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LC History: Division and Realignment in Europe, 1945-1992

## Leaving Certificate

# History

## Division and Realignment in Europe, 1945-1992

**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 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, **Division and Realignment in Europe, 1945-1992**. 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

agriculture  
allies  
armaments  
army  
blockade  
bombs  
boom  
camps  
cancer  
capitalism  
catholic  
censorship  
church  
coexistence  
collectivisation  
communism  
communist  
contraception  
computers  
conservatives  
council  
countries  
crisis  
culture  
curtain  
democracies  
divorce  
discontent  
downfall  
economies  
economy  
efforts  
existentialism  
freedom  
government  
immigration  
industry  
inflation  
integration  
jeans  
labour  
leader  
market  
marriage

medicine  
minister  
missiles  
newspapers  
observance  
oil  
openness  
pact  
party  
policy  
politics  
pope  
power  
president  
prime minister  
propaganda  
reform  
relations  
republics  
reunification  
revolutions  
rockers  
role  
sex  
shortages  
socialism  
society  
solidarity  
spending  
targets  
technology  
television  
tension  
treaty  
troops  
unemployment  
union  
unity  
uprising  
war  
weapons  
welfare  
withdrawal  
women  
world

writers  
youth

### Proper Nouns

Beatles (the)  
Britain  
Budapest  
Czechoslovakia  
De Beauvoir  
De Gaulle  
Europe  
France  
Germans  
Gorbachev  
Jacques Delors  
John Lennon  
Kennedy  
Khrushchev  
Marshall  
Margaret Thatcher  
Moscow  
Nagy  
Poland  
Rakosi  
Reagan  
Russia  
Sartre  
Solzhenitsyn  
Stalin  
Stalinisation  
USA  
USSR  
Vietnam  
Warsaw  
Yeltsin

### Verbs

allow  
attack  
attend  
become  
collapse  
create

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criticise  
decline  
demand  
develop  
divorce  
encourage  
equal  
fail  
favour  
grow  
help  
hold  
increase  
integrate  
lead  
observe

oppose  
owe  
reform  
spend  
spread  
support  
want

**Adjectives**

cold  
conservative  
favoured  
free  
genetic  
huge

nuclear  
western

**Others**

ECSC (*European Coal and Steel community*)  
EEC (*European Economic Community*)  
NATO (*North Atlantic Treaty Organisation*)  
glasnost\* (*openness*)  
perestroika\* (*reconstruction*)

\* Russian words

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Vocabulary file for the topic  
Division and Realignment in Europe, 1945-1992

Word	Meaning	Page(s) in my textbook	Note
communism			
democracy			
feminism			
nuclear			
missiles			
economy			
inflation			
solidarity			



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<b>Word</b>	<b>Meaning</b>	<b>Page(s) in my textbook</b>	<b>Note</b>
agriculture			
blockade			
immigration			
revolution			
military			
technology			
reunification			
socialism			
allies			



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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:

The EU

The Cold War

Feminism

- 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 but some key words are missing. First, check you understand the meanings of the key words in the box below, then read the sentences and fill in the gaps.

- a. During the Second World War, America, Britain and Russia had been \_\_\_\_\_.
- b. \_\_\_\_\_ between East and West were heightened by the incident over the U-2 plane and the Berlin Wall.
- c. The collapse of Communism in Eastern Europe in 1989 resulted in the \_\_\_\_\_ of Germany in October 1990.
- d. The great \_\_\_\_\_ of the 1950s and 1960s created many more jobs for both men and women.
- e. By the middle of the twentieth century the importance of \_\_\_\_\_ had declined.
- f. During the 1950s the power of \_\_\_\_\_ bombs increased.

reunification   allies   boom   tensions   religion   nuclear

### 2. Vocabulary in use

Write a short sentence using each of the following words. Check your text book or dictionary if you are need help.

employment \_\_\_\_\_

troops \_\_\_\_\_

freedom \_\_\_\_\_

crisis \_\_\_\_\_

revolution \_\_\_\_\_





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**3. Matching**

Match each key term in Column A with a definition in Column B. Draw a line between them. (You can use your textbook to help you).

Column A	Column B
Cold War	The boarder between the countries of Communist Eastern Europe and Capitalist Western Europe
Welfare Sate	The belief in equal political, economic and social rights for women.
Mass media	The Russian word to describe more openness and discussion in the Soviet Union.
Glasnost	A time of tension and rivalry between the USSR and the countries of Western Europe/USA.
Iron Curtain	Communication such as newspapers, radio, IT, television and cinema which sets out to reach large numbers of people.
Feminism	A state in which the government looks after the health and welfare of its entire people.

**4. Key phrases in use**



The sentences below are all from your text books, but the key phrases from exercise 3 are missing. Select the correct ones.

- Gorbachev's policy of \_\_\_\_\_ led to a relaxation of censorship rules.
- The development of the Atomic Bomb was one of the causes of the \_\_\_\_\_.
- The \_\_\_\_\_ played a very important role in the spreading of popular culture.
- The women's liberation movement became more widespread in the late 1960s and early 1970s, spreading \_\_\_\_\_.
- The \_\_\_\_\_ involves state aid for people in all stages of their lives – *'from the cradle to the grave'*.
- *'From Stettin in the Baltic to Trieste in the Adriatic, an \_\_\_\_\_ has descended across the continent of Europe'*, Winston Churchill 1946

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## Focus on grammar

### 5. Verbs in the past

When talking about history, we use past tenses a lot. Study the underlined verb forms in the sentences below.

- The Cold War had dominated European and World affairs for forty-five years, since the end of the Second World War.
- The Cold war had resulted in huge spending – approximately \$8 trillion – on nuclear missiles, tanks and planes.
- With the passing of the Maastricht Treaty, Western Europe had changed a great deal since 1945.
- The Second World War devastated Europe. Many Europeans had already experienced the suffering of the First World War

**Form: had + -ed is called the past perfect tense**

**Use: When two or more things happened in the past, we can use the past perfect tense to show which action happened first. (*the First World War happened before the Second World War, so we use the past perfect form of the verb, had experienced*).**

### 6. Using the past perfect tense

Think of a key date in history. Then write a sentence about what happened before that date. Follow the examples below.

**1945**

By 1945 millions of Jews had died in concentration camps.

By 1945

---

By 1945

---

**1970s**

By the 1970s women's role in society had changed.

By the 1970s

---

By the 1970s

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## 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 and to understand every word. 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 of three below.*

Main title: **Reform in Poland: Solidarity.**

- **Victory for Solidarity**
- **Solidarity Formed**
- **Solidarity Banned**

1) Title: \_\_\_\_\_

When the Communist government raised meat prices by 200% in 1980, this led to strikes and factory stoppages. The great Lenin shipyard in Gdansk was the centre of the dispute. Here, Lech Walesa, an electrician, led a strike which encouraged more strikes all over the country. Out of this dispute was formed Solidarity, which soon had ten million members. The government gave in to the demands of the Gdansk workers including the right to reform trade unions, and the right to strike.

2) Title: \_\_\_\_\_

In 1981, economic conditions worsened in Poland. Solidarity asked for a vote on the communist party and on relations with the Soviet Union. Brezhnev, the Russian leader, put pressure on the Polish government to act by holding Soviet army manoeuvres on the Polish border. In December 1981 the Polish government, led by General Jaruzelski, proclaimed martial law and rounded up 10,000 Solidarity members, including Lech Walesa. The rights which Solidarity won in 1981 were rolled back, the free press was closed down, a curfew was imposed and Solidarity was banned.

3) Title: \_\_\_\_\_

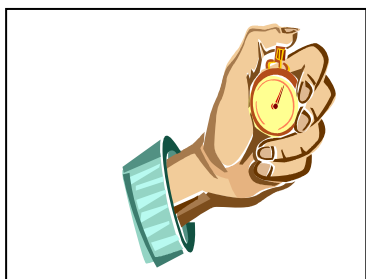
Solidarity regrouped and operated openly. Lech Walesa was consulted by foreign governments on whether they should lift the trade sanctions. Further opposition rallied round the Catholic Church. When Solidarity threatened to call a nationwide strike the government backed down. Two years later the government agreed to lift the ban on Solidarity and to allow the political parties and free elections. In 1989 Solidarity had a major electoral victory which resulted in the first non-Communist Prime Minister in Eastern Europe.

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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!*



- **Who were the leaders of Britain and Russia during the reunification of Germany?**
- **Name the four allied powers who had occupied parts of Germany.**
- **When was the Cold War declared over?**

#### The Reunification of Germany

The opening of the Hungarian border and the fall of the Berlin Wall resulted in thousands of East Germans fleeing to the West. At the same time, huge crowds gathered in Berlin to demonstrate for German unity. The East German Communist Party tried to keep control of the situation. They got rid of their leader, Honecker, and agreed to some reforms.

Outside Germany there was some concern about German reunification. Other European leaders such as Margaret Thatcher, Prime Minister of Britain, feared the strength of a unified Germany. Gorbachev also feared that a unified Germany would demand the revision of the borders which were established at the end of the Second World War when Germany lost land and Russia gained land.

However, Helmut Kohl, chancellor of West Germany gave guarantees about the borders with Poland, promising to limit the size of the German army, and to pay for the movement of Soviet troops back to Russia. There was also agreement between NATO and the Warsaw pact about the size of their armed forces in Europe. In September, the four allied powers of the Second World War, the US, Britain, France and the USSR – agreed to end the occupation of Germany. Less than a week later, in October 11990, Germany was reunited.

For many people this was the end of the Cold war. On 21 November 1990 the conference for European Security and Co-operation declared the Cold war over. The once powerful Soviet empire in Eastern Europe was broken into separate countries which replaced their Communist systems with more capitalist and democratic systems.

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 Affluent Society.  
(*Affluent = having a lot of money*).

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.

In 1957, Harold Macmillan told the English people they '*had never had it so good*'. This could be applied even more to most of Western Europe. The majority of Western Europeans were better off than ever before. Living standards rose quickly after the Second World War. These were the years of the Great Boom, beginning in the early 1950s and lasting to the early 1970s. It was based on strong economic growth. In Britain industrial production grew by 80% between 1950 and 1970. But the West German economy grew faster than all others. The Cold War was over. Workers became more productive because of greater use of technology. Wages rose faster than prices so everyone was better off. During the years from 1953 to 1965, real wages rose by between 35%, (Britain) and 100% (Germany). As a result, people had greater amounts of money to spend (disposable income). This was the affluent society.

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. Find and underline a phrase used in the paragraph, to bring it to a conclusion.

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.*

#### Nuclear Weapons

- The competition between the US and the USSR led to an arms race which included further development of nuclear weapons.
- The development of the atomic bomb was one of the causes of the Cold War.
- Britain also developed its own nuclear capacity with its first A bomb test in 1952 and the H bomb in 1957.
- France took until 1960 before it also became a nuclear power.
- By 1951 the US had developed the much more powerful hydrogen bomb to be followed two years later by the USSR.

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

- The Origins of the Cold war
- Margaret Thatcher and the development of European Unity
- The growth of the Welfare State in Western Europe
- The changing role of the family in post-war Europe.

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## Answer key

### Focus on vocabulary

#### Missing words, page 8

- a. allies
- b. tensions
- c. reunification
- d. boom
- e. religion
- f. nuclear

#### Matching, page 9

Iron curtain: The boarder between the countries of Communist Eastern Europe and Capitalist Western Europe

Feminism: The belief in equal political, economic and social rights for women.

Glasnost: The Russian word to describe more openness and discussion in the Soviet Union.

Cold War: A time of tension and rivalry between the USSR and the countries of Western Europe/USA.

Mass media: Communication such as newspapers, radio, IT, television and cinema which sets out to reach large numbers of people.

Welfare State: A state in which the government looks after the health and welfare of its entire people.

#### Key phrases in use, page 9

Glasnost, cold war, mass media, feminism, welfare state, iron curtain

### Focus on reading

#### Reading for the main idea, page 11

Paragraph 1: Solidarity Formed

Paragraph 2: Solidarity Banned

Paragraph 3: Victory for Solidarity

#### Reading for specific information, page 12

- Thatcher and Gorbachev.
- The US, Britain, France and the USSR.
- The 21 November 1990.

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### Focus on writing

#### Writing a paragraph, page 13

(The answers to a, b, c are marked in the text).

In 1957, Harold Macmillan told the English people they '*had never had it so good*'. This could be applied even more to most of Western Europe. The majority of Western Europeans were better off than ever before. **b. Living standards rose quickly after the Second World War.** These were the years of the Great Boom, beginning in the early 1950s and lasting to the early 1970s. It was based on strong economic growth. In Britain industrial production grew by 80% between 1950 and 1970. But the West German economy grew faster than all others. **a. ~~The Cold War was over.~~** Workers became more productive because of greater use of technology. Wages rose faster than prices so everyone was better off. During the years from 1953 to 1965, real wages rose by between 35%, (Britain) and 100% (Germany). **c. As a result,** people had greater amounts of money to spend (disposable income). This was the affluent society.

d. (topic sentence in bold)

Nuclear Weapons

**The development of the atomic bomb was one of the causes of the Cold War.** The competition between the US and the USSR led to an arms race which included further development of nuclear weapons. By 1951 the US had developed the much more powerful hydrogen bomb to be followed two years later by the USSR. Britain also developed its own nuclear capacity with its first A bomb test in 1952 and the H bomb in 1957. France took until 1960 before it also became a nuclear power.