

# **Worksheets**

**Themes dealing with European and International History  
covered in History (Option) syllabus.**

**Material prepared by History (Option) teachers during  
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## Renaissance Art

### Source A:

“Most surviving art from the Medieval period was religious in focus, often funded by the Church, powerful ecclesiastical individuals such as bishops, communal groups such as abbeys, or wealthy secular patrons.....

One of the central questions about Medieval art concerns its lack of realism. A great deal of knowledge of perspective in art and understanding of the human figure was lost with the fall of Rome. But realism was not the primary concern of Medieval artists. They were simply trying to send a religious message, a task which demands clear iconic images instead of precisely rendered ones”.

*([http://en.wikipedia.org/wiki/Western\\_art\\_history](http://en.wikipedia.org/wiki/Western_art_history))*

### Source B:



Giotto – Baroncelli Polyptych c. 1334  
Baroncelli Chapel, Santa Croce, Florence



Cimabue - The Madonna in Majesty (Maestà) 1285-86

### Source C:



Leonardo da Vinci – The Last Supper, 1498

**Questions:**

1. What does Source A tell us about the nature of art in that particular period?

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2. Sources B and C represent two different historical periods. Name the two historical periods.

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3. How does Source B reflect the affirmation made in Source A?

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4. Underline the terms which best describe source B.

nude figures

religious

landscape paintings

mythological

not three dimensional

iconic

5. What makes Source C completely different from the works of art in source B?

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6. What were the main characteristics of art during the Renaissance period?

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7. Leonardo da Vinci (Source C) was a very important personality of the Renaissance period. Explain in a few sentences why he was important?

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## The Protestant Reformation and the Catholic Counter-Reformation

### Source A



An Indulgence Preacher (1530)

### Source B:



Print showing Luther burning papal bull of excommunication, with vignettes from Luther's life and portraits of Hus, Savonarola, Wycliffe, Cruciger, Melancthon, Bugenhagen, Gustav Adolf, & Bernhard, duke of Saxe-Weimar.

**Source C:**



Inquisition: Suspected Protestants being tortured.

Look at Source A.

1. Describe in your own words the scene in Source A.

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2. Why did Luther criticise the selling of indulgences?

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3. What was the money collected from this sale used for?

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Look at Source B.

4. What did the Papal Bull being burnt by Martin Luther say?

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5. This source makes reference to a number of important people. What do they have in common?

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6. The source also includes the phrase "Life of Martin Luther and the heroes of the Reformation!" What does this phrase tell us about the artist of the source?

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Look at Source C.

7. Why was the Inquisition set up?

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8. Who is torturing the Protestants in the source?

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9. What is there in the source which shows this?

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10. Do you think that the Inquisition was successful? Why do you think so?

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11. Apart from the Inquisition, what other measures were adopted to control the spread of Protestantism?

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12. Why would you consider this period as not a fine time in the history of the Catholic Church?

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13. Name three countries where Protestantism spread widely.

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## The Enlightenment



### Source B:

**Man is free at the instant he wants to be.**

Source *Brutus*, act II, scene I (1730)

**Source A** : Engraving by Baquoy,  
ca. 1795.

### Source C.

Seen by many as the symbol of the French Enlightenment, Voltaire was a complex, contradictory character. A ... campaigner against injustice and advocate of religious and social tolerance, he was also fiercely anti-Semitic, describing the Jews as "*an ignorant and barbarous people*" and arguing that Africans are a separate species (race).

Adopted from *The Life of Voltaire* by Caspar Hewett 2006

1. Look at source A. Is it a primary or secondary source? \_\_\_\_\_
2. The person in this picture is (Joseph II, Voltaire, Martin Luther, Christopher Columbus).
3. He was a (doctor, philosopher, clergyman, soldier)
4. How does Source A show you this?  
\_\_\_\_\_  
\_\_\_\_\_
5. Mention two other persons that practiced the same profession  
\_\_\_\_\_

6. Explain the meaning of the assertion in Source B in relation to the period under review.

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7. How does the source describe Voltaire's character? \_\_\_\_\_

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8. a. Do you think that Voltaire was sympathetic to the Jews?

---

b. How do we deduce this from source C?

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9. Is Voltaire's view of Jews and Africans still accepted today? Why?

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10. This period is known as \_\_\_\_\_.

11. Mention three characteristics of this period.

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## Enlightened Despots

**Source A:** A Man ought to form in his own Mind an exact and clear Idea of what Liberty is. *Liberty is the Right of doing whatsoever the Laws allow:* And if any one Citizen could do what the Laws forbid, there would be no more Liberty; because others would have an equal Power of doing the same.

From Catherine II. *Proposals for a New Law Code*

**Source B:** Being a bright personality with a strong sense of determination she joined the Russian Orthodox Church, learned the Russian language and by doing a lot of reading acquired a brilliant education. She was proud to be a friend and an active correspondent of the best thinkers of the time, such as the prominent French Enlightenment personalities Rousseau and Diderot.

From the website:  
<http://www.cityvision2000.com/history/catherine.htm>



**Source C:** A portrait of an enlightened despot

1. Read sources A and B. Identify the primary source and state why.

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2. a. The person in Source C is (Queen Elizabeth II, Queen Isabel, Czarina Catherine II).
- b. She was an enlightened despot of (Spain, Russia, England).
- c. What impression is the portrait in Source C trying to give?

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3. Mention two other persons that ruled as enlightened despots.

\_\_\_\_\_.

4. With reference to Source A, discuss the concept of liberty as seen by Catherine the Great.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How far can you say that Catherine managed to practice liberty in her country? Give an example to prove your opinion.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Source B describes Catherine as having a bright personality. With reference to this source, explain why.

\_\_\_\_\_  
\_\_\_\_\_

7. What was the connection between Catherine and Rousseau and Diderot?

\_\_\_\_\_  
\_\_\_\_\_

8. Choose one of the philosophers mentioned in source B and discuss some of his ideas.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# SLAVES AT SALE

WITHOUT RESERVE.

BY BEARD, CALHOUN & CO.

J. A. BEARD, Auctioneer.

WILL BE SOLD AT AUCTION ON

**TUESDAY, Jan. 16th,**

AT 12 O'CLOCK, AT BANKS' ARCADE, THE FOLLOWING DESCRIBED NEGROES:

1. ROSIN, 13 years of age, a griffe, good house boy, fine temper, fully guaranteed, and speaks German and English.
2. JORDAN, 23 years of age, a likely negro house servant and trusty waiter, fully guaranteed.
3. JANE, aged 24 years, a very superior washer, ironer, good American cook, and House Woman, fully guaranteed.
4. MARY, aged 24 years, and child 1 year old, a trusty woman, good washer, ironer and American cook, fully guaranteed.
5. EDWIN, aged 27 years, a griffe man, an excellent waiter, steward and trusty servant fully guaranteed.
6. ESTHER, aged 40 years, a smart intelligent and cleanly cook, washer and ironer, title only guaranteed.
7. ANNE, aged 24 years, an excellent house servant, washer, ironer, and good cook, with her three children, one aged 5 another 2 and the last 1 year; they are fully guaranteed but will be sold to go into the country, by her owner's instructions.
8. SAM, aged 28 years, a field hand; title only guaranteed.
9. AGNES, aged 24 years, a good cook, washer and ironer, fully guaranteed.
10. HENRY, aged about 26 years, a field hand, and a stout man, sold as having run away from the plantation.
11. JOHN, aged 15 years, a smart waiting boy, fully guaranteed.
12. JANE, aged 17 years, a fine house girl and field hand fully guaranteed.
13. MARY, aged 35 years, superior nurse and house woman, fully guaranteed.

ALSO:

14. PATRICK, aged 28 years, a likely man good barber, body and house servant. Sold under a good character, and fully guaranteed against the vices and maladies prescribed by law.

**Source A:** A sales bill taken from the archives of the Church Missionary Society (CMS) which formed out of the anti-slavery movement of the 18<sup>th</sup> century.

Analyse the source and answer the questions

1. a. This source is (primary/secondary) evidence.

b. Why do you think so? \_\_\_\_\_  
\_\_\_\_\_

2. What does the source talk about? \_\_\_\_\_

\_\_\_\_\_

3. How were the slaves in the source sold? \_\_\_\_\_

\_\_\_\_\_

4. What were the jobs most of the slaves were expected to do?

\_\_\_\_\_

5. Why were most of the slaves less than 40 years of age?

\_\_\_\_\_

\_\_\_\_\_

6. From which continent did the slaves arrive? Why?

\_\_\_\_\_

\_\_\_\_\_

7. Imagine you were a slave during the 18<sup>th</sup> century. What were your conditions and problems?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. What historical events led to the reduction of slavery?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## French people and society on the eve of the French Revolution

These four paintings show different people living in France before the outbreak of the revolution. Study the paintings carefully and answer the questions beneath them.



A family of peasants painted by Jean-Francois Clermont. About 20 million French people were peasants – country people who made their living by farming.



A family of town workers painted in 1775 by Etienne Aubry. About 2 million people worked in towns – for example, shopkeepers, traders, craftsmen, builders and labourers.



A bourgeois family painted in 1787 by Louis Leopold Boilly. Some 2 million people belonged to the bourgeois – well-to-do middle class between the nobility and the workers and peasants.



A noble family painted by Louis Michel van Loo (1707 – 71). The nobility was the land owning ruling class. They had titles such as Duke, Marquis, or Viscount to distinguish them from common people. Between 120,000 and 350,000 people were nobles.

1. The people shown in the four paintings above belonged to different social groups.

Name the four social groups portrayed in the paintings.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. How can you tell that each family belonged to a different social class?

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3. Choose one of the paintings above. What does it tell you about the lives of the people it portrays?

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## The three Estates of French society

Source A is one of two famous engravings of 1789.

1. Identify the estate to which each person belonged. Fill in the textboxes to the right.
2. What was the intention of the artist in making this engraving?

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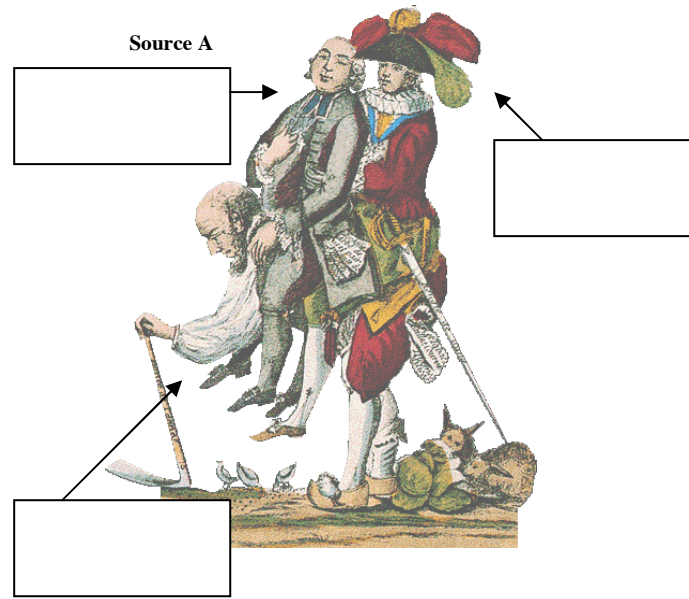
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Print shows a nobleman dressed as a knight and a bishop standing on either side of a globe which is resting on the shoulders of a member of the Third Estate, indicating that the burden of supporting the state was borne largely by the peasantry.

France : 1789 (Library of Congress)

3. Is Source B a primary or a secondary source?

4. Give a reason for your answer.

5. Who is the crown shown in Source B representing?

6. The symbols on the globe shown in this source represent

7. The caption says that the globe is resting on the shoulders of a member of the Third Estate.

In what ways are Source A and B giving the same information about French society on the eve of the French Revolution?

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8. If you were a peasant living in Paris in 1789, what would your feelings be about:

a) The French Monarchy:

b) The French Nobility:

c) The Clergy:

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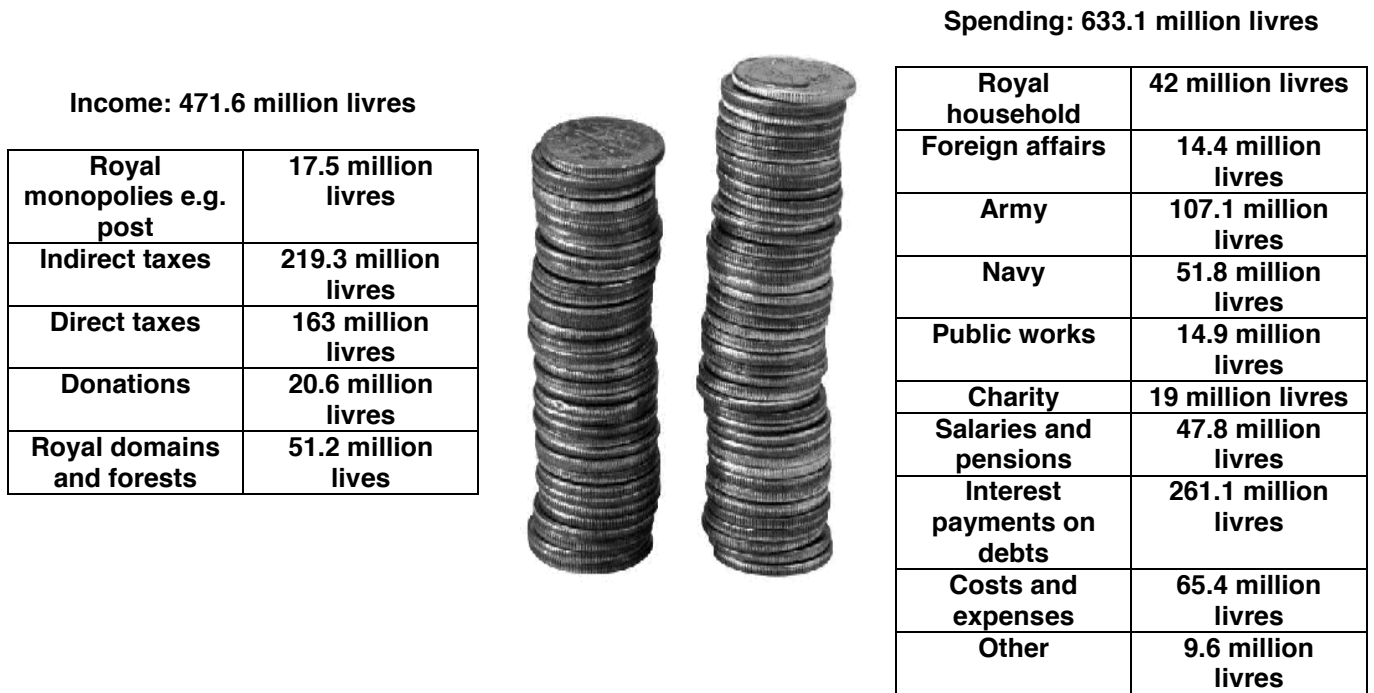


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## The Bankruptcy of the French Crown

Study the following source about the debt of the French royal court and then answer the questions below.



1. What do these lists show about the financial position of France in 1786?  
\_\_\_\_\_
2. What did the government spend most money on? \_\_\_\_\_
3. What does this indicate? \_\_\_\_\_
4. Why do you think that a lot of money was being spent on the army and the navy?  
\_\_\_\_\_
5. Only 14.9 million livres were spent on public works. What does this show?  
\_\_\_\_\_
6. From the above list choose the three areas from which the government received most money.  
\_\_\_\_\_
7. Which of these do you think was the best way of reducing the debt:
  - a) increasing taxes, .....
  - b) reducing the government's spending, or .....
  - c) borrowing more money? .....

## The causes of the French Revolution

**Source A** - An Englishman's view of French peasants, 1787 – 1790

I was joined by a poor woman who complained of the times. Her husband had only a morsel of land, one cow and a poor horse. But they had to pay 20kg of wheat and three chickens as feudal dues to one lord, and 60kg of oats, one chicken and five pence to another, along with very heavy taxes to the king's tax collectors: "The taxes and feudal dues are crushing us."

*(Travels in France – Arthur Young, 1792)*

**Source B** - The People should have power, 1775.

Man is born free. No man has any natural authority over others; force does not give anyone that right. The power to make laws belongs to the people and only to the people.

*(A pamphlet, banned by the French government in 1775, Jean Jacques Rousseau)*

**Source C** - Yearly incomes compared.

Archbishop of Paris 50,000 livres

Marquis de Mainvilllette 20,000 livres

Prince de Conti 14,000 livres

A Paris parish priest 10,000 livres

A typical village priest 750 livres

A master carpenter 200 livres

*(In the 1780s, there were about 4 livres to £1)*

1. After reading these sources give one reason why many people in France criticised:

a. the French nobility: \_\_\_\_\_

b. the French king: \_\_\_\_\_

c. the Clergy: \_\_\_\_\_

2. How does the author of source A describe the lives of French peasants?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The pamphlet which source B came from was banned in 1775.

a. Who do you think banned it? \_\_\_\_\_ .

b. Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. What message is Source C trying to convey?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Declaration of the Rights of Man – 1789

Men are born equal and remain free and equal in rights which are liberty, property, security and resistance to oppression. Liberty is being able to do whatever does not harm others.

The law should express the will of the people. All citizens have a right to take part personally, or through their representatives, in the making of the law. Every citizen can talk, write and publish freely, unless the liberty is abused in a way which breaks the law.

August 1789

1. Why do you consider this Declaration to be fair?

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2. Which people in France did not have equal rights previously?

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3. Which people in France were still not equal despite the declaration? Explain your answer.

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4. Outline the changes brought about by the Assembly in August - September 1789.

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5. Explain how changes in the constitution affected;

a. The King: \_\_\_\_\_

b. The Nobility: \_\_\_\_\_

c. The Church: \_\_\_\_\_

6. Which of these changes were the most important? Why?

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## The Summoning of the Estates General

### Source A:

Beloved and loyal supporters, we require the assistance of our faithful subjects to overcome the **difficulties** in which we find ourselves concerning the current state of our finances, and to establish, as we so wish, a constant and invariable order in all branches of government that concern the happiness of our subjects and the prosperity of the realm. These great motives have induced us to summon the Assembly of the Estates of all Provinces obedient to us, as much to counsel and assist us in all things placed before it, as to inform us of the wishes and grievances of our people; so that, by means of the mutual confidence and reciprocal love between the sovereign and his subjects, an effective remedy may be brought as quickly as possible to the ills of the State, and abuses of all sorts may be averted and corrected by good and solid means which insure public happiness and restore to **us** in particular the calm and tranquillity of which we have so long been deprived.

*(Louis XVI's letter regarding the convocation of the Estates General at Versailles, January 24, 1789)*

1. Who was Louis XVI? \_\_\_\_\_
2. What difficulties is Louis XVI referring to in the second line of this letter?  
\_\_\_\_\_
3. Name two causes that led to such difficulties.  
\_\_\_\_\_  
\_\_\_\_\_
4. Why did Louis XVI call the Estates General?  
\_\_\_\_\_
5. What does Louis XVI imply when he writes that the *'abuses of all sorts may be averted and corrected by good and solid means...'*?  
\_\_\_\_\_  
\_\_\_\_\_
6. Was everybody in France willing to correct these abuses? \_\_\_\_\_
7. Give a reason to your answer. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. To whom does the word *'us'* in line 12 refer to? (The king, the French, both)
9. What was Louis XVI afraid of when he wrote *'...and restore to us in particular the calm and tranquillity of which we have so long been deprived'*?  
\_\_\_\_\_  
\_\_\_\_\_

## The execution of Louis XVI



**Source A:** Louis meets with his family for the last time.

“Will you give this seal to my son...the wedding ring to the Queen? Tell her that I leave her with a great deal of pain.

This little package contains locks of hair of all my family. Give it to her too. Tell the Queen, tell my dear children, that I had promised to see them this morning, but that I had wanted to spare them the pain of such a cruel separation.”

**Source B:** *Louis’s instructions to Clery*

“His blood flows; cries of joy from 80,000 armed men rend the air. His blood flows and there are people who dip a fingertip, a quill, a scrap of paper in it. One tastes it: ‘It is vilely salt!’ An executioner at the scaffold side sells small bundles of his hair; people buy the ribbon that tied it. Everyone carries off a small bundle of his clothing or some other bloodstained remnant. The whole populace go by, arm in arm, laughing and talking as if from some festivity. The taverns on the bloody square had their wine bottles emptied as usual. They sold cakes and patties around the beheaded body, which was put in the wicker basket of a common criminal.”

**Source C:** *a description of the execution by Mercier, a deputy to the Convention.*

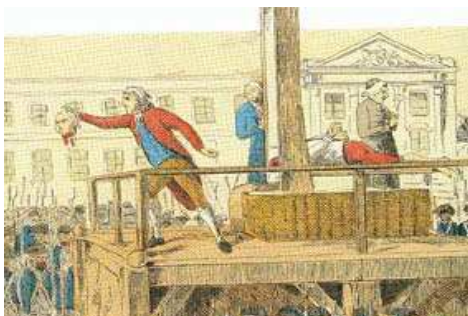
“Louis XVI lost his life on Monday at half past ten in the morning, and to the very last he maintained the greatest possible courage. He wished to speak to the people from the scaffold, but was seized by the executioners, who were following their orders, and who pushed him straight under the fatal blade. He was able to speak only these words: ‘I forgive my enemies; I trust that my death will be for the happiness of my people, but I grieve for France and I fear that she may suffer the anger of the Lord.’ The King took of his coat himself at the foot of the scaffold, and when someone sought to help him he said cheerfully, ‘I do not need any help.’ He also refused help to climb onto the scaffold, and went up with a firm, brisk step.

After his death his body and head were immediately taken to the parish cemetery and thrown into a pit fifteen feet deep, where they were consumed by quicklime. And so there remains nothing of this unhappy prince except the memory of his virtues and his misfortune.”

**Source D:** *a description of the execution by Bernard, a supporter of Louis.*

“Long live the Republic! Long live liberty! Long live equality!”

**Source E:** *The crowd’s cheers as Louis’s head is severed from his body.*



**Source F:** *A Sketch of the Execution, January 1793.*

“He (Louis) pronounced these unforgettable words: ‘I die innocent of all the crimes with which I am charged. I forgive those that are guilty of my death, and I pray God that the blood you are about to shed will never be required of France.’...The king’s last words were drowned out by the drummers...”

**Source G:** *Extracts from a modern historian’s account of the execution.*

1. Using sources A and B, what kind of relationship did Louis have with his family? Explain how you reached your conclusion.

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2. Read source C carefully. What words or phrases does the writer use to give an atmosphere of fun and festivity at Louis's execution?

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3. How does the writer of source C present Louis in a negative way?

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4. Why might the writer have produced such an account?

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5. How does source D present Louis in a more positive way?

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6. Why did the writer produce an account like this?

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7. How could a historian find out which is the more reliable of sources C and D?

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8. What does source E suggest about the feeling of the people towards Louis?

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9. Describe the sketch of the execution listed as source F.

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10. Do you think a supporter of Louis produced source F? Explain your answer.

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11. How might someone in the crowd feel after hearing Louis's words in source G.?

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## The Reign of Terror

### Source A

... The guillotine, the new instrument of egalitarian justice, was put to work. Public executions were considered educational. Women were encouraged to sit and knit during trials and executions. The Revolutionary Tribunal ordered the execution of 2,400 people in Paris by July 1794. Across France 30,000 people lost their lives... The Terror was designed to fight the enemies of the revolution, to prevent counter-revolution from gaining ground. Most of the people rounded up were not aristocrats, but ordinary people... Robespierre was the mastermind of the Reign of Terror. He was the leader of the Committee of Public Safety...

(<http://www.historywiz.com/>)

### Source B: From the Execution Record, 1793

1) - Jean-Baptiste Henry, aged 18, journeyman tailor, convicted of having sawn down a tree of liberty, executed 6<sup>th</sup> September, 1793.

2) - Marie Plaisant, seamstress, convicted of having exclaimed that she was an aristocrat and that she did not care a fig for the nation, condemned to death and executed the same day.

3) - Henriette Francoise Marboeuf, aged 55, convicted of having hoped for the arrival of the Austrians and Prussians and of keeping food for them, condemned to death and executed the same day.

4) - Francois Bertrand, aged 37, publican, convicted of having provided the defenders of the country with sour wine, condemned and executed the same day

5) - Jean Julien, wagoner having been sentenced to twelve years hard labour, took it into his head to cry 'long live the king', brought back to the Tribunal and condemned to death.



"Terror is nothing other than justice, prompt, severe, inflexible"

Maximilien Robespierre

### Source C



**Source D:** 1918 caricature by English caricaturist George Cruikshank

Title "The Radical's Arms", it depicts the infamous guillotine. "No God! No Religion! No King! No Constitution!" is written in the republican banner.

1. Study Sources A to D. Which of the sources are primary and which of them are secondary. Give a reason for your answers.

Source	Primary	Secondary	Reason for your answer
A			
B			
C			
D			

2. In source A we read “*Public executions were considered educational*”. What should the French people have learnt from these executions?

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3. Why do you think were women encouraged to sit and knit during executions? (Source A)

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4. In source A we read “*..the terror was designed to fight the enemies of the revolution...*”. Do the readings in source B confirm this? Give reasons for your answer.

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5. How does the English caricaturist George Cruikshank depict the French society after the French revolution? Describe the cartoons shown in source D and the inscription in the caption to write a paragraph.

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6. After studying sources A to D, how far do you agree that the period following the French revolution was indeed a time of terror? Give reasons from the sources.

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## Napoleon Bonaparte



**Source A:** Another version of the Coup by an English artist. The caption reads: 'The Corsican Crocodile abolishes the Council of Frogs.'



**Source F:** This painting shows the French Army retreating from Russia by Dave Morseque

### Source B:

"Frenchmen, without a doubt, you will see in what I did that I am a soldier who supports liberty and am a citizen who is devoted to the republic."

(From a translation of the 'official' version of the coup, issued throughout France)

### SOURCE C

Napoleon's Coronation by a French painter who was a keen supporter of the Revolution.

### Source D

"He stammered so much... it was clear his place was before soldiers rather than before an assembly."

(From the memoirs of Bourrienne, Napoleon's secretary. The two later fell out.)

### Source E



Napoleon – Emperor of France

1. Who is the “*Corsican crocodile*” shown in Source A? \_\_\_\_\_
2. Why do you think was he depicted as a crocodile? What traits did this historical figure have to be compared to such an animal?

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3. Why did the English artist depict the French members of the council as frogs?

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4. Compare sources B and C. In what ways do Napoleon’s words in the ‘official’ version of the coup contradict the scene pictured in source C?

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5. In what ways is Napoleon portrayed in each of these sources.

<b>Source A</b>	
<b>Source B</b>	
<b>Source C</b>	
<b>Source D</b>	
<b>Source E</b>	

6. How did the event depicted in Source F affect the career of Napoleon?

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7. Write some adjectives to describe the true character of Napoleon Bonaparte?

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## Industrial Revolution: Workers' Concern at the advent of machinery

### Source - Leeds Woollen Workers Petition, 1786

We wish to propose a few queries to those who would plead for the further continuance of these machines:

Men of common sense must know, that so many machines in use, take the work from the hands employed .... and who did that business before machines were invented.

How are those men, thus thrown out of employ to provide for their families; - and what are they to put their children apprentice to, that the rising generation may have something to keep them at work, in order that they may not be like vagabonds strolling about in idleness? Some say, Begin and learn some other business. - Suppose we do; who will maintain our families, whilst we undertake the hard task; and when we have learned it, how do we know we shall be any better for all our pains; for by the time we have served our second apprenticeship, another machine may arise, which may take away that business also..... bringing children up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.

Signed, in behalf of THOUSANDS, by Joseph Hepworth, Thomas Lobley, Robert Wood, Thos. Blackburn.

From J. F. C. Harrison, *Society and Politics in England, 1780-1960* (New York: Harper & Row, 1965), pp. 71-72.

1. a. Is this a primary or a secondary source? \_\_\_\_\_

b. Why? \_\_\_\_\_

2. How did these workers look at the introduction of new machines?

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---

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3. What challenges did families face with the introduction of new machines?

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4. How did children learn a trade before new machinery was introduced?

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5. Why were parents concerned about the future of their children?

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6. Do you think that such concern was justified?

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7. Do you think that this petition was successful?

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8. How did you come to this conclusion?

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9. The factory system involving the use of machinery started in Great Britain. Why do you think that this country was most prepared for industrialisation?

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10. Name a. Two countries where industrialisation spread rapidly

\_\_\_\_\_

b. Two countries which remained rather backward in industrialisation.

\_\_\_\_\_

## The Industrial Revolution – Conditions of Work

Source: Table below shows some Acts passed by the British Parliament

Year	Act or Investigation	Terms
1802	Health and Morals of Apprentices Act	<ul style="list-style-type: none"> <li>• Hours of work were limited to 12 per day, with no night work allowed.</li> <li>• Employers were to provide education, decent clothing and accommodation.</li> <li>• Inspectors were to enforce the Act and appoint visitors.</li> <li>• For all textile factories employing over 20 persons, proper ventilation was to be provided and mills were to be whitewashed twice a year.</li> </ul>
1833	Factory Act	<ul style="list-style-type: none"> <li>• No children under 9 were to work in factories (silk mills exempted).</li> <li>• Children under 13 years were to work no more than 9 hours per day and 48 hours per week.</li> <li>• Children under 18 were not to work nights.</li> <li>• 4 paid Inspectors were appointed.</li> <li>• Two 8-hour shifts per day of children were to be allowed.</li> </ul>
1844	Factory Act	<ul style="list-style-type: none"> <li>• Women and young persons (13-18) were to work no more than 12 hours per day.</li> <li>• Children under 13 were to work no more than 6 1/2 hours per day.</li> <li>• No child under 8 was to be employed.</li> </ul>

<http://industrialrevolution.sea.ca/impact.html#shifts>)

1. a. Is this table a primary or secondary source? \_\_\_\_\_

b. Why? \_\_\_\_\_

2. Underline the correct answer. In factories workers were mainly (men, women and children, women and men, men alone).

3. How many hours did children under 13 years work in 1833 and in 1844?

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4. a. What do you notice in the working hours of children?

---

b. What does this show? \_\_\_\_\_

---

5. Why do you think that children were highly requested as factory workers?

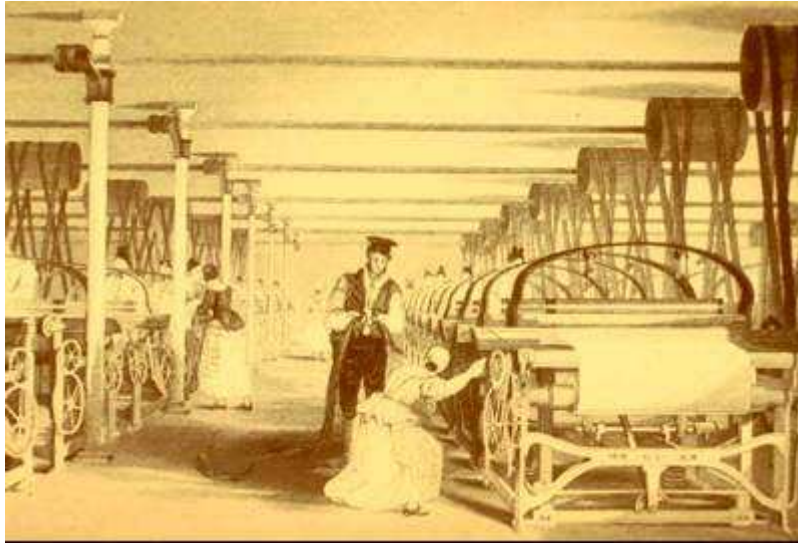
6. Why do you think that the government had to introduce laws to regulate child labour?

7. Why do you think inspectors had to be employed?

8. Identify three main problems related to work that the British Parliament was concerned about.

9. Identify two different working conditions named in the table compared to today?

## Industrialisation: A factory scene



*([http://inventors.about.com/od/indrevolution/ss/Industrial\\_Revo\\_7.htm](http://inventors.about.com/od/indrevolution/ss/Industrial_Revo_7.htm))*

1. a. Is this a primary or secondary source? \_\_\_\_\_  
b. Why? \_\_\_\_\_
  
2. Normally the workers in this factory were \_\_\_\_\_ .
  
3. This factory produced \_\_\_\_\_ .
  
4. Do you think inspectors were employed in this factory?  
\_\_\_\_\_
  
5. a. Do you think that this scene shows a factory at the very start of the industrialisation process? \_\_\_\_\_  
b. Why did you reach this conclusion? \_\_\_\_\_  
\_\_\_\_\_
  
6. a. Are the women dressed safely? \_\_\_\_\_  
b. How did you reach this conclusion? \_\_\_\_\_  
\_\_\_\_\_

## Effects of Industrialisation

With the adoption of the factory system, we find a shift in population. Settlements grew around the factories. In some cases, housing was provided to workers by their employers... In some cases factories started in existing towns, which was desirable because a labour pool was readily available.

The towns that grew in the North were crowded, dirty and unregulated. ... No one understood the effects of these unsanitary conditions upon humans. Conditions in these densely populated areas worsened to the point of the reappearance of outbreaks of disease. In the mid-1800s there were several outbreaks of typhoid and cholera.

Inside these factories one would find poorly ventilated, noisy, dirty, damp and poorly lighted working areas. These factories were unhealthy and dangerous places in which to work. Normally, workers put in twelve to fourteen hours daily. Factory Acts that were later enacted by Parliament regulated the number of hours that men, women and children worked ...

Slowly, workers began to realize the strength they could possess if they were a unified force. It was a long, uphill battle for workers to be able to have the right to organize into officially recognized unions.

(<http://www.yale.edu/ynhti/curriculum/units/1981/2/81.02.06.x.html>)

1. a. Is this a primary or secondary source? \_\_\_\_\_

b. Why? \_\_\_\_\_

2. Why do you think that people started to go and live in the cities?

\_\_\_\_\_

3. How would you describe the living conditions in towns?

\_\_\_\_\_

\_\_\_\_\_

4. Which diseases did the inhabitants have to face? \_\_\_\_\_

5. Why were the Factory Laws important?

\_\_\_\_\_

6. Why was it useful for the workers to unite?

\_\_\_\_\_

\_\_\_\_\_



## Industrialisation: The Great Exhibition of 1851



(The Crystal Palace in London)

1. a. Visitors at this exhibition came from a (lower, middle, upper) social class.

b. How did you reach this conclusion? \_\_\_\_\_

\_\_\_\_\_

2. From which countries do you think these exhibits originated?

\_\_\_\_\_

3. What do you think was the aim of this exhibition?

\_\_\_\_\_

4. Briefly describe the scene that you are seeing in this source.

\_\_\_\_\_

\_\_\_\_\_

5. In what way is this source contradictory to the conditions prevailing in factories during the industrial revolution? \_\_\_\_\_

\_\_\_\_\_

## Revolt in Belgium in 1830



On 25 August 1830, after a performance at the Brussels opera, a riot erupted, quickly followed by uprisings elsewhere in the country. Factories were occupied and machinery destroyed. Order was restored after William committed troops to the Southern Provinces. Rioting continued and the leadership was seized by extremists, who started talk of secession.

**Source A:** *Painting by Wappers:  
Episode of the Belgian Revolution of 1830 (1834)*

**Source B:** *extract from  
Wikipedia Encyclopedia*

Much of the population of the south were Roman Catholic, French-speaking, or liberals who regarded King William I's rule as despotic. There were high levels of unemployment and industrial unrest among the working classes.

**Source C:** *extract from Wikipedia Encyclopedia*

1. In the painting in Source A there is a clear indication that the Revolution was happening in Belgium. How do we know that the revolution was happening there?

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2. Why was a Revolution taking place there in 1830?

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3. This Revolution could be traced back to decisions taking place at a particular Treaty. Which Treaty was this?

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4. Why was the United Kingdom of the Netherlands created after 1815?

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---

5. Which two countries formed this United Kingdom of the Netherlands?

---

6. From Source C name two differences between these two countries.

---

7. Underline the nearby country where a revolution had already happened in 1830 just before this Belgian revolt:

(Italy, Austria, Hungary, Britain, France, Malta)

8. Did the Belgian Revolution succeed in the end? Why?

---

9. In 1830 other revolutions occurred in Central and Eastern Europe which however failed. What sentiment had been suppressed once more?

---

10. When did this sentiment re-emerge strongly again in Europe? Underline the correct date. (1843, 1861, 1848, 1839)

11. Which two countries became unified as a result of this sentiment?

---

## The 1848 revolution in France



**Source A:** (*The Barricade on the Rue Soufflo* by Horace Vernet in 1848)



**Source C** ("*Messieurs Victor Hugo and Emile de Girardin try to raise the Prince upon a shield: not too steady!*") Satirical cartoon (December 11, 1848)

### Source B

The 1848 Revolution in France was one of a wave of revolutions in 1848 in Europe. In France, the February revolution ended the Orleans monarchy (1830-1848) and led to the creation of the French Second Republic. The June days were a bloody but unsuccessful rebellion by the Paris workers against a conservative turn in the Republic's course. On December 2, 1848, Louis Napoleon was elected President of the Second Republic, largely on peasant support. Exactly three years later he suspended the elected assembly, establishing the Second French Empire, which lasted until 1871.

(Extract taken from *Wikipedia Encyclopedia*)

1. Say whether each source above is a primary or a secondary source and explain how you arrived to this conclusion.

**Source A** \_\_\_\_\_

**Source B** \_\_\_\_\_

**Source C** \_\_\_\_\_

2. The painting in **Source A** by Horace Vernet was named *The Barricade on the Rue Soufflo*. What role did barricades have in Paris during the 1848 Revolutions?

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3. Why was a revolution taking place in Paris in 1848?

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4. “*The 1848 Revolution in France was one of a wave of revolutions in 1848 in Europe*” (**Source B**). What was happening in Europe at the time?

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5. What were the main political sentiments behind these events? Choose the correct answer by underlining it.

- a. Nationalist and capitalist
- b. Religious and liberal
- c. Nationalist and liberal
- d. Colonialist and capitalist
- e. Religious and conservative.

6. Who was the Louis Napoleon referred to in **Source B**?

---

7. Did the French Second Republic last long? Why?

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8. From the three persons depicted in **Source C**, who do you think is Louis Napoleon?

---

9. What do you think was the intention of the artist who painted the cartoon in **Source C**?

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10. Do you think that the artist was supportive to the government of Louis Napoleon? Why have you reached this conclusion?

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11. How far, do you think, did the artist convey that message in his cartoon?

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12. The barricades in 1848 (**Source A**) somehow helped Louis Napoleon to rise to power. During Louis Napoleon's reign was it possible to erect barricades in Paris once again? Why?

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13. Did the efforts of the people who erected the barricades fail in the end? Which Source indicates this?

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14. Why did the Second French Empire last only until 1871?

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15. What happened as a result of the end of the Second French Empire in 1871?

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## Unification of Italy

### Source A



**Count Camillo di Cavour**

**Giuseppe Garibaldi**

**Victor Emmanuel II**

### Source B

“I have discovered the art of deceiving diplomats. I tell them the truth and they never believe me.”

*(Camillo di Cavour)*

### Source C

“I offer neither pay, nor quarters, nor food; I offer only hunger, thirst, forced marches, battles and death. Let him who loves his country with his heart, and not merely with his lips, follow me.”

*(Giuseppe Garibaldi)*

### Source D

Victor Emmanuel II, King of Italy was the King of Piedmont, Savoy, and Sardinia from 1849 to 1861. On February 18, 1861, he assumed the title King of Italy to become the first king of a united Italy, a title he held until his death in 1878.

*(Extract taken from Wikipedia Encyclopedia)*

1. Which Italian term is generally used to refer to these particular events? Underline the correct word.

- a. Il Rinascimento
- b. Il Risorgimento
- c. L'Illuminismo
- d. Il Capitalismo

2. For each of the written sources indicate whether they are primary or secondary sources and explain why.

**Source B:** \_\_\_\_\_

**Source C:** \_\_\_\_\_

**Source D:** \_\_\_\_\_

3. After reading sources B and C, what do you think was the role of these people in what was happening in Italy during those times?

a. Cavour: \_\_\_\_\_

b. Garibaldi: \_\_\_\_\_

4. Give an example of how Cavour used this role in achieving what he wanted for his Italian cause.

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5. Give an example how Garibaldi managed to use his role in achieving Italian unity.

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6. In what ways were Garibaldi and Cavour different in their view regarding the future of Italy?

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7. Which of these sources gives you a clear picture of what happened in the final outcome of the Italian cause? \_\_\_\_\_

8. Underline the three cities which formed part of the new Italian state in 1861.

- a. Venice
- b. Milan
- c. Turin
- d. Napoli
- e. Rome

9. Which city was the capital of the new Italian state in 1861? \_\_\_\_\_



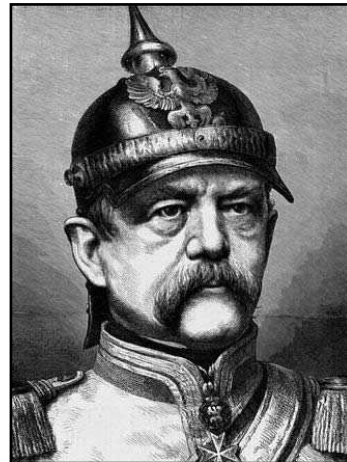
## Unification of Germany

**Source A**



**Map of Schleswig-Holstein**

**Source B**



**Otto von Bismarck**

1. Who was Otto von Bismarck (**Source B**)?

---

2. What were his views of Prussia within a greater German state?

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3. How did he prepare Prussia for the coming events before starting any war?

---

4. Look at **Source A**. Why was the problem in the regions of Schleswig and Holstein shown on the map?

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5. What did Bismarck decide to do about this?

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6. The Schleswig-Holstein affair was planned to somehow involve Prussia against a particular strong European power. Name this European power?

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7. During the Seven Weeks' War (1866) Prussia defeated this power. Why was it so important for Bismarck to defeat this power in view of his plans for Germany?

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8. How did he treat this power once he defeated it?

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9. Why did he do so?

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10. What was the last step in his plan for German unity?

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11. How did he prepare for this step?

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12. Bismarck is famous for his quote: *"The great questions of the day will not be settled by means of speeches and majority decisions but by iron and blood."*

a. What does this show on his character?

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b. Was he right in the end?

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13. Which important state inhabited by Germans was left out of the new united Germany? \_\_\_\_\_

14. Who became Emperor of the new united Germany? \_\_\_\_\_

## The Arms Race

... the situation is grave . . (and) is created by the German program [of building a battle fleet]. Whether the program is carried out quickly or slowly the fact of its existence makes a new situation. When that program is completed, Germany, a great country close to our own shore, will have a fleet of thirty-three Dreadnoughts [the latest, powerful battleship type]. . . . the whole program . . when completed . . will be the most powerful fleet that the world has yet seen. That imposes upon us the necessity, of which we are now at the beginning -- except so far as we have Dreadnoughts already -- of rebuilding the whole of our fleet. That is what the situation is. What we do not know is the time in which we shall have to do it....

(Foreign Secretary, Sir Edward Grey: *British Parliamentary Debates*. March 29, 1909)

1. Is this a primary or secondary source? How do you know?

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2. Who is the person speaking in the source?

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3. Which country is to blame for the grave situation according to the speaker? Why?

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4. What was the Dreadnought?

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5. Why was Germany building Dreadnoughts at that time?

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6. Would you consider this source to be biased in any way?

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7. Does the source shed any light on what was to happen in five years' time? How did you reach that conclusion?

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## The Moroccan Crisis

**Source A:** In 1904 Morocco had been given to France by Britain, but the Moroccans wanted their independence. In 1905, Germany announced her support for Moroccan independence. War was narrowly avoided by a conference which allowed France to retain possession of Morocco. However, in 1911, the Germans were again protesting against French possession of Morocco. Britain supported France and Germany was persuaded to back down for part of French Congo.  
(<http://www.historyonthenet.com/WW1/causes.htm>)

**Source B:** effects of the Moroccan Crisis

1. The French were furious with Germany
2. The British saw it as yet another attempt by Germany to build a German Empire to rival Britain's empire
3. A Conference was held at Algeiras (1906), where Britain and Russia supported France, and Germany was forced to promise to stay out of Morocco. This in turn annoyed Germany, who thought that they were 'ganging up' to stop Germany occupying its rightful place in the world.
4. In 1907, Britain and Russia, alarmed by German ambitions, made an *Entente*.

([http://www.johndclare.net/causes\\_WWI3.htm](http://www.johndclare.net/causes_WWI3.htm))

1. Which source gives you a brief narrative of what happened during the Moroccan crisis? \_\_\_\_\_

2. In which century did this crisis take place? \_\_\_\_\_

3. Which country supported France? \_\_\_\_\_

4. Which country supported Morocco? \_\_\_\_\_

5. Looking at Source A, do you think that there was a country which could be blamed for this crisis? Explain how you came to this conclusion.

\_\_\_\_\_

\_\_\_\_\_

6. Why didn't Britain want 'Germany to build a German Empire'?

\_\_\_\_\_

\_\_\_\_\_

7. Do you think that the Moroccan Crisis settled disputes with Germany? Why?

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8. What does the word *Entente* mentioned in Source B mean?

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9. In 1914 these countries entered the First World War. Mention and explain some other causes which led to this war?

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### **The Assassination of Archduke Franz Ferdinand of Austria**

**Source A:** As the car quickly reversed, a thin stream of blood spurted from His Highness's mouth onto my right check. As I was pulling out my handkerchief to wipe the blood away from his mouth, the Duchess cried out to him, "For God's sake! What has happened to you?" At that she slid off the seat and lay on the floor of the car, with her face between his knees. I had no idea that she too was hit and thought she had simply fainted with fright. Then I heard His Imperial Highness say, "Sophie, Sophie, don't die. Stay alive for the children!"

At that, I seized the Archduke by the collar of his uniform, to stop his head dropping forward and asked him if he was in great pain. He answered me quite distinctly, "It is nothing!" His face began to twist somewhat but he went on repeating, six or seven times, ever more faintly as he gradually lost consciousness, "It's nothing!" Then came a brief pause followed by a convulsive rattle in his throat, caused by a loss of blood. This ceased on arrival at the governor's residence. The two unconscious bodies were carried into the building where their death was soon established.

*(Memoir of Count Franz von Harrach)*



**Source B:** The blood stained uniform of Archduke Franz Ferdinand of Austria

1. Read carefully Source A and explain in few words what happened?

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2. Who was the Archduke Franz Ferdinand?

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3. Count Franz von Harrach was present during the assassination. Would you consider source A as a fact or opinion? Why?

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4. Look at source B. Do you think that this is a primary source or secondary source? Why?

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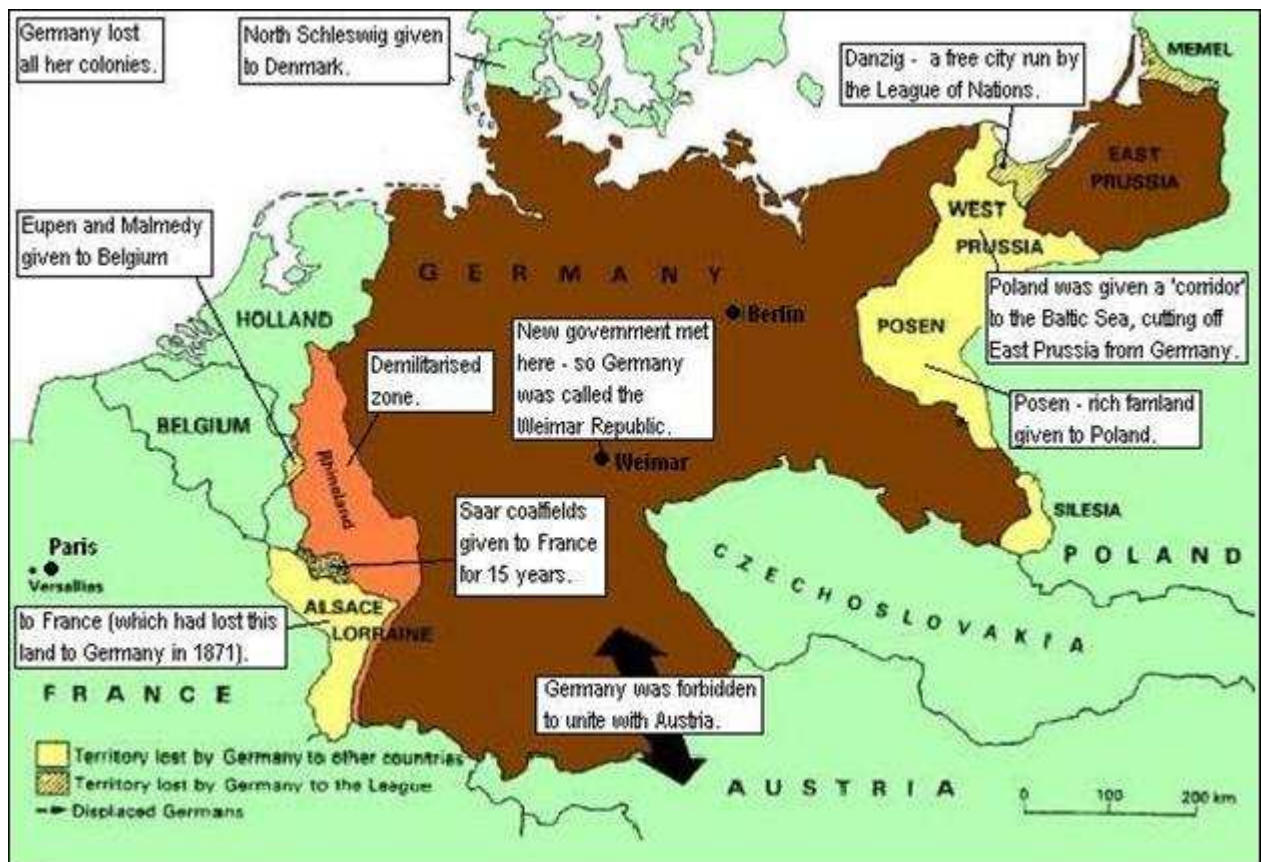
5. How far would you consider the assassination of Franz Ferdinand as the main cause of the beginning of the First World War?

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## Treaty of Versailles 1919



1. What does this map show?

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2. Besides the land near Germany like Alsace-Lorraine and West Prussia, which other territorial possessions did Germany lose as a result of the Treaty of Versailles?

---

3. The Saar was given to France for 15 years. Why was it so important?

---

4. What was one of the aims of the allied countries in being so harsh on Germany?

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5. What was the Anschluss?

---

6. Name two countries that acquired territories as a result of this treaty.

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7. What does the demilitarised zone mentioned in the map mean?

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8. Which German Chancellor disobeyed the Treaty of Versailles years later?

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9. What was the new Government of Germany called after the First World War?

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10. What problems did this new government face between the Two World Wars?

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11. What was the League of Nations referred to in the map?

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## Reactions to the Treaty of Versailles and the League of Nations

**How did Britain react to the Treaty?** The British had mixed reactions. The general opinion in Britain was that the terms were fair and should probably have been more severe. British newspapers suggested that Germany was no longer a threat to world peace. When Prime Minister David Lloyd George went back to England he was received as a hero.

**How did France react to the Treaty?** Reactions in France were also mixed. People approved of the reparations that Germany had to pay. They also liked the fact that Germany's borders with France (the Rhineland) would be demilitarised. They appreciated that the coalmines of the Saar would bring prosperity to France instead of Germany. They also believed that the League of Nations would be a powerful force for peace and that it would protect France if Germany recovered and became aggressive again. Clemenceau still wanted to impose harsher conditions on Germany.

**How did the USA react to the Treaty?** In the USA reactions were against the Treaty. Many Americans felt that the Treaty was unfair on Germany. They also believed that Britain and France were making themselves rich at Germany's expense and that the USA should not be helping them to do this. American politics were divided at the time. President Wilson led the Democratic Party. His rivals in the Republican Party used the Treaty as an opportunity to criticise Wilson. Americans were uneasy about Wilson's scheme for a League of Nations and they were concerned that belonging to the League would drag the USA into international disputes that were not their concern. In the end, the Congress rejected both the Treaty of Versailles and the League of Nations.

**How did Germany react to the Treaty?** Reactions to the Treaty in Germany were very negative. There were protests in the German Reichstag (Parliament) and out on the streets. It is not hard to see why Germans were outraged. Germany lost 10% of its land, all its overseas colonies, 12.5% of its population, 16% of its coal and 48% of its iron industry. There were also the humiliating terms, which made Germany accept blame for the war, limit their armed forces and pay reparations.

1. Name the leaders of Britain, France and USA when the Treaty of Versailles was written.

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2. Mention three decisions taken by the Treaty of Versailles after World War I.

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3. Fill in the following table so as to show whether there was a positive, a mixed or a negative reaction to the Treaty of Versailles by every nation.

Country	Positive	Mixed	Negative
Britain			
France			
USA			
Germany			

4. Why was Germany humiliated by this treaty?

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5. The US Congress rejected both the Treaty of Versailles and the League of Nations? What were the effects of this decision?

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6. What were the reparations mentioned in the source?

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7. Would you consider the League of Nations to have been successful in keeping peace in the following years?

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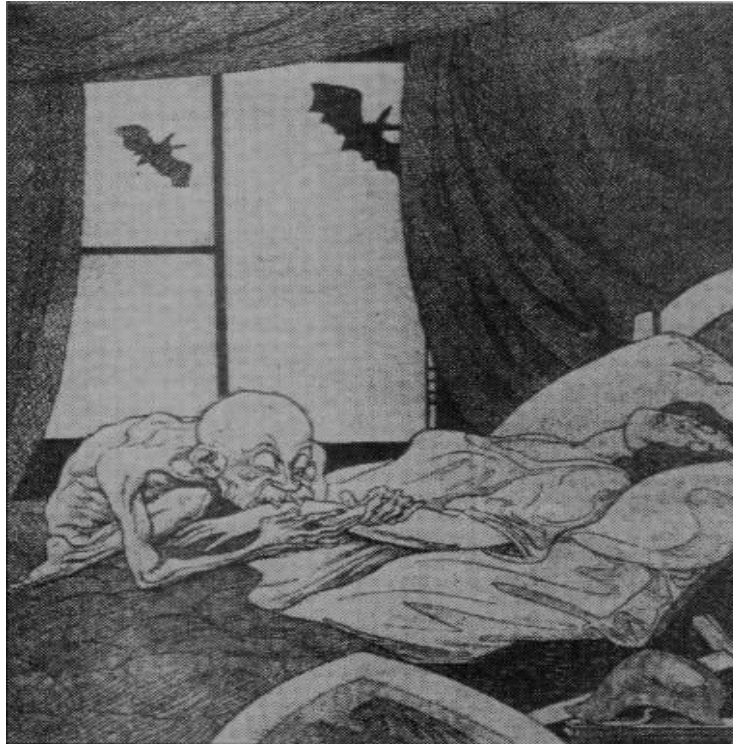
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## Effects of First World War



A cartoon with the title 'Clemenceau the Vampire'  
From the German newspaper  
*Kladderadatsch* (July 1919)

1. Look carefully at this cartoon. Describe what you are seeing.

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2. Is this cartoon a primary source? How do you know?

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3. . In what way do you think that this cartoon is biased?

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4. This cartoon was taken from a German newspaper dated 1919. What major event took place between 1914 and 1918?

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5. Clemenceau was the (German, French, British, Russian) Prime Minister.

6. Why is Clemenceau described as a vampire?

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7. Why was Clemenceau determined to be so harsh on Germany?

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8. Why were the defeated Germans so angry by the Treaty of Versailles?

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9. What effect did the long term causes of the war have on the Treaty of Versailles?

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10. The French believed they had suffered more than Britain and the USA in fighting Germany. Suggest **two** reasons for this.

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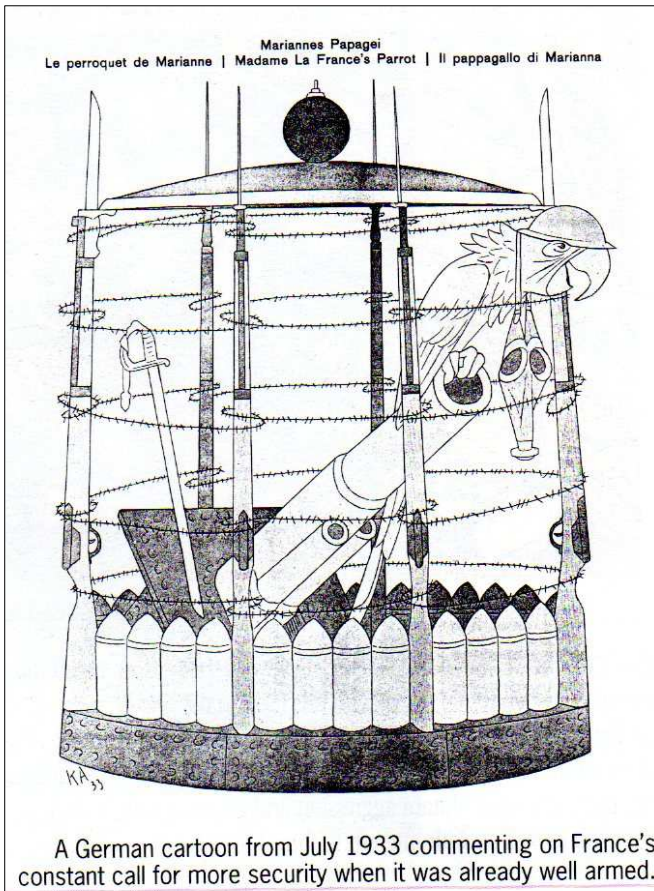
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11. Give **one** reason why no country could achieve all its aims at the Treaty of Versailles.

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## France between the Two World Wars



1. Is this a Primary or a Secondary Source? How do you know?

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2. Which country does the parrot in the cage represent?

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3. Who do you think drew this cartoon?

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4. What message did the cartoonist want to give?

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5. Do you think that the cartoonist is biased?

---

6. Was the disarmament requested by the League of Nations a success?

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7. What was happening in Italy and Germany at the time the cartoon was drawn?

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## The Yalta Conference

### DECLARATION OF LIBERATED EUROPE

“The following declaration has been approved:

The Premier of the Union of Soviet Socialist Republics, the Prime Minister of the United Kingdom and the President of the United States of America have consulted with each other in the common interests of the people of their countries and those of liberated Europe. They jointly declare their mutual agreement to concert during the temporary period of instability in liberated Europe the policies of their three Governments in assisting the peoples liberated from the domination of Nazi Germany and the peoples of the former Axis satellite states of Europe to solve by democratic means their pressing political and economic problems.”

*(Yalta Conference - February 13<sup>th</sup>, 1945)*

1. Which three countries were involved in this meeting?

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2. Who were the leaders of these countries?

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3. Where was this Conference held? \_\_\_\_\_

4. What was the aim of this Conference?

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5. Which two of these three leaders were not present at the Potsdam Conference held a few months later?

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6. What was intended by the phrase “liberated Europe”?

---

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7. What was causing instability in Europe at that time?

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8. Who was the leader of Nazi Germany? \_\_\_\_\_

9. Which were *the former Axis states*? \_\_\_\_\_

10. What would the governments of the three countries you mentioned in question one understand by the word “democratic” as used in the source?

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11. What were the prevailing economic problems mentioned in the source?

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12. Mention two important decisions taken at this conference?

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13. The lack of trust shown during this conference may be said to have been the beginning of a new type of war. How is this called and what happened in the following years?

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## The Wall



**Source A – 1961**



**Source B - 1989**

1. What are you seeing in source A?

---

2. Which city did this wall divide? \_\_\_\_\_

3. Of which country was this city the capital? \_\_\_\_\_

4. Why was this wall built and by whom?

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5. What was happening in this city before the wall was built?

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6. Which power occupied the Eastern sector of this city? \_\_\_\_\_

7. How was the system of government of this power different from that of the other powers?

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8. Explain the impact the building of this wall had both on the country where it was built and on world history in general.

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9. What are the people in Source B celebrating?

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10. What did the destruction of this wall lead to?

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### **The Fall of Communism**

“But back in March-April 1985 we found ourselves facing a crucial, and I confess, agonizing choice. When I agreed to assume the office of the General Secretary of the Communist Party of the Soviet Union Central Committee, in effect the highest State office at that time, I realized that we could no longer live as before and that I would not want to remain in that office unless I got support in undertaking major reforms. It was clear to me that we had a long way to go. But of course, I could not imagine how immense were our problems and difficulties. I believe no one at that time could foresee or predict them.

Those who were then governing the country knew what was really happening to it and what we later called "zastoi", roughly translated as "stagnation". They saw that our society was marking time, that it was running the risk of falling hopelessly behind the technologically advanced part of the world. Total domination of centrally-managed state property, the pervasive authoritarian-bureaucratic system, ideology's grip on politics, monopoly in social thought and sciences, militarized industries that siphoned off our best, including the best intellectual resources, the unbearable burden of military expenditures that suffocated civilian industries and undermined the social achievements of the period since the Revolution which were real and of which we used to be proud - such was the actual situation in the country.

As a result, one of the richest countries in the world, endowed with immense overall potential, was already sliding downwards. Our society was declining, both economically and intellectually.”

*Mikhail Gorbachev, Nobel Lecture (5th June, 1991)*

1. Is this a primary or a secondary source? Why?

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2. What official position did Gorbachev occupy at the time of the speech?

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3. Of which country was he an important figure? \_\_\_\_\_

4. From the speech identify three causes which were keeping his country backwards.

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5. How did Gorbachev try to deal with this situation?

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6. In what way did his leadership contrast with that of his predecessors?

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7. Two key words used in his new type of administration are *glasnost* and *perestroika*. What do these words mean?

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8. How far was he successful in his attempt to reform his country?

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9. What opposition did he find in his attempt to reform his country?

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10. What was the long term effect of his administration?

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## The Breakup of Yugoslavia

### Source A



### Source B

Yugoslavia was formed after the First World War, and consisted of the pre-First World state of Serbia, plus territory gained by Serbia from Turkey in 1913 (containing Muslims), and territory taken from the defeated Habsburg Empire. It included people of many different nationalities, and the state was organized on federal lines.

*(Lowe, N., Mastering Modern World History (Macmillan Press, London, 1997).*

1. Identify the two political leaders shown in source A.

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2. How did the person on the left manage to keep the unity of the Yugoslav state after the Second World War?

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3. What happened to the person on the right after the division of Yugoslavia?

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4. Source B states that Yugoslavia was organized on federal lines. What does this mean?

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5. Referring to source B identify two problems that led to the division of Yugoslavia in the 90's.

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6. Name four republics that formed part of Yugoslavia.

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7. Name a republic that contained a large Muslim community in Yugoslavia.

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8. What do you understand with the term 'ethnic cleansing' and how was this related to the wars of the 90's.

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9. How did the fall of communism help to accelerate the disintegration of Yugoslavia?

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## The European Union

### Source A



*The signing of the Treaty of Rome*

### Source B

Two treaties were signed in Rome that gave birth to the EEC and to European Atomic Energy Community (Euratom). The signatories of the historic agreement were His Majesty The King of the Belgians, the President of the Federal Republic of Germany, the President of the French Republic, the President of the Italian Republic, Her Royal Highness The Grand Duchess of Luxembourg, Her Majesty The Queen of the Netherlands. The Treaties were ratified by National Parliaments over the following months and came into force on 1st January 1958.

*Source: <http://www.historiasiglo20.org/europe/traroma.htm>*

### Source C

#### **An extract from the Preamble of the Treaty of Rome**

- Determined to lay the foundations of an ever closer union among the peoples of Europe.
- Resolved to ensure the economic and social progress of their countries by common action to eliminate the barriers which divide Europe.
- Affirming as the essential objective of their efforts the constant improvement of the living and working conditions of their peoples.
- Recognising that the removal of existing obstacles calls for concerted action in order to guarantee steady expansion, balanced trade and fair competition.
- Anxious to strengthen the unity of their economies and to ensure their harmonious development by reducing the differences existing between the various regions...



1. Which of the above sources are primary sources?

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2. Describe what you are seeing in the photograph in source A.

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3. Explain the term EEC mentioned in Source B.

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4. When was the Treaty of Rome signed? \_\_\_\_\_

5. Name four countries which were the main signatories of this historic agreement?

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6. By which Treaty the name of this union changed from EEC to EU? When and where was this Treaty signed?

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7. In relation to source C, point one, mention **TWO** important events, during the first half of the 20<sup>th</sup> century that hampered the *ever closer union among the peoples of Europe*.

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8. Mention five countries that joined the EU in 2004.

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9. Mention the measure taken in 1999 that was to strengthen the unity of the EU members' economies.

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## The Arab-Israeli Conflict

### Source A

The Middle East has abruptly reached a new and critical stage in its long and important history. In past decades many of the countries in that area were not fully self-governing. Other nations exercised considerable authority in the area and the security of the region was largely built around their power. But since the First World War there has been a steady evolution toward self-government and independence. This development the United States has welcomed and has encouraged. Our country supports without reservation the full sovereignty and independence of each and every nation of the Middle East.

*(President Eisenhower: The Eisenhower Doctrine on the Middle East, A Message to Congress, January 5, 1957.)*

### Source B



### Source C

Flag 1



Flag 2



### Source D



done by Ayman Bardaweel in 1990

1. Who is President Eisenhower mentioned in source A?

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2. In source A President Eisenhower stated that: *'Our country supports without reservation the full sovereignty and independence of each and every nation of the Middle East'*. How far does this statement reflect what happened in the Middle East since 1948.

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3. When was the state of Israel created? \_\_\_\_\_

4. Who was the first Prime Minister of this newly created state? \_\_\_\_\_

5. Which countries had and still have problems in recognising this state? Why?

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6. Who is the person in source B? \_\_\_\_\_

7. What do you understand by the name PLO? \_\_\_\_\_

8. What was the relation between the PLO and the person in source B?

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9. Name the two flags appearing in Source C.

Flag 1 \_\_\_\_\_ Flag 2 \_\_\_\_\_

10. What, do you think, is source D telling us?

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