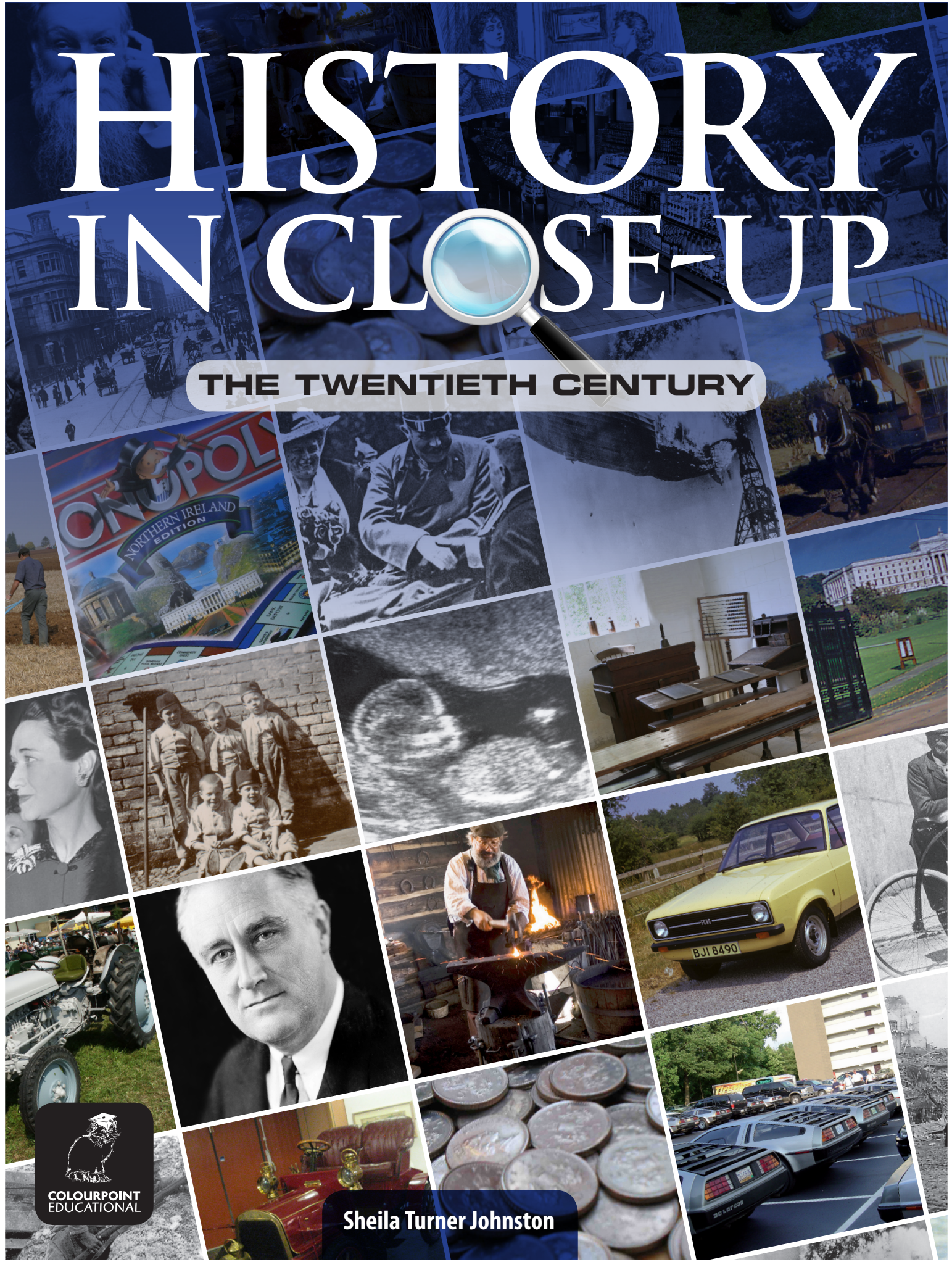


HISTORY IN CLOSE-UP

THE TWENTIETH CENTURY



COLOURPOINT
EDUCATIONAL

Sheila Turner Johnston

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TIP



PROJECT



BEFORE YOU START



ACTIVITY



BY THE WAY



SOURCES



WORD BOX



LINK



RESEARCH



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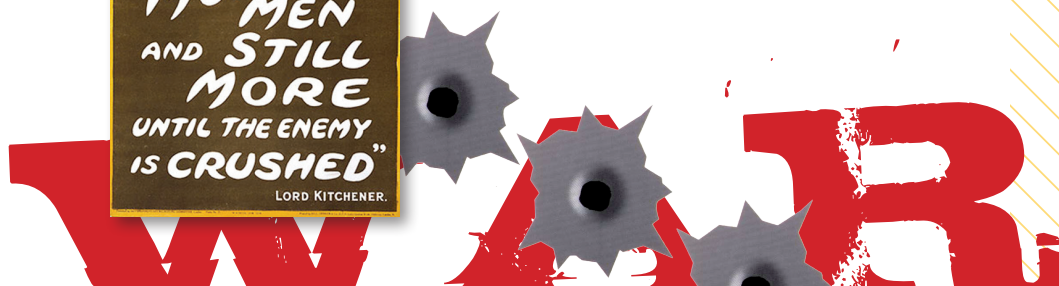
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A NOTE TO TEACHERS

When I set out to put together a text that would engage young people in the amazing twentieth century and address the requirements of the revised curriculum, I had ambitions to cover a hundred years in one sweep. That became manifestly impossible, unless the book were to become too big to get through the classroom door. I quickly realised how full to overflowing the twentieth century was with invention, achievement, tragedy and triumph.

Instead I have covered six topics in eight Units, which I hope will give ample scope for development in the classroom and will challenge and inspire pupils to use and expand on the skills needed to confront and engage in the world today, which is tomorrow's history.

So please do not blame me for omitting Topic X and Topic Y. I know there is so much more and perhaps many teachers may wish to use their own resources to cover events that I have not covered here. This is a book that will be best dipped into at any page, to fit in with your planned work scheme.

I am particularly indebted to Mrs Hazel Caldwell, Head of History at Regent House, Newtownards, who acted as a consultant on this project. Her wisdom, experience and – on occasion – frankness, have added so much to this text. Mrs Caldwell was unstinting in her help and encouragement and allowed me access to some of her own materials to keep me on the straight and narrow.

Because no Key Stage 3 textbook can leave out the compulsory Ireland topic, I have relied on some pages on the excellent book *Union to Partition*, by Dr Russell Rees and Miss Audrey Hodge, also published by Colourpoint and a classic textbook for many years. History teaching in Northern Ireland is indebted to both these authors for their many contributions right across the curriculum.

Last but not least, my husband Norman, an historian and a particular expert on transport history, was generous with his time and knowledge when I needed to pick his brain.

Any feedback, good or not so good, will be welcomed by both myself and the publisher. Such comments can only make better any subsequent printings.

Sheila Johnston
February 2010

INTRODUCTION

Read these quotations about history. Discuss each of them and decide what they mean.

What is past is prologue.

William Shakespeare, *The Tempest*.

Until the lion has an historian of his own, the tale of the hunt will always glorify the hunter.

African Proverb

If you don't know history, you are a leaf that doesn't know it is part of a tree.

Michael Crichton (paraphrased)

If you would understand anything, observe its beginning and its development.

Aristotle

History is a vast early warning system.

Norman Cousins

History never looks like history when you are living through it.

John W. Gardner

In 1900, Britain controlled nearly a quarter of the land in the world. The British Empire, through conquest and trade, had spread around the globe. Today, the United Kingdom is made up of Great Britain and Northern Ireland. In 1900, it was the United Kingdom of Great Britain and Ireland. Ireland was still ruled by Britain, although there had been several rebellions to try to gain independence. The representative of the Queen in Ireland was called the Viceroy or Lord Lieutenant. In 1900, the Viceroy was George Henry Cadogan, the Fifth Earl Cadogan. He was Viceroy from 1895 to 1902. Queen Victoria was on the British throne, although she died in 1901. Victoria had been Queen since June 1837 and reigned for 63 years and 7 months, longer than any other British monarch. So people were very used to a long and stable 'Victorian era'. Many people had lived their whole lives with Victoria on the throne and couldn't remember any other monarch.

THEN ALONG CAME THE TWENTIETH CENTURY... THEN ALONG CAME THE T

It has been said that there was more change and development in the twentieth century than in all the centuries that had gone before. It was exciting, tragic, frightening, amazing, astonishing, horrible, wonderful, violent, depressing, enriching...

In fact, you've just got to discover some of it for yourself — read on!



GUIDE TO ICONS



TIP



PROJECT



BEFORE YOU START



ACTIVITY



BY THE WAY



SOURCES



WORD BOX



LINK



RESEARCH



QUESTION

SKILLS AND CAPABILITIES KEY



COMMUNICATION



MATHS



USING ICT



MANAGING INFORMATION



THINKING, PROBLEM SOLVING, DECISION MAKING



BEING CREATIVE



WORKING WITH OTHERS



SELF MANAGEMENT

MONEY

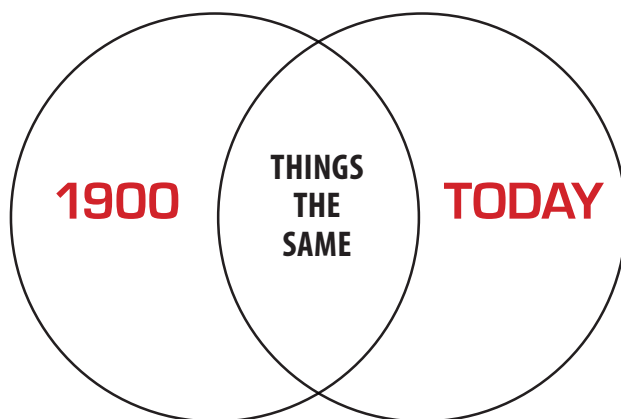
On your own, write down what you think money is needed for today. Think of as many things as you can.

Q Now take turns round the class to read out what you have written down. How many different things did your class think of?

Q Now imagine you are living in 1900. Look at your list again. In 1900 do you still need money for all the things on your list?

Q Make a new list of all the things you could not buy in 1900. What is money needed for in both 1900 and today?

Set out your results in a diagram like the one below. Copy this diagram into your notebook and fill it in.



A lot of things happened to change the world between 1900 and 2000. Many of these events happened because of money or affected money in some way. Through looking at money we can also get a glimpse of some of the main events of the century.

Ordinary people like you and me need money, but countries and governments need money too.

A man called Mayer Amschel Rothschild said this in the eighteenth century:

*Let me issue and control a nation's money
and I care not who writes the laws.*

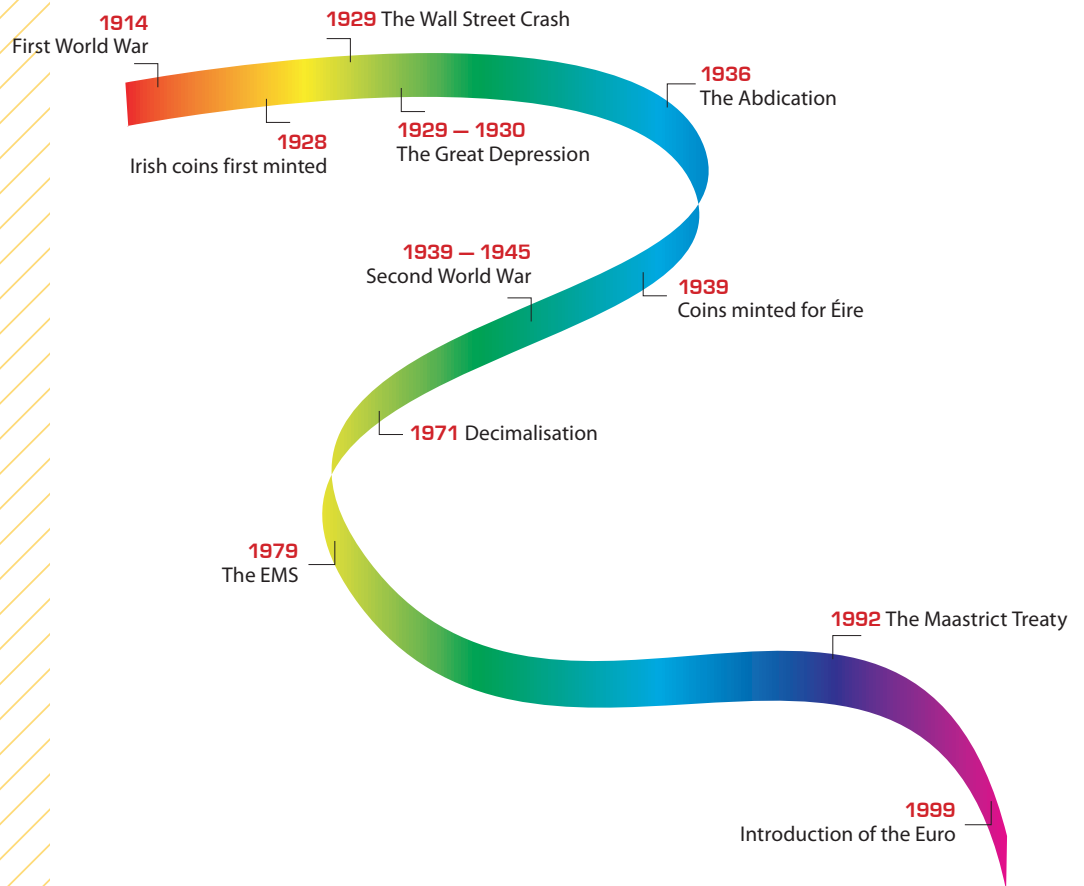
Q What do you think he meant?



BEFORE YOU
START



Here are the events that we are going to look at in this Unit, and see how these events affected the money people used.



Let's start by seeing what money looked like in 1900.



Have a good look at these two pennies. What is the same in both of them? What is different? What do you think is the biggest difference between them? Whose head is on each coin?



Here is a picture of a penny minted in 1901. This is its actual size.



This is a picture of a penny minted in 2000. It is shown at its actual size also.



BC



Try this!

Gather several different coins. Cover one of them with thin white paper. It doesn't matter what side is up. Using a pencil with a fairly soft lead, scribble on the paper over the coins. Don't press too hard. You should see an impression of the coins appearing on the paper. You could do this with all your coins and then ask a partner if they can identify the impressions.



TIP



PROJECT



BEFORE YOU START



ACTIVITY



BY THE WAY



SOURCES



WORD BOX



LINK



RESEARCH

You have already read about Queen Victoria in the Introduction. Here are the sovereigns who have reigned after her in the twentieth century.

Edward VII
George V
Edward VIII
George VI
Elizabeth II

Activity

On your own or in pairs, find out when these sovereigns reigned. Who was on the throne for the longest? Who was on the throne for the shortest time?

.....
All of these monarchs had images of their heads on the coins of the time – except one. We'll find out about that one later.

In 1900, there were not only pennies, but pounds also. They even had a £1 coin, although it didn't look like the one we have today. It was made of gold and was called a **sovereign**. There was also a **half sovereign**.



Sovereign



Half sovereign

Any maths to do with money was more complicated before 1971 than it is today. As well as the £1 and the penny, there was a third unit of currency – the **shilling**.

In 1915, the sovereign and half sovereign were replaced by paper notes — the £1 note, and the ten shilling note. This was because of the enormous amount of money needed to pay for the First World War. Today's £1 coin was introduced in 1984 and the £1 note was withdrawn from circulation in 1988.



A one pound note



MA

WO

SOVEREIGN: king or queen. Also a name for a coin worth £1.

MONARCH: another word for a king or queen.

CURRENCY: Something that is used to buy things. In our country and in most others, this is money.



LINK TO FIRST WORLDWARUNIT



MA

Q

This is how the penny, shilling and pound worked:

There were 12 pennies in a shilling.

There were 20 shillings in a £1.

So how many pennies were in a £1?

If you had 24 pennies, this was 2 shillings.

This was written as 2/- or 2s 0d.

If you had 30 pennies, this was 2 shillings and 6 pence.

This was written as 2/6 or 2s 6d.

If you had 40 shillings, this was £2. This was written as £2-0s-0d.

We call pennies 'p' now. In old money pennies were called 'd'. So you would say, for example, "I'll give you 6d for that pen." Now you might say, "I'll give you 30p for that pen."



Research

Find out what the 'd' stood for.



This photograph was taken inside the Belfast Co-operative Shop on the Ormeau Road in Belfast in 1935.

What do you see in this picture? How would you feel going into a shop like this today? How would you buy something in this shop?



This photograph was taken in 1907. It shows a snack bar in Carrick House, Lower Regent Street, Belfast.

Comment on this photograph. What do you notice about it?

About 1920, teas of bread, butter, jam, a slice of cake and a pot of tea could be bought for 1/6d (7.5p).



TIP



PROJECT

BEFORE YOU
START

ACTIVITY



BY THE WAY



SOURCES



WORD BOX



LINK



RESEARCH

Research

In groups, plan a shop that you might have seen on the village street in 1910.

In your shop you will sell bread, milk, potatoes, tea, candles, a newspaper, biscuits and cheese.

Do some research to find out what price these items were in 1910.

Using a computer draw a plan of your shop showing where everything is. Make a price list for everything.

When you have finished, each group must explain how you researched your shop. What did you find most difficult? What did you find easiest?

Would you like to have lived when shops looked like this?

What would you like about them?

What would you not like about them?

When all the shops were small like this, how would life be different to today?

You could have a competition. Take it in turns for one person from each group to take a shopping list to another group and ask for the items they want. The person behind the counter must add up your bill in pounds, shillings and pence.

Remember! – there were no calculators in 1910! But you can use a pencil and paper.



COM

MA

ICT

TPD

BC

WO

ERRAND: a journey to get, or do, something

RETAIN: keep



In groups

Divide into pairs

Half of the pairs must imagine they live in 1910 and describe the experience of a girl going to the shop with her mother. They live in a cottage about a mile from a village.

Describe their errand, right from the moment they set off. It is autumn and it might rain. What do they need to bring with them?

What is their journey like?

What do they see as they go?

What and how much are they likely to be buying?

On the wall of the shop is a picture of the monarch. Who is it?

The other half of the pairs are going to do exactly the same thing – but they are following the experience of a boy and his dad who live today. They live in the middle of a housing estate about half way along one of the main roads out of the town. They are going to shop in a supermarket.

Describe their errand, right from the moment they set off. It is autumn and it might rain.

What do they need to bring with them?

What is their journey like?

What do they see as they go?

What and how much are they likely to be buying?

When you have finished, join with another pair and discuss:

1. which lifestyle is preferable
2. what you would like to retain from the past



COM

MI

TPD

BC

WO



COM

TPD

WO

SM

Spectrum debate

Imagine a line running all the way across your classroom. All those who think supermarkets are a really good idea should stand at one end. All those who think they are a really bad idea and who prefer smaller shops should stand at the other end. If you're not sure, stand in the middle.

Now someone who really likes supermarkets must try to persuade those who don't like them, or who are undecided, to come and join them. When one person is talking, no-one else is allowed to speak. Anyone who speaks when someone else is speaking must sit down and not take part any more!

Next, someone in favour of small shops must try to persuade the others to agree with him or her and join this group.

Anyone who moves up or down the line must explain why.

Which end of the line ends up with the most people?



COM

MI

TPD

Activity

Draw two spider diagrams. In the centre of one write 'Advantages of small shops' and in the centre of the other write 'Disadvantages of small shops'. Now fill in as much as you can. When you have finished, study them for a few minutes.

Which advantage do you think was the most important?

Explain to a partner why you think this.

Which disadvantage do you think is the most important?

Explain to a partner why you think this.



This is the Sainsbury's shop in Croydon about 1900.



This is the same shop in 1950 when it was converted to self-service.

By the middle of the century, **self-service shops** were beginning to appear. They started in the United States first and many shop owners here didn't think they would be popular. Sainsbury's opened their first self-service shop in Croydon in 1950. By 1962, about a quarter of all the food sold in Britain was sold by self-service shops.



What do you think is the difference between a self-service shop and a supermarket?