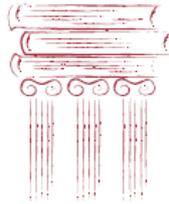


HIST



**History In-Service Team,
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Approaches to Teaching Key Personalities

Incorporating the key personalities in teaching the revised history syllabus

A feature of the revised Leaving Certificate history syllabus is the identification of key personalities. A range of personalities is listed for each topic in the syllabus. It is envisaged that students will encounter each personality in the context of their contribution as participants in and/or witnesses to events outlined in the elements. This is an important point, as it is not necessary for students to have a detailed knowledge of each personality, including extensive biographical details. Rather, the advantage of studying the personalities is that they help, in many cases, to make the elements more clear and accessible, by 'personalising' them.

The following pages suggest some strategies and approaches to teaching the topic with reference to key personalities. A range of personalities feature in the exemplification of approaches that follow. Teachers may wish to utilise some of these suggestions in their own classroom practice as they see fit.

Key personalities, as mentioned in the syllabus and Guidelines

History deals with the experience of human life in the past. The study of human experience in the past, its particularity and its variety, is indispensable to a student's developing understanding of the human condition and human motivation. (Preface to syllabus, p.2)

In studying human activity in the past, attention should be paid to the experiences of women (syllabus, p.3)

The key personalities:

- Ten key personalities are listed for each topic.
- None of the lists is intended as a definitive statement of the ten most important figures for the topic in question.
- All of those included have relevance to listed elements.
- The lists are not intended as additional elements;
- They are intended to identify people a student should encounter as a matter of course in their study of the elements.
- They are also intended to assist Ordinary level students in finding a pathway through the elements. (Guidelines, p.36)

Topics for study: learning outcomes

In the case of each of the topics they have studied - and having due regard to the defined parameters - students at both levels should be able to:

- *describe* in some detail the role of a number of key personalities in respect of the listed elements and address such aspects as: the manner in which the key personality influenced, or was influenced by, the events described; whether the key personality was a participant in or witness to the events; different contemporary attitudes towards the key personality.

In addition to the above, Higher level students should also be able to:

- *evaluate* the role of the key personalities in relation to the main issues and events set down in the listed elements. Where appropriate, their evaluation should indicate an awareness of current as well as contemporary attitudes towards the key personality (syllabus, p13).

NB: points to note

- Examining the role of key personalities can help to exemplify and clarify key concepts, as well as illuminate the elements.
- The key personalities play a particular role in differentiating between the two levels. At Ordinary level, Section C of the OL general question will deal exclusively with key personalities and case studies. Key personalities may also feature in Section B of the OL general question.
- It is important that students engage in activities that reflect the integration of key personalities with appropriate elements and key concepts. Questions could be posed for class work or as a homework exercise.

The following pages suggest strategies for dealing with key personalities in teaching the revised syllabus: A number of specific examples are chosen:

1. **Jean Monnet** is a key personality in *LME 4 Division and realignment in Europe, 1945-1992*. The strategy outlined involves using worksheets to focus on the relevant knowledge of Monnet's role within the elements.
2. **Otto von Bismarck** is a key personality in *LME2 Nation states and international tensions, 1871-1920*. The strategy outlined involves focusing the teaching of the topic through a key personality, by arranging elements around the theme of the personality. This approach is particularly appropriate for dominant personalities.
3. **Margaret Thatcher** is a key personality in *LME 4 Division and realignment in Europe, 1945 –1992*. This strategy involves using images when teaching about a key personality to exemplify character traits that had a key bearing on the events described.
4. **Evie Hone** is a key personality in *LMI3 The pursuit of sovereignty and the impact of partition, 1912-1949*. This strategy shows how using a Google image search can enhance our teaching of a key personality whose importance is rooted in the arts
5. **Gay Byrne** is a key personality in *LMI6 Government, economy and society in the Republic of Ireland, 1949-1989*. The strategy outlined involves a focus on “The Late, Late Show” - as presented and produced by Gay Byrne - and a consideration of the views of historians on its historical significance.
6. **Mary Robinson** is a key personality in *LMI6 Government, economy and society in the Republic of Ireland, 1949-1989*. This section looks at the presence of the key personality in significant elements.

Key Personality: Jean Monnet, in *LME4, Division and realignment in Europe, 1945-1992*

Jean Monnet is central to the elements, *Moves towards European unity, 1945-1957* and *establishment and evolution of EEC*, as well as *moves towards free trade* under the *Society and economy* perspective. He believed that individual European countries could not gain stability and prosperity unless they worked towards the concepts of a *federal Europe* and a *common market* where goods and services could be traded freely across national frontiers. These two concepts mark Monnet's political and economic goals, although they were not exclusively the preserve of the Frenchman. Teachers can draw on the ideas of Monnet to illustrate the trend towards integration in Western Europe and how his career demonstrated the slow progress towards that goal (Guidelines, pp 49,50).

In teaching this topic, Monnet could be dealt with in the following aspects:

Elements

Politics and administration:

Moves towards European unity, 1945-1957;

Establishment and evolution of EEC

Society and economy:

The western economies 1945-1973: Marshall Aid; moves towards free trade

It is important that in treating of these elements, teachers ensure that students are made aware of Monnet's role. It should also be noted that a key personality could feature in more one than one element and in elements relating to any or all of the three perspectives.

Key concepts

Common market, Federal Europe.

A key personality can also be examined in relation to a key concept. Indeed, key personalities and key concepts play a similar role in 'unlocking' the elements.

The following points relate to Monnet's career.

Are many of them relevant to the elements and case studies mentioned above?

Jean Monnet

Role in World War 2:

Served as supply and reconstruction co-ordinator for French government in exile as well as liaison to US during WW2;
Never held elected office but brought experiences of business and civil service to bear;
Suggested federal union between Britain and France as early as 1940;
Coined phrase that USA should be “arsenal of democracy”, later adapted by Roosevelt;
Struck by magnitude of requirements of reconstruction facing France, especially in terms of balance of payments crisis and need to modernise.

Role in French Economic Reconstruction:

Appointed by de Gaulle to develop economic plan for France;
Monnet Plan prioritised, set investment targets and allocated investment funds, with focus on reconstruction;
Industries focused on were electricity, coal, rail, steel, cement and agricultural machinery;
Such a plan also necessary to secure US aid, which eventually came in form of Marshall Plan;
Monnet expanded role of national government in economy and planning;
Saw dangers in reconstitution of states on basis of national sovereignty;
“the countries of Europe are too small to guarantee their people the necessary prosperity and social development”;
Feared renewed Franco-German friction in Ruhr, important coal and steel region.

Advocate of European Unity:

Became leading advocate of European economic unity – “to build Europe is to create peace”;
Influenced formation of Schumann Plan, which envisaged the end of Franco-German hostility through the establishment of common foundations, initially through pooling of coal and steel resources;
Conceived European Coal and Steel Community, as proposed by Schumann
Became President of High Authority of ECSC 1952-53;
Envisioned EEC as *common market*, exempt from national regulation, quotas or tariffs;
Saw Treaty of Rome in 1957 as step towards *federal Europe*;
This treaty realized idea of free movement of goods, people, services and capital;
Also established common policies in agriculture and transport;
But dream of single European army did not come true with failure of European Defence Community, rejected by France, who feared German rearmament and Britain, who were hostile to handing control to outside body;
Resigned from High Authority and founded Action Committee for United States of Europe.

Overview:

Favoured gradualist (step-by-step) approach to uniting Europe;
Emphasised building up of practical achievements;
Wanted to create institutions to achieve aims rather than rely on governments;
Became known as “father of Europe” – proclaimed honorary citizen of Europe by European Council in 1976;
Died in 1979, aged 91 years, remains moved to *Panthéon* in Paris in 1988.

Using the information on the previous page, complete the following grid.

Aspects of the topic	Details of key personality
<p>Elements <i>Politics and Administration:</i> <i>Moves towards European unity, 1945-1957</i></p> <p><i>Establishment and evolution of EEC</i></p>	
<p><i>Society and economy:</i> <i>The western economies 1945-1973:</i> <i>Moves towards free trade</i></p>	
<p>Key concepts <i>Federal Europe</i></p> <p><i>Common market</i></p>	
<p>Key personalities</p>	

Worksheet on key personalities: The following sheet contains a checklist of questions, which help to focus on a key personality.

Checklist of questions	Notes
Name of key personality:	
To which elements does the key personality relate?	
<i>Both levels: Description of role</i>	
<p>Describe the key personality's role: (a) Did the key personality take part in the events described or a witness to what happened?</p>	
(b) How did the key personality influence or affect the events described?	
(c) How was the key personality influenced by events? What impact did the events have on the key personality?	
What different attitudes existed towards the key personality at the time of these events?	
<i>Higher level: Evaluation of role</i>	
What is my evaluation of the key personality in relation to the events described?	
Are there any current attitudes to the key personality? Is the key personality viewed differently today than at the time of these events?	
Does the role of this key personality help me to understand any key concepts more clearly?	

Key Personality: Otto Von Bismarck in LME2 Nation states and international tensions, 1871-1920

1. Some key personalities are dominant figures within their topics. These personalities may relate to many of the elements across two or even three perspectives. Examples include such people as *de Valera* in LMI3, *Hitler* in LME3 and *Bismarck* in LME2.
2. Such key personalities can also relate to key concepts. Through learning about the experiences of key personalities in the context of the elements, some key concepts can be exemplified and clarified.
3. Many of the case studies also provide students with the opportunity to study, in depth, particular events and issues relating to the key personalities.
4. The key personalities can help Ordinary level students in particular to find a pathway through the elements. A particular feature of Ordinary level assessment will be a focus on the role of key personalities, in the context of the elements.
5. A useful teaching approach, then, may be to structure a series of classes around a particular personality. This represents one way of finding a path through the elements. It should also be applicable to teaching Higher level students, as the topic will still be covered as required by the syllabus.
6. It should be noted that it is not obligatory to teach the elements within each perspective in the order in which the elements are listed in the topic layout in the syllabus. It should be stressed that the layout of elements according to each perspective is to remind teachers that the issues and events set down in the elements are designed to ensure that human activity in the past is covered holistically, embracing various perspectives, not just in its political or administrative context.
7. Teachers then may wish to choose certain thematically linked elements, straddling different perspectives, and teach these together. Very often, the focus or common thread uniting these elements may be a key personality, such as those cited above.
8. It may also be reassuring for teachers to know that there may be overlap between certain elements. For example, when teaching the element *Bismarck's foreign policy*, it is likely that there will be overlap with the element *Serbia as a fulcrum of great power rivalries*, when dealing with, for example, the Congress and Treaty of Berlin of 1878. Similarly, the element *New Imperialism and colonial rivalries* may be touched on when looking at the Conference of Berlin and resultant treaty in 1884-85. The sheet entitled *Teaching the topic through a focus on a key personality* (p18) identifies the elements, key concepts and other key personalities which could be integrated in a teaching approach built around Bismarck.

Teaching the topic through a focus on a key personality
LME2: Nation states and international tensions, 1871-1920
Elements relating to Bismarck: see Syllabus, p.43

Politics and administration

The Second Reich and the changing balance of power

Establishment of the Second Reich;
The German Constitution;
Balance of power- key concept. Bismarck: key personality

Anglo- and Franco-German tensions

Impact of Franco-Prussian War;
Treaty of Frankfurt 1871;
Relations with Britain.

Bismarck's foreign policy; the structures of European diplomacy

Main aims of *Bismarck's* foreign policy;
System of alliances:
1. Dreikaiserbund 1872;
2. The Treaty of San Stefano, First Congress of Berlin 1878 and the Treaty of Berlin, 1878; – *Serbia as a fulcrum of Great Power rivalries*
3. Dual Alliance 1879;
4. Renewal of Dreikaiserbund 1881;
5. Triple Alliance 1882;
6. Reinsurance Treaty 1887;
7. Conference of Berlin 1884-85 and the Berlin Treaty – *New Imperialism and colonial rivalries New Imperialism; nationalism - key concepts.*

Wilhelm II and Weltpolitik

Downfall of *Bismarck*: resignation March 1890. *Wilhelm II - key personality.*

Society and Economy

Economic growth and social tensions: industrialisation in Germany and its impact on society

Growth of industrialisation in Germany after unification;
Tariff laws;
Social tensions and growth of socialism – rise of SPD;
Anti-socialist laws – Exceptional Law;
Social reform – insurance acts.

Culture, religion and science

Church/State tensions in Germany

Tensions between state and Catholic Church;
Growth of Catholic Centre Party;
The Kulturkampf: The May Laws – causes and consequences;
The ending of the Kulturkampf.
Role of Pope Leo XIII - key personality

Key Personality: Margaret Thatcher, in *LME4, Division and realignment in Europe, 1945-1992*

Prime Minister of Britain 1979-1990

- **Margaret Thatcher** as a key personality is linked to many of the elements but one could argue is not central to any. To get an overview of her contributions it may prove easier to look at her from a biographical point of view, centred on three groupings of elements.
- **Related elements**
 1. *Establishment and evolution of EEC*
 2. *Collapse of Soviet Union*
Fragmentation and realignment in Europe
 3. *The Western economies 1973-1990*
Impact of the Oil Crisis;
Recession and the rise of unemployment
Marriage, the family and the changing role of women
- **Linked to other Key personalities**
Gorbachev, Delors
- **Key Concepts**
Capitalism, communism, federal Europe, welfare state, satellite states, nuclear deterrents
- **Teaching about Thatcher as a key personality** will involve teaching also many of the elements exemplifying and clarifying many of the key concepts.
- **Teaching through visual material**
 - Paintings, cartoons, photographs and other visual images play a major role in shaping our image of the people and events of the past.
 - Our perception of public figures is greatly influenced by the visual image. Few visuals are 'neutral'. They will have undergone an intensive process of selection, from the photographer/cartoonist who made decisions about the composition of the images to the archivist who decided it was worth preserving
 - Images are a very powerful medium for teaching about a key personality especially one like Margaret Thatcher. They can exemplify public perception of the character's traits.

- **Photograph slideshow:** Photographs do not exist in a vacuum. There are reasons why a photograph like this is available on the historical record. Keep the following in mind - the decisions the photographer has made in creating this image; how the photograph is being used; the context in which this image is being seen.
- Key information on interpreting historical photographs and a grid which may be helpful for teachers and students studying historical photographs is available on p.27 of the Guidelines.
- **Cartoons**
 - The cartoonist's stance towards his/her subject matter will always influence how we see the picture/cartoon. Cartoonists are not concerned with presenting a balanced view. To present their point of view in a lively manner, they rely heavily on caricature and exaggeration.
 - Cartoons are often best used towards the end of work on a topic when students have the knowledge to help them recognise and decipher the clues in the cartoon.

- **Cartoon web site:**

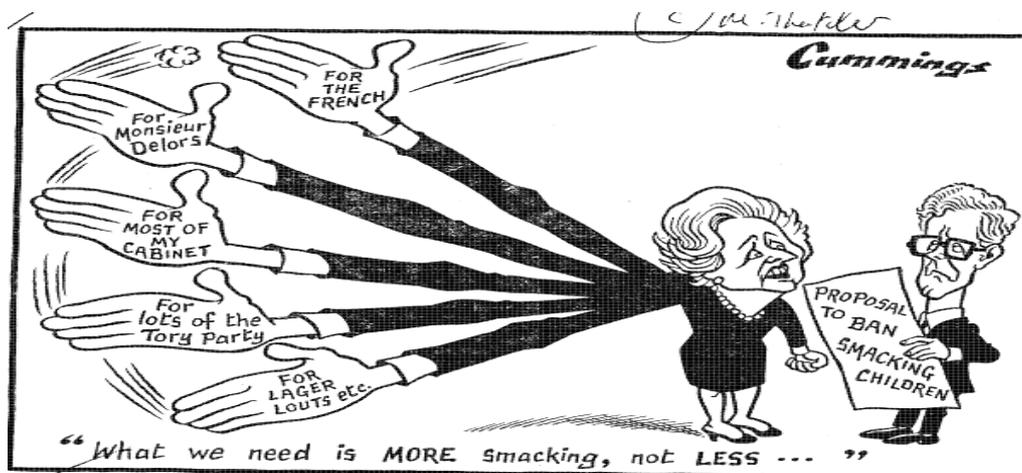
The website of the Centre for the Study of Cartoons and Caricature [<http://library.kent.ac.uk/cartoons/>] has a collection of 119,636 (!) political cartoons. The Centre was established in 1973 at the University of Kent to collect and preserve British cartoons of social and political comment, and make them freely available for study. **All of these cartoons were taken from this site.** Please note that there might be copyright issues involved in using some of these cartoons.

The challenge of using cartoons may be more difficult than might be appreciated at first. A recent Historical Association (London) paper commented: "It has often been pointed out that cartoons are conceptually highly complex, and extremely difficult for young people, especially the lower attaining, to understand ... Many pupils find it difficult to understand pictures in anything other than a literal sense, so that much of the message of this cartoon will almost certainly be lost on them" [Historical Association, *History 14-19* (London, 2005), p39].

- **Analysing Cartoons:** Page 28 in the Guidelines has a grid for analysing cartoons. This activity was also covered in Phase 3 of inservice (p32 of the inservice booklet). This is available on our website, www.hist.ie.

Margaret Thatcher: the evolution of the EEC

Margaret Thatcher became leader of the Conservative Party (the Tories) in 1975 and in 1979 became Britain's first female prime minister. She saw the EEC as a way to provide 'a world role for Britain' now that the commonwealth countries had largely become independent. She favoured the single market. She hoped it would increase Britain's competitiveness, and allow Britain to sell freely to wider markets. In the first few years as prime minister she quarrelled with the EEC over Britain's contribution to the EEC budget and the CAP (Common Agricultural Policy). She alienated other European leaders with her approach and Britain got a reputation for being a difficult member state. Thatcher did favour the economic single market but she was not in favour of European integration. She disliked the notion of a *federal Europe*. She feared a European super state and she felt that the French were in favour of such an idea. She favoured the Single European Act of 1986 thinking it would aid decision-making but resisted what she saw as an attack on the British currency, "the pound". Jacques Delors, President of the European Commission, promoted increased state spending in the economy and social welfare. These went completely against the domestic policies she had been pursuing and were hotly resisted by her. Many of her colleagues criticised her increasing opposition to the EEC feeling that Britain should be inside Europe shaping it, not outside Europe attacking it. The Conservatives did very badly in the European elections of 1989 and this contributed to her eventual downfall in 1990.



{Margaret Thatcher, Douglas Hurd} Michael Cummings, *Daily Express*, 11 Aug 1989; © Express Newspapers, published with permission; image supplied by Centre for the Study of Cartoons and Caricature, University of Kent, <http://library.kent.ac.uk/cartoons/>)

- 1) "What we need is more smacking not less": does the cartoonist believe that Thatcher meant this literally or was he trying to suggest something else? If so, what?
- 2) What is the viewpoint of the cartoonist about Thatcher as party leader?
- 3) Is there any hint in this cartoon as to what her domestic policies might be?
- 4) Why did Thatcher have a tense relationship with the French?
- 5) Who was Monsieur Delors and why was she opposed to him?

Margaret Thatcher:

Fragmentation and realignment in Europe; Collapse of the Soviet Union

Thatcher, a staunch supporter of NATO and a fervent anti-communist, was also creating alliances across the Atlantic. She backed the US decision to deploy cruise missiles in Western Europe and took a tough line with British anti-nuclear protestors at Greenham Common.

When Ronald Reagan was elected US president in 1981, she became a firm ally, encouraging the US to rearm. She felt this would act as a *nuclear deterrent* and bring Russia to the negotiating table.

She met *Gorbachev* in 1984 and said afterwards, “I can do business with him”. She encouraged him to pursue his policy of disarmament and reform. This helped bring Reagan and *Gorbachev* to the negotiating table. This was one factor which led to the end to the *Cold War*. She also encouraged *Gorbachev* in the policy of perestroika (restructuring) which loosened Russian control on its *satellite states* and finally led to the collapse of the Soviet Union. She could be said to have had a role both in the ending of the *Cold War* and in the collapse of communism.



(Margaret Thatcher, Mikhail Gorbachev) Michael Cummings, *Daily Express*, 1 April 1987; © Express Newspapers, published with permission; image supplied by Centre for the Study of Cartoons and Caricature, University of Kent, <http://library.kent.ac.uk/cartoons/>

1. Who is Mrs. Thatcher having tea with? What was his position in 1985?
2. Why is the “communist system” pictured as a dragon?
3. What Eastern European countries were under the “communist system”?
4. Explain this man’s policy with regard to these countries.
5. What was Mr. Thatcher encouraging this man to do in these countries?
6. Was any other major world leader also encouraging this policy?
7. What did this policy lead to in 1989?

Margaret Thatcher:

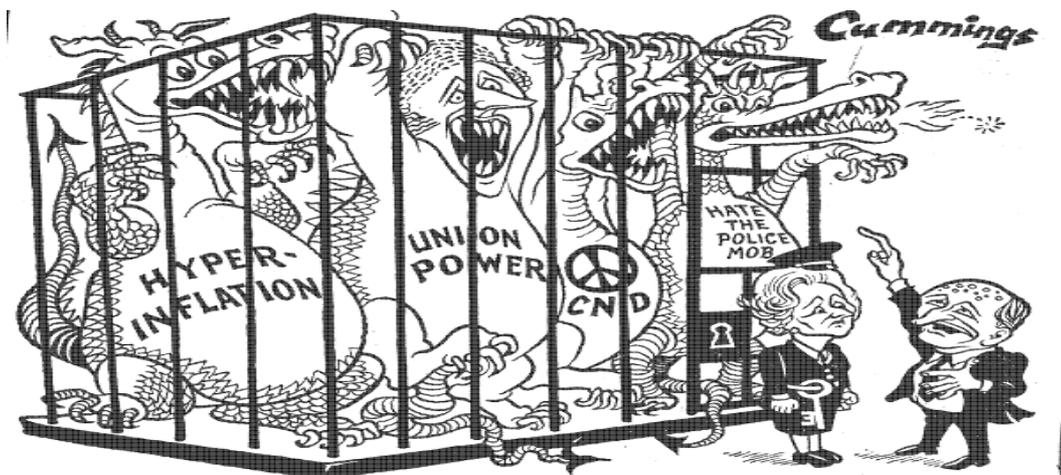
The Western economies 1973-1990; impact of the Oil Crisis; Recession and the rise of unemployment

Margaret Thatcher, on becoming prime minister in 1979, had no wish to return to the crippling strikes of the 1970s under Labour governments. The oil crises of the 1970s had contributed to a rise in inflation and economic *recession*. Thatcher believed that by keeping a tight rein on government spending she would help keep inflation under control.

She sponsored privatisation - the sale of state owned industries which she felt were uncompetitive. Privatisation managed to turn around previous loss-making industries such as British Steel and British Airways.

She eroded much of the power that the trade unions had built up over the decades by placing restrictions on many forms of industrial action. This culminated in the year-long miners' strike of 1984 led by Arthur Scargill of the National Union of Mine-Workers.

She imposed stricter control on the *welfare state*. While this managed to keep inflation under control unemployment spiralled (three million unemployed by 1985). She took a strong line against the Campaign for Nuclear Disarmament (CND). She was the only British prime minister in the twentieth century to serve three terms. As leader of the Conservatives she never lost a general election. Her party deposed her as leader in 1990.



"It's very uncaring of you, Mrs Thatcher, to keep all those dragons under lock and key ..."
(Margaret Thatcher, Neil Kinnock) Michael Cummings, *Sunday Express*, 18 May 1986; © Express Newspapers, published with permission; image supplied by Centre for the Study of Cartoons and Caricature, University of Kent, <http://library.kent.ac.uk/cartoons/>)

- 1) Neil Kinnock, the leader of the Labour Party at the time, says, "It's very uncaring of you, Mrs. Thatcher, to keep all those dragons under lock and key". What do you think he means?
- 2) How is Mrs. Thatcher dressed? What is suggested about her as a person?
- 3) Relying on the narrative above and your textbook, take two dragons in turn, and suggest how she succeeded in stopping their "dangerous activities"?
- 4) The "union power" dragon has the face of which trade union leader?
- 5) What is the cartoonist's attitude to Mrs. Thatcher?