



# ARTEFACT 2ND EDITION EXAM STYLE QUESTIONS



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# Ch. 1 - The Historian

These photographs are of the Italian dictator Benito Mussolini and are examples of propaganda. Photograph B has been edited. Examine them and answer the questions that follow.



- What is propaganda?
- Is photograph B a primary or a secondary source? Explain your answer.
- Explain what a primary source is and why they are useful to historians.
- Give two examples of primary sources that you could use to find out more about your local area.
- Why do you think Mussolini had the horse handler removed from the original photograph?
- Historians have to consider whether a source is an example of propaganda or not. Give two other problems a source might have.

# Ch. 2 - The Archeologist

Read this excerpt from a news report and answer the questions that follow.

## **Archaeologists found bones of a Stone Age child and an adult in tiny cave**

*Chance discovery is fresh evidence of Knocknarea's Stone Age links*

*Archaeologists at IT Sligo have found bones of a Stone Age child and an adult in a tiny cave high on Knocknarea mountain near the town. Radiocarbon dating has shown that they are some 5,500 years old, which makes them among the earliest human bones found in the county. The find represents important fresh evidence of Knocknarea's Neolithic (Stone Age) links and a prehistoric practice known as 'excarnation'.*

*Researchers discovered a total of 13 small bones and bone fragments in an almost inaccessible cave last November. Three were from the child and 10 from the adult. They included foot bones and fragments of skull. The adult was aged 30 to 39 and the child 4 to 6 years. It was not possible to establish gender.*

*'It's an enormously exciting discovery,' said Dr Marion Dowd of IT Sligo, who is Ireland's only specialist in the archaeology of Irish caves. "This might seem like a small quantity but it has yielded fantastic results.'*

*It was a chance discovery by IT Sligo archaeology graduate Thorsten Kahlert while he was investigating a series of little known caves on the slopes of Knocknarea. 'I was surveying one small cave when something on the cave floor caught my eye,' he said. 'I took a closer look and realised it was a human foot bone.' Further examination revealed other bones strewn on the cave floor.*

*Dr Dowd says that the small number of bones and their small size suggest that the cave was an excarnation site. That involved a corpse being laid in a cave and, after decomposition, the dry bones being transferred elsewhere. Fragments were sometimes accidentally left behind.*

- (a) According to the news report, where were the bones discovered?
- (b) What dating method was used to date the bones? How old were they?
- (c) Name and explain another method of dating that archaeologists might use.
- (d) Give two pieces of information that archaeologists can gather from studying human bones.
- (e) Give two reasons why conservation is important.
- (f) These bones were a chance discovery. What are two ways in which archaeologists identify sites for planned archaeological excavations?

# Ch. 3 - Ancient Ireland

Read this account UCD archaeologists discover almost 40 new monuments at Brú na Bóinne. Co. Meath and answer the questions which follow. The account was written in 1683, sixty years after the plantation began.

*A team from University College Dublin have unearth almost 40 previously unknown monuments close to Newgrange, including a "spectacular" monument that aligns with the Winter Solstice sunrise. The findings likely range from the Neolithic period (4000 BC), through the Bronze Age (2500 BC), and the early Middle Ages.*

*The monument aligned with the Winter Solstice sunrise is believed to be around 200 - 300 years newer than the Stone Age passage tomb at Newgrange, dated around 3200 BC, and was discovered in a field just metres from the famous site.*

*Dr Steve Davis and a team from the UCD School of Archaeology used a large-scale geophysical imaging system to reveal the new monuments as a part of a joint project with the Romano-Germanic Commission.*

*"These methods have in the last few years changed our understanding of the Brú na Bóinne landscape beyond all recognition," Dr Davis said.*

*Their survey made use of satellite-based remote sensing, drones, airborne laser scanning and geophysics to survey Brú na Bóinne, an area in County Meath that contains some of the world's most important prehistoric landscapes.*

*These include the large Megalithic passage graves of Knowth, Newgrange and Dowth, as well as around 90 other monuments from the Neolithic period.*

*The research is part of the 'Boyne to Brodgar' project, which is examining connections between Neolithic sites in the Boyne Valley and the Orkney Islands.*

*The area surveyed included locations both sides of the Boyne, within the bend of the Boyne River, and across from the prehistoric tombs at Newgrange, Knowth and Dowth.*

*Newgrange is synonymous with the Winter Solstice, where the dawn light illuminates the burial chamber, and is among the best known of the passage tombs in Brú na Boinne.*

- (a) What is the significance of the recently discovered monument mentioned in the article, particularly in relation to the Winter Solstice?
- (b) According to the article, what are the likely time periods from which the newly unearthed monuments date?
- (c) How did Dr. Steve Davis and his team at the UCD School of Archaeology make these discoveries, and what technology did they use?
- (d) Why is the Brú na Bóinne landscape mentioned in the article considered significant in the field of archaeology?
- (e) What is the significance of the Winter Solstice at Newgrange, and how is it related to the monument mentioned in the article?
- (f) Name two eras from ancient Ireland where there was no established civilisation on the island.
- (g) Name and explain two new developments that were developed during the previously named eras.

# Ch. 4 - Ancient Rome

Source A is a picture of preserved bread found in an oven at Pompeii and source B is an account of the excavations at Pompeii. Study them and answer the questions that follow.

*B Pompeii: Archaeologists are investigating the remains of Pompeii, a city frozen in time*

*On a fateful summer morning in AD 79, Mount Vesuvius buried the vibrant Roman city of Pompeii - and many of its citizens - beneath tons of volcanic ash and debris. 'Darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a dark room', wrote Pliny the Younger, who witnessed the cataclysm from across the Bay of Naples.*

*The disaster also preserved a slice of Roman life. The buildings, art, artefacts and bodies forever frozen offer a unique window on the ancient world. Since its rediscovery in the mid-18th century, the site has hosted a tireless succession of treasure hunters and archaeologists.*

*One team is particularly interested in a corner of the city near the Porta Stabia gate that is a bit of the beaten archaeological path. 'It's kind of a lost neighbourhood of the city. When they first cleared it of debris in the 1870s, they left this block for ruin (because it had no large villas) and it was covered over with a terrible jungle of vegetation', one archaeologist says.*

*Much research has centred on public buildings and breath-taking villas that portray the artistic and opulent lifestyle enjoyed by the city's wealthy elite. 'We're trying to see how the other people lived in Pompeii', he says. 'It's a humble town block with houses, shops, and all the bits and pieces that make up the life of an ancient city'*

*Today's other great challenge is preservation of what has been uncovered. Volcanic ash long protected Pompeii, but much of it has now been exposed to the elements for many years. The combined wear of weather, pollution and tourists has created a real danger of losing much of what was luckily found preserved.*



- When did the eruption at Pompeii occur?
- What has been preserved by the eruption?
- Why is one team of archaeologists interested in the area near the Porta Stabia?
- What dangers face Pompeii today?
- Name and explain one way in which source A, the bread from Pompeii, could be dated by archaeologists.
- Why are discoveries like this loaf of bread important to historians?
- Based on your study of life in either an ancient or medieval civilisation, write an account of life in a town.
- Explain three ways in which the ancient or medieval civilisation you have studied has influenced the world we live in today.

# Ch. 5 - Early Christian Ireland

Source A is an article discussing how manuscripts are examined for signs of how the scribes worked. Source B is a page from The Book of Dimma showing St Mark the Evangelist. Examine the sources below and answer the questions that follow.

*While analysing the manuscripts we have examined the parchment to look for evidence of the working methods employed by the artists and scribes. As previously described, the tell-tale signs are difficult to find due to the great age of the manuscripts...*

*It was usual for the scribe to prepare 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..*

*This was typically established by leaving small incisions scored into the skin with a sharp tool, such as a metal stylus, for the scribe to follow... The Book of Dimma still exhibits the line markings scored into the back of the page decorated with the symbol of St John... Lines were also scored or drawn on the vertical plane to establish the position for columns of text or border designs.*

*Compasses were used to create accurate circular design elements. On page 103 of [the Book of] Dimma we can see that the halo surrounding the head of the eagle and the lines that mark the position of the borders for page 104 are evidence of this practice.*

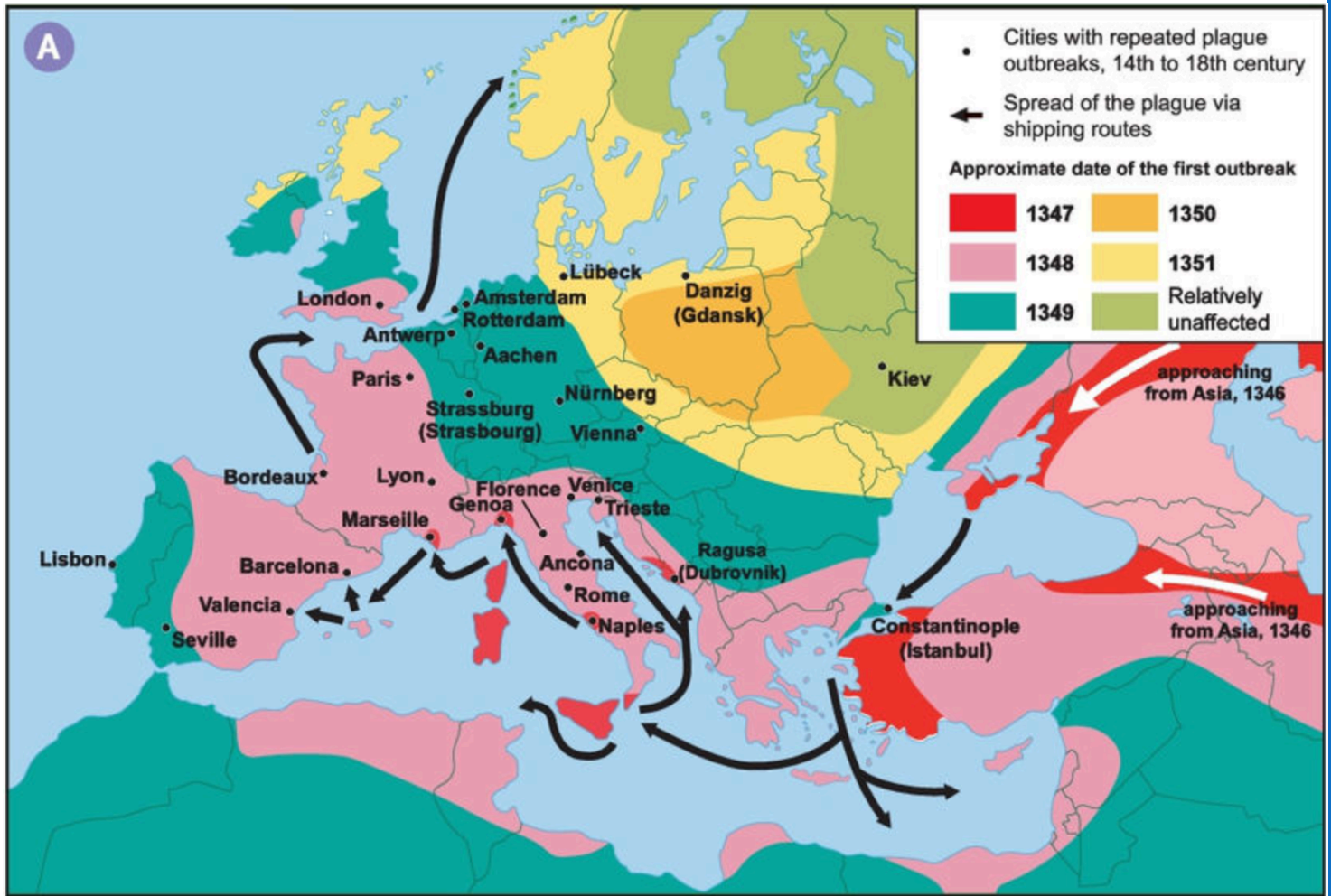
- (a) According to source A, what was the parchment examined for?
- (b) What type of source is a manuscript?
- (c) What can we learn from source A about how monks produced manuscripts?
- (d) What can we learn about the monks in Early Christian Ireland from source B?
- (e) Name an Early Christian monastery in Ireland that you have studied as part of your Junior Cycle History course.
- (f) From your study, describe what life was like in an Early Christian Irish monastery.





# Ch. 6 - Norman England

Source A is a map showing the spread of the Black Death plague around Europe in the 1340s. Source B is an extract from a letter written by an Italian lawyer, Michele di Piazza, in 1347. Study both sources and answer the questions that follow.



*B The sailors brought in their bones a disease so violent that whoever spoke a word to them was infected and could in no way save himself from death... Those to whom the disease was transmitted by infection of the breath were stricken with pains all over the body and felt a terrible lassitude. There then appeared, on a thigh or an arm, a pustule like a lentil. From this the infection penetrated the body and violent bloody vomiting began. It lasted for a period of three days and there was no way of preventing its ending in death.*

- Name two places where the disease appeared in 1347.
- According to source A, when did the disease first appear in Ireland?
- In source B, who does di Piazza blame for bringing the disease?
- According to di Piazza, how was it transmitted?
- What were the symptoms of the disease, according to di Piazza?
- Give an example of another type of source that you could use to learn more about the Black Death in Europe.
- From your study of the Middle Ages, explain why the Black Death spread so rapidly in towns and cities.
- From your study of the Middle Ages, describe three impacts the Black Death had on Europe.

# Ch. 7 - Norman Ireland

Study the source below and answer the questions that follow.

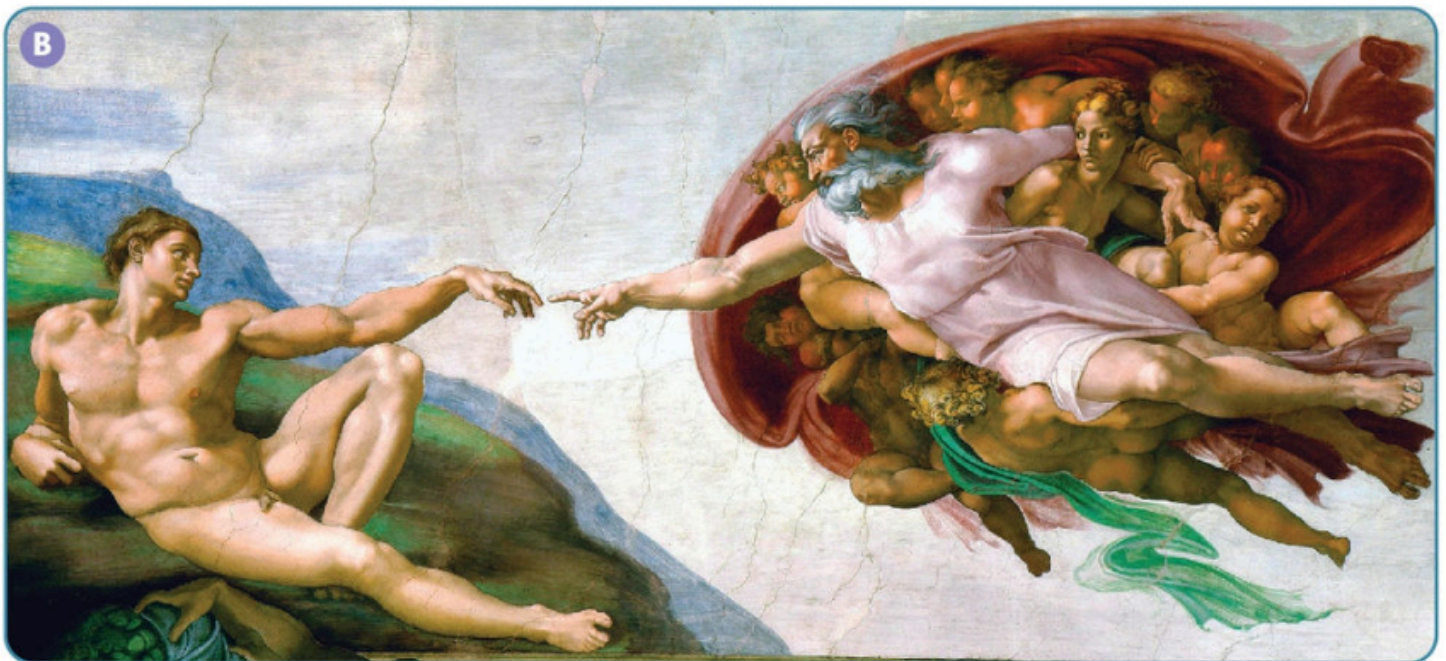


- Based on the image of Trim Castle, identify two defensive features that the Normans used in their construction.
- What do these features tell you about the Normans' approach to defence and security?
- What kinds of materials and resources were used in the construction of Trim Castle, and what were the Normans able to gain from the local area in return for these constructions?
- Based on your knowledge, do you think the Normans found it easy to maintain control over areas with such castles? Why might they have believed this?
- Reflecting on the size and design of Trim Castle, what might historians infer about the Norman's opinion of their position in Ireland? Provide two pieces of evidence from the source to support your answer.
- How is Norman architecture and engineering prowess depicted in the image of Trim Castle? What attitude towards military strength and permanence might the builders have had?
- Discuss potential issues historians may encounter when relying solely on architectural sources like Trim Castle to understand Norman society and conquest.
- Write a detailed account of the impact that Norman invasion and settlement had on Irish society, culture, and landscape, with specific reference to the changes introduced by the construction of castles.

# Ch. 8 - The Renaissance

Source A is an excerpt from *The Life of Michelangelo*, published in 1553 by one of his apprentices, Ascanio Condivi. It describes Michelangelo painting the Sistine Chapel ceiling. Source B is a photograph showing a section of the ceiling. Study both and answer the questions that follow.

*A He finished this entire work in twenty months, without any help whatever, not even someone to grind his colours for him. It is true that I have heard him say that it is not finished as he would have wanted, as he was hampered by the urgency of the pope, who asked him one day when he would finish that chapel, and when Michelangelo answered, 'When I can', the pope, enraged, retorted, 'You want me to have you thrown off the scaffolding?' Hearing this, Michelangelo said to himself, 'You shall not have me thrown off' and he removed himself and had the scaffolding taken down, and on All Saints' Day he revealed the work, which the pope, who went to the chapel that day, saw with immense satisfaction, and all Rome admired it and crowded to see it.*



- How long did it take Michelangelo to finish the work on the Sistine Chapel's ceiling?
- According to source A, what did Michelangelo believe had hampered his work?
- What was the Pope's reaction to the finished work?
- What do we learn from source A about the relationship between the Pope and Michelangelo?
- What aspects of Renaissance painting do you see in source B?
- Describe three differences between Renaissance and medieval art. Use examples you have studied to illustrate your points.
- Why do you think countries today go to such lengths to conserve the art from previous eras, such as the Renaissance?
- Based on your study of the Renaissance, write an account of scientific and technological changes that occurred during the period.

# Ch. 9 - The Age of Exploration

Source A depicts the arrival of Columbus on San Salvador in 1492. Source B is an edited extract of his account of people he met. Study them and answer the questions that follow.



**B** *October 13, 1492: At daybreak great multitudes of men came to the shore, 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 ... I... strove to learn if they had any gold. Seeing some of them with little bits of metal hanging at their noses, I gathered... there was a king who possessed great cups full of gold.*

*October 14, 1492: They... brought us parrots and balls of cotton and spears and many other things which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned.. They were well built with handsome features. They do not bear arms [weapons], and do not know them. I showed them a sword, they took it and cut themselves out of ignorance. They would make fine servants... with fifty men we could subjugate [overpower] them and make them do whatever we want.*

- In source B, how did Columbus describe the people he met?
- What did he try and find out from them?
- What did the indigenous people give the Spaniards and what did they receive in return?
- Does Columbus think it would be easy to conquer them? Why he does he believe this?
- What is Columbus' opinion of the people?  
Give two pieces of evidence to support your answer.
- How are the indigenous people depicted in source A? What do you think the artist's attitude to the indigenous people was?
- What issues can arise for historians in basing their research only on accounts such as those by Columbus?
- Write an account of the impact that the Spanish conquest and colonisation of the Americas had on the indigenous peoples.

# Ch. 10 - The Reformation

Source A is an edited extract from *Exsurge Domine*, the papal bull of Pope Leo X issued to Luther on 15 June 1520. Source B shows Luther burning the bull when he received it. Study them closely and answer the questions that follow.

*A We have held a careful inquiry and we have found that these errors or theses are not Catholic, but rather are against the doctrine and tradition of the Catholic Church. For wishing to deal more kindly with [Martin Luther], we urged him through various meetings with our representative and through our personal letters to abandon these errors. We have even offered him safe conduct and the money necessary for the journey to come without fear to talk openly and face to face.*

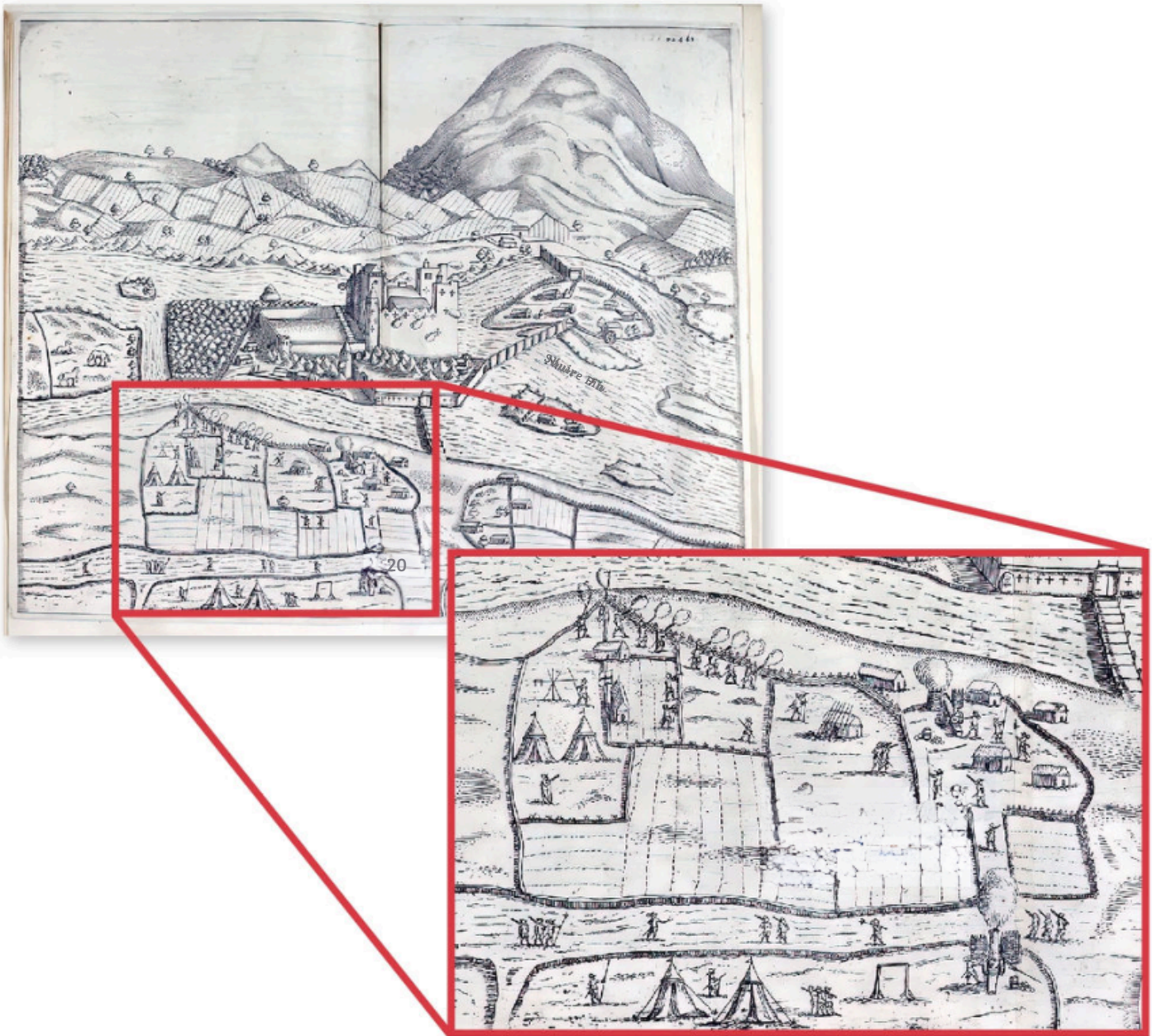
*Therefore: We ask him earnestly that he and his supporters desist within sixty days, counting from the publication of this bull from preaching, from publishing books and pamphlets concerning some or all of their errors. Furthermore, all writings which contain some or all of his errors are to be burned. Furthermore, this Martin is to recant perpetually such errors and views. If, however, this Martin and his supporters much to our regret, should stubbornly not comply, we shall condemn this Martin and his supporters as stubborn and public heretics.*



- According to source A, what was the result of the Pope's inquiry?
- Give two pieces of evidence to show that the Pope wished to deal kindly with Luther.
- Mention two activities that Luther and his supporters must cease within 60 days.
- How did Luther react to the letter? Why do you think he took this particular form of protest?
- Is source B a primary or secondary source? Explain your answer.
- Identify and explain three causes of the Reformation.
- Write an account of how the Catholic Church responded to the Reformation.
- Identify and explain two consequences of the Reformation.

# Ch. 11 - The Irish Plantations

Study this 1599 engraving of the Castle of Cahir and its estates below (the picture on the right is a close-up) and answer the questions that follow.



- What type of source is this engraving?
- Give one benefit of this source and one limitation.
- What new farming methods can you identify in this source?
- From your study of the Plantations, describe two features of a plantation town.
- Name a plantation you studied as part of your Junior Cycle History course.
- Who ordered this plantation to take place?
- What changes occurred in Ireland as a result of the plantation that you studied?
- Derry is an example of a plantation town. Name a type of source (other than engravings) that could be used to research a plantation town, and explain why this type of source might be useful.

# Ch. 12 - The American Revolution

This text is from a letter written in July 1775 by the Second Continental Congress to King George III of England, known as the Olive Branch Petition. Study it closely and answer the questions that follow.

*Attached to your Majesty's person, family, and Government, with all devotion that principle and affection can inspire; connected with Great Britain by the strongest ties that can unite societies, and deploring every event that tends in any degree to weaken them, we solemnly assure your Majesty, that we not only most ardently desire the former harmony between her and these Colonies may be restored, but that a concord may be established between them upon so firm a basis as to perpetuate its blessings, uninterrupted by any future dissensions, to succeeding generations in both countries, and to transmit your Majesty's name to posterity.*

- (a) According to the Petition, how are the Americans attached to Great Britain?
- (b) What do they 'most ardently desire'?
- (c) What do you think was their reason for sending this to King George?
- (d) This letter was a public document and was widely reported in the press in both the colonies and Britain. Do you think that King George was the only audience this letter targeted? Explain your answer.
- (e) What other types of source could a historian use to find out more about the Continental Congress?
- (f) Write an account of the causes of a revolution that you have studied.
- (g) What were the key events in that revolution?
- (h) What was the impact of that revolution on the country itself and on the rest of the world?

# Ch. 13 - The French Revolution

Read this article from The London Times on 25 January 1793 giving an account of the execution of King Louis XVI and answer the questions that follow.

*About half past nine, the king arrived at the place of execution. Louis mounted the scaffold calmly, the trumpets sounding and drums beating during the whole time. He made a sign of wishing to speak to the multitude, the drums ceased, and Louis spoke these few words: 'I die innocent; I pardon my enemies.' His executioners then laid hold of him and, an instant after, his head was separated from his body. Since the king's execution, a general consternation has prevailed throughout Paris; the Sans Culottes are the only persons that rejoice. The honest citizens, safe within their houses, could not suppress their heartfelt grief, and mourned in private with their families the murder of their much loved Sovereign. The Republican tyrants of France have murdered their king without even the shadow of justice, and of course they cannot expect friendship with any civilised part of the world. The vengeance of Europe will now rapidly fall on them.*

- (a) According to the account, what time was the king executed?
- (b) 'The king met his death bravely.' Give one piece of evidence from the account to support this view.
- (c) What did the king say before his execution?
- (d) According to the article, who were the only people to rejoice following the king's execution?
- (e) Was the writer a supporter or an opponent of the king's execution? Give one piece of evidence from the source to explain your answer.
- (f) Write an account of the causes of a revolution that you have studied.
- (g) What were the key events in that revolution?
- (h) What was the impact of that revolution on the country itself and on the rest of the world?



# Ch. 14 - The 1798 Rebellion

These illustrations were produced for a book that was published in the 1830s and recounts the atrocities committed by the rebels in 1798 in Wexford. The artist was English. Examine the illustrations carefully and answer the questions that follow.



- Describe what is happening in picture A.
- Describe what is happening in picture B.
- Do you think the artist was a supporter of the rebellion? Explain your answer with reference to what you can see in the images.
- Are these images a primary or secondary source? Explain your answer.
- Name two types of source a historian could use to get a more accurate view of the events of the rebellion in Wexford.
- Explain the causes of a pre-twentieth century rebellion in Ireland that you have studied.
- Write an account of the main events of that rebellion and explain why it failed.
- How did that rebellion impact on Ireland? Name and explain three examples.

# Ch. 15 - Catholic Emancipation

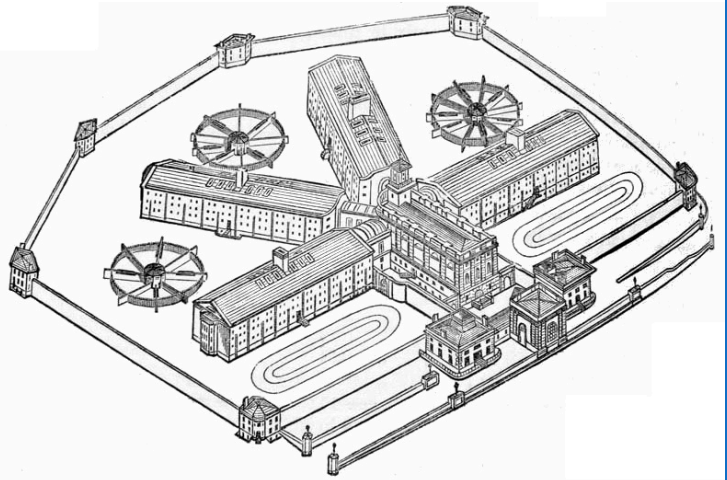
From Punch, August 26, 1843: Irish peasants honor Daniel O'Connell as their 'King' at Tara. He sits enthroned upon a figure representing the devil, with his foot upon the British Constitution. Examine the illustrations carefully and answer the questions that follow.



- In the caricature, identify two symbols or features that represent Daniel O'Connell's influence or power.
- What elements in the caricature suggest the artist's perspective on O'Connell's role in the campaign for Catholic Emancipation?
- What are the reactions of the figures surrounding O'Connell in the image, and what does this exchange suggest about the relationships between different groups in Ireland at the time?
- Does the caricature suggest that O'Connell's leadership was seen as beneficial or detrimental to the cause of Catholic Emancipation? Provide reasons for your answer based on the source.
- What is the artist's opinion of O'Connell, and how does he portray this opinion visually? Give two pieces of evidence from the caricature to support your answer.
- How are the supporters or opponents of O'Connell depicted in the caricature? What do you think the artist's attitude towards these individuals was?
- What challenges might historians face when using caricatures as primary sources for understanding the complexities of historical figures like Daniel O'Connell?
- Write a brief account of the impact of Daniel O'Connell's campaign for Catholic Emancipation on Irish society and politics in the 19th century.

# Ch. 16 - The Industrial Revolution

The Industrial Revolution saw a surge of changes in technology, medicine and crime and punishment.



- In the first image, identify and describe two industrial changes depicted that became common during the Industrial Revolution.
- What does the second image tell you about the architectural design of industrial-era prisons? (c) Analyse the third image and discuss two ways in which the Industrial Revolution might have impacted the field of medicine and patient care.
- Based on the images, what can you infer about the living or working conditions of people during the Industrial Revolution?
- How do these images collectively help us understand the changes in technology, medicine, and crime and punishment during the Industrial Revolution? Provide two pieces of evidence from the images to support your answer.
- Reflecting on the images, discuss how the Industrial Revolution might have led to an increase in urbanisation and the growth of cities.
- What challenges do historians face when using visual sources, like these images, to understand the impact of the Industrial Revolution on society?
- Write a brief explanation of how the Industrial Revolution brought about significant social and economic changes, using the images as points of reference.

# Ch. 17 - The Great Irish Famine

Source A is an anonymous cartoon that appeared on 24 February 1849 in the British magazine Punch. It shows an English labourer struggling under the weight of a grinning Irish peasant.



THE ENGLISH LABOURER'S BURDEN;  
OR, THE IRISH OLD MAN OF THE MOUNTAIN.

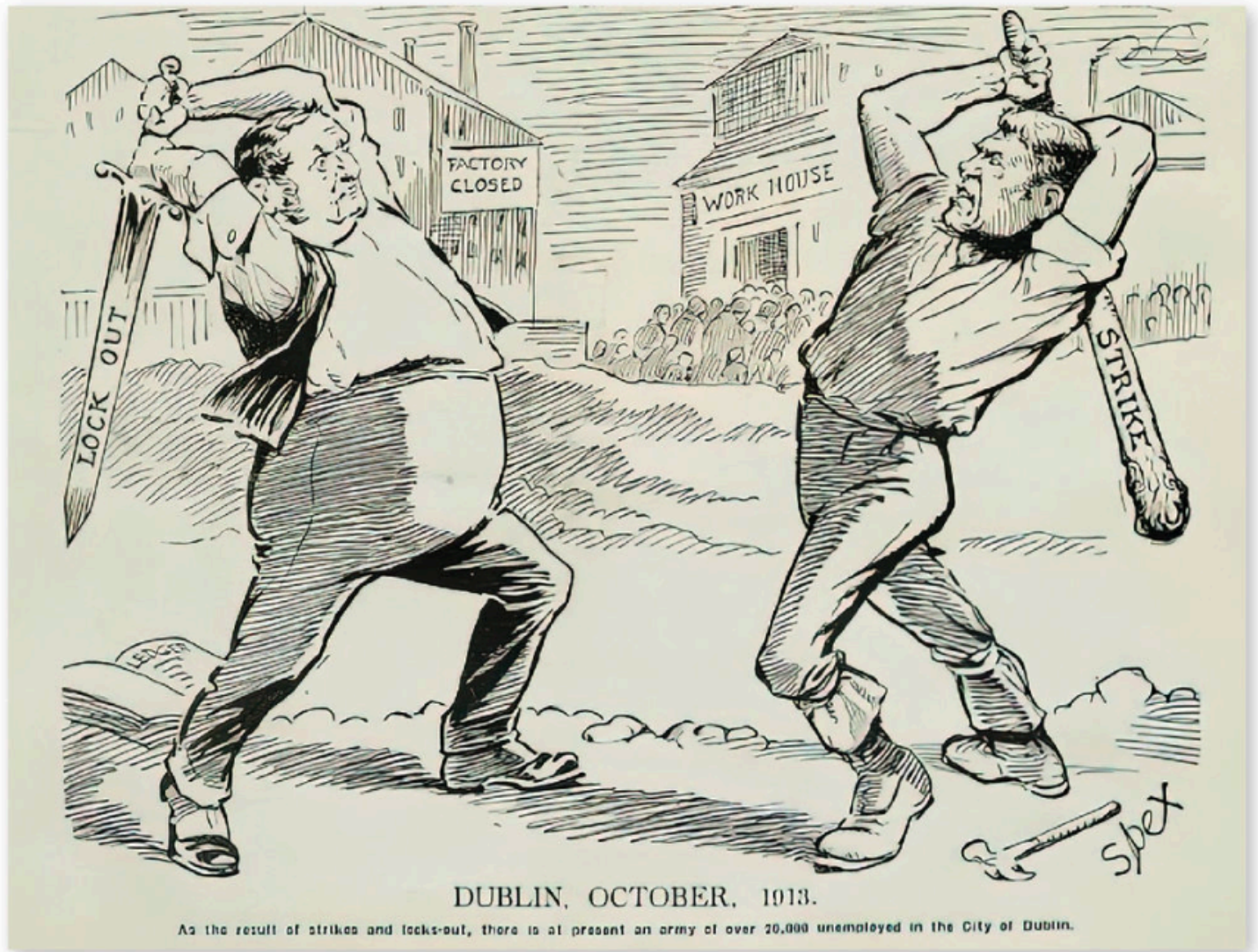


Source B is a Punch cartoon that appeared on 15 July 1848 and seems to be anonymous. It portrays a poor family in Ireland and a prosperous family living abroad.

- What type of source is a political cartoon?
- Give three details from source A.
- What does source A tell you about some people's opinions on the famine relief being given to Ireland?
- Give three details from source B.
- What does source B tell you about some people's opinions about emigration during the Great Famine?
- Based on your studies, describe two famine relief efforts that were used in Ireland.
- Based on your studies, identify two impacts that emigration had on Ireland.

## Ch. 18 - Sporting, Cultural and Social Movements

The following political cartoon appeared in the Lepracaun Cartoon Monthly magazine in October 1913. Its caption reads: 'As the result of strikes and locks-out, there is at present an army of over 20,000 unemployed in the City of Dublin.' Study it and answer the questions that follow.



- What type of source is this political cartoon? Give one benefit of this source for historians.
- Describe two details that you can see in this source.
- According to the source, what has been the impact of the Strike and Lockout?
- Do you think that the source shows bias? Explain your answer.
- Name an example of one sporting, cultural or social movement that you have studied.
- Describe how that movement impacted on Irish life.

# Ch. 19 - The Rise of Nationalism and Unionism

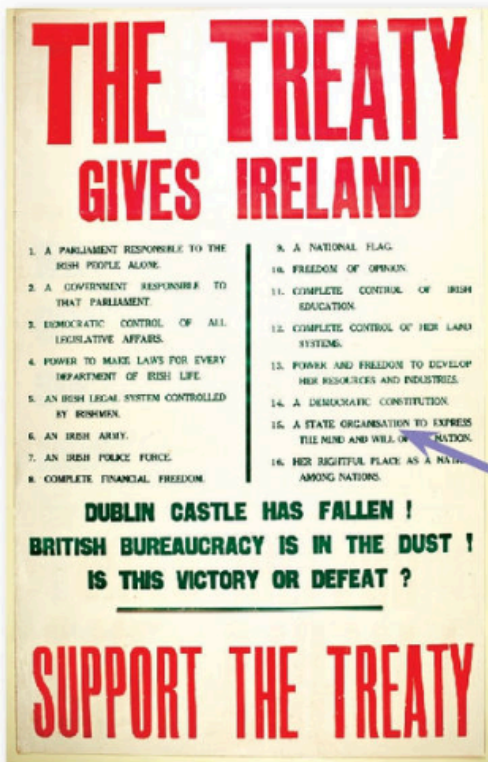
Read this extract from John Redmond's speech at a parade of the East Wicklow Volunteers in September 1914 and answer the questions that follow.

*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 ... Remember this country is in a state of war, and your duty is two-fold. Your duty is, at all costs, to defend the shores of Ireland from foreign invasion. It is a duty more than that of taking care that Irish valour proves itself on the field of war, as it has always proved itself in the past.*

- (a) What type of source is this speech?
- (b) Explain one limitation and one benefit of this source.
- (c) What does Redmond ask people to do?
- (d) What does Redmond say the volunteer's duty was?
- (e) Why would this speech have been controversial at the time?
- (f) Name a leader who you have studied from the parliamentary tradition in Irish politics and explain three contributions that this leader made in Ireland.
- (g) Many key events in Irish history happened during John Redmond's lifetime (1856-1918). Name one such key event and describe two impacts that it had on Ireland.

# Ch. 20 - Struggle for Irish Independence

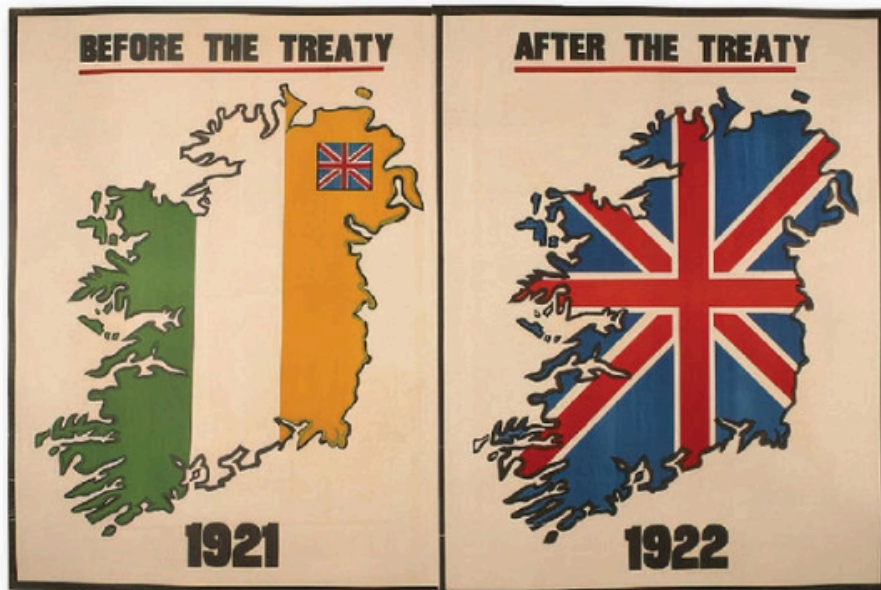
A



Poster A is in favour of the Anglo-Irish Treaty, while poster B is anti-Treaty. Study them and answer the questions that follow.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. A PARLIAMENT RESPONSIBLE TO THE IRISH PEOPLE ALONE.</li> <li>2. A GOVERNMENT RESPONSIBLE TO THAT PARLIAMENT.</li> <li>3. DEMOCRATIC CONTROL OF ALL LEGISLATIVE AFFAIRS.</li> <li>4. POWER TO MAKE LAWS FOR EVERY DEPARTMENT OF IRISH LIFE.</li> <li>5. AN IRISH LEGAL SYSTEM CONTROLLED BY IRISHMEN.</li> <li>6. AN IRISH ARMY.</li> <li>7. AN IRISH POLICE FORCE.</li> <li>8. COMPLETE FINANCIAL FREEDOM.</li> </ol> | <ol style="list-style-type: none"> <li>9. A NATIONAL FLAG.</li> <li>10. FREEDOM OF OPINION.</li> <li>11. COMPLETE CONTROL OF IRISH EDUCATION.</li> <li>12. COMPLETE CONTROL OF HER LAND SYSTEMS.</li> <li>13. POWER AND FREEDOM TO DEVELOP HER RESOURCES AND INDUSTRIES.</li> <li>14. A DEMOCRATIC CONSTITUTION.</li> <li>15. A STATE ORGANISATION TO EXPRESS THE MIND AND WILL OF THE NATION.</li> <li>16. HER RIGHTFUL PLACE AS A NATION AMONG NATIONS.</li> </ol> |
|---|--|

B



- Name five things the Treaty would give Ireland, according to poster A.
- What would be the result for Ireland of the Treaty being accepted, according to poster B?
- From your study of this topic, explain two reasons why people would have disagreed with each of these posters.
- Give one benefit and one limitation of political posters as historical sources.
- Apart from political posters, name two types of source that could be used by historians to learn about the Anglo-Irish Treaty and the events surrounding it.
- The Anglo-Irish Treaty resulted in the outbreak of the Irish Civil War. From your study of the Irish Civil War, describe two events that took place.
- From your study of the Irish Civil War, what was the impact of the Civil War on Ireland?

# Ch. 21 - World War I

Map A shows Europe in 1914 before the outbreak of World War I. Map B shows Europe in 1919 after the post-war peace treaties. Study them closely and answer the questions that follow.

- (a) Name three countries that gained territory after World War I.
- (b) Name three new countries that were created in 1919.
- (c) Name two countries that lost territory after World War I.
- (d) Why were there such large-scale territorial changes in Europe after World War I?
- (e) Other than territorial changes, name three other impacts of World War I on Europe.
- (f) Based on your study of World War I, how did technological change impact on warfare in the twentieth century?
- (g) Countries go to great lengths to commemorate wars such as World War I. Why do you think they do this?
- (h) The Treaty of Versailles has been described as 'both unjust and foolish'. Do you agree or disagree with this statement? Give reasons for your answer, referring to the terms of the Treaty.





# Ch. 21 - World War I

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# Ch. 22 - Communist Russia

Source A is a propaganda poster showing representatives of the various Soviet nations presenting Stalin with flowers. The caption reads: 'Great Stalin - Flag of friendship of Soviet Nations!'. Source B is a photograph of the monument to Stalin that stood in a city park in Prague, the Czech Republic, from 1955 to 1962. It was the world's largest representation of Stalin. Study the two sources and answer the questions that follow.



- (a) What image of Stalin and Russia is being presented in source A?
- (b) What image of Stalin and Russia is being presented in source B?
- (c) Propaganda was common in communist states. Explain what propaganda is and why it was used in Russia or in another communist state that you have studied.
- (d) Explain how source A and source B are examples of propaganda.
- (e) Apart from posters and statues, give an example of a method of propaganda used by a communist government and explain how it was used.
- (f) From your study of life in a communist country, explain how the communist government used terror and why this was done.
- (g) From your study of life in a communist country, explain what life was like for women.



# Ch. 23 - Fascist Italy

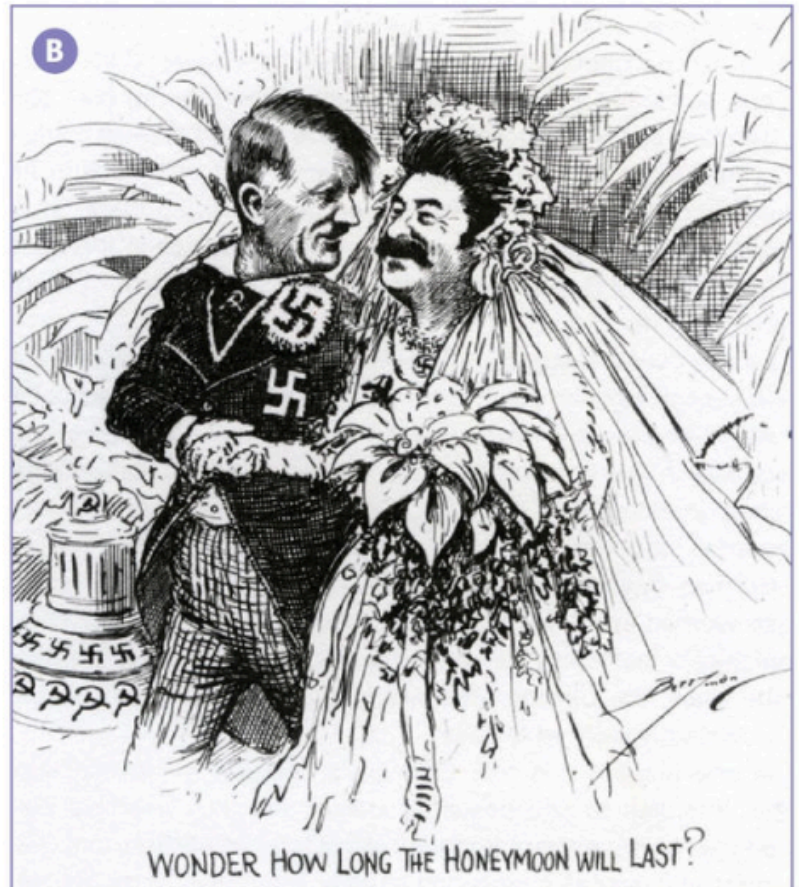
The first photo captures Mussolini shortly after the assassination attempt by Violet Gibson, an Irish woman who opposed his regime. The second image depicts Mussolini at a rally, presenting the image of a strong Fascist leader to the Italian people. The third photo is a mugshot of Violet Gibson, taken after her attempt to fight against Mussolini's dictatorship. These images offer a glimpse into the propaganda and resistance during Fascist Italy. Study the photos, and then respond to the following questions.



- What impression of Mussolini and Fascist Italy is being presented in the first image?
- The third image is Violet Gibson, an Irish woman who attempted to assassinate Mussolini. What does this reveal about the opposition to Mussolini's regime?
- Define propaganda and discuss why it was employed in Fascist Italy or another authoritarian state you have studied.
- How do the settings of the first and second images contrast, and what does this contrast suggest about the nature of Fascist leadership?
- Other than visual imagery, describe a method of propaganda utilised by the Fascist government in Italy and detail its application.
- From your study of Fascist Italy, describe how the government implemented terror and elaborate on the reasons behind such tactics.
- From your study of life under Fascist Italy, explain what life was like for women during Mussolini's regime.

# Ch. 24 - Nazi Germany (Fascism)

These political cartoons depicting Hitler and Stalin were both drawn after the Nazi-Soviet Non-Aggression Pact was signed. Cartoon A was published in the British newspaper *The Evening Standard* on 21 October 1939. Hitler and Stalin stroll down their now-shared frontier, each hiding his drawn pistol. Cartoon B depicts Hitler and Stalin as a newly married couple and speculates on how long good relations can last. Examine them carefully, then answer the questions that follow.



- What type of source are these political cartoons?
- Describe what is happening in cartoon A. What is the message being presented?
- Describe what is happening in cartoon B. What is the message being presented?
- Select one of these cartoons. Do you think the cartoonist was in favour of or against the Nazi-Soviet Non-Aggression Pact? Explain your answer with reference to the cartoon.
- Name one strength and one limitation of cartoons as a source for historians.
- From your study of the causes and course of World War I or World War II, name four of the main countries involved in the conflict.
- Outline the causes of the war that you have studied.

# Ch. 25 - World War II

The poster below was issued by the British government to discourage parents living in cities from retrieving their evacuated children from the countryside. Study it and answer the questions that follow.



- In the poster, what is Hitler saying?
- Do you think this poster supports the Allied or the Axis powers? Explain your choice, supporting your answer with reference to the cartoon.
- Name one strength and one limitation of public information posters as a source for historians.
- From your study of either the course of World War I or World War II, describe the impact of war on people.
- Name one major technological innovation that occurred during World War I or World War II.
- How did technological developments during either World War I or World War II impact on people's lives after the war ended? Give two examples.

# Ch. 25 - Ireland in World War II

Study the following cartoon, published by Punch magazine in 1940, and answer the questions that follow.



EAMON DEFYING THE LIGHTNING

- Describe two details that you see in the cartoon.
- Explain what neutrality is.
- What image does this present of Ireland and its decision to stay neutral in World War II?
- Give two other sources that a historian could use to learn about Ireland and its neutrality in World War II.
- From your study of how Ireland was impacted by World War I or World War II, describe Ireland's involvement (or lack of involvement) in one of those conflicts.
- From your study of Junior Cycle History, discuss the impact of war on the lives of Irish people, referring to either World War I or World War II.

# Ch. 26 - The Holocaust

Read the following account by Susan Warsinger, who as a child was smuggled out of Germany without her parents, then answer the questions that follow.

*After the night of broken glass, when the Nazis organized and carried out a pogrom of anti-Jewish violence, my parents - like most Jews in Germany - wanted to leave. There was no more waiting to find out if events such as Kristallnacht would cease, or if life would ever be normal again for all of us... Uppermost in our parents' minds was the safety of their children and when they heard of a lady (I do not know if we ever knew her real name) who was smuggling children across the border into France, they immediately explored the possibility. The lady was French and married, with children who lived in France. Her scheme was to take Jewish children across the German-French border pretending that they were her own. She did this for a large fee. My father had taken all his life's savings out of the bank and it remained safe with me during Kristallnacht. Now he was willing to give the lady a major portion of it so that my brother and I could get out of Germany.*

*The problem became what would become of us once we were safely smuggled into France. Where were we going to go and with whom were we going to stay? We did have a bachelor cousin thrice-removed who was living in a very small apartment in Paris near the Place de la République. He agreed to keep my brother and me for a while. All arrangements were made, and we were very excited about our trip... Since Joseph and I did not speak any French, it was of utmost importance not to give the plot away. My 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. We were also to pretend that the lady was our mother.*

*When I was nine, this seemed to me like a very exciting adventure; now I realise how difficult this must have been for our parents. It must have been devastating for them not knowing whether they were ever going to see their children again.*

- (a) According to Susan Warsinger, why did her parents want to leave Germany?
- (b) What was her father willing to do with his life's savings?
- (c) What did Susan Warsinger's brother remember rehearsing?
- (d) Where were the children to go once they were safely smuggled into France?
- (e) From your study, explain what happened on Kristallnacht in 1938.
- (f) Describe one example of how Hitler made life even more difficult for the Jews after Kristallnacht.
- (g) Aside from evidence provided by survivors such as Susan Warsinger, name another way that we can learn about the Holocaust.

# Ch. 27 - The Cold War

Source A is a cartoon showing US president Lyndon B. Johnson dressed as a cowboy, carrying atomic bombs and a sign that says 'Mightiest Nation in History'. He has been stopped by a Vietnamese boy who is carrying a gun marked 'conventional arms'. The text in source B is by Joseph Buttinger, an expert on South-East Asia, who wrote about the US bombing of North Vietnam in his book *A Dragon Defiant* (1972). Study the sources and answer the questions that follow.



B The total tonnage of bombs dropped between 1964 and the end of 1971 was 6.2 million. This means that the US has dropped 300 pounds of bombs for every man, woman and child in Indochina, and 22 tons of bombs for every square mile. Enormous craters dot the landscape in many regions covering dozens of square miles. Hundreds of villages were totally destroyed by bombs and napalm, forests over vast areas defoliated, making the land infertile for years, and crops destroyed, with little or no consideration for the needs of the people, merely on suspicion that some of the crop might benefit the enemy... The total number of people made refugees is more than 5 million... The rise of the refugee population in South Vietnam was partly due also to the past American policy of removing from countless villages, for strategic reasons, the entire population, and of putting these unfortunate people in what were called refugee camps or relocation centres.

- According to source A, how did the Vietnamese fighters respond to the USA?
- What is the message of the cartoonist about the war in Vietnam? Explain your answer.
- According to source B, what was the total tonnage of bombs dropped on Vietnam?
- What impact did the bombing have on Vietnam?
- What can we learn about the US tactics in the war from the sources A and B?
- Name three sources a historian could use to find out more about the impact of the war on the people of Vietnam.
- From your study of the Cold War, write an account of an incident that involved both superpowers and include the consequences of that incident.



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

Read this extract from President de Valera's address to the viewing public on the opening night of Telefís Éireann, 31 December 1961.

*I am privileged in being the first to address you on our new service, Telefís Éireann. I hope the service will provide for you all sources of recreation and pleasure, but also information, instruction and knowledge.*

*I must admit that sometimes when I think of television and radio and their immense power I feel somewhat afraid. Like atomic energy it can be used for incalculable good but it can also do irreparable harm. Never before was there in the hands of men an instrument so powerful to influence the thoughts and actions of the multitude.*

*Now it is you the people who will ultimately determine what the programmes in Telefís Éireann are to be. If you insist on having presented to you the good and the true and the beautiful you will get these.*

- (a) What does the President hope that the new service will provide to people?
- (b) What is it about the 'immense power' of television that worries the President?
- (c) Who will ultimately determine the type of programmes that Telefís Éireann will show?
- (d) Why are speeches beneficial to historians as a source?
- (e) As part of your Junior Cycle History course, you studied life in Ireland in the 1960s. Name a relevant person that you studied relating to 1960s Ireland.
- (f) Explain why that person was an important part of Irish life in the 1960s.
- (g) In your opinion, what was the most important issue or event in Ireland in the 1960s? Explain your answer.

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

Below is an extract from Dr Martin Luther King Jr's famous 1963 'I Have a Dream' speech in Washington DC. Read it and answer the questions that follow.

*One hundred years [after emancipation from slavery], the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity ...*

*It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.*

*But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice: in the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence...*

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal.... I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.*

- (a) What is the position of 'the Negro' (black people) in the USA, according to Dr King?
- (b) What will continue until black people have achieved justice?
- (c) How will the protest movement conduct itself?
- (d) What dream does King put forward?
- (e) Based on your knowledge of the civil rights movement, was King's dream fulfilled?
- (f) What other sources could a historian use to find out about the March on Washington, where this speech was delivered?
- (g) Martin Luther King Day is observed on the third Monday of January in the United States. Why is he commemorated in this way?
- (h) Write an account of one area in society that shows why the 1960s was an important era of change in the twentieth century. Refer to the key events, people and impacts of that process of change.

# Ch. 29 - Women in 20th Century Ireland

Source A shows the number of women who entered Magdalene laundries from 1922 to 1996 and the percentage of the total number who entered each decade. Source B is an extract from the testimony of Martina Keogh, who was in the laundry on Aungier St in Dublin in the 1960s. Here she describes her first day in the laundry. Examine the sources closely, then answer the questions that follow.

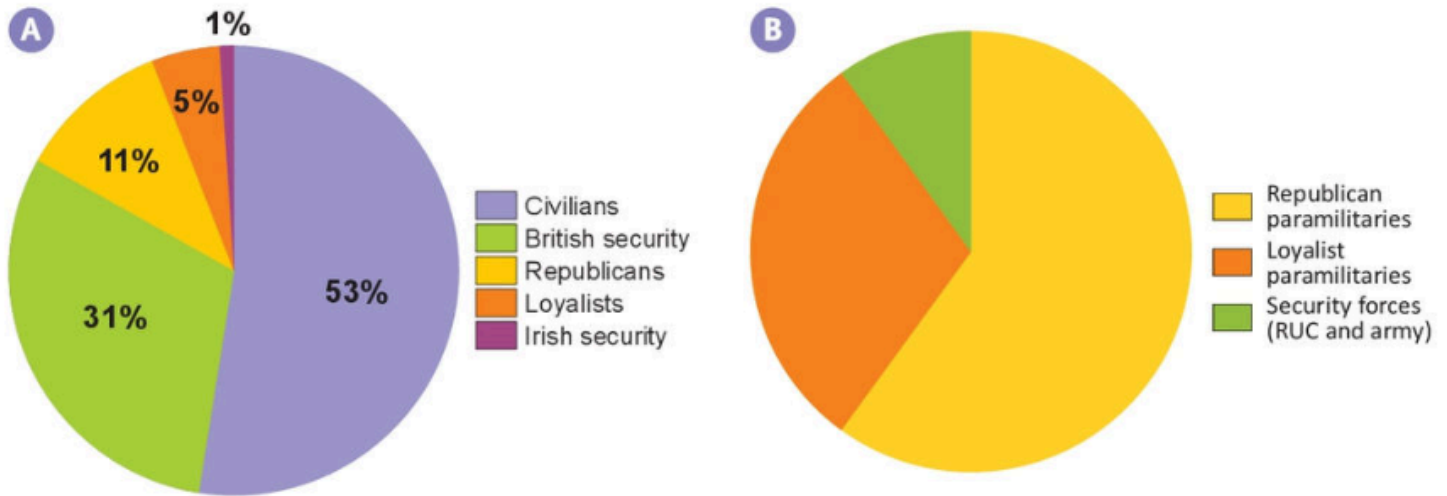
Decade	Entries	Per cent
1920s	1,846	16.5%
1930s	2,695	24.1%
1940s	2,498	22.3%
1950s	1,725	15.4%
1960s	1,593	14.2%
1970s	660	5.9%
1980s	147	1.3%
1990s	8	0.1%
Unknown	26	0.2%
Total	11,198	100.0%

B The nuns.. they took all my clothes of me, gave me an auld grey dress or something and because my hair was short they couldn't cut it anyhow so... And I was looking around and all I could see was poor old women there and I was, 'oh good Jesus, where am I?' I started getting frightened then.. I.. I got a bi.. big fright. I didn't know where I was, and I was shaking and I was going, 'oh my God, where am I?' ... Then I was made to go into the laundry-straight away-for about two hours and I was put into ... on a ... an ironing board with an iron and all tubes coming out of them and I was made iron. I hadn't a clue sure, even how to iron. The more I couldn't iron the nun was pushing me.. shoving me and digging me into the back of the neck. At one stage I lost the head and told her to go and fuck off, and I got battered for it.

- According to source A, which decade had the highest entrance for the laundries?
- According to source B, what happened to Martina Keogh when she arrived in the laundry?
- What were Martina's first impressions of the laundry when she arrived?
- What evidence is there that she was mistreated in the laundry?
- Based on your knowledge of women's lives in twentieth-century Ireland, explain the decline in entry to the laundries from the 1970s onwards.
- Aside from the Magdalene laundries, describe three restrictions on the rights of women in twentieth-century Ireland.
- Write a short account of how women's lives changed in Ireland in the twentieth century in terms of (a) education; (b) politics; and (c) employment.
- Why do you think that employment and education are so important for the progress of women's rights?

# Ch. 30 - The Troubles

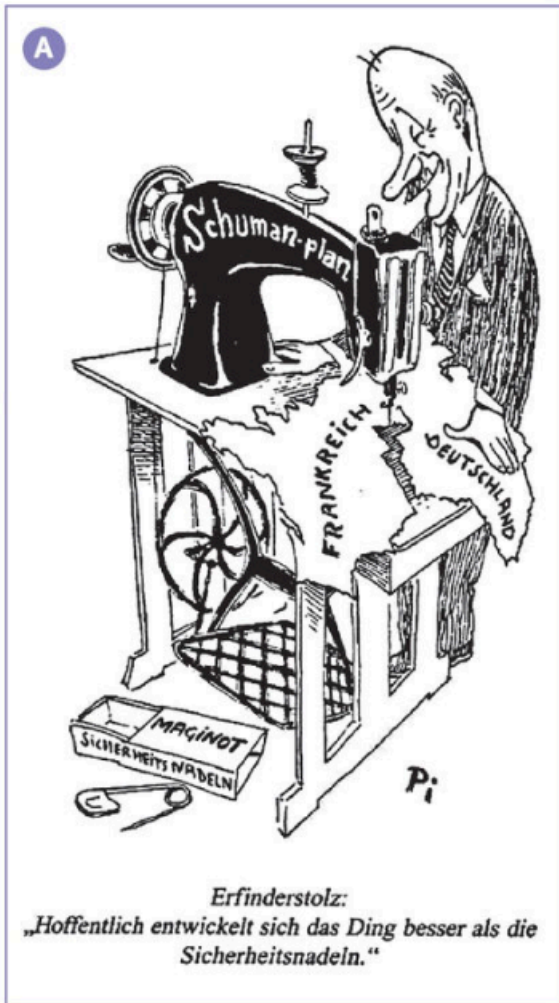
These two pie charts show information about deaths during the Troubles in Northern Ireland. Chart A shows the breakdown of who died during the conflict. Chart B shows a breakdown of different groups' responsibility for the deaths. Study them closely and answer the following questions.



- Which group suffered the greatest number of deaths?
- Which group was responsible for the majority of deaths?
- Based on your knowledge of the Troubles, why do you think there was a much higher casualty rate among British soldiers than among Republican and loyalist terrorists?
- Based on your knowledge of the Troubles, why do you think that it was the case that Republicans killed nearly twice as many people as Loyalists?
- These charts were based on information compiled by historians. What sources might they have used to gather this information?
- Based on your study of the Troubles, outline the causes of the conflict.
- Based on your study of the Troubles, how did the Irish and British governments work together to find a solution?
- Explain why the Troubles are a controversial topic in Irish history.

# Ch. 31 - The European Union

Source A is a cartoon showing Schuman stitching France and Germany together using the Schuman Plan. Its original caption reads: "Hopefully this will work out better than the safety pins' [the Maginot Line]. Source B is an extract from the Schuman Declaration in May 1951. Examine both sources and answer the questions that follow.



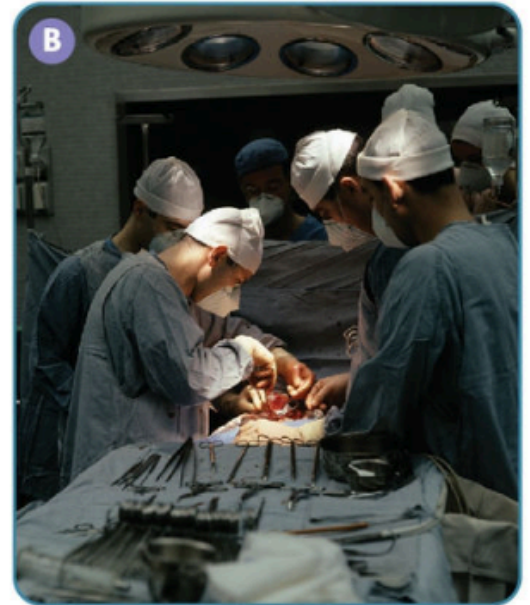
*Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements. The coming together of the nations of Europe requires the elimination of the age-old opposition of France and Germany. Any action taken must in the first place concern these two countries.*

*[The French Government] proposes that Franco-German production of coal and steel as a whole be placed under a common High Authority [joint body], within the framework of an organisation open to the participation of the other countries of Europe. The pooling of coal and steel production should immediately provide for the setting up of common foundations for economic development as a first step in the federation of Europe, and will change the destinies of those regions which have long been devoted to the manufacture of munitions of war, of which they have been the most constant victims. The solidarity in production thus established will make it plain that any war between France and Germany becomes not merely unthinkable, but materially impossible.*

- What is required for the 'coming together of the nations of Europe'?
- What does the French government propose should be done?
- Why would this make war between Germany and France 'materially impossible'?
- What is the message of the cartoon? Explain your answer.
- What is the attitude of the cartoonist to the Schuman Plan? Explain your answer.
- This cartoon is in German. The speech was originally delivered in French. Why might this present a problem for historians researching this topic? How might they overcome this?
- Outline how an international organisation you have studied contributed to promoting international cooperation, justice and human rights in the twentieth century.
- Write an account of how Ireland has been influenced by its links with Europe.

# Ch. 32 - Patterns of Change (Medicine)

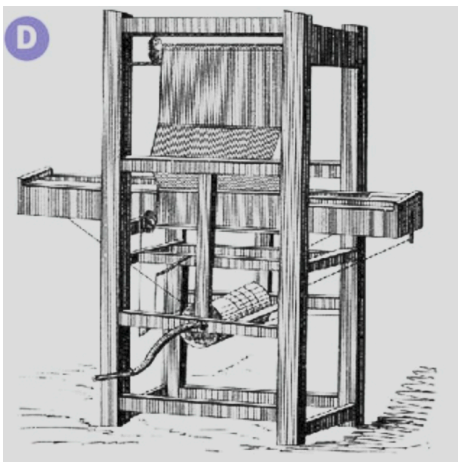
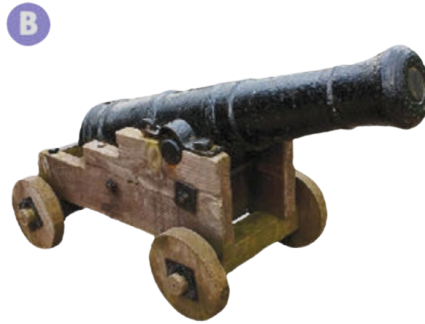
The images below both depict surgery. Image A depicts a sixteenth-century battlefield operation, while image B is a photograph from the 1970s and shows an operation in theatre. Examine them and answer the questions that follow.



- Describe what is happening in image A.
- Describe what is happening in image B.
- Which of these sources would a historian find more reliable? Explain your answer.
- What do these images tell us about changes in medical practice over time? Identify three changes you can see.
- Based on your study of the history of medicine, what medical advance do you consider to be the most important? Give reasons for your answer.
- Based on your study of patterns of change, write an account of how medical knowledge has changed over time.
- Based on your study of the history of medicine, how has access to health care changed over time?

# Ch. 33 - Patterns of Change (Technology)

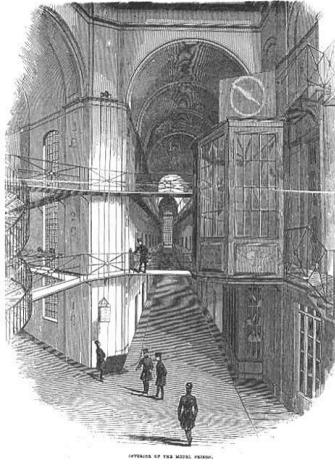
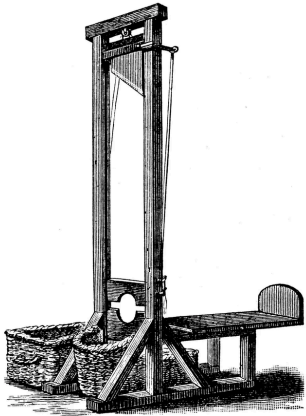
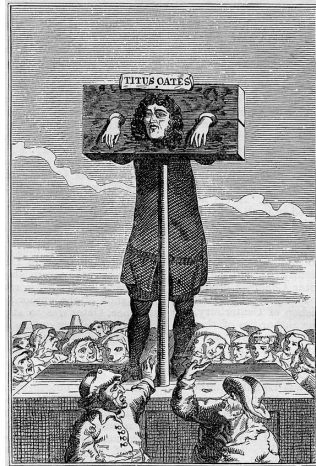
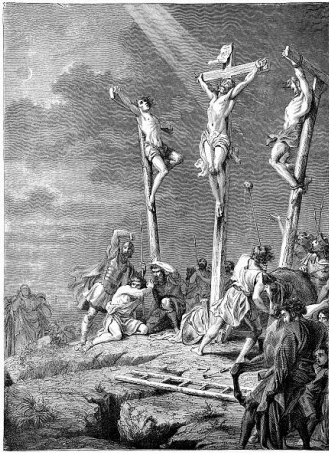
Below are five of our most significant technological innovations. Examine them and answer the questions that follow.



- For three of the five technological innovations shown above, identify the contribution it made to human history.
- Based on your study, name one other technological innovation not shown above and explain how it impacted on human history.
- Explain how technological innovations have contributed to our study of the past.
- Identify a period of history that saw significant technological innovation and write an account of how technology impacted on that period.
- From your study, identify one pattern of change in technological innovation. Write an account of how that pattern of change impacted on at least two different periods in history. (You must select different periods from those discussed in the previous question).

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

Below are six of our most significant changes in Crime and Punishment. Examine them and answer the questions that follow.



- For three of the images displayed above, describe the method of punishment or correctional facility shown and discuss the philosophy or belief about crime and punishment that each represents.
- Based on your studies, name one method of punishment not shown above and explain its significance in the history of crime and punishment.
- Discuss how changes in methods of punishment reflect broader shifts in societal values and attitudes towards crime and justice.
- Identify a historical period that witnessed significant changes in crime and punishment and provide an account of how these changes affected society during that time.
- From your study, identify one pattern of change in the approach to crime and punishment. Write an account of how that pattern of change impacted society in at least two different historical periods, ensuring they are distinct from the period discussed in the previous question.



# Ch. 35 - The United Nations

The following is an article from 'The Irish Times' dated 8 June 2021, detailing the United Nations war crimes tribunal's verdict on Ratko Mladić. It reaffirms the life sentence for the former Bosnian Serb military commander, convicting him of genocide and involvement in Europe's worst atrocities since World War II. The piece encapsulates the end of a significant chapter in the pursuit of justice for the victims of the Bosnian Genocide. Examine the article and the historical context it describes, then answer the questions that follow.

## **Genocide conviction upheld against Bosnian Serb military leader Mladić**

### **Verdict reaffirms life sentence for ex-general whose forces executed 8,000 at Srebrenica**

8 June 2021

United Nations war crimes judges on Tuesday upheld a genocide conviction and life sentence against former Bosnian Serb military commander Ratko Mladić, confirming his central role in Europe's worst atrocities [cruel acts] since the second World War.

Mladić [78], led Bosnian Serb forces during Bosnia's 1992-95 war. He was convicted in 2017 on charges of genocide, crimes against humanity and war crimes including terrorising the civilian population of the Bosnian capital Sarajevo during a 43-month siege, and the killing of more than 8,000 Muslim men and boys in the eastern Bosnian town of Srebrenica in 1995. ...

The outcome caps 25 years of trials at the ... International Criminal Tribunal for the Former Yugoslavia, which convicted 90 people....

"Today is a historic day not only for us mothers of Srebrenica but for all of the Balkans, Europe and the world," Munira Subašić, whose son and husband were killed by nationalist Serb forces ...

'Everywhere his army went, everywhere his boots went, he committed genocide in the villages, in the cities, in the houses... He killed everyone just because they were not Serbs.'

[Source: *The Irish Times*]

- According to the article, what actions were upheld by the United Nations war crimes judges regarding Ratko Mladić?
- What was the final judgment made against Ratko Mladić, and what were the crimes he was convicted of?
- How does the conviction of Ratko Mladić contribute to the concept of making war crimes 'materially impossible'?
- Discuss the importance of international law and the role of the United Nations in addressing crimes against humanity, as exemplified by Mladić's trial.
- Considering the historical context, explain why the Bosnian Genocide has been described as Europe's worst atrocity since the Second World War.
- How can studying events like the Bosnian Genocide inform our understanding of the need for international cooperation in maintaining peace and justice?
- Explain how the actions of the International Criminal Tribunal for the Former Yugoslavia, or another international organisation you have studied, have contributed to promoting international cooperation, justice, and human rights in the late twentieth century.