, for example bracelets, armbands, earrings, necklaces, torcs and lunulae.
5. (a) Similarities between Bronze Age and Neolithic housing: wattle and daub walls, thatched roofs. Differences: Neolithic houses were much bigger and circular, enclosed behind wooden fences and earthen banks (b) A cist grave was a stone-lined grave in which the body was buried in a crouched or foetal position with its grave goods.

### Checkpoint 3.4 (page 34)

1. The Celts arrived in Ireland between 500 and 300 BC.
2. The rí (king) was at the top of the tuath, with the aos dána (nobles, judges, poets, doctors, skilled craftsmen) and warriors under him, then the peasants, and the slaves at the bottom.
3. (a) Crannóg: Human-made islands. Tree trunks were driven down into the bed of a lake and a platform was built on top. (b) Ring-fort: Circular enclosures surrounded by a ditch, earth bank and wooden fence. Some also had an underground passage (souterrain).
4. La Tène style was an artistic style that originated in Switzerland, featuring spirals, florals, fantasy animals and curved lines.
5. The Celts cremated the bodies of their dead and buried them in pits and cist graves, often marked by Ogham stones.
6. Ogham was the first written language in Ireland. It is a series of lines and notches along a vertical line to represent letters.



# Ch. 4 - Ancient Rome

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 3.1.1 (page 23)

1. Any three of: written sources from Roman writers such as Caesar, Pliny, Virgil; physical remains of Roman life all over Europe, North Africa and the Middle East; the ruins of many buildings; everyday artefacts such as coins, weapons, tools and toys; the ruins of Pompeii.
2. Romulus and Remus, the twin sons of the god Mars.
3. Any five of: Italy, France; Spain; Portugal; Algeria; Morocco; Tunisia; Libya; Egypt; Israel; Jordan; Syria; Lebanon; Iraq; Turkey; Greece; Cyprus; Bulgaria; Romania; Serbia, Croatia; Slovenia; Macedonia; Albania; Kosovo; Hungary; Austria; Germany; Switzerland; Belgium; Netherlands; England; Wales.
4. Republic: where the wealthy elite ruled the city through the senate.
5. 478 years (509 BC to 31 BC).

### Checkpoint 3.1.2 (page 24)

1. Roman towns were laid out in a grid system.
2. The forum (a large town square) was the centre of business, political activity and religious worship.
3. Theatres, baths, amphitheatres.

### Checkpoint 3.2.1 (page 26)

1. Patrician: wealthy noble families who ruled Rome; Plebeian: the poor, who made up the vast majority of the population. They farmed, worked in trades and served in the army; Mosaics: pictures made from small pieces of stone, glass or tile.
2. A domus was large and housed a single family and slaves, while an insulae was a block of apartments that housed many families; a domus was made of stone, an insulae's upper floors were made of wood; a domus had a garden, an insulae apartment did not.
3. Domus: a large detached house, with a central courtyard called an atrium. It had a pool called an impluvium to collect rainwater and a shrine to the family gods (the lararium). The domus's other rooms included bedrooms (cubiculum), the kitchen (culina), the study (tablinum) and the dining-room (triclinium). Upstairs were the slave quarters and outside was a walled garden (peristylum). The walls were decorated with paintings and the floor with mosaics.
4. Insulae: apartment block, usually five storeys high. The ground floor had shops or workshops. Above them were apartments. The higher you went, the smaller the apartments became. Those at the top were made of wood and often entire families had to share a single room. The poorest Romans lived on these higher floors. There was no running water and rubbish was thrown into the streets below.
5. The upper floors were made of wood and the residents used stoves for cooking and heating.

### Checkpoint 3.2.2 (page 28)

1. Prisoners of war; children of slaves; people captured by pirates or bandits while travelling; parents in debt sold their own children into slavery.
2. They worked on Rome's public building projects such as aqueducts; in patricians' homes cooking, cleaning and other manual labour; on farms or in mines; educated slaves were teachers, secretaries and doctors.
3. (a) Ludus: reading, writing and arithmetic; (b) Grammaticus (boys only): history, grammar, geometry, Roman and Greek literature; (c) Rhetor: oratory (the art of public speaking) (boys only).
4. From the age of 12, girls were kept at home and taught by their mothers how to spin, weave and run a household. Only boys were educated from the age of 12.
5. For the benefit of the families involved.
6. Manumission: when slaves were given their freedom after many years of service to their master.



# Ch. 4 - Ancient Rome

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 3.3 (page 31)

1. It was a good way for Roman leaders to ensure they kept the support of the public.
2. For hygiene (most homes did not have running water); to meet their friends; to do business; to exchange news.
3. The Circus Maximus was a large oval-shaped stadium, 500 m long, with seating along the sides for over 250,000 people. The chariots had to race around the track seven times.
4. There were many crashes, and the drivers and horses were often killed.
5. A Roman theatre was a large semicircular building with stone seats for the audience facing the stage area where actors performed.
6. To allow them to play various different people or to represent gods, monsters; to allow men to play women.
7. It was an oval-shaped amphitheatre that could hold over 50,000 spectators in tiered seating and even had a canopy to protect people from the sun. The seats were strictly arranged on the basis of social status. The seats closest to the action were reserved for male patricians, the seats behind them for male plebeians, then male foreigners, then at the very back were women and slaves.
8. Most gladiators were former soldiers who were captured in battle and sold as slaves.
9. They were so expensive to buy, train and feed that their owners wanted a longer return on their investment. If they died in the arena, that investment would be wasted.
10. Fights between people and exotic wild animals (lions), executions of criminals, myths acted out for the crowd.
11. Students' own answers.

### Checkpoint 3.4 (page 32)

1. Most Roman gods and goddesses had come from Greek beliefs.
2. They would make offerings of money, food or animals for sacrifice at temples or they would pray at the family shrine, the lararium.
3. A patrician's body was dressed finely and carried through the city on a litter. The family hired musicians and professional mourners to walk behind the dead person, crying loudly and reciting the person's achievements. A very rich or powerful family might organise funeral games.
4. They refused to participate in any ceremonies to do with the gods of Rome.
5. The Emperor Constantine lifted the ban on Christianity and he himself became a Christian on his deathbed. Eventually, Christianity became the official religion of the Roman Empire.

### Checkpoint 3.5 (page 33)

1. Concrete; rounded arches and pillars to hold up large ceilings.
2. Christianity became the official religion of the Roman Empire. Gradually, the huge empire became predominantly Christian, making Christianity the most powerful world religion over the following centuries.
3. French, Italian, Spanish, Romanian.
4. Julius Caesar introduced the 365-day, 12-month calendar that we still use today.

### Exam-Style Question (page 35)

- (a) Summer AD 79.
- (b) Roman life in the town: buildings, art, artefacts, bodies.
- (c) It was a lost neighbourhood; they wanted to see how the ordinary people lived in Pompeii.
- (d) The wear of weather, pollution and tourists has created a real danger of losing much of what was found preserved.
- (e) Radiocarbon dating: measuring the amount of carbon-14 in the bread to see how old it was.
- (f) We can learn about how they made bread, the food they ate, etc.
- (g) Long answer question. Answer should cover things like types of houses; forms of entertainment; religious buildings and worship; types of work, etc.
- (h) Long answer question. Any three valid ways in which the civilisation has influenced the modern world.

# Ch. 5 - Early Christian Ireland

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 4.1 (page 36)

1. Celtic society was organised as follows: the country was divided into many tuath (kingdoms), each ruled by a rí (king). Under him were the aos dána – people with special skills, such as warriors, poets and musicians, brehon (judges), druids (priests), healers and craftspeople. Below the aos dána were the farmers, and at the bottom of society were the labourers and slaves.
2. Pagans: those who worshipped various gods, often with a focus on nature or the Earth: Druids: spiritual figures similar to priests in pre-Christian Celtic Ireland.
3. The Celts cremated their dead and buried the remains in a pit or cist grave, along with grave goods.
4. Ogham was a series of horizontal and diagonal lines along a central vertical line.
5. It is the earliest form of writing in Ireland.

### Checkpoint 4.2 (page 39)

1. The first official source about Christianity in Ireland is dated AD 431.
2. A bishop named Palladius was sent to the 'Irish who believe in Christ'.
3. Monastery: a closed religious community; Monks: men who dedicate themselves to a religious order and to life in a monastery.
4. Any three of: Derry, Monasterboice, Kells, Clonard, Tallaght, Glendalough, Kildare, Clonfert, Clonmacnoise, Inis Mór, Ardmore, Skellig Michael.
5. Scriptorium: a room where manuscripts were copied by hand and illustrated by scribes; Round tower: a bell tower and safe place for people and treasures if the monastery came under attack.

### Checkpoint 4.3 (page 41)

1. Manuscripts, metalwork and stone crosses.
2. The Celts' unique style of art, named after the hoard found in La Tène, Switzerland, which featured spirals, florals, fantasy animals and curved lines.
3. Parchment made from sheepskin or vellum made from calfskin. Coloured inks made from berries, crushed acorns, powdered rocks, metals and beetles. Quills made of goose feathers, sharpened and dipped in ink.
4. Any two of: the Ardagh Chalice, the Bell of St Patrick, the Cross of Cong, etc.
5. Decoration was very beautiful and skilled. Metalwork was decorated in silver with gold, amber, enamel and coloured glass. The monks also made intricate gold writing, called filigree.
6. Manuscript: a book written by hand, often in Latin, on sheepskin parchment or vellum (calfskin); High cross: a freestanding stone cross, usually with elaborate carvings showing biblical scenes.
7. Most people at the time could not read or write, so the scenes carved into the high crosses helped to teach Bible stories.

### Checkpoint 4.4 (page 42)

1. A lot of land previously under the control of the Roman Empire was suddenly free to be conquered, leading to violent conflict and competition over it.
2. The Dark Ages was a period of unrest and war from about AD 500 to 1000.
3. When Irish monks went abroad they founded monasteries, produced manuscripts in the Irish style and worked to convert Europe to Christianity.
4. Any three of: France, Italy, Switzerland, Spain, the United Kingdom, Austria and Germany.

### Checkpoint 4.5 (page 43)

1. Longphort: a Viking camp by the water, used as a base for raids.
2. AD 795.
3. Any two of: Wexford, Waterford, Wicklow, Limerick, Dublin.
4. Any three of: the Vikings founded towns, for example Dublin, Waterford and Limerick; they introduced currency (coins) to Ireland and opened more trade links with Europe; they introduced new words to the Irish language, such as long (ship) and bróg (shoe); many Irish surnames are Viking in origin (McLaughlin, Doyle, Higgins, etc.).

# Ch. 5 - Early Christian Ireland

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 4.6 (page 44)

1. Any two of: Kilkenny, Monasterevin, Downpatrick.
2. According to the 2016 census figures, 84.6% of the population of the Republic of Ireland identifies as Christian.
3. Brigid's cross, the shamrock.
4. 17 March, St Patrick's Day.
5. Any one of: St Patrick, St Brigid.

### Exam-Style Question (page 46)

- (a) To look for evidence of the working methods employed by the artists and scribes.
- (b) Primary written source.
- (c) The scribe prepared the parchment with guidelines to ensure the script was evenly spaced across the page within left and right margins and kept parallel to the top and bottom edges. They left small incisions scored into the skin with a sharp tool, such as a metal stylus, for the scribe to follow.
- (d) They were very skilled. They decorated (illuminated) manuscripts with Celtic patterns in vividly coloured inks.
- (e) For example: Clonmacnoise, Co. Offaly.
- (f) The monks in Early Christian Ireland monasteries lived very strict, simple lives and spent their days praying and working. They prayed six to eight times every day. Farm work included ploughing, milking, harvesting and grinding corn. The monks were often self sufficient. Monasteries became centres of learning, and Irish monasteries were famous as the best in the world for the teaching of poetry, literature, arts and the Gospel. Great works of art were created in the monasteries, which were made to honour God and show the monastery's importance. These works of art included manuscripts, metalwork and high crosses. They were influenced by Celtic art.



# Ch. 6 - Norman England

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 5.1 (page 48)

1. Normandy, north-west France.
2. 1066
3. Any three of: Ireland, France, Italy, Tunisia, Libya.
4. Peasants: people who worked on a lord's land.
5. Diagram should be similar to the one on Artefact page 48. A pyramid with a king/queen on top and under them the lords, then the knights, then the peasants.

### Checkpoint 5.2.1 (page 50)

1. Lords built castles in the Middle Ages to protect themselves from attacks and to have a base to run their lands from.
2. A motte was a small artificial hill with a wooden tower or keep at the top. Below this hill was the bailey, a large enclosed area surrounded by a high wooden fence and a ditch or moat.
3. The main defensive features of a castle were curtain walls, towers, ramparts, a drawbridge, a gatehouse and a portcullis.
4. High walls and well-armed soldiers made castles difficult to capture; if they had enough food stored and access to water, the people in the castle could hold out against a siege for a long time.

### Checkpoint 5.2.2 (page 51)

1. The parents of the couple would arrange a marriage to form an alliance between their two families and following the payment of a dowry (sum of money or land) to the husband.
2. A solar was a room for the family/lady of the castle at the top of the keep.
3. The lady of the castle oversaw the castle's daily life, ordering the servants, supervising the storage and preparation of food and looking after her children's early education. She would act in her husband's place if he were absent from the castle.
4. The lord ran his lands, trained his soldiers and hunted.
5. Medieval feasts were held in the Great Hall. The meat served was from their farm animals or those caught while hunting: beef, pork, mutton, duck, deer, pheasant or rabbit. Forks were not used: instead people ate from large pieces of hard bread called trenchers. Entertainment was provided by musicians, called minstrels, and comedy performers, known as jesters.
6. Any two of: the size of his castle, the exotic food he served, the spices he used, clothes made from silk.

### Checkpoint 5.3 (page 53)

1. Any three of: knights wore full body armour; fought on horseback; were nobles; far fewer of them in an army than foot soldiers.
2. A number of different answers possible here. They were peasants and therefore expendable to the lord. They needed to be more manoeuvrable so didn't have armour weighing them down.
3. Page: at the age of seven, a boy would be sent to live with the family of another lord. He would learn to ride a horse, use a sword, sing and dance. He was taught manners, helped the lady of the castle and served the lord and lady at table. Squire: at the age of 14, the boy began to learn to fight on horseback. He would accompany the lord into battle, look after his horse and weapons and help the lord dress for battle and tournaments.
4. Oath of chivalry: oath sworn by knights promising to be loyal to their lords, protect the poor and weak and be brave in battle.
5. Knights engaged in tournaments to keep their skills up between wars; to win prizes and fame.

# Ch. 6 - Norman England

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 5.4 (page 56)

1. Oats – porridge and pottage; wheat – bread; barley – beer.
2. The church and the manor house were usually the only stone buildings because stone was more expensive to build with and the lord and priest were the only ones who could afford it.
3. Open field system: peasants farmed the land in large open fields divided into strips of crops for each family. Fallow: leaving one field of three empty each year to allow it to regain its nutrients. Commons: large field in the manor used to graze the animals of the peasants. Tithe: tax on peasants – one-tenth of their income went to the local priest.
4. Any two of: Serfs needed permission to marry, freemen did not; freemen could leave the manor at will, serfs could not; freemen paid rent to the lord instead of working for free on his land.
5. A serf lived in a small one-room house with wattle and daub walls, an earthen floor and a thatched roof.
6. A peasant's clothes were handmade from wool or linen.
7. Male serfs worked in the fields and hunted; female serfs looked after the house, cooked, made clothes, looked after their children and small animals such as chickens and goats.
8. On Sundays and holy days, there would be village games (such as wrestling), drinking, singing and dancing.

### Checkpoint 5.5.1 (page 58)

1. Most were built near rivers on the coast to allow for easy trading.
2. They had high walls, gates with controlled entry and there were guards employed by the town.
3. A house in a medieval town was made of wood, usually several storeys high with the higher floors sticking out over the street.
4. Charter: the contract from the king that set out the rights of the town in return for taxes paid to the Crown.
5. The streets were dirty, as people threw their rubbish out onto them; people lived very close together; animals roamed freely carrying disease with them.

### Checkpoint 5.5.2 (page 59)

1. Craftsmen's shops had picture signs because many people could not read.
2. Guilds were organisations that regulated a trade in a town. All the craftsmen were members and they set down rules about prices, quality and workshops. They looked after the older members and the families of members who died.
3. To become a master craftsman, a boy had to complete several stages. Apprentice: a boy who went to learn a trade from a craftsman by living and working in his workshop. Journeyman: after seven years as an apprentice, a journeyman could be paid for his work and would travel around offering himself for work. Master craftsman: a craftsman who had been admitted into the guild could open his own workshop. Masterpiece: to become a master craftsman, a craftsman would prepare an example of his work to be judged by the guild.

### Checkpoint 5.6.1 (page 61)

1. Christendom means 'the kingdom of Christ'. Europe was called this during the Middle Ages, as nearly everyone was Catholic.
2. The Pope was the head of the Church in Rome. Under him were the cardinals, then the bishops ruling each diocese, then the priests in the parishes and finally monks and nuns in their monasteries/convents.
3. Kings gave the Church land and wealth.
4. The priest was often the only person who could read and write; life was centred on religious holidays.

# Ch. 6 - Norman England

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 5.6.2 (page 63)

1. People joined monasteries and convents so they could dedicate themselves to the service of God.
2. Abbot: head of the monastery; Sacristan: prepared the church for Mass; Infirmarian: looked after the sick; Almoner: gave help to the poor; Hosteller: looked after visitors to the monastery.
3. (a) Dormitory: where monks slept; (b) Refectory: where the monks ate; (c) Cloisters: covered walkways where monks could pray in silence; (d) Infirmary: where a monk looked after the sick.
4. Monasteries were the first places to offer education to children based on ability, to provide help to the poor and the sick and they also provided places for travellers to stay.
5. He would swear vows of chastity, obedience and poverty. The crown of his head would be shaved and he would receive a habit.
6. Monks stayed in their monasteries, while friars travelled around serving the poor and the sick.

### Checkpoint 5.7 (page 65)

1. Medieval medical practices were based on the writings of ancient Greek doctors, for example, Hippocrates.
2. People believed that an imbalance between the body's four humours (blood, black bile, yellow bile and phlegm) caused illness.
3. The main treatments for illness in the Middle Ages were leeching, bleeding, cupping and amputation.
4. People had no idea about cleanliness; they lived close together; towns were very dirty; animals and animal waste were everywhere.
5. Midwives usually had no training; women could bleed to death during childbirth or get infections afterwards.
6. The Black Death was a plague that swept across Europe from 1347 to 1350, killing one-third of Europe's population.
7. It was spread by fleas, which could be transported long distances quickly on rats, helping the plague to spread from region to region at speed.
8. The symptoms were oozing swellings all over the body, darkly discoloured skin and the filling of the lungs with phlegm.
9. People responded with prayer, by fasting and beating themselves with whips to repent of their sins and often by blaming minorities in communities, such as the Jews.
10. As many peasants died, there were fewer people to work the land. Those who remained demanded better conditions from their lords.

### Checkpoint 5.9 (page 67)

1. They are the direct descendants of William the Conqueror.
2. They built large stone castles; introduced the Romanesque and Gothic styles into church building, leading to much bigger buildings with higher roofs.
3. English became highly influenced by French.
4. They conquered places all over Europe; led to the Crusades

### Exam-Style Question (page 69)

- (a) Any two of: Constantinople, Sardinia, Dubrovnik, Naples, Genoa, Marseilles.
- (b) 1348
- (c) Sailors
- (d) Transmitted by infection of the breath.
- (e) Pains all over the body, a terrible lassitude, pustule on a thigh or an arm, violent pains all over the body, violent bloody vomiting.
- (f) The corpse of a victim.
- (g) They were overcrowded, dirty, full of animals.
- (h) Millions died, one-third of the population; Jews were blamed for it spreading and were driven from many places; the population of peasants declined and this helped to end the feudal system.



# Ch. 7 - Norman Ireland

## Textbook Solutions (1st Edition)

### Checkpoint 7.1 (page 90)

1. The first Viking settlements were built on the coast and beside large rivers. Both of these locations would help the Vikings to raid the rest of the country and trade with the outside world.
2. Viking Dublin was protected by a ditch and an earthen mound with a high wooden fence on top. In the late eleventh century, stone walls were built around Dublin. The houses were made of wattle and daub with thatched roofs. The town was full of craftspeople like blacksmiths, carpenters, jewellers and leather-workers.
3. We know that the town expanded over time because: a second set of walls was built around the earlier settlement; a suburb was built on the north side of the Liffey in the eleventh century.
4. Evidence at Wood Quay shows that the following craftspeople worked in Dublin: blacksmiths (metal working, making tools and weapons), carpenters (woodworking), jewellers (fine, artistic metalwork) and leather-workers (tanning, shoemaking, etc.).
5. The Gaelic Irish attacked Dublin for its trade goods and its riches.
6. At the Battle of Clontarf, a Gaelic Irish alliance led by the High King Brian Boru defeated the Vikings of Dublin and their Irish allies.

### Checkpoint 7.2 (page 92)

1. In France, the Vikings settled in Normandy.
2. The Normans invaded England in 1066, when William of Normandy laid claim to the English crown after the death of King Edward the Confessor.
3. Dermot MacMurrough sought help from Henry II because he had been driven out of his kingdom of Leinster by the High King, Rory O'Connor. Henry II refused to help outright but did allow MacMurrough to recruit Norman knights to help him.
4. MacMurrough promised Strongbow his daughter's hand in marriage and the kingship of Leinster after his death.
5. Norman advantages over the Irish in battle: the use of horses and archers; better armour and swords; battle tactics were more coordinated than those of the Viking and Irish armies.
6. Henry II came to Ireland in 1171 because he was worried that Strongbow was getting too powerful and would become the ruler of Ireland.
7. Many of the Irish kings swore allegiance to Henry in the hopes that Norman expansion would be slowed or stopped.

### Checkpoint 7.3 (page 94)

1. Dublin needed walls to protect it from attacks by the Gaelic Irish.
2. The Vikings and Gaelic Irish had been banned from living inside the walls of Dublin.
3. The Liberties were areas outside the city walls that did not have to pay taxes.
4. The city council passed a law that every householder had to clean the street in front of their house and fined them if they did not. Animals were banned from wandering the streets. In 1305, three watchmen were appointed to patrol the streets at night. In 1224, a conduit was built to bring fresh water into Dublin from the mountains, and in the fourteenth century the main streets were paved.
5. (a) Imports to Dublin: wine from France and iron and pottery from Britain. (b) Exports from Dublin: included hides, grain and pulses.

# Ch. 8 - The Renaissance

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 6.1 (page 72)

1. Renaissance: 'rebirth' it refers to the rebirth of European interest in the civilisations of Ancient Greece and Rome. During this period, people began to question old ideas from the Middle Ages and develop new ideas about art, architecture, science, literature and medicine.
2. Humanism: shift in mindset from a focus on God to a focus on human knowledge.
3. Any three of: ruins of the Roman Empire; the fall of Constantinople in 1453; wealth from trade; new ideas from trade; competition between Italian city states; patrons.
4. Patron: a wealthy person who commissioned (hired) an artist to produce a work of art for them, for example the de Medici of Florence or the popes in Rome.
5. Any of the reasons is valid once it is backed up with an explanation. A good answer will highlight the role of money.

### Checkpoint 6.2.1 (page 74)

1. Medieval subject matter: usually religious; Renaissance subject matter: mythology, portraits, nature, religion, everyday life.
2. (a) The Middle Ages: powdered pigments were mixed with egg yolk to produce egg tempera paint; (b) The Renaissance: the paint was mixed with oil.
3. Perspective: the creation of depth and distance in a painting to add a three-dimensional effect; Anatomy: the study of the structure of the human body.

### Checkpoint 6.2.2 (page 76)

1. Realistic body shape; sfumato; perspective.
2. Use of colours; perspective; realistic bodies .
3. Use of very strong colours; black background to focus on the figures; realism in the figures.

### Checkpoint 6.2.3 (page 78)

1. They studied anatomy and used live models. They made detailed drawings of their models before they started carving.
2. Michelangelo's David: 5 m tall; free standing; David is naked; very detailed body (veins, muscles, etc.).

### Checkpoint 6.3 (page 80)

1. Before the printing press, all books in Europe were copied by hand.
2. Gutenberg's printing press: they placed individual metal letters into a frame to form words, coated them with ink and pressed the frame onto paper; they then moved the letters around in the frame to make the next page, and so on.
3. Any two of: more books were produced; books were cheaper; more people learned to read and write; people read for entertainment; the Church's control over learning and ideas was reduced; the use of Latin declined as people started to write books in the vernacular.
4. The vernacular is the everyday language spoken by people in their native country.
5. As books were cheaper to produce, they became more widely available, so there is more written material available to use as sources.

### Checkpoint 6.4.1 (page 81)

1. Andreas Vesalius's book, *On the Fabric of the Human Body*, was full of correct information and contained 270 accurate drawings of the human bones, muscles, veins and organs.
2. William Harvey discovered that the heart pumped blood around the body.
3. Main differences: in medieval medicine, sickness was thought to be caused by imbalances between the four humours, but Renaissance medicine proved these did not affect health in that way; medieval medicine was based on ancient beliefs that were not backed up by facts, while Renaissance doctors did research and sought to base their treatments on actual observations and facts about the body. Students may make other valid points.

# Ch. 8 - The Renaissance

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 6.4.2 (page 82)

1. Before the Renaissance, people believed that the sun rotated around the Earth.
2. Galileo improved the telescope to magnify objects many hundreds of times; he used his telescope to study the planets and stars and discovered that the surface of the moon has craters and mountains, and that Saturn has rings.
3. He declared that the Earth rotates around the sun.
4. The Church opposed any form of scientific enquiry that went against its teachings and Galileo was put on trial before the Inquisition; he was convicted of heresy and to avoid being burned at the stake, he agreed to say he was wrong.
5. Galileo's trial by the Inquisition tells us that the Church at the time was very powerful and was not prepared to allow anyone to challenge its teachings.

### Exam-Style Question (page 84)

- (a) 20 months.
- (b) The urgency of the Pope.
- (c) Immense satisfaction.
- (d) They had a difficult relationship as the Pope pressured him to finish more quickly and threatened to throw him from the scaffolding.
- (e) Realistic portrayal of the body; naked bodies; strong, varied colours; perspective in the background to create depth.
- (f) Students should identify a difference and use an example to back each of them up. Very good answers will include three different examples, a different one for each point.
- (g) A wide range of possible answers here and the focus should be on the explanation of the value of art to the modern world. Very good answers will use examples to back them up. The kind of points could include: the beauty of the works, the culture of the past, the representation of the country in the art and so on.
- (h) Long answer question: answers should cover in detail at least two of: the printing press; medical advances through the study of anatomy; scientific advances such as the work of Galileo.



# Ch. 9 - The Age of Exploration

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 7.1 (page 86)

1. Ships could not navigate accurately, often ending up very far from where they had planned to go; sailors believed the Earth was flat and that they would sail off the edge if they went too far; they feared sea monsters.
2. **(a)** The Renaissance encouraged people to think about the world in different ways; desire to explore and understand the world; influence of Ptolemy's *Geographia*; **(b)** The trade in silks and spices from the East was profitable and explorers could grow rich if they could find ways to get goods to Europe more quickly; **(c)** European rulers sponsored voyages of exploration so that they could expand their territory to any newly discovered lands; **(d)** The Pope encouraged Christian rulers to defeat Muslims, who had gained control of the Middle East; explorers aimed to convert the people of any new lands they discovered to Christianity.
3. Any reason is valid here once it is properly backed up with an explanation.

### Checkpoint 7.2 (page 89)

1. They mapped harbours and coastlines more precisely, recording information like currents, tides and depth.
2. **(a)** Quadrant and astrolabe; **(b)** Compass; **(c)** Log and line.
3. Large square sails to catch the wind for propulsion (mainsails) and triangular (lateen) sails to sail into the wind and make them easier to manoeuvre in bays and along coasts.
4. The hull was built with planks fitted edge to edge, which were far lighter, so ships could be bigger, could have more masts and could carry more men and supplies.
5. **(a)** Harsh discipline was used to keep order. Men were flogged (whipped) or put in chains for breaking minor rules. Execution was common. This was to prevent a mutiny breaking out; **(b)** Food that would last for long voyages tended to be dry and very salty. When the crew ran out of meat and vegetables, they ate flat, hard bread made from water, flour and salt called ship's biscuit; **(c)** The lack of fresh water led to typhoid fever, and the lack of foods rich in vitamin C (such as citrus fruit) led to scurvy, which caused exhaustion, tooth loss, vomiting and eventually death.

### Checkpoint 7.3.1 (page 91)

1. Portugal was ideally located on the edge of Europe and close to Africa. Its king wanted to find new trade routes that could make Portugal rich enough to protect itself from its more powerful neighbours, especially Spain.
2. He founded the school of navigation at Sagres to bring together cartographers, instrument-makers, astronomers and experienced sailors to advance knowledge and to perfect naval technology.
3. **(a)** Dias sailed around the southern tip of Africa (the Cape of Good Hope) in 1487; **(b)** da Gama sailed up the eastern African coast and then east to Calicut in India in 1497.
4. They established a large empire in Africa and Asia; controlled the spice trade by defeating Arab and Muslim kingdoms; Portugal became wealthy; other countries sought to follow Portugal's example.

### Checkpoint 7.3.2 (page 93)

1. They were attracted by the promises of riches that Columbus brought back with him.
2. They enslaved them, forced them to work in mines or on large sugar plantations. A large majority of them died due to disease, overwork, disruption of family life and the agricultural cycle.
3. The Spanish needed to replace the native population they had used as labourers that had been killed off.

### Checkpoint 7.4.1 (page 95)

1. In Aztec society, there was no iron or steel so they used wood and stone tools and weapons; no horses, cattle, sheep, pigs or goats; many gods; human blood sacrifice.
2. He had heard rumours of their great wealth.
3. To show his men that there was no going back.
4. Their god, Quetzalcoatl, returned from across the sea as promised in their mythology.
5. The Spaniards started to steal from the Aztecs and tried to rule through their king, Montezuma.
6. Cortés laid siege to the city with a massive army and they built a small fleet to cross the lake and attack the island.

# Ch. 9 - The Age of Exploration

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 7.4.2 (page 96)

1. He had heard rumours about the wealth of their kingdom.
2. At Cajamarca, in order to provoke the Incas, Pizarro sent them a priest and the Bible. When the Inca king threw it aside, Pizarro attacked and captured the king, Atahualpa.
3. The Incas offered to fill an entire room with gold and silver.
4. The death of Atahualpa threw the empire into chaos, as he had left no heir.

### Checkpoint 7.5 (page 99)

1. Colonisation: when a country takes over another territory and settles some of its own people there to control it.
2. Britain colonised North America, Spain colonised Mexico, Portugal colonised Brazil, the Netherlands colonised the Spice Islands (modern-day Indonesia), etc.
3. The people of South America had no immunity or resistance to European diseases and millions were wiped out.
4. Slavery triangle: ships sailed to African slaving ports, where they loaded up with slaves to bring to the Americas. They then sailed back to Europe, laden down with food and precious materials from the Americas. They brought European goods (e.g. cotton, glass, iron or guns) to Africa to trade for more people to transport as slaves.
5. Spain in South America; Portugal in South America and Africa; Britain in North America and India; France in North America and Africa.
6. They were all competing for the same territory and resources. Examples: Spain/Portugal; Spain/England; England/France.
7. Columbian exchange: the exchange of foods, animals and technologies between Europe and the Americas; horses, cattle, sheep, new farming methods and new technologies (like steel) were introduced to the Americas and potatoes, chillies, avocado, cocoa (chocolate), coffee, tomatoes and tobacco reached Europe.

### Exam-Style Question (page 101)

- (a) 'All young and of fine shapes, and very handsome. Their hair was not curly but loose and coarse like horse-hair... Their eyes are large and very beautiful'.
- (b) He tried to find out if they had any gold.
- (c) The indigenous people gave the Spaniards parrots, balls of cotton and spears, and they received glass beads and hawks' bells.
- (d) Yes, they would be easy to conquer, they didn't know anything about weapons and he thinks fifty armed men could conquer them.
- (e) He looks down on them, he thinks they would be easily conquered and they trade valuable things for glass beads. He compliments some of their characteristics (they are very handsome), but even this is in negative terms (they would make good servants).
- (f) They are depicted in an inferior or subservient way. The artist presents them as lesser than the Europeans by having them bowing before Columbus, wearing very little clothing and having primitive weapons.
- (g) These accounts are biased/one sided, they are written without any awareness or knowledge of the local peoples or how they reacted to the arrival of the Europeans.
- (h) Long answer question. Points to include could be the conquest of the Aztecs and Incas; the impact of European diseases on indigenous peoples; the destruction of cultures (religion, traditions, languages, etc); importation of African slaves, etc.

# Ch. 10 - The Reformation

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 8.1 (page 104)

1. The Renaissance encouraged people to question old beliefs. An increase in literacy also helped people to gather information independently.
2. The ideas of the Reformers spread quickly around Europe in printed books and pamphlets.
3. Simony: the buying or selling of positions within the Church; nepotism: the appointing of relatives to Church jobs regardless of merit; pluralism: holding more than one Church position at the same time; absenteeism: priests or bishops being absent from their parish or diocese for long periods of time.
4. An indulgence was a special prayer to reduce the amount of time a soul spent in purgatory; the idea that forgiveness of sins could be bought for money outraged many.
5. **(a)** The Church was wealthier than some kings and ordinary people paid tithes to it; **(b)** The Church was beyond the power of kings, who wanted to have full control over the countries they ruled.
6. Any answer here is acceptable, once it is supported by well explained reasons linking it to the Reformation.

### Checkpoint 8.2 (page 107)

1. He first wrote to the local bishop complaining about them being sold. When he was ignored, he wrote out his 95 theses (arguments) against their sale and published them.
2. He firstly sent a theologian, John Eck, to debate him and then later threatened him with excommunication if he did not recant (take back) his views.
3. Excommunication: being expelled from the Catholic Church and being unable to receive the sacraments.
4. Luther defended his teachings before the Holy Roman Emperor at the Diet of Worms, but did not convince the Diet. He was declared an outlaw and his arrest was ordered.
5. After the Diet of Worms, Luther was whisked away in a fake kidnapping and given shelter by Prince Frederick of Saxony at Wartburg Castle.
6. **(a)** The language of Mass and the Bible: they should be in the vernacular; **(b)** The sacraments: there were only two sacraments, baptism and communion; **(c)** What happens at communion: Luther believed in consubstantiation – that the bread and wine did not *become* the body and blood of Jesus, but rather that the two existed side by side.
7. Any one of: religious wars broke out; the Reformation spread throughout Europe; Catholic Church was forced to address many of the problems Luther raised by bringing in reforms.

### Checkpoint 8.3 (page 109)

1. Any four of: Scotland, England, Netherlands, Denmark, Norway, Sweden, Switzerland, parts of France, Germany.
2. Predestination: the belief that God had already decided before a person was born whether they would go to heaven.
3. Geneva, Switzerland.
4. Southern Europe was closer to the power centre of the Catholic Church (Rome) and therefore it was easier for the Church to keep control over those areas.



# Ch. 10 - The Reformation

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 8.4 (page 111)

1. Courts of Inquisition: a Church court set up during the Counter-Reformation to arrest, try and punish anyone thought to be a threat to Church teaching.
2. The Inquisition used imprisonment, torture, burning at the stake, fines, confiscation of property to limit the spread of the Reformation.
3. They converted the peoples of South America to Catholicism and introduced Catholicism to Asia; they set up schools for the sons of the nobility and wealthy families to ensure they remained Catholic.
4. A regular meeting of bishops between 1545 and 1563; it was the Church's response to the Protestant attack on its teachings.
5. It banned the sale of indulgences, simony, nepotism, pluralism and absenteeism; seminaries were set up to train priests; priests were to be celibate and could not marry; strict rules and punishments were introduced for priests who broke these rules; it published a list of books that Catholics were forbidden to read.
6. It was a single 'rule book' for Catholicism, designed to provide people with clear, simple answers to questions about their faith, and also to ensure there was consistency in how Catholicism was taught across Europe.

### Checkpoint 8.5 (page 112)

1. Many countries had minority populations of either Catholics or Protestants. These groups were seen as a potential threat by their rulers and were persecuted to get them to change religions.
2. Any two of: England/Spain; Spain/Netherlands; various German states.
3. The Pope no longer had any control over Protestant countries, and in Catholic countries his power was reduced as he now needed the support of the local ruler.
4. **(a)** Both sides wanted to educate the people in their faith so that they would understand it better and therefore remain loyal. As a result, education greatly expanded in Europe; **(b)** The Catholic Church spent huge sums of money on its churches and filled them with art to make them more attractive than the plain Protestant ones. This started the Baroque movement in art.

### Exam-Style Question (page 114)

- (a)** The Pope's inquiry found that Luther's teachings were 'against the doctrine and tradition of the Catholic Church'.
- (b)** The Pope had urged Luther to change his mind through meetings with his representatives and through his own letters. He offered him protection and money to come to Rome for a meeting.
- (c)** Any two of: Luther and his supporters must stop preaching; must stop publishing books and pamphlets; must burn all his writing; must recant perpetually his views.
- (d)** He burned the bull in front of a crowd; this was a public act of rejecting the powers of the Pope. There could have been a symbolic significance as well, as burning by fire was the common form of punishment for heretics – Luther was saying that the Pope was a heretic as well.
- (e)** It is a secondary source. Any drawing of an event is a secondary source as it is not contemporary to the events and was drawn after the events.
- (f)** Any three of the causes properly explained.
- (g)** Long answer question. Answers could address topics like the work of new religious orders, the Inquisition and the Council of Trent to combat the spread of Protestantism.
- (h)** Any two consequences properly explained.

# Ch. 11 - The Irish Plantations

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 9.1 (page 116)

1. The Plantations: Irish land was confiscated by the English Crown and then colonised by British settlers; The Pale: the area around Dublin directly under the control of the English Crown; Anglo-Irish: descendants of the Anglo-Normans who had invaded Ireland in the twelfth century; Gaelic Irish: the Gaelic chieftains who followed Irish laws (known as Brehon law).
2. Anglo-Irish families: any two of: the Fitzgeralds of Kildare, the Butlers of Ormond/Kilkenny and the Fitzgeralds of Munster; Gaelic Irish families: any two of: the O'Neills of Tyrone, the O'Donnells of Donegal and the MacCarthys of Cork.
3. Brehon law was a set of Gaelic Irish laws dating back as far as the Iron Age. The laws were a civil rather than a criminal code.
4. The Gaelic Irish resisted the English laws because they reflected the values of a different society and would involve such things as: harsh jail sentences and death by hanging given as punishments, divorce being forbidden, etc.
5. Tensions increased because the Gaelic Irish feared that the Crown would try to expand its control over Ireland and therefore disliked and attacked English settlers.

### Checkpoint 9.2 (page 118)

1. Henry VIII broke with the Church so that he could divorce his wife, Catherine of Aragon, and marry Anne Boleyn. Henry was excommunicated by the Pope and declared himself Head of the Church in England. This marked the beginning of the English Reformation and resulted in England becoming a Protestant monarchy.
2. Act of Supremacy: when Henry VIII declared himself the Head of the Church in 1534.
3. Mary I, Elizabeth I and Edward VI.
4. Any three of: to expand their territory; to spread English customs, culture and laws; to spread their new religion; to prevent the Catholic Gaelic Irish forming an alliance with other Catholic countries; to prevent further rebellions; to save money.
5. Surrender and regrant: the Anglo-Irish and the Gaelic Irish rulers were to surrender themselves and their lands to Henry VIII, and he would grant their land back to them, along with an English title.

### Checkpoint 9.3 (page 121)

1. Sixteenth century.
2. Undertaker: a man who undertook (agreed) to do as he was told with the land given to him.
3. Laois-Offaly: Queen Mary I; Munster: Queen Elizabeth I.
4. Laois-Offaly: It did not attract enough planters from England; English customs and laws did not flourish; Gaelic planters had to be given land; the confiscated lands were still attacked; lessons were learned for future plantations. Munster: The Crown had hoped for 20,000 settlers, but only one-fifth of that number went; land still had to be rented to the Gaelic Irish; the Gaelic Irish continued to attack the plantations; new towns such as Killarney, Lismore, Youghal, Mallow and Bandon were founded; new farming methods were brought to Ireland and tillage (crop farming) became popular; new trades such as coopering came to Ireland; lessons were learned for future plantations.
5. Laois-Offaly: The estates were too large; not enough planters were brought over; the plantation towns were not planned well.  
Munster: The estates were still too large; they still had to rent to the Gaelic Irish; the Gaelic Irish continued to attack the plantations.

# Ch. 11 - The Irish Plantations

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 9.4 (page 125)

1. The Nine Years War was a war that took place between 1594–1603 when the Gaelic clans in Ulster fought against the spread of English control.
2. King James I organised the Ulster Plantation to gain control of Ulster and spread Protestantism.
3. Servitor: an English or Scottish soldier who had fought for the Crown; Loyal Irish: native Irish who had stayed loyal to the Crown during the Nine Years War.
4. To discourage them from renting land and prevent them becoming economically secure.
5. Undertakers. They received at least 500 acres more than the servitors, and at least 1,000 acres more than the loyal Irish.
6. **(a)** Large numbers of English and Scottish settled in Ulster. Of a total Ulster population of 200,000, roughly 40,000 were Scots; **(b)** The Protestant population increased; **(c)** The Gaelic Irish were driven off the land they had always held. It was given to loyal planters.
7. After plantation, one-quarter of the population of Ulster was Scottish.
8. Any three of: new towns were founded and were well planned; English-style houses and stone castles were built; crop farming began to take over from cattle farming; markets were set up in plantation towns.

### Checkpoint 9.5 (page 127)

1. Penal Laws: laws that suppressed the status of Catholics in Ireland.
2. Catholics were forbidden to run schools; forbidden to teach; forbidden to employ a Catholic schoolmaster for their children; forbidden to attend the only university (Trinity College).
3. **(a)** The majority of Ireland's population remained Catholic, but by 1700 Protestants owned 85% of the land. Anger and mistrust grew between the communities and tensions occasionally erupted into terrible violence on both sides; **(b)** Protestants ensured that they held on to their control, wealth and land ownership by introducing the Penal Laws. The Protestant/Catholic political divide continued to influence; **(c)** The English language became the dominant language in most parts of the country; English laws replaced Brehon law; English farming methods replaced the Gaelic ways; forests were cleared and land divided up; Ireland became more urban.
4. Areas where the numbers of Irish speakers are the highest are the areas where the Plantations were least successful. Areas with the lowest figures are areas that were successful during the Plantations, along with the Pale, which had originally been loyal to the king.

### Checkpoint 9.6 (page 130)

1. Any two of: houses were rectangular and their thatched roofs (of barley straw) were supported by posts inside the house; streets and pathways were surfaced with gravel, stones, wattle mats or split logs; back yards were divided by posts and wattle fences.
2. Any two of: they were surrounded by high walls to protect the city from attacks by the Gaelic Irish; entry and exit were through a series of gates, where a toll was paid; many who lived within the city walls worked at a trade or a craft.
3. Any two of: Killarney, Portlaoise, Derry.
4. Plantation towns were walled and had wide, straight streets, usually laid out around a square where weekly markets were held.
5. King James I asked the London guilds for finance in return for the county of Derry; each section of land was given to a guild, for example tailors, fishmongers or goldsmiths; the London guilds renamed it 'Londonderry' when it was granted a royal charter by King James I in 1613; from 1610 to 1618, the guilds built a fortified city; it was planned in a grid pattern, which remains today; high walls were built around the city; the centre was a diamond-shaped area.
6. Differences between Catholics and Protestants arising from the period of the Plantations continue to lead to tensions, discrimination, conflict and violence, especially in Ulster.
7. In rural areas, landowners established towns close to their estates to act as a focal point for markets; these market towns expanded due to canals and railways in the 1800s; Ireland's larger urban areas and cities expanded; Belfast became the island's industrial heartland from the 1750s on, while Dublin was the seat of government for the Irish parliament (until 1801) and then for the British government in Ireland.



# Ch. 11 - The Irish Plantations

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 132)

(a) Primary visual source.

(b) Benefit: Shows what the Castle of Cahir and its estates looked like at the time, and how they were organised;

Limitation: It may contain exaggeration.

(c) Tillage farming; land was divided into fields using hedges and ditches.

(d) Plantation towns were walled; they had wide, straight streets; usually laid out around a square where weekly markets were held.

(e) For example: The Ulster Plantation.

(f) For example: King James I.

(g) Large numbers of English and Scottish settled in Ulster; the Protestant population grew; crop farming began to

take over from cattle farming; English-style houses and castles were built; tensions between the two groups flared

(and exist to this day).

(h) Written accounts by planters would be a useful source as they would show what the planters thought and felt at

the time of the plantation. They might also provide details of the land they planted and the people on it.

# Ch. 12 - The American Revolution

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 10.1 (page 135)

1. The Enlightenment: a movement of thinkers in the eighteenth century who valued reason and science above faith or authority as a basis for society.
2. The British passed the Navigation Acts, which forced the colonies to sell some of their products to Britain alone. They did this because they wanted to use cheap American raw materials in their industries.
3. Britain wanted the colonies to contribute to the cost of their own defence. Also, many Americans gained military experience from fighting with the British army.
4. The Stamp Act required all sorts of documents to have a government stamp on them, which had to be paid for.

The Americans were strongly opposed to it and attacked tax collectors, held protests and forced the British to withdraw the Act.

5. Any of the causes are valid answers here, once the explanation details how it was linked to the Revolution.

### Checkpoint 10.2 (page 138)

1. British soldiers opened fire on a crowd in Boston, killing five. The British withdrew the last of the restrictions and taxes on the colonies, except one on tea.
2. The British imposed a tax on tea to show they could still tax the colonies. When they decided to exempt the East India Company from this tax, the Americans were outraged and protested by throwing the tea shipment into Boston harbour.
3. The British blockaded Boston harbour, suspended the city's assembly and imposed military rule on the city. The other colonies sent representatives to the First Continental Congress to consider their response.
4. They stated their opposition to all taxes, ordered a boycott of British goods, demanded the removal of British soldiers and ordered the formation of local militias.
5. The British army tried to seize the weapons of the colonists at Concord and they were ambushed on the way there at Lexington by American militiamen.
6. It was the day that the Continental Congress issued the Declaration of Independence.

### Checkpoint 10.3 (page 141)

1. Advantages of the Continental Army: local knowledge; guerrilla warfare; Disadvantages: far smaller (only 20,000 men), part-time only, lacked discipline, poorly equipped, poorly trained.
2. Advantages of the British army: larger (80,000 men); professionally trained and equipped; well supplied by the British fleet; Disadvantages: thousands of miles from home; lost the support of the people by treating them all as enemies.
3. Victory at Saratoga restored confidence after the defeat at Philadelphia, and convinced other countries, such as France, to enter the war on the American side.
4. Washington spent the harsh winter of 1777–1778 at Valley Forge training his army and turning them into a modern, professional army.
5. Any three of: supported by the colonists; guerrilla tactics wore down the British; they had French support; Washington's leadership; training at Valley Forge; victory at Yorktown.

### Checkpoint 10.4 (page 142)

1. US territory expanded to the west coast and grew to 50 states.
2. (a) The French were influenced by the ideals of freedom and equality. In addition, the cost of the war in America (together with their king's lifestyle) bankrupted France, causing the crisis that brought on the Revolution; (b) Ireland was inspired by the ideals of equality and of independence from Britain.
3. The Revolution was based on the inalienable rights of people and the need for equality. All those groups were treated unequally and therefore the ideals of the Revolution encouraged them to fight for the freedom and equality promised in the Declaration of Independence.

# Ch. 12 - The American Revolution

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 144)

- (a) They are attached with the strongest ties that can unite societies.
- (b) They want to restore the former harmony between the colonies and Britain.
- (c) They wanted to make one last attempt to prevent a full scale war between Britain and the colonies.
- (d) No. It was important that the Congress looked like they had done all they could have done to prevent a war in order to get as much support as possible, both within the colonies and in other countries.
- (e) Letters, diaries, newspapers from the time.
- (f) Long answer question. Answers should identify the key long-term and short-term causes of the revolution and provide details on them.
- (g) Long answer question. Answers should identify the key events that took place during the revolution studied and explain why they were important.
- (h) Long answer question. Answers should identify at least three key impacts/consequences/results of the revolution. The link to the revolution should be clear and the impact fully explained.

# Ch. 13 - The French Revolution

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 11.1 (page 147)

1. Absolute monarch: a king who held total power over the country; it was thought that his authority came directly from God and he had a divine right to rule.
2. The Enlightenment thinkers said that society should be based on reason and science, not on faith or authority.

This helped people to feel that it was possible to challenge the view of absolute monarchs.

3. **(a)** First Estate: the clergy; **(b)** Second Estate: the nobles; **(c)** Third Estate: all other French citizens.
4. Any two of: the Third Estate was larger; was not exempt from taxes; many still lived under feudal law.
5. The Third Estate had to pay the taille (land tax), the gabelle (salt tax), the corvée (working for free repairing roads) and the tithe (Catholic church tax). They resented these as the other two estates were exempt, yet the Third Estate had no say in running the country.
6. Many French people were inspired by the ideals of liberty and equality seen in the American colonies; the American War of Independence bankrupted France and caused the crisis that led to the calling of the Estates General in 1789.

### Checkpoint 11.2 (page 150)

1. The Estates General was a kind of French parliament that was made up of three parts, each representing one of the three Estates.
2. 175 years.
3. Traditionally, the three estates had one vote each. But there were far more members of the Third Estate than of the other two combined. The Third Estate representatives demanded that each representative get one vote each.
4. The oath taken (on the Versailles tennis courts) when the Third Estate declared itself the National Assembly and swore to continue meeting until the king agreed to a constitution for France.
5. The summer of 1789 saw food prices rise too high for ordinary people. There were also fears that the king would use the army to shut down the National Assembly.
6. On 14 July, a Paris mob stormed the Bastille prison and executed the governor.

### Checkpoint 11.3 (page 153)

1. **(a)** The revolution abolished the feudal system, all privileges of the nobility and all titles; **(b)** The revolution abolished tithes, seized all Church property for the state, required all clergy to take an oath of loyalty to the revolution and removed the Pope's power over the French Church.
2. All men are born free and equal; all citizens have the right to liberty, property and security; all citizens are equal before the law; everyone has the freedom to speak, write and publish what they want.
3. To seek the support of other European monarchs to crush the revolution.
4. Other European countries were worried that the revolution would spread to their countries. France declared war on Austria and eventually defeated them; Britain, Spain and the Netherlands declared war on France after the executions of the king and queen.
5. Louis XVI was found guilty of treason by a small majority of the National Assembly.

### Checkpoint 11.4 (page 154)

1. The revolution was endangered due to the war and so the assembly established the committee to save the revolution and destroy its enemies, both inside and outside France.
2. Key task here is for students to link the challenge with the response. For example: opposition to the revolution from the upper classes – the Law of Suspects meant that large numbers of people were executed simply for being accused of being against the revolution.
3. Despite the threat from the war receding, Robespierre continued and expanded the Terror. Fearing that he would target them next, the other members of the Committee had him arrested and executed.



# Ch. 13 - The French Revolution

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 11.5 (page 155)

1. **(a)** It ended the absolute monarchy, led to the coming of Napoleon to power; **(b)** It spread its ideas of revolution, and many monarchs' power was reduced as more people wanted democracy; **(c)** The United Irishmen were inspired by the ideals of the revolution and this led to the 1798 rebellion which received military aid from France.
2. Any of the results is acceptable as an answer once it is supported by well-explained reasons.

### Exam-Style Question (page 157)

- (a)** Half past nine.
- (b)** Any one of: the king approached the scaffold calmly; he declared his innocence to the crowd.
- (c)** 'I die innocent; I pardon my enemies.'
- (d)** The source claims that only the Sans Culottes rejoiced at the king's execution.
- (e)** A number of different answers here: the writer is clearly an opponent of the execution.
- (f)** Long answer question. Answers should identify the key long-term and short-term causes of the revolution and provide details on them.
- (g)** Long answer question. Answers should identify the key events that took place during the revolution studied and explain why they were important.
- (h)** Long answer question. Answers should identify at least three key impacts/consequences/results of the revolution. The link to the revolution should be clear and the impact fully explained.

# Ch. 14 - The 1798 Rebellion

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 12.1 (page 159)

1. Protestant Ascendancy: the wealthy land-owning Church of Ireland minority who controlled Ireland in the eighteenth century.
2. The Penal Laws were discriminatory laws designed to keep Catholics poor and powerless. Any two of: Catholics could not vote or sit in parliament; Catholic priests were banned; Catholics could not open or attend schools; Catholic-owned land had to be divided equally between all sons upon a father's death; Catholics had to pay tithes to Church of Ireland clergy.
3. **(a)** The Anglicans resented the limited power they had in their own Irish parliament, and the unfair trading practices of the British government; **(b)** Catholics could not vote or sit in parliament so they had no say in how the country was run; **(c)** Presbyterians could also not vote or sit in parliament.
4. The ideas of liberty would have appealed to those who wanted Ireland to be more independent of Britain. Equality would have appealed to Catholics and Presbyterians who wanted to end the discrimination they suffered. The revolutions in France and America had been successful and therefore people believed these ideals were achievable.
5. The British government worried that the French might invade Ireland to support a revolution and that Ireland might try to break away from Britain.

### Checkpoint 12.2 (page 162)

1. Tone was inspired by the French Revolution's Ideas of 'liberty, equality and fraternity' and wanted to bring them to Ireland.
2. He wrote *An Argument on behalf of the Catholics of Ireland*, which argued that Catholics should have the same rights as Protestants.
3. The United Irishmen originally wanted religious equality, the removal of British influence from Ireland (though not an independent republic) and that all men should have the vote and the right to sit in parliament.
4. **(a)** The British government abolished the remaining Penal Laws and granted Catholics freedom of worship and the right to vote; **(b)** The British government in Dublin stepped up its surveillance of the United Irishmen and eventually banned them in 1795.
5. The French sent a fleet of 43 ships and an army of 15,000 men to invade Ireland in December 1796, but most had to turn back due to storms.
6. Any two of: General Lake's campaign of terror in Ulster and Leinster; the infiltration of the United Irishmen by spies and the arrest of the leaders; the setting up of the militia and yeomanry; the support for the Orange Order.

### Checkpoint 12.3 (page 164)

1. The disruption of the mail coaches from Dublin.
2. Spies had passed on information on the rebellion and the rebels were arrested when they arrived at their assembly points.
3. The rebels in Ulster were defeated in battles at Antrim and Ballynahinch.
4. Any two of: the rebels were better organised; won the initial battles with the government troops; the sectarian killings of Protestants.
5. Yes. The French only sent about 1,000 troops; they arrived in Mayo, far from the action and in August, when the rebellion was already over.
6. Any reason is valid once it is backed up by examples and explanation.

### Checkpoint 12.4 (page 165)

1. Sectarianism: conflict and hatred based on a religious divide.
2. The atrocities in Wexford fed fears that Catholics were plotting to take over the country and oppress Protestants.
3. The Act of Union abolished the Irish parliament and Irish MPs would sit in Westminster instead.
4. The British wanted greater control over Ireland to ensure that there would be no future rebellions.
5. Dublin went into a decline as many of its wealthy citizens relocated to London and much of its trade shifted to Belfast.
6. Wolfe Tone was the founder of the physical force republican tradition, which believed that force would be necessary to win an independent Irish republic from Britain.

# Ch. 14 - The 1798 Rebellion

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 167)

(a) Picture A shows a mob of rebels, all with distorted, animalistic faces, stabbing a man, woman and dog to death with their pikes. A small child hides in the bushes.

(b) Picture B shows a mob of rebels setting fire to a building/barn with people inside. They are preventing the people from escaping, by barricading the door and stabbing anyone who tries to get out.

(c) He was not a supporter of the rebellion. The rebels are portrayed as savages, killing innocent people with great violence.

(d) Secondary, as they were drawn long after the events they portray.

(e) Newspapers, letters, diaries and other documents from the time.

(f) Long answer question. Answers should identify the key long-term and short-term causes of the rebellion and provide details on them.

(g) Long answer question. Answers should identify the key events that took place during the rebellion studied and explain why they were important, as well as at least two well explained reasons for the rebellion's failure.

(h) Long answer question. Answers should identify at least three key impacts/consequences/results of the rebellion. The link to the rebellion should be clear and the impact fully explained.

# Ch. 15 - Catholic Emancipation

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 13.2.1 (page 170)

1. One hundred Irish MPs represented Ireland in Westminster.
2. Catholic emancipation: the demand for Catholics to be allowed to become MPs and to sit in parliament.
3. Catholics had been promised emancipation under the Union but that promise had been broken.

### Checkpoint 13.2.2 (page 173)

1. O'Connell supported the ideals of the French Revolution but was horrified by its violence and was opposed to political violence for the rest of his life.
2. The Catholic Association collected the 'Catholic rent', which paid for the campaign, supported pro-emancipation MPs, paid the legal costs of those arrested for campaigning and paid for publicity material.
3. In 1828 O'Connell was elected to Westminster as an MP but was unable to take his seat.
4. The British government responded to O'Connell's election by passing the Emancipation Act because they feared that otherwise a revolution would break out in Ireland.
5. 'Monster meetings' were huge rallies in support of repealing the Act of Union, sometimes attended by over 100,000 people. The government was afraid that these would lead to a rebellion.
6. He cancelled the meeting when it was banned, afraid that there would be violence if the government tried to break up the assembly. The Repeal Association split as a result and the other faction formed the Young Irelanders.
7. **(a)** Other Irish leaders followed O'Connell's example of rejecting violence to achieve political change through peaceful means (such as Parnell, Redmond and Hume); **(b)** O'Connell was an influence on non-violent mass protest movements around the world, such as those led by Mahatma Gandhi in India or by Dr King in the USA.



# Ch. 16 - The Industrial Revolution

## Textbook Solutions (Making History 2nd Edition)

### Checkpoint (page 457)

1. Name two inventors involved in the development of the steam engine.
2. How was industry powered before the steam engine?
3. How did steam engines influence mining?
4. Name one other machine that could be powered by Watt's steam engine.
5. Name two examples of cities that grew during the Industrial Revolution.
6. Why did cities grow during the Industrial Revolution?
7. How was their growth connected to the impact of the steam engine?
8. Where were the first public railways built?
9. How did steam engines make wars more bloodier and more destructive.

### Checkpoint (page 483)

1. Who made the laws in 18th Century Britain?
2. How many offences had hanging as a punishment?
3. Name two people who promoted prison reform.
4. How did they say prisons should be reformed?
5. Who was the Home Secretary who promoted changes in prison conditions?
6. Why did some MPs oppose improvements in prison condition.
7. What change did Robert Peel introduce in policing?

### Checkpoint (page 485)

1. What new crimes were committed in a rapidly changing society?
2. What was the most common crime in the 19th Century?
3. How did people view punishment of criminals?
4. Did people favour hanging as a punishment?
5. Where did Britain transport criminals?
6. What did they do in that country?
7. Name one term of the Gaols Act, 1823.
8. Name the first of the 90 new prisons built in England.
9. What was (i) the separate system and (ii) the silent system?
10. Why were public hangings banned?

### Checkpoint (page 471)

1. What was the miasma theory?
2. Who proved that germs caused disease?
3. What was pasteurisation?
4. Who linked bacteria to certain diseases?
5. Name one medical instrument invented in the 19th Century to help diagnose sickness.
6. Who developed the first vaccine?
7. Who wrote *Notes on Nursing*?
8. How were hospitals improved in the 19th Century?
9. What was the main role of women in medicine in the 19th Century?
10. What anaesthetic was used by James Simpson?
11. What did Joseph Lister contribute to health and medicine?
12. Name one disease that caused epidemics in Britain in the 19th Century.
13. How did the Public Health Act contribute to better health?

# Ch. 17 - The Great Irish Famine

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 13.1 (page 169)

1. Ireland's population grew from 5.5 million to 8.2 million = an increase of 2.7 million.
2. Belfast and Dublin differed from the rest of the island because they had some industry.
3. Any two of: linen, lace or shipbuilding around Belfast; wool, weaving or Guinness's brewery in Dublin.
4. Some of Ireland's rapidly rising population had migrated to the cities to seek work. People lived in large tenement buildings in the centres, sometimes two families to a room. Conditions were unsanitary; sewage sometimes overflowed into water sources; disease spread easily; people worked hard for long hours, for low pay, with no job security; drinking, gambling and fighting were common and the crime rate was high.
5. The Irish tended to marry young and have large families. Enclosure and other improvements to farming methods arrived in Ireland, as in Britain, and the new machinery produced more food than before.
6. A large farmer rented more than 30 acres, whereas a small farmer rented between five and 30 acres.
7. Cottier: a labourer who rented one acre from a farmer.

### Checkpoint 13.3 (page 174)

1. Between 1845 and 1850.
2. More people had to survive on smaller plots of land and became reliant on potatoes as the largest part of their diets.
3. Just one acre of land could grow enough potatoes to feed a family for six months. The potato was suited to Ireland's damp climate, it was easy to grow and harvest, and it stored well, unlike grain.
4. Potato blight: a fungus that spreads in damp and humid weather and destroys potato crops.
5. Any one, with a reason given: rise in population, poverty; subdivision of land leading to ever smaller farms; reliance on the potato; cottiers worked in exchange for rent rather than for money; the potato blight.

### Checkpoint 13.4.1 (page 176)

1. Other European countries were not as reliant on farming and had other available food.
2. Typhus and cholera killed many due to poor living conditions and dirty water. People moving to towns for work brought disease with them and it spread rapidly.
3. Eviction: when someone is removed from their home.
4. Many people evicted from their homes emigrated.
5. The west, south and midlands of Ireland were most affected. These were the poorer areas of Ireland and the least industrialised.
6. People from the countryside went there looking for work as these cities had factories and other industries.

### Checkpoint 13.4.2 (page 178)

1. The British government took a laissez-faire ('let it be') attitude to the economy; British farmers did not depend on the potato for food as they had alternatives. The British government thought the situation was the same in Ireland.
2. Laissez-faire meant the government should not interfere in the economy as it would correct itself eventually.
3. (a) Aid was given in the form of maize – enough to feed 1 million people for one month. It was offered at cost price, but many still could not afford it or else sold everything they had to buy the maize; (b) Public works schemes were set up for people to earn money by building roads, walls or bridges. People earned 1 shilling per day, but this still wasn't enough to buy food as prices had risen due to shortages.
4. Workhouse: a large building where people worked in return for basic accommodation and food. Advantages: it provided people with somewhere to go. People received basic accommodation and food. Disadvantages: families were split up. Diseases spread easily.
5. Soup kitchens were places that gave hot soup to starving people who were not in workhouses.
6. Queen Victoria, Pope Pius IX, the Choctaw Nation and the Ottoman Sultan.

# Ch. 17 - The Great Irish Famine

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 13.5 (page 181)

- 1.2 million people either died or emigrated.
2. There was an end to the subdivision of land. Farms were no longer split between sons; instead the eldest son inherited everything when his father died. This allowed for larger farms, though many younger sons and daughters had to emigrate.
3. Many blamed the British government for the suffering of the Irish people during the Famine. It led to a growing belief that Britain should not control Irish affairs and made many determined to win Irish independence. Support for nationalist groups rose.
4. The west and south-west of Ireland.

### Checkpoint 13.6.1 (page 183)

1. Irish diaspora: the scattering of Irish migrants and their descendants across the world.
2. There were jobs in Britain due to the Industrial Revolution. The Irish already had a history of emigrating to Britain, with an Irish diaspora already present in many cities, e.g. Liverpool. Many used Britain as their first step to travel to Canada or the USA.
3. The Irish became involved in the building trade and transport, particularly as dockers. They were heavily involved in the building of the British canal, road and rail networks in the nineteenth century.
4. The Irish married into the British population and moved up the social class system. Today, up to 6 million people in the UK have an Irish-born grandparent (around 10% of the population).
5. Approximately 80 million people around the world claim to have Irish ancestry.
6. Nearly 25% of all Irish emigrants have settled in Australia.

### Checkpoint 13.6.2 (page 185)

1. The Famine migrants were Catholic and most spoke Irish. There was a large Protestant population already in the USA, and they did not welcome the new Catholic migrants, who suffered discrimination. Many of the Irish were uneducated. They often competed with Americans for manual labour jobs.
2. The Irish did manual labour jobs or were recruited from the docks by the US Army to serve in the American Civil War and afterwards to build the Union Pacific Railroad.
3. Between 1841 and 1850, around 910,000 Irish emigrated to the US: 250,000 in 1847 alone. Today, around 41 million Americans claim Irish ancestry.

### Exam-Style Question (page 187)

(a) Primary visual source.

(b) Any three of: an English labourer is struggling under the weight of an Irish peasant; the Irish peasant is carrying a bag of money; the Irish peasant is grinning; they are walking through mountains.

(c) Source A tells us that some people believed the Famine relief being given to Ireland was a bad idea, that it was a burden on the English.

(d) Any three of: it shows what life was like for the Irish here vs what it is like for them when they emigrate abroad; the Irish are portrayed as poor and unhappy in the first half of the cartoon. In the second half of the cartoon they are portrayed as happy and eating well; they do not seem to have a home in the first half of the cartoon but have one in the second half of the cartoon.

(e) Source B tells us that some people believed that emigration was the answer/solution to the problems associated with the Great Famine.

(f) Any two from the following: Maize – Prime Minister Sir Robert Peel sent aid in the form of maize – enough to feed 1 million people for one month. It was offered at cost price, but many still could not afford it, or sold everything they had to buy the maize. Public works schemes – people could earn money by building roads, walls or bridges. This was hard, physical work for people who were weak with hunger. They earned 1 shilling per day, but this was not enough to buy food as prices had risen due to shortages. Workhouses – these were a large building where people worked in return for basic accommodation and food. The whole family had to enter together. Life there was harsh, so as not to encourage people to stay and to keep down the numbers entering. Inside, families were split up; some never met again. Disease spread easily.

(g) Any two of: Ireland's population fell, e.g. between 1845 and 1850, the population dropped by 2 million. The Famine brought an end to the subdivision of land. No longer was a farm split between sons; instead, the eldest son inherited it all when his father died. Many landlords used their land for cattle farming after the Famine. Ireland shifted from largely tillage/crop farming to cattle-rearing/pasture farming. There was a rise in anti-British feeling leading to support for nationalist groups and a desire for Home Rule. There was a decline in the Irish language.

# Ch. 18 - Sporting, Cultural and Social Movements

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 14.1 (page 191)

1. Cultural nationalism: focuses on promoting a national identity shaped by shared cultural traditions and language; Anglicisation: the spreading of English culture throughout Ireland.
2. To promote the Irish language as it was felt that Irish identity was in danger of extinction.
3. By founding an Irish newspaper called *An Claidheamh Soluis* ('Sword of Light'), which published works in Irish such as poems and short stories; by organising *feiseanna* and *céilidhe* to encourage Irish traditional music and dancing.
4. Radical nationalism.
5. Any two of: government documents were published in Irish as well as English; English placenames were given Irish names; in 1928 the teaching of Irish was made compulsory in primary and secondary schools; trainee teachers had to pass an Irish exam to qualify; Irish was declared the official language of the state and English the second language in 1937.
6. Any two of: the Gaelic League renewed enthusiasm for the Irish language, slowing its decline; it contributed to the formation of Irish identity; it ran successful campaigns.

### Checkpoint 14.2 (page 194)

1. English sports such as tennis, cricket, soccer and rugby had become very popular in Ireland. Each was well organised and had clear rules. Irish sports such as hurling and Gaelic football were in decline and were even unknown in some areas. They were poorly organised and people around the country played by different rules.
2. In Hayes Hotel in Thurles, Co. Tipperary. It was founded by Michael Cusack and six other men.
3. Any two of: the Home Rule Party; the IRB; the Land League; the Catholic Church.
4. The GAA quickly began to organise itself and to formalise its rules; it received huge nationwide support; new rules were agreed for hurling, football, athletics and weightlifting in February 1885; clubs were formed throughout the country and abroad; games were organised for Sundays; the GAA banned people from playing Gaelic sports if they also played or attended foreign sports.
5. The founders of the GAA were nationalists but there was a split over the IRB's presence in the organisation. Some members believed in achieving nationalism through political means, while others believed in achieving nationalism through the physical methods/means of the IRB. Many members left the GAA.
6. Any two of: actively support the Irish language and Irish culture; promote the aims of the GAA abroad; support the promotion of camogie and ladies' Gaelic football; support Irish industry.
7. Any two of: revived Irish sports; linked sport and nationalism; provided a social and physical outlet for people; strengthened national identity; supported the Irish language and Irish culture, etc.



# Ch. 18 - Sporting, Cultural and Social Movements

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 14.3 (page 198)

1. Working and living conditions for Dublin's working class in the early 1900s were very poor. Unskilled workers (25,000 of the city's 40,000 workers) found work around Dublin port as dockers and carters. Wages were low and there was no job security. One third of Dublin's population lived in tenements. Whole families lived in just one room. Diseases were widespread.
2. James (Jim) Larkin founded the trade union, The Irish Transport and General Workers' Union (ITGWU), in response to the appalling working and living conditions of Dublin's working class.
3. James Connolly, Jim Larkin and William O'Brien established the Irish Labour Party. Its aim was to express the concerns of the workers politically.
4. Any two of: on 26 August the strike of the Tramways Company began. Many tram workers feared being sacked. Murphy brought in extra workers, who were protected by the Dublin Metropolitan Police. The strike was a failure. Larkin and other organisers were arrested. Murphy locked out (sacked) employees who were members of the ITGWU. On 31 August 1913 – Bloody Sunday, Larkin addressed a crowd of 10,000 people on O'Connell Street from the Imperial Hotel in disguise, as there was a warrant for his arrest. He was arrested by the Dublin Metropolitan Police. The crowd protested and the police baton-charged the crowd. Two demonstrators were killed and hundreds were wounded, including police.
5. James Connolly formed the Irish Citizen Army (ICA) to protect the striking workers.
6. By January 1914, many began to return to work. On 18 January, Larkin told the workers to end their strike. Many had to leave the ITGWU.
7. During the War of Independence, the Irish Trades Union Congress coordinated one-day strikes in favour of the release of political prisoners. Sympathetic action was taken by railwaymen, who refused to transport British troops. The Irish Congress of Trade Unions (ICTU) was formed in 1959. During the Northern Ireland civil rights campaign in 1964–1965, the ICTU led a campaign using the slogan 'British rights for British citizens'.
8. Any two of: establishment of trade unions; strong trade union links both north and south of the country; 1913 Strike and Lockout; creation of the Irish Citizen Army and links to nationalism; improvements to working conditions; establishment of the Labour Party in Ireland.

### Exam-Style Question (page 200)

- (a) Primary visual source. Benefit: This source shows the opinion of people towards the 1913 Strike and Lockout.
- (b) The sword has 'lock out' written on it. The club has 'strike' written on it. The people in the background are going to the workhouse because the factory is closed. The man on the left represents William Martin Murphy. The man on the right represents Jim Larkin.
- (c) The impact has been that there is an army of over 20,000 unemployed in the City of Dublin.
- (d) Student opinion answer, with an explanation needed.
- (e) For example: The GAA.
- (f) Impact on Irish life: revived Irish sports; linked sport and nationalism; provided a social and physical outlet; strengthened national identity; supports the Irish language and Irish culture.

# Ch. 19 - The Rise of Nationalism and Unionism

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 15.1 (page 202)

1. Catholics – 77% of the population; Anglicans – 12%; Presbyterians – 9%.
2. Irish nationalist: someone who believes that the Irish people are their own nation; Republic: a country not ruled by a monarch, but instead ruled by its citizens, who choose their representatives; Unionist: someone who wants Ireland to remain part of the United Kingdom with Britain.
3. The IRB (Irish Republican Brotherhood), also known as the Fenians.
4. Home Rule: Ireland would have its own parliament in Dublin to govern local affairs, such as education and health, while Westminster could still control trade and foreign affairs. Ireland would still be part of the United Kingdom.
5. Unionists believed that 'Home Rule is Rome Rule' – that they would be discriminated against as Protestants if there were a Catholic-majority parliament in Dublin. Unionists also feared that trade in the north could be badly affected by Home Rule.
6. Any one of: Edward Carson; Walter Hume Long; Edward Saunderson.

### Checkpoint 15.2 (page 204)

1. To achieve Home Rule or self-government by having a parliament in Dublin to deal with internal affairs; the King/Queen of England to be the King/Queen of Ireland.
2. A dual monarchy; to develop Irish industry by having tariffs put on goods transported across international borders; to set up their own parliament in Dublin; a Dublin parliament would deal with Ireland's internal affairs.
3. Sinn Féin wanted Ireland to win independence and establish its own parliament, whereas the Irish Parliamentary Party were satisfied for Westminster to still deal with external affairs, and Ireland achieve Home Rule.
4. Parliamentary abstention: Irish MPs would withdraw from the Westminster parliament they entered in the 1801 Act of Union to set up their own parliament in Dublin.
5. Any two of: complete independence from Britain; to make Ireland a republic; to use physical force to achieve this.
6. The parliament in Westminster to continue to make laws for Ireland; the British government and the Crown to still have representatives in Ireland

### Checkpoint 15.3 (page 206)

1. The House of Lords could not fully veto any bill and could only delay laws from passing for two years.
2. 1914
3. The UVF was the Ulster Volunteer Force, a unionist paramilitary organisation, which was an unofficial military-style organisation of volunteer soldiers.
4. It was established in January 1913.
5. Organised demonstrations and protests against Home Rule; made a declaration called the Ulster Solemn League and Covenant, which stated that Unionists would 'use all means to defend the present conspiracy to set up a Home Rule Parliament in Ireland'.
6. The IVF was the Irish Volunteer Force, a nationalist paramilitary organisation.
7. It was established in November 1913.
8. Founded the IVF; bought arms and ammunition from Germany.

### Checkpoint 15.4.2 (page 210)

1. The Home Rule Bill involved the use of peaceful political means to achieve political change.
2. Redmond undertook a number of missions to the USA and Australia to fundraise for Home Rule.
3. In 1910, the Irish Parliamentary Party held the balance of power at Westminster.
4. The enactment of Home Rule was postponed for the duration of the conflict.
5. The Easter Rising of 1916 resulted in a move away from Irish parliamentary politics.
6. Students own understanding of Redmond's reflection.

# Ch. 19 - The Rise of Nationalism and Unionism

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 212)

(a) Primary aural source.

(b) Limitation: It may contain bias; Benefit: Speeches can tell us a lot about the issues of the time.

(c) 'Go on drilling and make yourself efficient for the work, and then account for yourselves as men, not only in Ireland itself, but wherever the firing line extends in defence of right, of freedom and religion in this war (WWI).'

(d) The volunteer's duty is, at all costs, to defend the shores of Ireland from foreign invasion.

(e) At the time, the nationalists were trying to achieve Home Rule from Britain, and Redmond was asking the volunteers to fight on the side of Britain.

(f) Leader from the parliamentary tradition: John Redmond; Three contributions: in 1891 he was elected MP for Waterford City, which he represented until his death; in 1899 Redmond's cooperation with the Conservatives led to the development of the Irish Department of Agriculture (1899) and the introduction of the Local Government Act (1898), which effectively ended landlords' control of local government in Ireland; in 1900 the Irish Parliamentary Party was reunited under Redmond and he became its chairman (leader).

(g) Key event: the passing of the Third Home Rule Bill of 1912 due to the Parliament Act of 1911 (it was to become law in 1914); Any two Impacts: led to the foundation of the Ulster Volunteer Force and the signing of the declaration called the Ulster Solemn League and Covenant, which stated that Unionists would 'use all means to defend the present conspiracy to set up a Home Rule Parliament in Ireland'; led to the foundation of the Irish Volunteer Force and resulted in the Howth Gun Running.

# Ch. 20 - Struggle for Irish Independence

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 16.1 (page 215)

1. Blood sacrifice: they would give up their lives for the good of the future of Ireland.
2. The role of the Military Council was to secretly organise a rising.
3. Support from outside Ireland included funds from Irish-Americans. Joseph Plunkett and the Irishman and former British diplomat Sir Roger Casement used the money to buy arms and ammunition from Germany.
4. The purpose of the Castle Document was to convince Eoin MacNeill and the Irish Volunteers to support the Rising, by showing MacNeill a forged document on Dublin Castle paper stating that the British government planned to disarm the Irish Volunteers.
5. The *Aud* was captured by the British navy in Tralee Bay on the Friday before Easter, sunk by its captain and all 20,000 rifles were lost. Also, Casement, who had been travelling in a German submarine, was captured. Finally, Eoin MacNeill found out that the Castle Document was a forgery and cancelled the Irish Volunteers' participation in the Rising.

### Checkpoint 16.2 (page 219)

1. The Rising went ahead because Pearse felt that the British would not expect this after the loss of the *Aud*, and as it was a bank holiday Monday, many British soldiers based in Dublin had the day off. Knowing that it would be a military failure did not deter him; he felt that the 'blood sacrifice' would have a powerful effect.
2. The rebels were trying to spread their fighting around the city in different areas, maybe to split up the British forces in many areas. They were also using main landmarks/buildings in the city and may have been taking into account that British reinforcements would probably arrive at the harbours and train stations.
3. Pádraig Pearse read the Proclamation of the Irish Republic outside the GPO.
4. Any two of: extra soldiers were quickly brought in from the Curragh barracks in Co. Kildare; reinforcements came from England through ports such as Dún Laoghaire; the gunboat the *Helga* was brought up the Liffey and shelled the GPO; the British surrounded the rebels' locations (and used better weapons: shells, snipers, grenades, etc.).
5. Any of the reasons in the box, with a reason given for the student's choice.

### Checkpoint 16.3 (page 220)

1. Buildings and properties were damaged throughout the city, at a cost of nearly €4 million in today's money.
2. (a) Almost three thousand people were sent to British prisons; (b) Ninety leaders of the Rising were sentenced to death: 15 were shot in Kilmainham Gaol, Dublin, including all members of the Military Council, and Casement was hanged in London.
3. The executions were stopped because popular opinion at home and abroad had begun to turn towards sympathy for the rebels.
4. People began to feel sympathy towards the leaders, who had caused havoc in Dublin but were ultimately dying for the cause of Irish freedom. They did not want more Irish lives to be lost. Anger began to grow towards the British.

### Checkpoint 16.4 (page 221)

1. Commemoration: a ceremony in which a person or an event is remembered.
2. 2016 marked the centenary of the 1916 Easter Rising.
3. Students may voice any opinion, once it is explained. Examples might include: people may be upset about commemorations of 1916 if they have a family connection to someone who was affected or killed. Some people may fear that a commemoration of an event such as the Rising might encourage other uprisings or rebellions.



# Ch. 20 - Struggle for Irish Independence

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 16.5 (page 224)

1. Conscription: when it is made compulsory for men aged 18 and over to join the military for a period of time.
2. Sinn Féin became associated with the Rising as it was given the recognition and credit for the Easter Rising in newspapers at the time.
3. Sinn Féin began to win by-elections in 1917 and 1918, filling seats that were empty due to retirements and deaths during World War I.
4. The proposed conscription was met with major opposition from the Irish people. When the British government dropped its plan to introduce conscription, Sinn Féin received most of the credit for this, further increasing the party's popularity.
5. Pie chart showing the results of the 1918 election.
6. The First Dáil took place on 21 January 1919.
7. Dáil Éireann means 'meeting of Ireland'.
8. Any three of: Éamon de Valera: President of the Dáil; Arthur Griffith: Minister for Home Affairs; Cathal Brugha: Minister for Defence; Michael Collins: Minister for Finance; Constance Markievicz: Minister for Labour; W. T. Cosgrave: Minister for Local Government; Eoin MacNeill: Minister for Industries.
9. Loans were sourced to help run the new Dáil. Michael Collins raised a loan of over £300,000 from the general public. De Valera went to the USA to get recognition for the Dáil, and raised nearly \$5 million from the supportive Irish emigrant population there.
10. The Dáil tried to establish order by gaining control of local government. They also founded Sinn Féin courts/Dáil courts to deal with people's court cases and crimes.
11. The Government of Ireland Act was a law that said there would be a Home Rule parliament in Ulster and one for the rest of Ireland, to try to keep both unionists and nationalists happy.

### Checkpoint 16.6 (page 226)

1. The War of Independence began on 21 January 1919 when a Royal Irish Constabulary (RIC) patrol was ambushed in Soloheadbeg, Co. Tipperary. Two RIC constables were killed by the group of volunteers led by Dan Breen and Séan Treacy.
2. Guerrilla warfare: a tactic involving ambushes and hit-and-run methods.
3. **(a)** Local units called flying columns were set up, which took part in large-scale ambushes, raided local police stations for arms and helped organise the IRA locally; **(b)** Urban areas: spies and assassins, e.g. the Squad.
4. Black and Tans: ex-British soldiers named for the colours of their uniforms, a mix of army and RIC uniforms; Auxiliaries: ruthless ex-army officers.
5. Reprisal: an act of retaliation against local people in revenge for attacks on British organisations, for example the burning of Cork city centre in retaliation for the killing of 18 Auxiliaries in Kilmichael, Co. Cork.
6. A truce was declared in July 1921 because the war was costing Britain £20 million a year, and the Irish were running out of arms and ammunition. The British government was also being criticised at home and abroad.

# Ch. 20 - Struggle for Irish Independence

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 16.7 (page 229)

1. Members of the Irish delegation: Arthur Griffith, Michael Collins, Robert Barton, Éamonn Duggan, George Gavan Duffy, Erskine Childers and John Chartres; Éamon de Valera did not attend.
2. Members of the British delegation: Lloyd George, Winston Churchill, Austin Chamberlain and Lord Birkenhead. Their advantage was their experience in politics and negotiation, having just negotiated the Treaty of Versailles at the end of World War I.
3. The treaty was signed on 6 December 1921.
4. Dominion: a self-governing country within the British Empire. This was more than Home Rule because Ireland would have its own parliament and be able to look after its own affairs – but the British king would remain the head of state, so it would remain less than a republic despite being called ‘the Irish Free State’.
5. Other main terms of the Anglo-Irish Treaty: A governor-general would be the king’s representative in the Free State; all TDs would have to take an oath of allegiance to the British Crown; Britain would keep three naval ports in Ireland – Cobh, Berehaven and Lough Swilly; Northern Ireland would continue to stay in Britain; a boundary commission to establish a northern border would be set up.
6. **(a)** Supporters believed they could not fund a war against Britain any longer; the Treaty could be built on over time and was a stepping stone to full independence; it was an improvement on Home Rule; it guaranteed immediate peace with Britain; **(b)** Those who opposed the Treaty felt they had not achieved the republic that they had fought for and died for; they should have achieved better terms; Irish TDs should not have to swear an oath of allegiance to the Crown; it left Ireland partitioned.

### Checkpoint 16.8 (page 231)

1. The Treaty led to a split in Sinn Féin into pro-Treaty and anti-Treaty sides.
2. **(a)** The Regulars were IRA supporters of the Treaty; **(b)** Irregulars were IRA members who were against the Treaty.
3. A large majority of the people supported the Treaty (92 pro-Treaty candidates to 36 anti-Treaty candidates elected).
4. It put the government in a strong position.
5. General O’Connell of the Free State Army was kidnapped. Henry Wilson, a British unionist was assassinated and the British forced Collins to act.
6. On 28 June 1922, Collins began to attack the Four Courts with artillery borrowed from Britain. Within two days, the Irregulars in the Four Courts had surrendered. Sixty-four people died in Dublin. Rory O’Connor was captured.
7. The Munster Republic was where the Irregulars had a lot of support, south of the Limerick–Waterford line.

### Checkpoint 16.9 (page 234)

1. Griffith and Collins were mourned deeply by members of both the pro-Treaty and anti-Treaty sides. Collins’s death in particular convinced many that the bloodshed needed to end.
2. W. T. Cosgrave.
3. The Special Powers Act was an act that allowed the government’s forces to arrest, try and imprison – or even execute – IRA members for a number of offences.
4. The pro-Treaty side renamed themselves Cumann na nGaedheal (‘the Union of the Irish’).
5. Any three of: a constitution was written for the Irish Free State (called ‘Saorstát Éireann’); a parliament called the Oireachtas, made up of the Dáil and the Seanad, was set up; an Garda Síochána was established; the courts system was reorganised.
6. The two largest political parties in Ireland today have their roots in the Treaty politics of that time. Cumann na nGaedheal (later Fine Gael) arose from the pro-Treaty side and Fianna Fáil was formed from the anti-Treaty side.

# Ch. 20 - Struggle for Irish Independence

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 238)

(a) Any five of: a parliament responsible to the Irish people alone; a government responsible to that parliament; democratic control of all legislative affairs; power to make laws for every department of Irish life; an Irish legal system controlled by Irishmen; an Irish army; complete financial freedom.

(b) All of Ireland would be part of/under the control of the United Kingdom/Britain.

(c) Poster A: Irish TDs should not have to swear an oath of allegiance to the Crown. The Treaty left Ireland partitioned; Poster B: The Treaty could be built on over time and was a stepping stone to full independence. The Treaty was an improvement on Home Rule.

(d) Benefit: They give us an idea of peoples' thoughts and opinions about an event in time; Limitation: They may have been created for the sole purpose of propaganda.

(e) Any two of: newspapers, diary entries, letters, government documents.

(f) The Civil War officially began in April 1922: a leading British unionist named Henry Wilson was assassinated and General O'Connell of the Free State Army was kidnapped. Believing the anti-Treaty IRA was behind the murder of Wilson, the British forced Michael Collins to act, threatening they would intervene if he did not. On 28 June 1922, Collins began to attack the Four Courts, which had been occupied by Irregulars led by Rory O'Connor, with artillery borrowed from Britain; within two days, the Irregulars in the Four Courts had surrendered and within the week had yielded the other buildings in Dublin city. Sixty-four people died in Dublin, including Cathal Brugha; Rory O'Connor was captured and replaced by Liam Lynch as Chief-of-Staff of the Irregulars.

(g) The Civil War had an impact on buildings and properties, but also had an impact on people and their families, in the short and long term. For example, up to 1,500 people are thought to have been killed during the Civil War. Roughly €38 million of damage was caused to property. The centre of Dublin had to be rebuilt. Families and friends had split across pro-Treaty and anti-Treaty lines, solidified by the Civil War and its atrocities. This created bitter, sometimes permanent, rifts.

# Ch. 21 - World War I

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 21.1 (page 287)

1. A number of different reasons: disagreements over colonies in Africa and Asia; military arms races (especially between Germany and Britain); competition between Austria and Russia for influence in the Balkans.
2. Alliance: an agreement between states to aid each other in wartime.
3. The assassination of the Austrian Archduke Franz Ferdinand in Sarajevo.
4. Entente Powers: Britain (and Ireland), France, Russia (until October 1917), Italy (from 1915), and the USA (from 1917).
5. Central Powers: Germany, the Austro-Hungarian Empire, the Ottoman Empire.

### Checkpoint 21.2 (page 289)

1. Neither side could win. Germany had to split its army between the Eastern and Western Fronts, and the Entente Powers were not strong enough to defeat the Germans on either front.
2. No man's land: the strip of land between the opposing armies.
3. Soldiers had to climb out of their trenches (go 'over the top') and march across no man's land to try to take the enemy's trenches.
4. The new technologies (machine guns, shelling, gases, mines and grenades) had made it easy to kill large numbers at a distance; orders to go 'over the top' and run towards the enemy.
5. New technology in World War I included: tanks; aeroplanes for bombing, combat and reconnaissance; submarines; mines and grenades; chemical weapons such as mustard, chlorine and phosgene gases.
6. The USA entered the War in 1917 and their one million troops allowed the Entente Powers to break the stalemate and force Germany to surrender.

### Checkpoint 21.3 (page 290)

1. Woodrow Wilson (US President); Georges Clemenceau (French Prime Minister); David Lloyd George (British Prime Minister).
2. Wilson wanted a just peace to prevent future wars; smaller armies; the 'right to self-determination'; the creation of the League of Nations; Clemenceau wanted to punish Germany; secure France against future German attacks; prevent Germany ever being a threat again; Lloyd George wanted Germany punished, expand the British empire and boost the British economy.
3. The clause of the Versailles Treaty that placed blame solely on Germany for starting the war.
4. Reparations: compensation payments paid by the loser (Germany) to the victors after World War I.
5. Germany lost territory in Europe to France, Poland and Denmark and its African and Asian colonies to Britain and Japan.
6. The German army was limited in size to 100,000 men and six naval ships, and banned from having an air force, tanks or submarines.
7. They felt resentment and anger and thought it was an unfair treaty imposed upon them without negotiation.

### Checkpoint 21.4 (page 291)

1. New states including Poland, Czechoslovakia, Yugoslavia, Turkey, Finland, Latvia, Estonia and Lithuania were created following the abolition of the Austro-Hungarian and Ottoman Empires, and in accordance with Wilson's belief in the right to self-determination.
2. (a) The German people felt the Treaty was unduly harsh. They rejected the idea that they were solely responsible for the war and resented the humiliating loss of territory and limitations on their army; (b) Italy was angered that it did not get the land it had been promised when it joined the war effort.
3. Russia
4. Key powers such as Germany, Russia and the USA were not members, which limited the authority of the League of Nations to organise collective security and settle disputes peacefully.



# Ch. 21 - World War I

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 293)

(a) Any three of: Italy, France, Denmark, Romania, Greece.

(b) Any three of: Latvia, Estonia, Lithuanian, Yugoslavia, Hungary, Czechoslovakia, Poland.

(c) Any two of: Germany, Austria, Bulgaria, Turkey, Russia.

(d) Several answers acceptable: A key goal of the USA was 'self-determination' for nations, which meant creating new states for nations in Europe; a desire to punish Germany and Austria meant they lost territory to the victorious states or their allies.

(e) Any three impacts of WWI acceptable.

(f) Long answer question. Answers should cover material like better guns, aeroplanes, tanks, submarines, chemical warfare, improved medical treatments and the impact they had on the war. Very good answers might also include the impact those innovations had after the war as well.

(g) A range of answers is possible here. Answers could cover material explaining why wars are so important in a country's history, the role of soldiers in the war, impact the war had on a country's subsequent history. Very good answers will use examples to illustrate these points.

(h) Long answer question. Students must either agree or disagree with this statement. Good answers will provide at least three reasons for their answer, backed up by reference to the terms of the treaty, and linking them to later events.

# Ch. 22 - Communist Russia

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 22.1 (page 295)

1. Communism: a system of government where the state controls all aspects of the economy (property, business and jobs) and of society, with limited rights for individuals.
2. (a) Karl Marx: a German political thinker who said that the working classes should stage revolutions to end private ownership and distribute wealth, making society 'classless'; (b) Vladimir Lenin: leader of the Bolshevik party; (c) Leon Trotsky: commander of the Bolshevik Red Army.
3. Lenin came to power in 1917 by overthrowing the provisional government in the October Revolution.
4. Any two of: all political parties other than the Bolshevik Party were banned; the government took control of the banks and factories; a peace treaty was agreed with Germany, ending Russia's involvement in World War I.
5. By 1921, Lenin and the Bolsheviks had gained control of the country and the last clusters of the White Army were defeated in 1922. Russia was renamed the Union of Soviet Socialist Republics (USSR).

### Checkpoint 22.2 (page 297)

1. Lenin's Testament was a document outlining his vision for the future of communism.
2. Trotsky was seen as the likely successor to Lenin because he was well liked by the ordinary party members and had been successful during the civil war. In his Testament, Lenin had also described Trotsky as the 'most capable'. Some people were opposed to him as they saw Trotsky as arrogant and were worried that he already controlled the Red Army and would have too much power as leader.
3. Stalin eventually seized power by playing the various party members off against each other. He used Kamenev and Zinoviev to expel Trotsky from the party and the country.
4. 'Socialism in One Country' was Stalin's plan to first strengthen communism in the USSR before spreading it further afield.

### Checkpoint 22.3.1 (page 300)

1. Collectivisation: the joining of small, unproductive farms together to create large, state-owned farms; Gulags: forced labour camps; Five-Year Plan: set of targets (and policies designed to meet them) over a period of five years.
2. Workers would be hired to run state-owned farms or farmers could collectively own all the land and equipment. However, the kulaks refused to surrender their farms, and millions were sent to gulags.
3. (a) First Five-Year Plan: focused on heavy industry and the production of coal, oil, steel and electricity. The targets were mostly unrealistic but improvements were made; (b) Second Five-Year Plan: continued focus on industry but also on transport and the production of consumer goods. The Moscow underground was built, as were canal and rail links; (c) Third Five-Year Plan: was cut short due to the 1941 invasion by Germany. Instead, the focus switched to the production of arms and ammunition.
4. Yes, Stalin's attempts to industrialise the USSR were successful, as coal, steel and oil output increased. It also led to the building of the Moscow underground, canals and rail links, which were key to transporting goods.
5. Dictator: someone who has gained almost total control over their country and uses a variety of means, especially terror and propaganda, to hold on to power.
6. The NKVD was the name of the reorganised secret police force that replaced the Cheka. It targeted 'enemies of the state'.
7. Show trial: a staged trial held in public to influence popular opinion; Stalin ensured convictions by having the defendants tortured for their confessions. Their families were also threatened with arrest and torture.
8. The Red Army was purged in 1937 because Stalin did not trust anyone who had served under Trotsky, the Red Army's previous leader.
9. Stalin used terror to achieve total control of the USSR through the use of the NKVD, gulags for enemies of the state, the show trials and purges of the Red Army and his own party.
10. Dictatorships need to use terror as a tactic so as to prevent any uprisings against them and ensure that they keep control of their country.

# Ch. 22 - Communist Russia

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 22.3.2 (page 302)

1. The Communist Party newspaper called Pravda ('Truth'); posters and works of art; Stalin's name on cities and streets; the total erasure of people who had fallen out of favour; the show trials.
2. Dictators need to use propaganda so that their failings are not shown, and so as to convince people that they are a good and strong leader. Propaganda also presents the country in a falsely positive light to other countries.
3. Stalin made school compulsory to combat illiteracy and improve efficiency in the workplace; exams were also brought back. Before the revolution, literacy rates in Russia were roughly 28% overall (but only 13% for women). Records claim that overall literacy rates soared to 56% in 1924 and to 75% by 1937.
4. Parents received a child allowance from the state, but only if married. Divorce was discouraged and contraception was made illegal again. Women who had six or more children were paid 2,000 roubles per year for five years as a reward from the state. Mothers of nine or more children received a medal.
5. Students may answer yes or no, once they back their opinion up with a reason based on what they have learned, for example: 'Yes', because Marx believed in equality amongst people, and Stalin was providing women with the ability to continue working, even with children; or 'No', because some of the important advances towards equality made under Lenin were reversed and women's potential was again regarded in terms of their capacity to produce and raise large families. Contraception was banned under Stalin and divorce was made difficult to achieve.

### Exam-Style Question (page 304)

1. It presents an image that Russia includes people of many cultures, that everyone adores and looks up to Stalin, Stalin is a father-like figure.
2. An image that Russian people are ready to fight, that they are behind Stalin and support Stalin, that Stalin is a leader.
3. Propaganda: information that has been designed to influence the attitudes and behaviours of the general public. Stalin used propaganda to keep control of the USSR, and its messages loomed large in people's lives.
4. Source A and source B are examples of propaganda because they are trying to influence the opinions and attitudes of people towards Stalin. They both appeal to people emotions.
5. Newspapers are another example of propaganda. The Communist Party in the USSR created the newspaper
6. Pravda, in which Stalin was praised and his rivals or enemies were criticised.
7. Stalin used terror in the USSR to keep a grip on his power. For example, the NKVD arrested (and sometimes tortured or executed) so-called 'enemies of the state'. Suspicion and fear reigned, as people were encouraged to report anybody that they suspected to the NKVD. The NKVD ran the gulags. Up to 30,000 gulags existed
8. throughout the Soviet Union. The largest camps lay in the most extreme geographical and climatic regions of the country, such as Siberia. Prisoners were forced to carry out manual work such as felling trees, mining or building railroads. Over one million people died in the gulags from 1934 to 1953.
9. Stalin was more conservative than Lenin had been. He wanted the birth rate to be high because the USSR would need many children to build up its workforce and army. Parents received a child allowance from the state, but only if married. Divorce was discouraged and contraception and abortion were both made illegal again. Women who had six or more children were paid 2,000 roubles per year for five years as a reward from the state. Mothers of nine or more children also received a medal. In 1935 women made up 44% of the workforce of the USSR, and by 1937 it was 50%.

# Ch. 23 - Fascist Italy

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 23.1 (page 306)

1. Any two of: political instability (five different governments between 1918 and 1922) frustrated the Italian people and many began to believe that democratic parties were getting them nowhere; the country was in debt as a result of the war and unemployment was high; Italians were angered by the Paris Peace Conference, as they did not receive land that they had been promised; communism was becoming popular, and many wanted a political alternative to this.
2. Fascism: a form of government that is a one-party dictatorship based on nationalistic ideas of racial superiority; Rule by decree: making laws without going through parliament.
3. Benito Mussolini founded the Fascist Party.
4. Italy and Germany.
5. Mussolini maintained control over Italy after 1922 by passing the Acerbo Law, which meant the party with the most votes would get two-thirds of the seats in government; he then ruled by decree from 1923 onwards, meaning he could make laws without going through parliament.

# Ch. 24 - Nazi Germany (Fascism)

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 23.2 (page 309)

1. The Weimar Republic was the German democratic regime after World War I. Problems it faced were: its politicians were blamed for failing to restore Germany's greatness, and for the defeat of Germany; Germany was in an economic crisis, with high levels of unemployment and inflation.
2. The Beer Hall Putsch is the name given to the Nazi Party's rebellion in Munich in November 1923, which began in a beer hall. It was important in Hitler's rise to power because Hitler was sent to prison for it, and while in prison he wrote *Mein Kampf*, laying out all of his Nazi beliefs and his vision for the future of Germany.
3. In *Mein Kampf* Hitler wrote about: communists and Jews as very real threats to Germany; his ideas about racial purity; demanding an end to the Treaty of Versailles; his desire to gain more territory for Germany (Lebensraum).
4. Hitler admired Mussolini's Fascist Party and adopted many of its methods, such as the salute, army and use of an emblem.
5. The Wall Street Crash: when the value of shares in the New York Stock Exchange suddenly collapsed, throwing the USA and connected economies into chaos. It was important in Hitler's rise to power because Germany suffered a Great Depression, which made the Weimar government even more unpopular, and paved the way for the people to demand a change of leadership.
6. Hitler used propaganda to his advantage. He did this by using short simple slogans that everyone could understand. He played on people's emotions to convince them to think in certain ways.
7. Hitler established a dictatorship by creating a law called the Enabling Act in March 1933 that allowed him to rule by decree. The previous month the Reichstag had been set on fire; Hitler blamed the communists, banned the Communist Party and gave the SA more power. He created bodyguards known as the SS to attack opponents and voters to make sure the Nazi party gained votes in the general election.

### Checkpoint 23.3.1 (page 311)

1. The Nazis tried to reduce unemployment by providing work for people in public works schemes such as building motorways/Autobahnen or the Olympic Stadium. They also banned trade unions and strikes.
2. Industry expanded under the Nazis: the motor industry grew, with affordable cars being built such as the Volkswagen. Taxes were cut to promote private industry. Many companies such as Siemens and Krupps grew as a result. The manufacturing industry boomed with the renewed (and forbidden) production of ships, submarines, planes, weapons and ammunition.
3. The Nazis used education to their advantage by concentrating on young people; youth groups were set up; textbooks were rewritten to glorify Hitler; teachers had to be members of the Nazi Party; there was a picture of the Führer in every classroom.
4. The role of women in Nazi Germany was to stay at home to look after their family, and to have as many children as possible so the population would grow. This was promoted by the three Ks: Kinder, Küche, Kirche (Children, Kitchen, Church).
5. Under the Nazis, a good German woman was meant to dress and style herself traditionally, wearing peasant costumes with flat shoes and wear her hair in plaits or buns. She was not to wear make-up, dye her hair, wear trousers or smoke in public.

### Checkpoint 23.3.2 (page 313)

1. Joseph Goebbels' role was as Minister for National Enlightenment and Propaganda; he was in complete control of the press, radio, cinemas, theatres and art.
2. The Nuremberg Rallies were party rallies held in Nuremberg, Bavaria each year. Different themes were promoted each year.
3. The Gestapo were the secret police set up by Hermann Göring and led by Heinrich Himmler.
4. Terror was used to ensure Nazi control of Germany by sending critics of the regime or anyone considered undesirable to forced labour camps. The SS killed the leaders of the SA in an event known as the Night of the Long Knives because Hitler felt they were a threat to him.



# Ch. 24 - Nazi Germany (Fascism)

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 23.4 (page 315)

1. Hitler's foreign policy aims were: to rebuild the German army and navy; to re-occupy the Rhineland; to regain territory lost after World War I; and to unite all German speakers in an expanded Germany under a policy called Lebensraum.
2. Hitler tried to dismantle the Treaty of Versailles by reintroducing conscription and growing the army beyond its Treaty limits. He then increased the size of the navy (past the Treaty limits, thanks to the Anglo-German Naval Agreement) and created an airforce called the Luftwaffe.
3. In 1936 Hitler sent troops into the Rhineland with orders to retreat if France sent its army to meet them. It's an important milestone on the road to war because Germany had been forbidden to do exactly this, but got away with it because neither France nor Britain responded. It gave Hitler more confidence.
4. The Anschluss was the joining together of Germany and Austria. It was achieved by the Austrian chancellor being replaced by a Nazi chancellor who invited German troops to enter Austria. The Nazi Party had strong support in Austria. An agreement was signed absorbing Austria into the Third Reich.
5. Britain and France did not react to Hitler's foreign policies. For example, they did not act when he entered the Rhineland, or interfere when the Anschluss happened, or when Germany annexed the remainder of Czechoslovakia, overstepping previous agreements.

### Checkpoint 23.5.1 (page 316)

1. France wanted to avoid war with Germany because the size of the German army was unknown, and France believed that its fortification along its eastern border with Germany (the Maginot Line) would be enough to deter Germany from invading.
2. Britain was opposed to using force in response to German actions because: many British people felt that the Treaty had been too harsh on Germany; the memory of World War I was still strong and the thought of another war so soon was awful; the Peace Ballot of 1934–1935 showed that millions wanted a pacifist approach.
3. The policy of appeasement was to agree to Hitler's demands in the hope of avoiding war.

### Checkpoint 23.5.2 (page 319)

1. The Sudetenland: the majority German-speaking regions of Czechoslovakia.
2. Benito Mussolini, Adolf Hitler, Édouard Daladier and Neville Chamberlain attended the Munich Conference. It took place to discuss the issue of Czechoslovakia and the Sudetenland.
3. It was agreed – without consulting the Czechoslovakian government – that Czechoslovakia would surrender the area of the Sudetenland to Germany.
4. The result of the Nazi takeover of Czechoslovakia was that appeasement was recognised as a failure: Britain began to rearm itself, reintroduced conscription, and made agreements to resist Hitler, allied with other countries, such as France and Poland.
5. Hitler and Stalin agreed in the Nazi–Soviet Non-Aggression Pact not to attack each other or help each other's enemies for a ten-year period. In a secret clause, they also agreed to partition Poland between them.
6. World War II began when Germany invaded Poland on 1 September 1939. Britain announced a state of war that day and two days later both Britain and France formally declared war on Germany.

# Ch. 24 - Nazi Germany (Fascism)

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 322)

(a) Primary visual source.

(b) Stalin and Hitler are walking along the Eastern Frontier. They both have guns/pistols behind their backs. They have their arms around each other. The message is that they are both leading each other down a garden path, and that they are both ready to fight the other if they need to, even though they had made a deal with each other.

(c) Hitler is a groom, Stalin is a bride, Communist and Nazi symbols are on the cake, they are each wearing the symbols of each other's parties. The cartoon represents the joining of Hitler and Stalin in the signing of the Nazi–Soviet Non-Aggression Pact. The caption on the cartoon presents the idea that it is not believed that the honeymoon/peace will last long.

(d) Cartoon B is against the Nazi–Soviet Non-Aggression Pact. The cartoonist doubts whether peace between Hitler and Stalin will last due to the caption on the cartoon 'Wonder how long the honeymoon will last?', therefore they are not for the Pact, as they do not believe it will work out.

(e) Strength: They can show us how people felt about a person, an issue or an event at the time;  
Limitation: They may contain exaggeration/bias.

(f) For example: World War II: Germany, Russia, Britain, France, etc.

(g) Hitler's foreign policies: Hitler began to dismantle the Treaty of Versailles. In 1933 Hitler withdrew Germany from the League of Nations. He rebuilt the German Army. In 1935, Germany reintroduced conscription and soon the army had grown beyond its Treaty limits. Hitler increased the size of the navy and created an airforce, called the Luftwaffe. He reoccupied the Rhineland in 1936. In 1938 Hitler joined Germany and Austria together known as the Anschluss, under his policy of Lebensraum; The Attitude of Britain and France: France and Britain had made no response while Hitler rebuilt the German army and navy, entered the Rhineland and joined with Austria. In the 'Peace Ballot' of 1934–1935, millions of British people voted for a pacifist (pro-peace) approach, and since then appeasement had been British foreign policy. Appeasement involved agreeing to Hitler's demands in the hope of avoiding war. France, Britain and others were very concerned about Stalin and the threat of communism. They knew that the new German regime was strongly anti-communist.

# Ch. 25 - World War II

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 24.1 (page 324)

- (a)** Better submarines and torpedoes, as well as developments in anti-submarine technology: ASDIC (sonar) and radar; aircraft carriers helped to control the seas; **(b)** Panzer tanks, including the Tiger tank, were developed by Germany; the Allies developed dummy tanks and amphibious tanks; improvements were made to grenades, pistols, machine guns, e.g. MG 42; **(c)** Hurricane and Spitfire planes used Rolls Royce engines; the USA developed the B-29 Superfortress long-range bomber; Germany invented the first fighter jet, called the Messerschmitt; the V1 and V2 long-range rockets were invented.
- The USA feared that Germany would be the first to invent the atomic bomb, so an intensive research project codenamed the Manhattan Project was begun and the atomic bomb was successfully tested in 1945.
- Student opinion, with explanation given.

### Checkpoint 24.2.1 (page 326)

- Blitzkrieg: a tactic of surprise attack beginning with heavy bombing of an area by the German airforce (Luftwaffe), followed closely by Panzer tanks and finally by the infantry.
- Blitzkrieg tactics were new when Poland was conquered. The German Luftwaffe took the Polish airforce by surprise on the ground and destroyed it, then destroyed transportation lines. Panzer tanks then cut the Polish army off from its supplies and resources. German infantry completed the defeat of the weakened army.
- The Phoney War was a kind of waiting game on the Western front, when no fighting took place for eight months even though the British and French were facing the Germans, who were waiting behind their fortification, the Siegfried Line.
- The Maginot Line: a series of fortifications along the French–German border.
- Germany invaded France by going around the end of the Maginot Line and using tanks to roll through the wooded, hilly terrain of the Ardennes, which the French thought would be impossible to cross.
- Operation Dynamo: the Allied evacuation of about 35,000 soldiers from the beaches at Dunkirk over the course of nine days.

### Checkpoint 24.2.2 (page 328)

- Operation Sea Lion was the planned invasion of Britain by Germany.
- German aircraft: ME 109s and ME110s; British aircraft: Hurricanes and Spitfires.
- Any three of: the Germans switched their focus to London, which gave the RAF time to reorganise; radar gave British advance warning of German air raids; Spitfires were better than the German planes; German planes could not stay long in British airspace before having to return to refuel; German losses (of planes and airmen) were greater.

### Checkpoint 24.2.3 (page 330)

- Hitler invaded the USSR because he wanted to expand his Lebensraum to the east; because Russia had been industrialising quickly and had oilfields; because he hated communism and wanted to destroy it; and because to Hitler the Slavic peoples (including Russians) were naturally inferior and should be defeated by Aryans.
- The winter of 1941 had a disastrous effect on the German invasion. The Germans were not prepared for the extreme low temperatures and many froze to death. Petrol froze and engines wouldn't start, and the better-equipped Soviet army counterattacked.
- The Battle of Stalingrad began in the summer of 1942. German forces approached Stalingrad, while the Red Army was told to defend it at all costs. The German Sixth Army and the Red Army fought each other for each building. In the winter of 1942–1943, the Germans were cut off from supplies and began to starve. In February 1943, 91,000 Sixth Army soldiers surrendered.
- It was a significant turning point because it was the first major defeat for the German forces on land, and showed that Hitler could be beaten, which inspired others.

# Ch. 25 - World War II

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 24.2.4 (page 331)

1. At Pearl Harbour in December 1941, Japan launched a surprise attack without declaring war and attempted to destroy the entire American Pacific fleet. The result was that the USA joined World War II and sent troops and weapons to fight the Axis powers in Europe, the Pacific and North Africa.
2. The US President at the time was Franklin D. Roosevelt.
3. The Battle of the Atlantic was when German U-boats torpedoed Allied ships to prevent supplies reaching Britain from across the Atlantic. From 1942, the US navy began guarding Atlantic shipping and added more men and supplies to the war effort.
4. The impact of the USA entering the war was that the Allies now had more men, supplies and help than before. This would help the Allies win the war.

### Checkpoint 24.2.5 (page 333)

1. Operation Overlord: the codename for the landing of roughly 156,000 US, British and Canadian troops on five beaches in Normandy, France on D-Day.
2. The D-Day landings took place as part of Operation Overlord on 6 June 1944, when over 7,000 ships and landing craft invaded France, landing on five beaches codenamed Utah, Omaha, Juno, Gold and Sword. The landings were a success because most of the German troops were stationed in Calais where they thought the invasion was going to happen.
3. The bombings damaged Germany's war production and killed a large number of civilians, including almost 25,000 in Dresden alone in an immense firestorm.

### Checkpoint 24.3 (page 336)

1. The Blitz: bombing British cities at night-time.
2. Thousands of homes were destroyed in the air raids. Whenever warning sirens were heard, people took shelter. Children from the cities were evacuated to stay with families in the countryside, where it was safer. Approximately 7 million women entered the workforce during World War II. Foods such as sugar, butter and bacon became rare and ration books were introduced for every citizen. By 1942, tea, milk, eggs and cheese were also rationed. A campaign called 'Dig for Victory' encouraged people to grow their own food on any available land.
3. Vichy France was the unoccupied 'free zone' with a puppet government (controlled by the Nazis) set up in the town of Vichy.
4. Occupation was a very tough life. The French press and radio issued only German propaganda. A curfew was in effect from 9 p.m. until 5 a.m.; at night, the city of Paris went dark. From September 1940 rationing began of items such as food, tobacco, coal and clothing. Parisians continued to leave for the provinces. The Germans transformed French industry and agriculture to ensure that shipments to Germany had first priority. Every year the supplies grew more scarce and the prices became higher for the French. Jewish people were discriminated against and forced to wear the yellow Star of David. The French Resistance was a combination of communists and other groups who joined forces to fight the Nazi occupation.

### Checkpoint 24.4 (page 340)

1. World War II drew to an end when German soldiers were unable to halt the Russian and Allied troops. Many German cities such as Berlin and Dresden were destroyed. In March 1945, the Allies crossed the River Rhine into western Germany. The USSR began to attack Berlin. Hitler died by suicide and was succeeded by Admiral Dönitz, who surrendered. Japan surrendered in August 1945, after the USA dropped atomic bombs on two Japanese cities.
2. Reasons the Allies won the war: the 'Big Three' alliance of Britain, the USA and the USSR; Germany was weakened by fighting a war on two fronts; the Allies gained control of the air; the Red Army defeated the German army on land; and Hitler interfered too much with his generals' military tactics.
3. **(a) Civilians:** Technology brought the war to civilian populations in a way it never had before. While an estimated 7 million civilians died in World War I, this was dwarfed by the estimated 38–55 million civilian deaths of World War II; **(b) Soldiers:** The destructive power of this technology was far greater than ever before: while World War I cost 10 million soldiers their lives, roughly 15–20 million soldiers died in World War II.

# Ch. 25 - World War II

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 24.2.4 (page 331)

4. Proportion of civilian to military deaths: **(a)** Poland: 5,620,000 civilian deaths  $\div$  240,000 military deaths = 23.41. Proportion (roughly): 23 civilians : 1 soldier. More than 23 civilians were killed for every soldier; **(b)** USSR: 15,200,000 civilian deaths  $\div$  11,400,000 military deaths = 1.33. Proportion: 4 civilians : 3 soldiers. Four civilians were killed for every three soldiers; The USSR, Poland and Germany had the highest number of casualties, in that order. [Note: The Russian death toll in World War II was over four times that of any other nation.]
5. **(a)** Germany: Death toll, loss of loved ones, land and cities were destroyed, trials of war criminals and executions, etc.; **(b)** Europe: The EEC was set up in 1957, many cities destroyed, huge death toll, loss of loved ones, millions of refugees/displaced people, industries had to be rebuilt, countries in Eastern Europe came under USSR control, etc.; **(c)** The USA and USSR: They became the most powerful countries in the world; tensions would soon develop, leading to the Cold War; **(d)** The wider world: The United Nations was established in 1945, replacing the League of Nations.
6. Immediate impacts: Any two of: 38–55 million civilian deaths; 15–20 million soldiers died; roughly 40 million people were displaced inside their own country or became refugees; numerous cities were destroyed; whole industries, farmland, road and railways, communications had to be rebuilt; homes were destroyed, people went hungry, lost loved ones, or experienced terror and violence; trials of Nazi war criminals took place in Nuremberg. Long-term impacts: Any two of: countries of Central and Eastern Europe came under USSR control and became communist; the USA and the USSR became the two most powerful countries in the world and tensions between them developed into the Cold War; colonies began to demand independence; the United Nations was established in 1945; the EEC was set up in 1957.

### Exam-Style Question (page 343)

- (a)** 'Take them back! Take them back! Take them back!...'
- (b)** It supports the Allied powers. The cartoonist is telling mothers not to listen to Hitler, and to leave their children in the safer areas. The poster was produced for the Ministry of Health in Britain, so it supports an Allied power.
- (c)** Strength: They can show us the messages an organisation or government wanted to get across to people about an event at the time in question; Limitation: They may contain exaggeration.
- (d)** World War II: It is estimated that there were 38–55 million civilian deaths; countries of Central and Eastern Europe came under USSR control and became communist; 15–20 million soldiers died; the USA and the USSR were now the two most powerful countries in the world; roughly 40 million people were displaced inside their own country or became refugees; tensions between the USA and USSR developed into the Cold War.
- (e)** The Germans invented a machine gun called the MG 42 that could fire 1,200 rounds per minute.
- (f)** World War II: The destructive power of the technological developments was far greater than ever before: while World War I cost 10 million soldiers their lives, roughly 15–20 million soldiers died in World War II. This meant that many survivors of the war had lost loved ones. Fighting was no longer confined to particular areas. An estimated 7 million civilians died in World War I, which was dwarfed by the estimated 38–55 million civilian deaths of World War II. This meant that many survivors had their homes destroyed, had gone hungry, or experienced terror and violence. Whole areas had to be rebuilt and families had to start their farms, businesses, etc. again.



# Ch. 25 - Ireland in World War II

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 18.1 (page 250)

1. It set up an Garda Síochána in 1925. It also began to modernise the country by building a hydroelectric scheme at Ardnacrusha on the River Shannon in 1929, and founded the Electricity Supply Board (ESB).
2. The country was still heavily reliant on agriculture and had little industry; the Great Depression had led to an increase in unemployment, poverty and emigration; there had been no progress in dismantling the terms of the Anglo-Irish Treaty; Cumann na nGaedheal continued to introduce the controversial Public Safety Acts.
3. Éamon de Valera founded Fianna Fáil in 1926. He had left Sinn Féin and needed a new political party to pursue his goals.
4. Fianna Fáil removed the Oath of Allegiance in 1933; they sidelined the position of governor-general; references to the British monarch were removed from the Irish Constitution in 1936.
5. Land annuities were abolished; welfare payments were introduced for widows and orphans in 1933; unemployment assistance was introduced in 1935; 10,000 more houses were built than during Cumann na nGaedheal's government; the IRA was banned in 1936.

### Checkpoint 18.2 (page 252)

1. Neutrality: not fighting in the war and not supporting either side.
2. Ireland wanted to continue to show its independence from Britain; Ireland was ill-prepared to fight in a war; Ireland's economy was weak; political parties wanted to stay out of World War II.
3. Ireland allowed Allied planes to fly over Donegal from Northern Ireland; Ireland passed on weather reports and intelligence on sightings of U-boats and German shipping in Irish waters to the Allies; German airmen were imprisoned if caught, while British and Americans were allowed to 'escape' over the border; Irish fire brigades went to Belfast to help after the bombings; around 50,000 Irishmen joined the British Army.
4. The Emergency Powers Act meant that the government could go to great lengths to ensure that Ireland stayed neutral: newspapers were censored, along with plays, poetry and books, and people's private post could even be opened.
5. Strict censorship was introduced so that newspapers could not share any news that might show a bias towards either side. Ireland had to be seen to be neutral.

### Checkpoint 18.3 (page 254)

1. Rationing: limiting the goods people could buy to a fixed amount.
2. Seán Lemass was appointed Minister for Supplies during the Emergency.
3. The Irish Shipping Company was founded to transport goods to Ireland in 15 cargo ships.
4. **(a)** Tea, flour, butter and other essentials were hard to get. People dried out and reused their tea leaves. Ration books were distributed to every household, with coupons to exchange for goods in shops; **(b)** Electricity and gas were in short supply and had to be rationed. If you were using more than your allowed amount, you could be cut off or prosecuted in the courts. Petrol was extremely limited and was only really used by doctors and priests. Turf replaced coal as fuel. The army was put to work cutting turf from the bogs. Industry suffered as a result of fuel shortages; **(c)** Ireland was bombed by the Germans during World War II, probably by accident. For example, in 1941, bombs were dropped on the North Strand in Dublin, killing 28 people. This could have been a message to the Irish government to remind them of the consequences of having any involvement in World War II. Bombs were also dropped in Co. Wexford and Co. Carlow.

# Ch. 25 - Ireland in World War II

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 18.4 (page 256)

- (a)** Industry boomed in Northern Ireland. Unemployment levels dropped by 20% to only 5%. Companies such as Harland and Wolff and Short Brothers grew in size, producing warships, merchant ships and aircraft; **(b)** Agriculture in Northern Ireland benefited; prices were guaranteed for food on the British market; over 17,000 gallons of milk were being exported to Britain every day; tillage farming expanded.
- US soldiers were based in Northern Ireland either to protect trade across the Atlantic or to prepare for the Allied invasion of Normandy.
- Belfast was bombed because of how much key wartime industry it had, and the fact that it was not well defended meant it was low-risk for the bombers.
- Factories such as Harland and Wolff were seriously damaged. About 1,100 people were killed and over 56,000 homes were destroyed. Great numbers of people left the city for safety, and many took refuge south of the border.

### Checkpoint 18.5 (page 257)

- The economy in the south suffered during the war, whereas the economy in Northern Ireland improved.
- Northern Ireland contributed a lot to the war effort in soldiers, supplies, food and weaponry, which strengthened the ties between Northern Ireland and Britain.
- The war pushed the two parts of Ireland further apart because the south of Ireland had stayed neutral. This demonstrated the south's independence, but damaged relations between the south and Northern Ireland. It showed that the two parts of the island regarded their relationship with Britain very differently.
- The war weakened the relationship between the south of Ireland and Britain and strengthened that between Northern Ireland and Britain. Reasons may include: Northern Ireland helped Britain during World War II with supplies, soldiers, weapons, etc.; the south stayed neutral and more independent; the south didn't encourage its people to fight in World War II; trade links between the south and Britain took years to return to normal.

### Exam-Style Question (page 259)

- (a)** Lightning is coming from a swastika, de Valera is holding a rolled up parchment with neutrality written on it.
- (b)** Neutrality: involves not fighting in a war and not supporting either side.
- (c)** It presents Ireland as being more against Nazism than it is against war, due to the fact that there are no symbols representing the Allies in it. Therefore, it is not exactly neutral.
- (d)** Newspaper articles, diaries, letters, etc.
- (e)** World War II: When WWII broke out Ireland declared itself to be a neutral country; the country remained neutral because Ireland wanted to continue to show its independence from Britain; Ireland was ill-prepared to fight in a war; Ireland's economy was weak and would be further damaged by war; staying out of World War II was a popular decision with all political parties; however, Ireland did favour the Allies; around 50,000 Irishmen joined the British army; German airmen were imprisoned if caught, while British and Americans were allowed to 'escape' over the border; Irish fire brigades went to Belfast to help with the aftermath of German bombings.
- (f)** World War II: Due to the Emergency Powers Act, 1939, newspapers, plays, poetry and books were censored; a Compulsory Tillage Scheme was introduced by Seán Lemass, which meant that all farmers had to till a certain amount of land and sow a certain acreage of wheat; people were given ration books for use when buying tea, flour, butter, sugar and other essentials that were hard to get; electricity and gas were in short supply and had to be rationed; petrol was extremely limited, and was only really used by doctors and priests; turf replaced coal as a fuel; factories had to lay off workers, so emigration from Ireland increased; despite its neutrality, Ireland was bombed by the Germans during World War II, probably by accident.

# Ch. 26 - The Holocaust

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 25.1 (page 346)

1. Genocide: the attempt to eliminate entire peoples or religious or ethnic groups; Dehumanisation: treating people as though they were somehow less than human.
2. Unfamiliar European diseases such as measles, whooping cough and influenza; malnutrition resulting from tribes being driven from their land and traditional food sources; during the Gold Rush villages were ambushed and their people slaughtered; several wars broke out between tribes and settlers.
3. The Armenians were targeted by the Turks because the government was trying to unify all the Turkish people in a new state with one religion and one language. Armenians were Christian and didn't belong within the new concept of a Turkish state. They were accused of siding with Turkey's enemy, fellow Christian state Russia, and called traitors.
4. The Armenians were slaughtered in a combination of massacres, forced deportations, death marches into the Syrian desert and also by disease or brutality in concentration camps.

### Checkpoint 25.2.1 (page 349)

1. Holocaust: the genocide of European Jews and others during World War II; Ghetto: a part of a city where a minority group lives, due to social, legal or economic pressure.
2. Over eight million Jews lived in Nazi-occupied Europe.
3. They were laws passed in 1935 which were made 'for the protection of German blood and honour'. These laws removed the rights of Jews: to be German citizens; to vote; to own property; to hold certain jobs (such as teachers, civil servants, soldiers and doctors); and to marry non-Jewish citizens.
4. Thousands of Jewish-owned buildings, including businesses, synagogues and cemeteries, were destroyed and at least 100 Jews were killed. Thousands more were sent to concentration camps and their homes and belongings were confiscated.
5. Einsatzgruppen: special mobile killing squads that executed 'anti-German elements' (Jews, local resistance fighters, government officials and others) in German-occupied territories.
6. The Wannsee Conference is where the method of 'the Final Solution' was decided in January 1942.

### Checkpoint 25.2.2 (page 354)

1. At first, concentration camps were forced labour camps, but from 1942 special extermination camps (death camps) were also constructed. Four examples: Dachau in Germany; Auschwitz-Birkenau in Poland; Majdanek in Poland; Chelmno in Poland; Treblinka in Poland, etc.
2. In concentration camps people were dehumanised. Their belongings were taken from them on arrival and anybody who was unwell or unable to work was killed immediately. Women, men and children were separated. Prisoners' heads were shaved and each had a number tattooed on their forearm. Some prisoners were used for medical experiments without their consent, etc.
3. Soviet soldiers were the first Allies to encounter concentration camps as they pursued the German forces westwards. They found Majdanek camp in eastern Poland nearly intact on 23 July 1944. Auschwitz was liberated on 27 January 1945. Medics tried to save prisoners, but many were too weak even to digest food. British, Canadian, American and French troops also liberated camps. By May 1945, all 20,000 camps had been liberated.
4. An estimated six million Jews were killed; millions of others were systematically killed, including Poles and other Slavic people, Roma, LGBT people, communists and prisoners of war; generations were wiped out; large-scale emigration by Jewish survivors; a strengthening of a shared Jewish identity.
5. Student's opinion answer. Students might address the following: Jewish religious belief (see Genesis, Exodus...) is that God promised the land of Israel to the Jewish people. They had experienced persecution in Europe since the Middle Ages, but the Holocaust was such a shattering trauma that the idea of a Jewish state as a permanent, safe homeland became urgent.

# Ch. 26 - The Holocaust

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 25.3 (page 356)

1. Genocide took place in Cambodia because the Khmer Rouge (followers of the Communist Party) aimed to eliminate Buddhists and ethnic minorities within Cambodia, as part of their idealised vision of their 'pure' country.
2. The Khmer Rouge killed up to one-quarter of the population by starvation, disease and torture in forced labour camps. Over 17,000 people are thought to have died in Tuol Sleng prison alone, and mass executions were carried out at hundreds of sites called killing fields all across Cambodia.
3. Tensions between the Hutu and Tutsi had developed over time and had led to civil war. A power-sharing agreement had angered Hutu extremists. Rwandan President Juvénal Habyarimana, a Hutu, was killed when his plane was shot down on 6 April 1994. Hutu extremists began the Rwandan Genocide in the capital city, Kigali, the next day. Mass killings of Tutsis and moderate Hutus in Kigali quickly spread to the rest of Rwanda. By the time the Rwandan Patriotic Front gained control through a military offensive in early July, hundreds of thousands of Rwandans had been slaughtered. Over 90% of these were Tutsi, representing around two-thirds of the Tutsi population. A coalition government was set up.
4. It led to the first international tribunal since the Nuremburg Trials of 1945–46, and it was the first to prosecute the crime of genocide.

### Exam-Style Question (page 358)

- (a) Due to the night of broken glass, they did not want to wait to find out if events such as Kristallnacht would cease, or if life would ever be normal again for all of them.
- (b) He was willing to give the lady a major portion of it so that herself and her brother could get out of Germany.
- (c) '[Her] brother remembers rehearsing how to pronounce his forged name and address just in case the police woke us up while we were crossing the border.'
- (d) To their bachelor cousin thrice removed who was living in a very small apartment in Paris near the Place de la République.
- (e) In November 1938, a Jewish teenager murdered a German diplomat in Paris. This was followed by a two-day riot across Germany and parts of Austria called the Night of the Broken Glass (Kristallnacht). Thousands of Jewish-owned buildings, including businesses, synagogues and cemeteries, were destroyed and at least 100 Jews were killed. Thousands more were sent to concentration camps and their homes and belongings were confiscated.
- (f) After the outbreak of war, Hitler and the Nazis established more than 400 ghettos to isolate Jews from the non-Jewish population. A ghetto is a part of a city where a minority group lives, due to social, legal or economic pressure. When Jewish people were transferred to the ghetto, their homes and belongings were taken over. The ghettos were closed off by high walls and barbed-wire fences and the gates were guarded. Food and fuel shortages led to a high mortality rate, especially in winter, and the overcrowding and unsanitary conditions encouraged the outbreak of disease. The first ghetto was set up in Łódź, Poland, on 8 February 1940. Approximately 155,000 Jews (almost one-third of the city's total population) were forced to relocate there and made to work in factories.
- (g) Any one of: studying the artefacts belonging to the people in the concentration camps; studying records from the concentration camps, ghettos, etc.; interviews.



# Ch. 27 - The Cold War

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 26.1 (page 361)

1. Superpowers: the most powerful countries in the world: the USA and the USSR; The Cold War: the long period of heightened tension between the superpowers and their respective allies after World War II.
2. The USA was a democracy, with different political parties, free elections and a free press. The Soviet Union was a single-party communist dictatorship.
3. Stalin believed that Britain and the USA had deliberately delayed the D-Day landings so that the Soviets would suffer more damage by fighting the Nazis alone. The USA refused to share the secrets of the atomic bomb with the Soviets.
4. The Iron Curtain was the line dividing Europe into a democratic West and a communist East after World War II. Stalin wanted a buffer zone of loyal states in Eastern Europe to protect the Soviet Union from future invasion.
5. President Truman announced that the USA would support other countries to resist the spread of communism.
6. The policy of containment: aimed to limit communism to countries where it was already established, but would not attempt to remove it.
7. Students can answer on either side here once they back up their answer with arguments based on the events described in this topic.

### Checkpoint 26.2 (page 364)

1. After World War II, the Allies divided Germany into four separate zones of occupation, each governed by one of the Allies.
2. The Soviets wanted a permanently weakened Germany that would never again be a threat. The others wanted a strong, prosperous, democratic Germany that would be an obstacle to communism and be the economic anchor of Europe.
3. They decided to supply Berlin by air. The Berlin Airlift used cargo planes to bring food, clothing, medical supplies and fuel to over 2.5 million people.
4. **(a)** Germany was permanently divided into East Germany (the German Democratic Republic, or GDR) and West Germany (the Federal Republic of Germany, or FRG); **(b)** The Western Allies formed a military alliance in 1949 to oppose the Soviets: the North Atlantic Treaty Organisation (NATO); **(c)** The Soviets developed their own atomic bomb in 1949, and in 1955 set up their own military alliance in Eastern Europe, called the Warsaw Pact.
5. Korea was divided along the 38th parallel. The North was communist, backed by the Soviets, and the South was allied to the USA.
6. The USA sent troops to support the South and push back the communist invaders as part of their policy of containment.
7. The Chinese sent an army to support the North Koreans when they believed the USA was going to invade China.
8. **(a)** Korea was permanently split between North and South; **(b)** It showed that containment could work. The South did not become communist and war did not break out between the superpowers; **(c)** Asia became divided between the superpowers: the USSR and China became allies in the defence of North Korea, while the USA gained new allies in South Korea, Japan, the Philippines, etc.
9. Neither side wanted a full-scale war, as that would be a nuclear war that could destroy both sides.



# Ch. 27 - The Cold War

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 26.3 (page 366)

1. A communist revolution led by Fidel Castro overthrew the US-backed Cuban government in 1959.
2. The USA cut off trade with Cuba.
3. After the failed invasion by anti-Castro Cuban exiles (planned and executed by the USA), Castro appealed to the Soviet Union for help in defending Cuba. This suited Soviet leader Nikita Khrushchev, because the USA had placed missiles in Turkey that were within range of Soviet cities; now he could do the same not far off the US coast.
4. When US planes observed missile bases being built in Cuba, the USA imposed a naval blockade on Cuba to prevent Soviet ships delivering nuclear missiles.
5. In return for the Soviets removing the missiles from Cuba, the USA agreed not to invade Cuba and to remove their missiles from Turkey.
6. In order to reduce tensions, a telephone hotline was set up between Moscow and Washington to deal with potential crises as and when they arose. The Nuclear Test Ban Treaty was agreed by the superpowers and others, which banned atomic testing on land, sea or in space.

### Checkpoint 26.4 (page 369)

1. To try to stop the spread of communism in Asia.
2. **(a)** The USA used chemicals to destroy the jungles, burned villages where Vietcong guerrillas were believed to be hiding and bombed the North heavily; **(b)** The Vietcong adopted guerrilla tactics. They attacked in small groups, hid in the jungles and disrupted their opponents' supply lines.
3. It showed the limits of the policy of containment and that a superpower could be defeated.
4. They tried to make sure that they had governments that were supportive of their side by helping to overthrow governments who did not support them, funding the opponents of those governments and sending troops to intervene. Examples include the USA in Chile or El Salvador, or the USSR in Ethiopia or Afghanistan.
5. The main objective of Soviet policy in Europe after World War II was to keep control of the states in the Eastern Bloc.
6. When countries tried to break free of Soviet control, the Soviet Union used force against the people, for example in Hungary in 1956 or in Czechoslovakia in 1968.
7. The West recognised Hungary as part of the Soviet sphere of influence and was unwilling to risk a war for the Hungarian Uprising.
8. Local governments were unwilling to see thousands of their people killed in a futile and isolated attempt to resist Soviet control.

### Checkpoint 26.5 (page 371)

1. He saw them as an 'evil empire'.
2. He massively increased military spending to try to force them to spend more than they could afford.
3. 1985
4. Gorbachev believed radical reforms were necessary because the economy was in crisis and they were spending too much on the military.
5. Glasnost (meaning 'openness'): Gorbachev's policy to open up discussion in Soviet society: political prisoners were freed, censorship was relaxed and people were encouraged to suggest new ideas to fix the economy; Perestroika (meaning 'restructuring'): Gorbachev's policy to reform and open up the Soviet economy by allowing some private ownership of business and land.
6. Gorbachev met President Reagan several times and built a new relationship based on trust. They made important nuclear disarmament agreements, which dramatically reduced nuclear weaponry and tensions between East and West.
7. After Gorbachev declared in 1988 that the Soviet army would no longer be used to keep communists in power, local communist governments were overthrown in protests during 1989.
8. Students can agree or disagree with this statement once they provide reasons to support their contention.

# Ch. 27 - The Cold War

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 373)

- (a) With guerrilla tactics and conventional weapons.
- (b) That despite the USA being the mightiest nation in history and having nuclear bombs, they cannot defeat an army of peasants, using conventional weapons and guerrilla tactics. We can see this from the images in the cartoon.
- (c) 6.2 million tonnes.
- (d) Hundreds of villages destroyed, forests defoliated, land made infertile, 5 million refugees.
- (e) They were using bombs, napalm, defoliant, destroying crops and villages.
- (f) Interviews with people alive during the war, news reports from the war, official government documents such as census records, video footage from the war, etc.
- (g) Long answer question. Any incident, such as the Berlin Blockade or the Cuban Missile Crisis is acceptable.

# Ch. 28 - Life in the 1960s (Ireland)

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 19.1 (page 261)

1. Protectionism: using high tariffs (charges) on goods coming into Ireland to protect Irish businesses from foreign competition. Because they were protected by the tariffs, Irish businesses were quite inefficient and badly run and there was little money available to invest in the economy. This created high unemployment.
2. Any two of: most political leaders were old and pursued outdated policies; Irish governments in the 1950s were mostly weak coalitions that did not last long and so elections were frequent; no majority existed in the Dáil and this made Ireland's issues hard to address.
3. 44,000

### Checkpoint 19.2 (page 263)

1. Free trade: Ireland would reduce tariffs on imports to encourage trade and reduce prices; encouraging foreign investment: taxes were reduced on foreign companies that set up in Ireland and created jobs; grants to business and farmers: £220 million was given to help them modernise.
2. Yes: it achieved 4% growth per year; unemployment and emigration fell.
3. Lemass met with the Northern Ireland Prime Minister Terence O'Neill in 1965 and they agreed to cooperate on matters such as tourism, agriculture and education.
4. Ireland was elected to the United Nations Security Council and sent troops abroad as peacekeepers.
5. Ireland applied for membership alongside Britain, as Britain was Ireland's largest trading partner. The application failed when the British application was vetoed by France.
6. Jack Lynch

### Checkpoint 19.3 (page 266)

1. RTÉ started broadcasting on 31 December 1961.
2. Any two of: outside influences were introduced to Ireland through foreign television; controversial social topics were debated on shows like *The Late Late Show*; political and religious leaders were challenged for the first time and had to defend their stances and actions to the viewing public.
3. To reform the Catholic Church and modernise it.
4. Any two of: mass and the Bible were in the vernacular; laypeople gained a greater role in the Church; ecumenism sought greater understanding amongst the various Christian Churches.
5. Donogh O'Malley introduced free schooling up to the Intermediate Certificate; free transport to and from schools; grants to build more schools; opened Regional Technical Colleges.
6. Any of these is correct once it is backed up with examples and an explanation of why it had the greater long-term impact.

### Exam-Style Question (page 268)

(a) President De Valera hopes television will provide 'all sources of recreation and pleasure, but also information, instruction and knowledge'.

(b) Its 'immense power' ... 'to influence the thoughts and actions of the multitude' worries de Valera.

(c) The people.

(d) They give historians an insight into what people believed and what their opinions were at the time of an event.

They give historians an insight into the details of an event.

(e) Seán Lemass

(f) Seán Lemass became Taoiseach and leader of Fianna Fáil in 1959 after de Valera retired. He was convinced that radical changes in economic policy were needed to save the country. He worked with the Secretary-General of the Department of Finance, T. K. Whitaker, from 1959 to implement the First Programme for Economic Expansion. Aims of this included free trade, the encouragement of foreign investment and grants to business and farmers. This was a success. The economy grew by 4% per year during the 1960s – double its target. Unemployment had fallen by a third by 1961. Emigration fell from 44,000 per year to 16,000 per year in 1961 and to 11,000 per year by 1971.

(g) Any opinion, including an explanation. For example: In 1966 the Minister for Education, Donogh O'Malley, introduced major reforms to the education system, including: free schooling up to the Intermediate Certificate, free transport for students to schools, grants to build more schools, the opening of Regional Technical Colleges. These reforms had a huge impact on Irish society. The numbers sitting the Leaving Certificate rose from 8,600 in 1961 to 24,000 in 1972. The practice of Irish children leaving education after primary school had ended by the early 1970s.

# Ch. 28 - Life in the 1960s (USA)

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 27.1 (page 377)

1. So that they could 'prove' the superiority of their political system over their opponent's by developing the best technology.
2. *Sputnik*, in 1957.
3. Yuri Gagarin.
4. 8 years.
5. Neil Armstrong.
6. The USA had succeeded at the final, hardest goal of the space race; it was a huge propaganda victory.
7. Aside from the propaganda victory of having been the first country to put a man on the moon, five more Apollo missions went to the moon, and there were significant advances in satellite and communications technology.

### Checkpoint 27.2 (page 381)

1. Before the Civil Rights Movement, African Americans were treated as second-class citizens. A century before that, many had been slaves. They were discriminated against in many states in education, housing, public facilities, employment, policing, the court system and voting.
2. The Civil Rights Movement used non-violent protest: protest marches and boycotts of businesses; using the media to highlight discrimination; and attacking discrimination laws in the courts.
3. The 1960s saw various groups take to the streets to challenge political leaders and demand change in their societies and they copied the tactics of the Civil Rights Movement.
4. Any of those listed on page 380 of the textbook is acceptable.
5. Most of the protest movements adopted similar tactics to those of the Civil Rights Movement. They organised marches to bring people out onto the streets. They published magazines and books to raise awareness of their demands for change and keep people informed of developments in the campaign. They lobbied politicians to change laws.

### Checkpoint 27.3 (page 383)

1. Young people of the 1960s were better educated than previous generations due to free education and had far more money to spend than their parents had at the same age.
2. Youth culture: young people's tastes in music, fashion and entertainment.
3. It sounded very different and addressed topics such as love, sex, drugs, personal freedom and politics.
4. They believed it encouraged socially unacceptable behaviour among young people.
5. 1960s fashion featured bright, swirling colours and very different, playful styles. The miniskirt arrived for women. For men, psychedelic tie-dye shirts, long hair and beards replaced the traditional, conservative short hair, shirts and trousers. These new fashions symbolised the rejection of their parents' values.
6. They were better educated, wealthier and had more freedom than the generations who went before them.

### Exam-Style Question (page 385)

- (a) They are poor, suffer from discrimination and segregation.
- (b) There won't be peace or rest in the USA.
- (c) Must remain peaceful, not engage in violence, lose dignity and discipline, etc.
- (d) All people will be equal, regardless of race.
- (e) Students might point to a number of pieces of evidence to support either a yes or no answer. For yes, the civil rights acts, the success of various protest events, etc. For no, lots of discrimination remained in justice and employment, etc.
- (f) Newspaper reports, photographs of the event, interviews with people who attended, etc.
- (g) As an important figure in US history, to mark the continued struggle for racial equality, etc.
- (h) Long answer question. Students can select any topic they have studied to discuss in this question, such as technological change, the space race, the push for civil rights for a minority group, youth culture. In their answer, students need to discuss the key events and people of that process of change and the long-term impact that movement had on societies.

# Ch. 29 - Women in 20th Century Ireland

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 17.1 (page 241)

1. Suffrage: the campaign for voting rights; Irish women campaigned for it through parades, attacks on property and hunger strikes in prison.
2. Irish women were only admitted to universities in 1908 and only women from wealthy backgrounds were able to attend.
3. Irish women were expected to marry and have children. Some women worked before they got married but they had to give up those jobs on marriage. Poorer women often worked as domestic servants, street traders and in mills or factories.
4. Cumann na mBan was founded to support Irish independence. Many women fought in 1916 and in the War of Independence.

### Checkpoint 17.2 (page 243)

1. 1922 (over the age of 21).
2. The view that a woman's place is in the home was widespread and accepted by most men and women. Divorce and contraception were banned. Women could not sit on juries. The 1937 Constitution recognised a woman's special role 'within the home'.
3. In 1932, a 'marriage bar' was introduced, which meant that women automatically lost their jobs in the public service when they got married. In 1936, the government passed the Conditions of Employment Act, which limited the number of women in any industry.
4. It was assumed that they would become mothers and if they were working, it would take away from their real 'job' in the home looking after their husband and children.
5. In 1946, only 2.5% of married women were in employment.
6. They were homes run by religious orders where unmarried women and girls were sent to have their babies if they became pregnant. They were sent here because it was not considered acceptable for children to be born outside marriage and these pregnancies had to be kept secret.
7. They were institutions run by religious orders where women and girls considered 'immoral' were sent. They were forced to work in laundries and were often beaten, abused and not allowed to leave.
8. Women were very much second-class citizens and expectations were that they would fulfil a role limited to their homes for most of their lives. This led to low levels of female employment and high levels of female emigration.

### Checkpoint 17.3 (page 246)

1. As the economy expanded, more women got jobs. They had greater access to education and therefore also to professional careers. RTÉ was also influential in beginning to change attitudes towards a woman's role in society.
2. Feminism: the movement aimed at achieving gender equality, based on political, social and economic equality between men and women. The Irish Women's Liberation Movement was set up in 1971 and pressed for changes to laws that discriminated against women.
3. The 'marriage bar' was abolished; the Anti-Discrimination Act of 1974 made it illegal to pay men more than women for the same work; the Employment Equality Act of 1977 outlawed discrimination on the basis of sex or marital status; the ban on contraception was gradually lifted.

### Exam-Style Question (page 248)

- (a) 1930s
- (b) Her clothes were taken from her and she was given an old dress to wear.
- (c) She was afraid, didn't know where she was and was upset by seeing all the old women there.
- (d) She was beaten by a nun; made to iron; had her clothes stripped off her.
- (e) The key point here is that from the 1970s onwards, women had greater freedoms, more access to education, jobs, contraception etc. as a result of campaigns by feminists and changes in Irish society.
- (f) A range of different answers are acceptable. Students need to identify the restrictions and explain how each of them affected women's lives. They can be specific, like the constitution or the marriage bar, or more general, like the very conservative society and public opinions about women that existed.
- (g) Under each of the headings, students need to identify a major change or changes that occurred for women. For example, in education, free second level education or the admitting of women to university and the impacts of those would be appropriate.
- (h) A range of options here, students need to explain the roles of employment and education in changing women's lives both individually and more broadly in society.



# Ch. 30 - The Troubles

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 16.10 (page 236)

1. The new state of Northern Ireland was set up as a result of the Government of Ireland Act 1920. It had a form of Home Rule with its own parliament, later based at Stormont, Belfast. It was in control of internal affairs such as education and health care.
2. James Craig became Northern Ireland's first prime minister.
3. The foundation of the RUC and B-Specials; the use of gerrymandering.
4. Gerrymandering: the rearrangement of voting districts to benefit one political party.

### Checkpoint 20.1 (page 270)

1. The Government of Ireland Act 1920 partitioned Ireland, creating Northern Ireland with its own parliament in Belfast.
2. Two-thirds of Northern Ireland residents were Protestant, most of whom were unionists. The other third was Catholic and mostly nationalist.
3. The Royal Ulster Constabulary (RUC) was an almost exclusively Protestant armed police force. It had part-time special constabulary units such as the 'B-Specials', who used violence against Catholics.
4. **(a)** State-run Protestant schools received more money than Catholic ones; **(b)** Catholics were passed over in favour of Protestants when public housing was being allocated; **(c)** Catholic unemployment was double that of Protestants. Jobs in the civil service did not go to Catholics, and unionist ministers urged businesses to employ only Protestants.
5. **(a)** Belfast was heavily bombed during the 'Belfast Blitz' of 1941; **(b)** The welfare state greatly expanded the funding available to Catholic schools.
6. They feared that if nationalists/Catholics were able to gain power/wealth they would use it to push Northern Ireland into a united Ireland.

### Checkpoint 20.2.1 (page 271)

1. Terence O'Neill used tax breaks and grants to attract new industries and foreign businesses to the province.
2. Most of the new jobs O'Neill created were in the predominantly Protestant east of Northern Ireland and so the Catholic community did not really benefit from this.
3. O'Neill visited Catholic schools and hospitals. When the Pope died in 1963, he ordered flags to be flown at half-mast as a sign of respect. In 1965, he met with Taoiseach Seán Lemass.
4. O'Neill's gestures raised expectations of widespread change in Northern Ireland.
5. They believed O'Neill's actions would undermine the position of unionists and accused him of 'betraying the Union'.

### Checkpoint 20.2.2 (page 272)

1. Catholics became increasingly frustrated by the lack of progress in Northern Ireland and decided to campaign more actively for a change in their status.
2. NICRA's aims were the disbanding of the B-Specials; an end to discrimination in housing and employment; 'one man, one vote' in local elections; an end to gerrymandering.
3. NICRA was committed to using only peaceful means to achieve change; it modelled itself on the US Civil Rights Movement of African-Americans, led by Dr Martin Luther King.
4. While some unionists supported NICRA, many dismissed it as a 'republican plot' against Northern Ireland and therefore refused all of its demands.
5. In October 1968, a march that had been banned went ahead. It was attacked by the RUC and the images were captured by television cameras. That night in Derry and Belfast there was mass rioting and violent clashes between Catholic youths and the RUC.
6. Either answer is acceptable once it is supported by arguments and examples from O'Neill's time as prime minister.

# Ch. 30 - The Troubles

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 20.3 (page 276)

1. In August 1969, there were riots when a march by the unionist Apprentice Boys passed through the Catholic Bogside area of Derry. The rioters drove the RUC out of the Bogside, throwing stones and home-made firebombs (Molotov cocktails). They raised barricades across the streets and declared the area 'Free Derry'.
2. British troops were meant to end the violent clashes between the RUC and Catholic rioters.
3. Terrorism: the use of fear and acts of violence to try to change society or government policy for a political or ideological purpose.
4. IRA: a republican terrorist group (the Irish Republican Army); UDA: a loyalist terrorist group (the Ulster Defence Association); SDLP: a moderate nationalist party that rejected violence (the Social Democratic and Labour Party); DUP: a hardline unionist party opposed to any compromise with nationalists (the Democratic Unionist Party).
5. Internment: the arrest and imprisonment of people without trial.
6. On Bloody Sunday (30 January 1972), British troops shot 14 anti-internment protestors dead during a banned civil rights march in Derry.
7. Firstly, 14 civilians were shot dead by the army; secondly the inquiry afterwards blamed the protestors for the deaths, saying the soldiers acted in self defence; this was rejected by the families of the victims, who campaigned for justice for the next 25 years.

### Checkpoint 20.4 (page 278)

1. Britain felt that the unionist government was failing to deal with the crisis situation.
2. The British hoped that if unionists and nationalists could work together in government, many of the causes of the violence could be resolved.
3. There would be a power-sharing executive between the Unionist Party, the SDLP and the Alliance Party, and a cross-border Council of Ireland to promote cooperation between north and south.
4. The leaders of the Unionist Party (Brian Faulkner), the SDLP (Gerry Fitt), the British government (Edward Heath) and the Irish government (Liam Cosgrave) signed the Sunningdale Agreement. Support was needed from all sides to solve the problems in Northern Ireland.
5. **(a)** The IRA opposed the Sunningdale Agreement as it did not end partition; **(b)** Some Unionists did not want power-sharing or the Council of Ireland.
6. The Ulster Workers' Council organised a massive strike that shut down Northern Ireland; goods could not be transported, electricity was cut off and businesses/factories shut down.

### Checkpoint 20.4 (page 278)

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# Ch. 30 - The Troubles

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 20.5 (page 280)

1. The IRA used 'spectaculars' (large-scale attacks on the British mainland) as well as frequent attacks in Northern Ireland targeting the RUC and the British army.
2. Loyalists engaged in brutal attacks on civilians, often killing innocent Catholics.
3. IRA prisoners demanded political status, which meant they would be treated as political prisoners rather than as ordinary criminals – to wear their own clothes and have more visits and contact with the outside.
4. The British government refused to compromise, believing that if they conceded it would be seen as a victory for the IRA and for its violent tactics.

### Checkpoint 20.6 (page 283)

1. The two governments agreed to increase security cooperation, and also that the Republic would have a role in the running of Northern Ireland (the right to be consulted and to put forward proposals).
2. Unionists were outraged and felt they had been betrayed by the British.
3. The Downing Street Declaration set out the terms for all-party talks on the future of Northern Ireland. Most importantly, only parties committed to peace could be involved.
4. (a) IRA ceasefire: August 1994; (b) Loyalist ceasefire: October 1994.
5. David Trimble – UUP; John Hume – SDLP; Gerry Adams – Sinn Féin; Bertie Ahern – Irish government; Tony Blair – British government.
6. Main terms of the 1998 Good Friday Agreement: power-sharing between all the main political parties; cross-border bodies to link the north and south; that the Republic would give up its constitutional claim on Northern Ireland; the release of IRA and loyalist prisoners from jail; decommissioning (surrendering) of weapons by terrorist groups; the reform of the RUC and gradual withdrawal of most British soldiers.
7. Yes, 71% voted for it in Northern Ireland and 94% in the Republic.
8. He constantly pushed for talks between all the groups; he held talks with republicans to try to end their violence; he led the SDLP in the all-party talks.
9. Like Daniel O'Connell or John Redmond, he completely rejected the use of violence to achieve political change in Ireland; he led peaceful campaigns and protests; he used the political process to achieve his aims.

### Exam-Style Question (page 285)

- (a) Civilians
- (b) Republican paramilitaries.
- (c) Soldiers were deliberately targeted by bomb and gun attacks; they were easy targets when they were on patrol, in uniform and stationed in the same places all the time. Soldiers (usually) did not set out to kill their opponents but rather to arrest and capture them.
- (d) The IRA were determined to create big events to put pressure on the British government. They planted bombs in both Northern Ireland and the United Kingdom, which loyalists did not do. The IRA had access to more weapons and bomb-making equipment, etc. Loyalists largely targeted civilians with gun attacks.
- (e) Reports of deaths from newspapers, government records in Ireland and Britain, death certificates.
- (f) Long answer question. Students should give details on at least three causes of the Troubles and should cover both long- and short-term causes.
- (g) Long answer question. Students should give details on the major attempts by the governments to solve the problems in Northern Ireland: Sunningdale 1973/74, the Anglo-Irish Agreement 1985, the Good Friday Agreement 1998.
- (h) Students need to explain why nationalists and unionists look at the events of the Troubles and see them very differently. They should provide the differing views of at least two or three events in the Troubles.

# Ch. 31 - The European Union

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 28.1 (page 387)

1. The Cold War was taking shape as a potential threat to Europe, so these leaders were committed to ensuring that Europe would work together in the future.
2. These leaders had personal experience of war and of fascism. They were determined to prevent a return to the extremism and destruction of the previous generation.
3. The Cold War posed a problem that they felt could only be resolved by working together. The continent was devastated after the war and economic cooperation would help their countries to recover. The USA would lend its support to an ally against communism and wanted Europe to be a strong partner in trade and in values.
4. Any of the reasons given is valid, once students explain their reasons for selecting it. There should be a comparative element in a good answer.

### Checkpoint 28.2 (page 389)

1. The Benelux Agreement was important because it showed that the abolition of tariffs on imports and exports could be achieved and was successful (it tripled trade in a decade).
2. It was to administer the Marshall Plan funds, encourage economic cooperation and raise living standards in Europe.
3. The European Convention on Human Rights guaranteed the basic rights of all citizens in Europe to democracy, free speech, a free media and protection from torture or unfair trials. If a citizen felt their rights had been violated by their own government, they could take a case to the European Court of Human Rights.
4. France proposed setting up the ECSC to minimise any threat from a re-emerging West Germany.
5. The European Coal and Steel Community: the coal and steel industries of France, West Germany, Italy and the Benelux states were put under a single High Authority.
6. It was different in that the member states handed over some of their sovereignty to an outside body. The ECSC could make decisions that would be binding on all its members.

### Checkpoint 28.3 (page 391)

1. The ECSC had been such a success that its six members wanted to extend it to other areas by setting up the European Economic Community.
2. **(a)** The Commission runs the EEC day to day and implements the treaties. It is made up of nominees by the member states: the commissioners; **(b)** The Council of Ministers is where national ministers meet regularly to discuss common issues and make decisions; **(c)** The European Parliament represents the people of Europe. Since 1979, its members have been directly elected and it has become as powerful as the Commission and the Council; **(d)** The Court of Justice rules on interpretations of the treaties and on disputes between the other institutions and member states.
3. The common market: a free trade area created by eliminating restrictions (tariffs, custom duties) on trade on all goods amongst members. It has common external tariffs for goods coming into the free trade area.
4. The 'Four Freedoms' are freedom of movement of money, people, goods and services amongst member states.
5. They would help improve people's lives and show them the benefits of working together. If people moved around Europe, they would get to know other cultures and be less fearful of them. Moving goods freely would improve trade and increase economic interdependence.

### Checkpoint 28.4 (page 394)

1. After communism collapsed, the EC loaned the countries in Eastern Europe money to stabilise their economies and promised them membership.
2. The Single European Act created the Single Market: a single economic area that would remove all the remaining barriers to the movement of money, people, goods and services amongst the member states.
3. The Maastricht Treaty created the European Union (EU), the single currency (the euro) and the Social Charter (more protections for workers). It removed the veto power of member states in many areas and gave more power to the European Parliament.
4. Any three successes detailed on page 393 are acceptable here.
5. Any three issues detailed on page 393 are acceptable here.
6. Students may argue that it has been a success or failure, once they provide valid reasons for their answers.

# Ch. 31 - The European Union

## Textbook Solutions

### Checkpoint 28.5 (page 397)

1. Ireland joined the OEEC in 1948 and the Council of Europe in 1949.
2. Ireland was not invited to join the ECSC or the EEC when they were founded.
3. Ireland applied in 1961 because Britain applied that year too. Britain was Ireland's largest trading partner, so felt it had to join.
4. France vetoed Britain's membership in 1961 and 1967, which meant that Ireland was not able to join until 1973.
5. Any two of the ways listed on page 395 are acceptable here.
6. Ireland has opposed moves towards a common defence policy and a common tax rate for businesses, and also rejected referendums in 2001 and 2008, both of which later passed with changes.

### Exam-Style Question (page 399)

- (a) The elimination of the age-old opposition of France and Germany.
- (b) That French and German coal and steel should be put under a single High Authority that would be open to other states to join.
- (c) Coal and steel are the main resources needed to produce weapons and war materials in industry.
- (d) That the Schuman Plan can stitch Germany and France together.
- (e) The cartoonist is largely neutral on the plan, he uses images to convey the intention behind the plan without commenting on it in either positive or negative ways.
- (f) Historians are limited to sources in languages that they can understand. If they don't understand a language, they could work with a historian from that country, whom they could help with their country's sources.
- (g) Long answer question. Students must clearly identify an organisation they have studied and explain, using at least three examples or different points, how it contributed.
- (h) Long answer question. Students should clearly identify a period in history, or multiple periods, and explain how Ireland has been influenced by links with Europe. This influence could be in ideas, politics, economics or social issues.



# Ch. 32 - Patterns of Change (Medicine)

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 30.1.1 (page 416)

1. It was caused by the gods.
2. He was the first to write in detail about different diseases, illnesses and their symptoms.
3. It had natural causes; an imbalance in the four humours of the body (blood, black bile, yellow bile, phlegm).
4. He was a Roman doctor who said you needed to study the body (anatomy) to understand illness.
5. He could only dissect animals and therefore assumed that human bodies were the same, making many of his ideas about how the body worked incorrect.
6. People had to pay physicians or healers who sold herbal treatments. Temples of Asclepius offered advice from priests to the sick.

### Checkpoint 30.1.2 (page 417)

1. Ancient Greek and Roman writers.
2. Bleeding, cupping, leeching, amputation; herbal remedies.
3. People lived in cramped and unhygienic conditions and lacked basic sanitation. Fleas carried diseases that spread to people.
4. It was very limited, little understanding of the differences between men and women; only midwives assisted at births; women often died in childbirth.
5. This statement is broadly correct. Students can identify issues such as the reliance on ancient writings, the lack of understanding of the body, the use of the four humours theory, etc. to support this point.

### Checkpoint 30.2 (page 420)

1. Reliance on ancient writers, opposition of the Catholic Church to dissection.
2. **(a)** Performed dissections and produced detailed drawing of the internal organs of the body; **(b)** Explained the flow of blood around the body.
3. He invented the microscope, which showed him germs; doctors realised they were responsible for the spread of disease.
4. He infected people with cowpox and this gave them immunity to smallpox.
5. Vaccines are medicines designed to prompt the immune system to develop the necessary antibodies to fight off a particular disease. Most work by exposing the immune system to a non-dangerous version of the disease, e.g. polio, TB, typhoid.
6. Women's health improved in several ways. Greater knowledge of germs and infection led to better care in childbirth. Surgery was used to remove cancerous tumours in the breasts and ovaries. Doctors looked after women during childbirth and used ether and chloroform (painkillers in gas form) to ease their pain.
7. **(a)** Laws were passed that required city councils to provide clean water, improve sanitation and ensure the collection of rubbish to reduce the spread of germs; **(b)** Sterilisation of medical equipment during operations increased the numbers of patients who survived surgery.

### Exam-Style Question (page 426)

- (a)** Wounded soldier is being held while his leg is amputated; the doctor is sewing up the wound; his tools are lying around him.
- (b)** A team of doctors is performing surgery; they are wearing surgical clothes, gloves, masks, the patient is covered except for the open wound, instruments carefully laid out.
- (c)** B as it is a photograph of a real event. A is a drawing and some of the details may have been incorrect.
- (d)** Many relevant points here, some may include: use of surgical tools; cleanliness; development of operating theatres. Important that students draw comparisons between the images to arrive at their points.
- (e)** Any innovation is acceptable but must be supported by evidence and arguments, especially regarding its impact on later care.
- (f)** Long answer question: answers should cover the development of medicine in one or more areas over at least two time periods, e.g. the ancient world to the Renaissance, and explain how the change came about.
- (g)** Long answer question: students should trace how people have accessed medical care from ancient times to the modern era, highlighting the important changes in each period they have studied.

# Ch. 33 - Patterns of Change (Technology)

## Textbook Solutions (Artefact 2nd Edition)

### Checkpoint 29.1 (page 403)

1. With a secure food supply, people were able to settle in one place and form communities. These grew into towns and cities.
2. Tools became stronger and therefore allowed for better farming.
3. There was a need for labour to work large tracts of land.
4. In the Middle Ages, crops were rotated between three fields to allow each field to recover its nutrients each year.
5. Any of the innovations with an explanation is acceptable.
6. A growing population requires more food so there is an incentive for farmers to produce more food and therefore become more efficient.
7. Any of the innovations with explanations/reasons is acceptable.

### Checkpoint 29.2 (page 406)

1. As the population grew due to the increased food production, demand for products grew. Inventors had an incentive to build machines that would produce goods more quickly and at a lower cost.
2. The mule and power loom used water and steam to drive them and therefore they spun much faster and produced more cloth.
3. Pressure from steam was used to drive pistons that turned wheels which then drove machines.
4. Any invention is acceptable once it is supported by a well-reasoned argument.
5. They were overcrowded, full of disease, filthy, the air was polluted, etc.
6. It used a liquid fuel to drive its gears, making it more reliable and smaller than the steam engine. It could be made much more mobile as well.
7. Thomas Edison and Nikola Tesla invented the lightbulb in 1879. This used electricity to generate artificial light, which meant that people could light their homes, streets and factories much more cheaply.

### Checkpoint 29.3 (page 408)

1. Swords, plate armour, shields, daggers, spears, bows, etc.
2. China in the 9th century.
3. Cannons made walls a useless defence measure. Battles became much bloodier, with higher casualties and deaths.
4. **(a)** Any one of: submarines, tanks, aeroplanes, mines, grenades, better artillery; **(b)** Any one of: sonar, radar, nuclear bombs; better planes, tanks, submarines, radios.
5. Two ways: crises drive innovation through the commitment of resources to find new innovations in war that would give one side an advantage; wartime innovations can be applied to other areas of life.
6. **(a)** Single-engine monoplanes in World War I developed planes that could fly longer distances, carrying more passengers; **(b)** rockets used to attack cities were the basis of those that carried men to the moon; **(c)** nuclear reactions that created bombs could also be used to generate power.

### Checkpoint 29.4 (page 410)

1. Johannes Gutenberg, 1440s.
2. Printed books were much cheaper to produce and therefore to buy. More people learned to read and write. This allowed the ideas of movements like the Reformation to spread more easily.
3. Developments in one area (such as steam power) can change another area (printing). We see this in the Koenig steam printing press.
4. **(a)** Joseph Henry; **(b)** Alexander Graham Bell.
5. They made communication over long distances much easier.
6. People could witness important events on the TV and be exposed to new ideas, which helped changed society.

### Checkpoint 29.5 (page 412)

1. It gathered experts together which greatly increased the pace of advances.
2. Any of the instruments explained on pages 411–412.
3. **(a)** Caravels; **(b)** steamships.
4. World War II saw the development of radar, which became a key navigational tool for ships all over the world.
5. Satellite-based GPS has allowed ships to know and communicate exactly where they are.

# Ch. 33 - Patterns of Change (Technology)

## Textbook Solutions (Artefact 2nd Edition)

### Exam-Style Question (page 414)

(a) Students select three of these innovations and discuss their impact on history. Any substantial impact should be credited.

(b) Any other innovation is acceptable once it is backed by detailed explanation.

(c) Students could refer to things like carbon-14 dating. Any clearly identified use of technology in the study of history should be credited.

(d) Long answer question. Students should focus on a single period of time in depth and discuss all the technological innovations that impacted on that period. A good answer will discuss at least three different innovations,

(e) Long answer question. Students should focus on a single type of technological change over several different periods. The periods do not need to be consecutive but they must provide different impacts in each period to achieve high marks. At least two different periods should be discussed.

# Ch. 34 - Patterns of Change (Crime and Punishment)

## Textbook Solutions (Making History 2nd Edition)

### Checkpoint (page 479)

1. What were the Twelve Tables?
2. Who kept order in Ancient Rome?
3. Who patrolled the streets at night?
4. List two crimes in Ancient Rome.
5. Who collected evidence when a crime was committed?
6. Who was tried before a magistrate?
7. What was a deterrent?
8. Explain how punishments in Ancient Rome often depended on your position in society.
9. How were soldiers punished?

### Checkpoint (page 482)

1. Who made the laws in medieval times?
2. What was hue and cry?
3. What did a watchman do?
4. What was a curfew?
5. What was the difference between trial by ordeal and trial by combat?
6. Why did people prefer to be tried in a Church court in the Middle Ages?
7. What was sanctuary?
8. List one crime (i) against people (ii) against property (iii) against the king in medieval times.
9. How were people punished for (i) minor crimes (ii) serious crimes?
10. How were women punished?

### Checkpoint (page 483)

1. Who made the laws in 18th-century Britain?
2. How many offences had hanging as a punishment?
3. Name two people who promoted prison reform.
4. How did they say prisons should be reformed?
5. Who was the Home Secretary who promoted changes in prison conditions?
6. Why did some Members of Parliament (MPs) oppose improvements in prison conditions?
7. What change did Robert Peel introduce in policing?

### Checkpoint (page 485)

1. What new crimes were committed in a rapidly changing society?
2. What was the most common crime in the 19th century?
3. How did people view punishment of criminals?
4. Did people favour hanging as a punishment?
5. Where did Britain transport criminals?
6. What did they do in that country?
7. Name one term of the Gaols Act, 1823.
8. Name the first of the 90 new prisons built in England.
9. What was (i) the separate system and (ii) the silent system?
10. Why were public hangings banned?

### Checkpoint (page 486)

1. Explain decriminalising.
2. Name one sensational headline on a crime story.
3. How did motorising the police help them combat crime?
4. What weapons did police in Britain carry with them in the 20th century?
5. Name a specialised police unit.
6. Why did membership of the police force change?
7. What was Neighbourhood Watch?
8. Name one way in which science and technology helped the police fight crime.

# Ch. 34 - Patterns of Change (Crime and Punishment)

## Textbook Solutions (Making History 2nd Edition)

### Checkpoint (page 488)

1. When did crime figures rise during the 20th century in Britain?
2. Give one example to show how crime figures rose.
3. Explain 'Many crimes were variations on older crimes.'
4. What new laws were passed to protect different groups in society?
5. Give one example of a new law about the use of cars.
6. Give one example of a law that was decriminalised.
7. Give one example to show how prisons were managed differently to the 19th century.
8. Why was the death penalty abolished in Britain in 2004?
9. Give one new punishment that was introduced instead of sending people to prison.
10. What was the Borstal system? What replaced the Borstal system?



# Ch. 35 - The United Nations

## Textbook Solutions (Making History 2nd Edition)

### Checkpoint (27B pg 3)

Correct each of the following statements in your copy book.

- (i) The UN officially began work on 24 November 1945.
- (ii) The day-to-day administration of the UN is carried out by the President of the General Assembly.
- (iii) António Guterres was the first Secretary-General of the UN.
- (iv) The UN had 198 Member States in 2021.
- (v) Ireland was the 70th country to join the UN.

2. What is international co-operation?

### Checkpoint (27B pg 6)

- 1. Who are the permanent members of the UN Security Council?
- 2. How has the power of veto made it difficult for the UN Security Council to make decisions?
- 3. Where were Irish troops first deployed as Peacekeepers?
- 4. What are the Sustainable Development Goals?
- 5. What does 'WHO' stand for?

### Checkpoint (27B pg 9)

- 1. When was the International Court of Justice established?
- 2. Identify two things the International Court of Justice does.
- 3. Why was the ICTY set up?
- 4. Name one person sentenced by the ICTY.
- 5. Why was the ICTR established?

### Checkpoint (27B pg 11)

- 1. What are human rights?
- 2. What role did (i) Eleanor Roosevelt and (ii) Hansa Mehta have in the drafting of the Universal Declaration of Human Rights?
- 3. How does UNICEF work to reduce child mortality?
- 4. Why was the United Nations High Commissioner for Refugees set up?
- 5. What is the most widely ratified human rights treaty in history?
- 6. Name one former UN High Commissioner for Human Rights.