

NAME: _____ DATE: _____
LC History: Dictatorship and Democracy in Europe, 1920 - 1945

Leaving Certificate

History

Dictatorship and Democracy in Europe, 1920 - 1945

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

Levels	Students' English language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
Learning focus	Using History textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The English Language Support Programme acknowledges the permission of Gill & Macmillan to reproduce excerpts from <i>Modern Europe and the Wider World</i> , 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 topic from Modern Europe and the Wider World, **Dictatorship and Democracy in Europe, 1920 - 1945**. Students will need to use their textbooks if they are to gain the most benefit from the activities.

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.

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.

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Keywords

The list of keywords for this unit is as follows:

Nouns

aircraft
alliance
allies
appeasement
armistice
army
attack
battle
bomb
camps
catholic
chancellor
church
cinema
cities
coal
collaborators
collectivisation
communism
communists
concentration camp
conscription
control
convoy
corridor
cult
decree
defeat
democracy
depression
dictatorship
dictator
economy
extermination
factories
fascism
fascist
fighters
film
front
general
government
grain
gulags

industrialist
industry
invasion
labour
leader
leadership
league
million
miner
minister
morale
nationalism
navy
opposition
pact
partisan
party
peace
peasants
plans
plebiscite
police
policy
pope
power
production
propaganda
purges
reprisals
radio
railways
rally/rallies
rearmament
reparations
republic
resistance
revolution
riots
second
socialist
state
strike
success
sufficiency
tactics
tanks

target
treaty
trials
troops
unemployment
union
victor
victory
war
wartime
wing
workers
world

German words:

anschluss (union of Austria and Germany)
blitzkrieg (lightning war)
Fuhrer (leader)
lebensraum (living space)
luftwaffe (airforce)
panzer (tank)
reichstag (parliament)

Proper Nouns

(names of people and places)

Abyssinia
Adolf Hitler
Austria
Barbarossa
Belgium
Berlin
Bolshevik
Britain
British
Charlie Chaplin
Churchill
Crosby
Czechoslovakia
Emmanuel
Europe

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France	Russians	increase
Franco	Tsar (emperor)	introduce
French	Soviet	invade
German	Stalin	join
Germany	Stalingrad	lead
Goebbels	Stavisky, Serge	oppose
Gulags	Stresa	organise
Hindenburg	Sudetenland	pertain (to)
Italian	Versailles	plan
Italians	Weimar	resist
Japan	Zinoviev	retreat
Jews		rise
Josef	Verbs	rule
Kamenev	advance	show
Kellog	agree	sign
Kulak	appoint	suffer
Le in	arrest	take
Leningrad	attack	use
Locarno	become	want
Matteoti	break	weaken
Mein Kampf	build	
Moscow	capture	Adjectives
Munich	cause	communist
Mussolini	collaborate	depressed
Nazi	conquer	economic
NEP (new economic order)	control	fascist
Normandy	decree	foreign
Nuremburg	defeat	huge
Polish	demand	red
Potsdam	develop	soviet
RAF (royal air force)	direct	successful
Rhineland	encourage	systematic
Riefenstahl, Leni	exterminate	totalitarian
Rome	fail	weakened
Roosevelt	fight	white
Russian	help	
	hit	

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Vocabulary file for the topic
Dictatorship and Democracy in Europe, 1920 - 1945

Word	Meaning	Page(s) in my textbook	Note
armistice			
collaborator			
conscription			
democracy			
depression			
extermination			
labour			
policy			



Get your teacher to check this and then file it in your folder so you can use it in the future.

NAME: _____ **DATE:** _____
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Word	Meaning	Page(s) in my textbook	Note
revolution			
sufficiency			
victory			
propaganda			
to conquer			
to invade			
to retreat			
to suffer			
systematic			



Get your teacher to check this and then file it in your folder so you can use it in the future.

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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:

Communism

Fascism

Adolf Hitler

World War 2

- 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.

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Level: B1
Individual / pair

Focus on vocabulary

1. Missing words

The following sentences are taken from your textbooks. Some of the key words are missing. Select a missing word from the box below.

- a. In 1917, Russia was a huge _____ ruled over by Tsar (emperor) Nicholas 11.
- b. The main _____ between Trotsky and Stalin was over the future of Communism.
- c. Many _____ were established in European countries between the First and Second World wars.
- d. In 1926 transport, railway, building, printing, gas and electricity workers were called out on _____ in support of the miners.
- e. France was a _____ republic with a parliament composed of a Chamber of Deputies and a Senate.
- f. The _____ of Austria and Germany (anschluss) was one of Hitler's main aims.

democratic battle strike empire union dictatorships

2. Vocabulary in use

Write a short sentence using each of the following words. Check your text book or dictionary if you are not sure.

conscription _____

depression _____

nationalism _____

policy _____

propaganda _____



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3. Matching

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
Dictator	a country or system of government with a dictator as leader
Dictatorship	behaving like a dictator, showing that you expect everyone to obey you
Dictatorial	a leader who has complete power in a country, and has not been elected.



4. Select the correct form of the word.

These sentences are from your textbooks, decide which form of the word is suitable.

- Communist/communism** was based on the writings of Karl Marx.
- Totalitarianism/totalitarian** governments control all aspects of life, from the actions of people to their thoughts.
- Collaborators/collaboration** had many reasons for working with the Nazis.
- NATO was formed in 1949 as a military **ally/alliance** of twelve countries.
- The soviet **economics/economy** was centrally planned with government control of industry and agriculture.
- Mussolini wanted to establish a **fascism/fascist** dictatorship.

How did you select the correct answer? Think about how you know whether a word is a noun describing a person, a noun describing a system, or an adjective. You can check the Answer Key for our suggestions.

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Focus on grammar

5. Verbs

Use verbs from the box below to complete this extract from your textbook. The verbs will be used in different forms.

More Trials and Purges (Communism in Russia)

During this time also, there were two further Show Trials. In January 1937 a further 17 Communist leaders were tried and _____. This was followed in March 1938 by the last of the trials when Bukharin, Rykov and Yagoda along with 18 others were either _____ or jailed.

But the purges went far beyond the leaders and the main organisations. They _____ into all areas of Soviet life. Nobody was safe. Between 1936 and 1938 millions of ordinary Russians were _____ by Stalin's secret police. Some were tried, some were executed, many ended in the labour camps (gulags) in Siberia. Very often family members never _____ from them again. One woman later described what happened to her father when she was young. '*They _____ in the middle of the night and took my father away. I never saw him again.*'

to hear
to come

to execute
to shoot

to arrest
to reach

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6. Passive and active forms

1. Compare the verb forms in sentence a and b (b is from extract above)

a. Stalin's police tried and shot 17 Communist leaders.

b. In January 1937, a further 17 Communist leaders were tried and shot.

Sentence a. is in the active form (the action was carried out by Stalin's police).

Sentence b. is in the passive form (the focus is on the action, not the people who did it).

The passive is formed by

to be (is/was/were) + the past participle

2. Look through the extract again, you will find more examples of the passive voice. Use the sentences in the text to change the verbs in the sentences below.

Stalin's police shot or jailed Bukharin, Rykove and Yagoda.

Bukharin, Rykove and Yagoda were _____

Stalin's secret police arrested ordinary Russians.

Stalin's police executed some ordinary Russians.

Note: Being able to use the passive voice can help you to vary your writing style.

Level: B1 / B2
Individual / pair

Focus on reading

7. Reading for the main idea

History involves a lot of reading! However, you do not have to slowly read through every sentence and paragraph. It is always good to read with a purpose. In this exercise you must read each paragraph (taken from your textbook) to decide on the main idea. You must then select a title for each paragraph from the list below.

What caused the rise to power of Hitler and the Nazis?

- Right-wing plotting
- The Failure of the Weimar Republic
- The Wall Street Crash and German Economic and Social Problems
- Hitler's leadership of the Nazis

1) Title: _____

German economic growth in the second half of the 1920 was due largely to American loans. But in 1929 the values of shares in the New York stock exchange on Wall Street collapsed. This led to an economic depression in America. When American banks and companies called in loans from Germany, Germany too faced economic depression. Businesses went bankrupt, factories and mines closed and workers were laid off. In 1929 there were already 1.5 million unemployed in Germany. The economic crisis led to poverty and hunger.

2) Title: _____

The actions of the Weimar government worsened the economic crisis. The chancellor (prime minister) Brüning cut back on government spending. He reduced wages, pensions and unemployment benefit. This earned him the nickname Hunger Chancellor and increased dissatisfaction and disorder in the streets. Brüning made two further mistakes. He used power to 'rule by decree' to bring in some unpopular measures. This showed the failure of democracy. He also called a general election. The results of the election showed a swing to extremism.

3) Title: _____

By 1932 the Nazi party was the largest in the Reichstag. Many conservative politicians believed that Hitler must be part of any government. The Nazis lost seats and votes between the elections. Former chancellor Von Papen believed that Hitler was in a weaker position and that the conservatives could control him. In these circumstances Von Papen persuaded Hindenburg to appoint Hitler as Chancellor in January 1933. Besides Hitler there were only two other Nazis in the cabinet. But Hitler only accepted the position provided he was allowed to call a general election. Little did they know it, but Hitler had outwitted them.

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4) Title: _____

Hitler's ability as a political leader grew. He now believed that the use of force was not the best way to achieve power. He intended to use democracy to destroy democracy. *If outvoting them will take longer than out shooting them, at least the result will be guaranteed by their own constitution.* He began the reorganisation of his party. He established branches throughout Germany and appointed regional leaders – but all authority came from him. He shaped his policies to make them attractive to many different groups. Hitler used very effective propaganda techniques to get across his message. Hitler was an outstanding speaker. The use of uniforms, salutes and mass rallies gave an impression of strength.

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8. Reading for specific information

Read the following extract from your textbook. Don't read slowly though every word and sentence. Read the questions first, then read the text in order to find answers to the following questions. If possible time yourself!



- What were the three principles of Mussolini's Fascist party?
- What was King Victor Emmanuel afraid of?
- Did the march on Rome topple the government?

March on Rome

In May, 1921, Mussolini's Fascists gained thirty five seats in parliament and later that year he formed the Fascist Party out of his combat groups. The party claimed to follow a policy based on three principles: order, discipline, hierarchy. Mussolini's next success was the crushing of socialist-led strikes in August 1922. It appeared as if Mussolini and the Fascist squads saved the country from the red threat while the government was helpless. This success encouraged him and his fellow leaders to organise a march on Rome in October 1922.

Fascist groups approached Rome from three directions. As 25,000 Blackshirts gathered on the edge of Rome, the Italian government was divided on what to do. Some ministers wanted to resist the march and declare a state of emergency; others believed that the Fascists should be given a share of government. The army could have easily scattered the Fascists. But by now King Victor Emmanuel¹¹¹ was tired of all the changes in government and he also feared a civil war. He refused to bring in the army and the Prime Minister resigned. Mussolini did not want to be part of any government unless he was the Prime Minister. The king was left with no alternative but to appoint Mussolini as Prime Minister. At 39, he was the youngest Prime Minister in Italian history.

Two days after Mussolini's appointment as Prime Minister the march on Rome went ahead. It was more of a victory parade than a march. But Mussolini gave the impression that he had come to power in a *coup d'etat* (takeover of the state). The Fascists were now creating another one of their myths – that the march on Rome toppled the government. While the Fascist march was well prepared, it could easily have been stopped. It owed its success to the many conservative groups who believed that Mussolini should be given a chance to rule.

Level: B1 / B2
Individual / pair

Focus on writing

9. Writing a paragraph

A paragraph is a unit of information unified by a central controlling idea.

As part of the Leaving Cert history exam, you are asked to write paragraphs to show how much information you know on a topic.

The following is a paragraph from your textbook about the Jarrow March.

(Jarrow is a town in the north-east of English which suffered huge unemployment during the 1930s. A two week long march to London was organised).

a. Paragraphs should focus on one piece of information. Read the paragraph to find a sentence that doesn't belong. Draw a line through it.

There were four main speakers. Alderman Thompson (Mayor) spoke about Jarrow's plight in general. 'First we lost the steelworks and 3,000 men lost their jobs. Then we lost our shipyard and another 3,000 men were out of work'. Councillor David Riley developed the economic theme. Poor towns like Jarrow had to subsidise their own poverty because a higher rate (local tax) had to be levied to cover substantial unemployment benefits that were being paid out. Sometimes they broke the monotony by singing, led by their mouth organ band. The third speaker, Councillor Paddy Scullion dealt with the impact of unemployment on the health of the community. Finally, Ellen Wilkinson, the town's Member of Parliament spoke. She concentrated her attach on the complacency – or cruelty – of the government and the inertia of its leaders.

b. The main idea in a paragraph is often expressed in *one particular sentence* (called the topic sentence). This sentence is usually at the beginning of a paragraph, but can come at the end or even in the middle. Draw a line under the topic sentence in the paragraph above.

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c. A good paragraph is written in order. We can use words like **first, second, then** etc. Underline any of these words in the paragraph.

d. The following is a different paragraph from your textbook, but the sentences are in the wrong order. Re-write the paragraph in the correct order.

Hint: First, look for the topic, or main sentence. Then look at the order of time in the sentences.

Radio in the US

- In 1921 there was only one licensed radio station in the US.
- Cinema had begun before the First World War (1914-18) but radio was almost entirely new.
- By the late 1920s, NBC and CBS had networked stations across America.
- Popular culture was spread rapidly by the two new forms of mass-entertainment: radio and cinema.
- A survey in 1932 said that the usual programmes of a station were music (63%), educational (21%), literature (12%), religion (2.4%) and novelties.
- American radio was based on advertising and competition.
- By the end of 1922 there were over 500 stations.

e. Finally, write **paragraph answers** on one of the topics you are studying in history at the moment. For example:

- Unemployment in Britain in the 1920s.
- Charlie Chaplin and the early cinema.
- French foreign policy in the 1930s.
- The influence of the Spanish Civil War.
- Blitzkrieg tactics in the Second World War.

Answer key

Focus on vocabulary

Missing words, page 8

- a. empire
- b. battle
- c. dictatorships
- d. strike
- e. democratic
- f. union.

Matching, page 9

Dictatorship: a country or system of government with a dictator as leader

Dictatorial: behaving like a dictator, showing that you expect everyone to obey you

Dictator: a leader who has complete power in a country, and has not been elected

Correct word, page 9

Communism, totalitarian, collaborators, alliance, economy, fascist

Word endings (suffixes) can tell you whether a word is a noun, adjective or verb.

Here are some common ones:

Adjectives: able, al, ible, ive, less, ous, y

Nouns: ance, ion, ence, hood, ism, ian, ness, ship

Verbs: en, ify, ize

Focus on grammar

Verbs, page 10

Shot, executed, reached, arrested, heard, came

- Bukharin, Rykove and Yagoda were shot or jailed.
- Ordinary Russians were arrested.
- Ordinary Russians were executed.

Focus on reading

Reading for the main idea, pages 11, 12

Paragraph 1: Wall Street Crash

Paragraph 2: Failure of the Weimar Republic

Paragraph 3: Hitler's leadership of the Nazis

Paragraph 4: Right-wing plotting

Reading for specific information, page 13.

- Order, discipline and hierarchy
- A civil war
- No, this was a myth.

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Focus on writing

Page 14

Answers to a,b, c are highlighted within the paragraph.

Page 15

b. There were four main speakers. Alderman Thompson (Mayor) spoke about Jarrow's plight in general. 'First we lost the steelworks and 3,000 men lost their jobs. Then we lost our shipyard and another 3,000 men were out of work'. Councillor David Riley developed the economic theme. Poor towns like Jarrow had to subsidise their own poverty because a higher rate (local tax) had to be levied to cover substantial unemployment benefits that were being paid out. ~~a. Sometimes they broke the monotony by singing, led by their mouth organ band.~~ **c. *The third speaker,*** Councillor Paddy Scullion dealt with the impact of unemployment on the health of the community. **c. *Finally,*** Ellen Wilkinson, the town's Member of Parliament spoke. She concentrated her attack on the complacency – or cruelty – of the government and the inertia of its leaders

d. Radio in the US

The topic sentence is highlighted.

Popular culture was spread rapidly by the two new forms of mass-entertainment: radio and cinema. Cinema had begun before the First World War (1914-18) but radio was almost entirely new. In 1921 there was only one licensed radio station in the US. By the end of 1922 there were over 500 stations. By the late 1920s, NBC and CBS had networked stations across America. American radio was based on advertising and competition. A survey in 1932 said that the usual programmes of a station were music (63%), educational (21%), literature (12%), religion (2.4%) and novelties.