

## Leaving Certificate

# History

## Nation States and International Tensions, 1871-1920

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

<b>Levels</b>	Students' English language skills should be developed to <b>Level B1</b> during funded Language Support. Mainstream subject learning will require the development of skills at <b>Level B2</b> if students are to cope with public examinations.	
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
<b>Learning focus</b>	Using History textbooks and accessing curriculum content and learning activities.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress More Success, History Revision for Leaving Cert</i> , by Dermot Lucey.	
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## Using this unit

### Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

*Focus on reading* and *Focus on writing* are suitable for use in either Language Support or subject classes.

### Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

### Textbooks

This unit focuses on the section Modern Europe and the Wider World, topic: **Nation states and International Tensions, 1871-1920**. Students will need to use their textbooks if they are to gain the most benefit from the activities.

### Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

### Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

## Keywords

The list of keywords for this unit is as follows:

### Nouns

affair	laws	treaty
airships	league	trench
alliance	mobilisation	troops
allies	mutiny	unification
ammunition	nationalism	victory
anti-Semitism	navy	war
armaments	party	warfare
army	peace	women
battle	peasants	workers
capitalism	poets	world
chancellor	pogroms	
colonies	policy	<b>Proper Nouns</b>
combustion	power	<i>(names of people or</i>
commander	propaganda	<i>places)</i>
conditions	protectionism	Africa
conference	race	Alexander
conflict	radioactivity	Algeciras
Congress	raid	Asia
conscription	railways	Austria
country	reinforcements	Balkan
crisis	reparations	Bismarck
defeat	revolution	Boers
dreadnoughts	revolutionaries	Bolshevik
economy	ships	Bulgaria
empire	soldiers	Clemenceau
engine	state	Congo
expansion	strikes	Daimler
government	submarine	Dardanelles
imperialism	tanks	Dreikaiserbund
independence	tariff	Alfred Dreyfus
industrialisation	telegraph	Duma ( <i>national</i>
industry	tensions	<i>assembly in Russia)</i>

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
**LC History: Nation States and International Tensions, 1871-1920**

Friedrich Ebert	Reichstag	encourage
Entente	Russia	end
France	Siegfried Sassoon	expand
Franz	Schlieffen	fight
Freikorps	Serbs	force
Friedrich	Somme	increase
Germany	Suez Canal	influence
Haig	Tsar	join
Herzegovina	Verdun	kill
Italy	Versailles	maintain
Jameson	Weltpolitik	ration
Jews	Wilson	refuse
Kaiser		spread
Kerensky	<b>Verbs</b>	suffer
Kitchener	aim	support
Krupp	argue	want
Kulturkampf	arrest	weaken
Lenin	attack	
Liebknecht	become	<b>Adjectives</b>
Lloyd George	believe	angry
Alsace Lorraine	blame	democratic
Rosa Luxembourg	block	foreign
Morocco	continue	international
Nicholas	contribute	isolated
Panama	defeat	provisional
Paris	demand	revolutionary
Prussia	develop	
Putilov	double	

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_  
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Vocabulary file (1) for the topic  
**Nation States and International Tensions**

<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
revolution			
socialism			
expansion			
colonies			
industrialisation			
shortages			
strikes			
propaganda			
trenches			



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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Vocabulary file (2) for the topic  
**Nation States and International Tensions**

Word	Meaning	Page(s) in my textbook	Note
treaty			
arms			
tensions			
unification			
independence			
blockade			
conscription			
rationing			
race			



## Introduction

### Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

## World War 1

### The Russian Revolution

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: B1 Individual / pair
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### Focus on vocabulary

#### 1. Word building

a) Study the six words and their meaning. Read the six sentences from your textbook and decide where the words belong.

**morals:** *principles of good behaviour*

**protect:** *to keep someone or something safe*

**prosper:** *to be successful*

**conflict:** *serious disagreement*

**allegiance:** *loyalty and support*

**unification:** *when two or more countries join together*

- Bismarck feared that Catholics in Germany would owe their \_\_\_\_\_ to the pope.
- The decree of papal infallibility said the pope cannot make mistakes in matters of faith and \_\_\_\_\_.
- Agriculture also \_\_\_\_\_ as farms became mechanised and co-operatives were developed.
- The \_\_\_\_\_ with the socialists led to the downfall of Bismarck because the new Kaiser William 11, was against Bismarck's attacks on them.
- The \_\_\_\_\_ of Germany, and also Italy at the same time changed the balance of power in Europe.
- Tariffs (extra payments) were used to \_\_\_\_\_ German industry and agriculture from competition.

b) Next, fill in the grid with different forms of the words from exercise a).

**Note:** *it won't be possible to fill in all the blanks.*

Noun	Verb	Notes
allegiance		person/country: ally
morals		
	prosper	
conflict		<i>in conflict with</i>
unification		
	protect	



**2. Matching**

Match each key phrase in Column A with a definition in Column B. Draw a line between them.

Column A	Column B
Anti-Semitism	a war involving most of the largest countries in the world.
Conscription	hatred of Jews.
Imperialism	a belief that society should not be controlled by government or laws.
Anarchism	a feeling of pride in your own country/a belief that a particular area should have its own government.
Nationalism	a system in which people are made to join the army.
World War	when one government or person rules a group of other countries.



**3. Key phrases in use**

Check your understanding of the key phrases in Exercise 2, by putting them into the sentences below.

- Many people were angry because they lost money in the Panama Scandal; this gave rise to \_\_\_\_\_.
- There was widespread use of \_\_\_\_\_ and the German army doubled in size.
- \_\_\_\_\_ wanted the destruction of the entire state system.
- \_\_\_\_\_ is the control and rule of colonies by more powerful countries.
- Austria declared war on Serbia, then the other Great Powers joined in and the First \_\_\_\_\_ began.
- There were many patriotic songs, anthems and folk songs to express \_\_\_\_\_.

Level: B1  
Individual / pair

### Focus on grammar

#### 4. Verbs + prepositions

a) Certain verbs are always followed by certain prepositions. Study the two examples below:

Britain was more **interested in** its empire in Asia and Africa.  
Bismarck believed that German greatness **depended on** Prussian power.

**Write two new sentences using:**

interested in

depend on

b) Now complete the sentences using prepositions from the box below.

- The Jesuits were expelled \_\_\_\_\_ Germany.
- Germany and Austria Hungary agreed \_\_\_\_\_ help each other if either was attacked.
- If one country was attacked \_\_\_\_\_ a country other than Russia, the other would remain neutral.
- Russian was not allied \_\_\_\_\_ anyone now so there was a danger that it would become friendly with France.
- Bismarck achieved his aims because France was isolated \_\_\_\_\_ Russia.
- Britain was satisfied \_\_\_\_\_ the balance of power after the unification of Germany.
- Much of the interest in Africa was inspired \_\_\_\_\_ geographical explorers who opened up the 'Dark continent'.
- Germany was a late starter in the colonial race because Bismarck was opposed \_\_\_\_\_ colonies.

by

from

to

with

**5. Verbs + prepositions (continued)**

**a) Write your own sentence for each of the verb + prepositions from Exercise 4.**

expel from : \_\_\_\_\_

agree \_\_\_\_ : \_\_\_\_\_

attack \_\_\_\_ : \_\_\_\_\_

allied \_\_\_\_ : \_\_\_\_\_

isolated \_\_\_\_ : \_\_\_\_\_

satisfied \_\_\_\_ : \_\_\_\_\_

inspired \_\_\_\_ : \_\_\_\_\_

opposed \_\_\_\_ : \_\_\_\_\_

**b) Here is a list of commonly used verbs. What prepositions follow them?**

Check with another student, or in your dictionary. Write sentences using the verb + preposition. We have done the first one for you.

arrive at : We arrived at our destination in plenty of time.

ask \_\_\_\_ : \_\_\_\_\_

believe \_\_\_\_ : \_\_\_\_\_

belong \_\_\_\_ : \_\_\_\_\_

hope \_\_\_\_ : \_\_\_\_\_

insist \_\_\_\_ : \_\_\_\_\_

laugh \_\_\_\_ : \_\_\_\_\_

listen \_\_\_\_ : \_\_\_\_\_

pay \_\_\_\_ : \_\_\_\_\_

talk \_\_\_\_ : \_\_\_\_\_

Level: B1 / B2  
Individual / pair

## Focus on reading

### 6. Reading to extract information

Read the questions, then search the text for the answers.

- Why did Wilhelm want to expand (increase) the German navy?
- What was the 'Risk Theory'?
- How did Britain respond to the increase in size of the German navy?
- Find words in the text which mean:
  - a) To wish that you had something that someone else has: \_\_\_\_\_
  - b) Competition (for weapons, ships): \_\_\_\_\_
  - c) When a country or group gets rid of some or all of its weapons: \_\_\_\_\_

#### The Naval Policy of Wilhelm 11

1. Wilhelm 11 wanted to expand the German Navy as part of his Weltpolitik (world policy). Wilhelm also believed that command of the sea would increase the influence of Germany. Wilhelm also envied the British navy.
2. Wilhelm was supported in his views by Admiral von Tirpitz, who was appointed secretary for the navy. Pressure groups such as the Navy League also wanted to expand the German navy.
3. Von Tirpitz persuaded the Reichstag and the German people to support the expansion of the navy. He said the German navy should be large enough to deter the enemy from attacking because of fear of the damage it would do. This was his risk theory.
4. The Reichstag passed a series of navy Laws for the buildings of battleships, cruisers and other boats.  
The German naval expansion upset the British. Britain saw its fleet as defensive. Britain joined the triple entente of France and Russia.
5. Britain also began the expansion of its own navy by building 'dreadnoughts' - ships that were larger and faster than all other ships.
6. Germany responded by building its own dreadnoughts. This began a naval race.  
Britain usually used the 'two-power standard' (its navy should be larger than the combined use of the next two largest navies). But now it was the number of dreadnoughts that counted.
7. Germany rejected a British proposal for naval disarmament. This put an end to the hope of improving relations with Britain. Wilhelm gave an interview to the Daily Telegraph in 1908 which justified why Germany wanted a large navy.
8. As a result of Wilhelm's naval policy:
  - Two armed camps faced each other – the Triple Alliance and the Triple Entente.
  - Britain and France began to cooperate on war plans.
  - Germany built up huge debts.
  - These debts forced Germany to abandon the idea of winning the arms race with Britain.

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Level: B1 / B2  
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### Focus on writing

7. In your history exam, you often have to write about a famous person. You must remember the facts, and put them into sentences/a paragraph. Use the facts below to practise writing sentences. You can use your textbook to help you. Two sentences are done for you.

#### Marie Curie

Born Marie Sklodowska/Poland/1867

---

Degree Physics/math/sorbonne University

---

Married Pierre Curie/scientist/worked together

---

Showed radioactivity/ property/ atom

---

Discovered/ new chemical elements radium/polonium

*Together they discovered two new chemical elements, radium and polonium.*

Difficult to obtain money /very poor

---

1903 awarded Nobel Prize for Physics/first woman

*In 1903 Marie Curie became the first woman to be awarded the Nobel Prize for Physics.*

1906 Pierre killed/she became professor Physics/Sorbonne (first woman)

---

1911 refused entry Academy of Sciences/prejudice against women

---

1913/Nobel prize for Chemistry/atomic weight of radium

---

WW1 set up x rays to find shrapnel and bullets

---

1934 died leukaemia/exposure to radioactivity

---

Her work/basis for later cancer treatments/contributed to archaeology, geology, genetics/nuclear energy/atomic bomb

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## Answer key

### 1. Word building

#### a)

- Bismarck feared that Catholics in Germany would owe their **allegiance** to the pope.
- The decree of papal infallibility said the pope cannot make mistakes in matters of faith and **morals**.
- Agriculture also **prospered** as farms became mechanised and co-operatives were developed.
- The **conflict** with the socialists led to the downfall of Bismarck because the new Kaiser William 11 was against Bismarck's attacks on them.
- The **unification** of Germany, and also Italy at the same time changed the balance of power in Europe.
- Tariffs (extra payments) were used to **protect** German industry and agriculture from competition.

#### b)

Noun	Verb	Notes
allegiance	<b>ally</b>	<b>to ally yourself with... ally (proper noun)</b>
morals	-----	<b>morality</b>
<b>prosperity</b>	to prosper	-----
conflict	<b>to conflict (with)</b>	<b>in conflict with</b>
unification	<b>to unify</b>	-----
<b>protection</b>	to protect	<b>to protect against/from</b>

### 2. Matching

Column A	Column B
Anti-Semitism	hatred of Jews
Conscription	a system in which people are made to join the army
Imperialism	When one government or person rules a group of other countries.
Anarchism	a belief that society should not be controlled by government or laws
Nationalism	a feeling of pride in your own country/a belief that a particular area should have its own government
World War	a war involving most of the largest countries in the world

**3. Key phrases in use**

- Many people were angry because they lost money in the Panama Scandal; this gave rise to **anti-Semitism**.
- There was widespread use of **conscription** and the German army doubled in size.
- **Anarchists** wanted the destruction of the entire state system.
- **Imperialism** is the control and rule of colonies by more powerful countries.
- Austria declared war on Serbia, then the other Great Powers joined in and the First **World War** began.
- There were many patriotic songs, anthems and folk songs to express **nationalism**.

**4. Verbs + prepositions**

- The Jesuits were expelled **from** Germany.
- Germany and Austria Hungary agreed **to** help each other if either was attacked.
- If one country was attacked **by** a country other than Russia, the other would remain neutral.
- Russian was not allied **to** anyone now so there was a danger that it would become friendly with France.
- Bismarck achieved his aims because France was isolated **from** Russia.
- Britain was satisfied **with** the balance of power after the unification of Germany.
- Much of the interest in Africa was inspired **by** geographical explorers who opened up the 'Dark continent'.
- Germany was a late starter in the colonial race because Bismarck was opposed **to** colonies.

**5. Verbs + prepositions (continued)**

**a)** expel from, agree to, to be attacked by, allied to, isolated from, satisfied with, inspired by, opposed to

**b)** arrive at, ask for, believe in, belong to, hope for, insist on, laugh at, listen to, pay for, talk to/about

**6. Reading to extract information**

- a) To wish that you had something that someone else has: **envied**
- b) Competition (for weapons, ships): **race**
- c) When a country or group gets rid of some or all of its weapons: **disarmament**