Chapter 1: America, 1840–1895: Expansion and consolidation

Page 8: Test yourself
1. Strong winds, extremes of temperature, dry, lack of wood.
3. The idea that America had a God-given right to spread across the continent

Page 9: Key events

<table>
<thead>
<tr>
<th>Early 1800s: Plains seen as the Great American Desert</th>
<th>1820s: Mountain Men open trails to West</th>
<th>Oregon Trail opened and pioneers headed West</th>
<th>Mexican-American War, US gained territory in West</th>
<th>Americans began to talk of ‘Manifest Destiny’</th>
</tr>
</thead>
</table>

Page 9: Develop the explanation

<table>
<thead>
<tr>
<th>The Oregon Trail meant more Americans settled in the West.</th>
<th>With more Americans in the West, people began to see it as part of America. The people who had moved there wanted the US government to take control.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico controlled areas in the West. Some Americans viewed Mexicans as lazy and uncultured.</td>
<td>Americans spread the idea that they were racially superior, and that this gave them a right or duty to take control.</td>
</tr>
<tr>
<td>The US won a war against Mexico in 1848 and gained control of much of the West.</td>
<td>With territory in the West, and more American settlers, many people believed the US government should exercise more control.</td>
</tr>
<tr>
<td>The Great Plains was occupied by Plains Indians. Many Americans viewed them as savages.</td>
<td>Many Americans believed they had a duty to ‘civilise’ the Plains Indians by converting them to Christianity.</td>
</tr>
<tr>
<td>Most Americans were Christians.</td>
<td>This gave them a belief that their country was supported by God and had a religious mission.</td>
</tr>
</tbody>
</table>

Page 9: Practice question
One reason the belief in Manifest Destiny became popular was due to the movement of Americans West. The opening of the Oregon trail led to more Americans settling in Oregon and California and so these were increasingly seen as areas that the US had a right to claim. Another reason was the Mexican-American War, which led to the US gaining control of much of the land in the West, leading to a desire to control the entire continent.

Page 11: Test yourself
1. Economic depression, loss of jobs, opening of the Oregon Trail
2. Great Salt Lake was outside US control, Mormons had faced religious persecution.
3. The movement of thousands of miners to California after Gold was discovered there in 1848.

Page 11: Develop the detail

| Winter Quarters were built on the eastern edge of the Plains | Winter was the most dangerous time to travel, so by waiting out the Winter the Mormons |

Answers: AQA GCSE (9–1) History
Wagon trains of 100 were used to cross the Plains. This meant that there was a lot of support for each wagon which crossed, in each group there would be people with skills such as wagon repair.

Repair stations were built in advance. Damage to wagons was a key reason for problems in crossing the Plains, the Mormons spread repair stations along their route.

Irrigation ditches were created to channel mountain water to the Salt Lake area. This solved the problem of the lack of water by channelling melted snow from the mountains.

A fund was established to pay for other settlers to move to Salt Lake. This encouraged many Europeans to move to Salt Lake which increased the population.

Page 11: Eliminate irrelevance
Describe two reasons why the Mormons moved to the Great Salt Lake (4 marks)

The Mormons were originally founded by Joseph Smith who claimed to have discovered golden tablets containing religious revelations. The Mormons were initially based in New York, where they gained a number of followers. In Kirtland the Mormons set up a successful bank, but after the economic depression of 1837 (a depression is an economic event where the value of goods falls and this leads to unemployment and lower production) they faced opposition from people who had lost their money and were forced to move. In Nauvoo the Mormon belief in polygamy was announced and this was seen as blasphemous by many white Americans. Joseph Smith was eventually killed by a mob.

Page 13: Test yourself
1. Conical shape to deflect wind, required very few materials, could be packed up and moved quickly.
2. The skin was used to cover the tipi and for clothes, the intestines were used to carry water, the bones were used for arrows.
3. Many bands fought by counting coup, which was non-lethal.

Page 13: Topic summary
- The tipi – tipis were made from buffalo skin and used very little wood. They were easy to pack up and move.
- The buffalo – every part of the buffalo was used which helped to make the most of scarce resources on the Plains.
- Bands – The people of a band cared for each other, shared food and moved together across the Plains.
- Warfare – Warfare was often non-lethal so very few Indians died.

Page 13: Develop the detail

| Counting coup | This was a form of non-lethal combat so less Indian men were killed in warfare. |
| Tipis were made from buffalo skin | There were few building materials on the Plains so this allowed Indians to still build shelters. |
Tipis could be packed up in 10 minutes | This allowed Indians to move quickly and easily to follow the herds of buffalo.
---|---
Horses | Horses made it easier for the Indians to hunt the buffalo in larger numbers, ensuring a supply of food.
Native Americans lived in bands | Bands would look after each other and share food.

**Page 13: Practice question**
The tipi was essential to the Plains Indians’ survival on the Plains. The tipi was made of just 10 wooden poles, which meant that they could be built despite the lack of resources on the Plains. The tipi could also be packed up in under 10 minutes and loaded onto a sled called a travois. This allowed the Plains Indians to move regularly to follow the herds of buffalo. As a result they were able to find food and shelter despite the harsh conditions on the Plains.

The buffalo was even more important to the survival of Plains Indians. Firstly, it was the main food source for most of the Plains Indian bands. This was crucial as there was little else which could be used for food on the Plains, but with millions of buffalo the Indians were not in danger of running out of food. Secondly, they used every part of the buffalo to make other useful items such as water containers, clothes and even the tipi.

Overall, the buffalo was the most important reason why Plains Indians were able to survive. The tipi helped them to hunt the buffalo, but without the buffalo the Indians would have not been able to build tipis, find food or support their lifestyle.

**Page 15: Test yourself**
1. More white Americans were moving across the Plains, and some had even begun to settle beyond the Indian Frontier.
2. Concentration was the policy of forcing Indians to live in specified areas called reservations.
3. Some Native American bands never accepted the Fort Laramie Treaty, and the Colorado Gold Rush led to White Americans breaking the Treaty.

**Page 15: Match up the definitions**
| Indian Removal Act | Set up a ‘Permanent Indian Frontier’ |
| Trail of Tears | The violent movement of Indians west |
| Indian Appropriations Act | Set up reservations |
| Fort Laramie Treaty | Gave government grants and allowed forts to be built |

**Page 15: Key events**

| From 1830 the Indians were forced to move west beyond the Permanent Indian Frontier. | In the 1840s and 1850s more and more white Americans were crossing the Plains. So, the government began moving Native Americans. | The Fort Laramie Treaty agreed that settlers could pass through Indian lands. However, some Indian bands did not support the Treaty. | A gold rush in 1858 caused thousands of settlers to break the Treaty. |
Chapter 1: America, 1840–1895: Expansion and consolidation

Page 15: Practice question
One way the lives of Native Americans was affected by the movement westwards was that they were able to negotiate with the government. At this point Indian tribes were still treated as sovereign nations, and the government made deals with tribes to allow settlers to pass through their land. This led to the Fort Laramie Treaty which granted government payments to Native American tribes if they allowed forts and roads to be built and promised not to attack white settlers.

Another way the lives of Native Americans was affected by the movement of Americans was in the policy of concentration. As a result of increasing movement, in 1851 the Indian Appropriations Act was passed which created specified reservations for Native Americans to live on. These areas were large and still allowed Native Americans to hunt buffalo, but they did cause conflict between Indian bands who now had to compete for resources. In the long-term the reservations would lead to the break down of the Native American way of life.

Page 16: Key events

| In 1859 the Colorado gold rush led thousands of miners to move onto Cheyenne lands. | Bands of Cheyenne and Arapahoe began attacking settlers. | Most Cheyenne signed a treaty, but some continued fighting. | In 1862 gold was discovered in the Rocky Mountains and the Sioux began attacking white settlers. | The Sioux besieged American forts and the US Army was unable to defeat them. So, they agreed the Second Fort Laramie Treaty. |

Page 17: Test yourself
1. The discovery of gold (in Colorado in 1858 and in the Rocky Mountains in 1862) led to more white settlers passing through Indian lands.
2. A militia led by Colonel Chivington attacked a band of Native Americans who were led by the peaceful chief Black Kettle.
3. Captain Fetterman led his men into a trap set by Indians who were besieging Fort Phil Kearney.
4. US forces agreed to withdraw from forts and the Great Sioux Reservation was created.

Page 17: Practice question
1. The interpretations differ in their view of whether Chivington’s actions were brave and impressive or cruel. Interpretation A suggests that Chivington had achieved a great feat, as the ‘surprise of a large Indian village is unprecedented’, which suggests he was a successful military leader. However, Interpretation B suggests that this village was peaceful, as Black Kettle had a flag up ‘to show to the troops that the camp was friendly’. This suggests that Chivington actually attacked a peaceful camp and does not deserve the credit he is given in Interpretation A.

2. These interpretations differ due to the point of view of their authors. Interpretation A is from a newspaper produced in Colorado. As a frontier town, Colorado had seen a significant amount of conflict between local militia and Native Americans. There had also been a few attacks on white
Americans by Indian bands. As a result, the white population of Colorado was likely to take a negative view of Native Americans, and therefore celebrate any victory over them. Interpretation B however is based upon the testimony of George Bent, who was Cheyenne. As an eyewitness to the death of hundreds of Native Americans who he believed were living peacefully, it is not surprising that he wished to emphasise the aggressive and cruel nature of the attack.

3. Interpretation A is hardly convincing about the events at Sand Creek. Although it is correct that Chivington’s men managed a long and difficult march to get to the Indian camp, and that Indian casualties were high, the article portrays this as a battle and a glorious victory. In fact, Black Kettle’s band were peaceful, and had agreed to peace in early treaty talks. The camp that Chivington attacked also had no warriors present as they were hunting buffalo, and so cannot be fairly seen as a battle at all.

Interpretation B is far more convincing as it portrays this as a massacre, with Chivington’s men ignoring the flag flying to show the band was peaceful. This is particularly convincing as it was later confirmed by a Congressional enquiry which concluded that Chivington had ‘planned and executed a massacre’. Some of Chivington’s men had refused to take part in the attack as they felt it was not a fair fight.

Page 19: Test yourself
1. The creation of new states led to conflict about whether they should be slave or free states.
2. Abraham Lincoln was elected as the first Republican President, which convinced many Southern states that he would end slavery if they remained in the Union.
3. Infrastructure such as the railroad was destroyed, cotton production fell and there was hyperinflation.

Page 19: Develop the explanation

<table>
<thead>
<tr>
<th>Economic differences between North and South</th>
<th>The North wanted to protect its industries, but the South wanted free trade for cotton exports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The creation of new states</td>
<td>There was conflict about whether new states should be slave or free states.</td>
</tr>
<tr>
<td>Kansas and Nebraska joining the Union</td>
<td>People in these states were allowed to vote on whether to be slave states. This led to violence in Kansas as pro- and anti-slavery campaigners flooded into the state.</td>
</tr>
<tr>
<td>The founding of the Republican Party</td>
<td>The party was anti-slavery and represented the Northern states which made people in the South fearful.</td>
</tr>
<tr>
<td>John Brown’s attack on Harpers Ferry</td>
<td>Many Southerners were convinced that Northerners wished to invade the South to end slavery.</td>
</tr>
<tr>
<td>The election of Abraham Lincoln</td>
<td>Southerners became convinced that the President would end slavery in the South if they remained in the Union.</td>
</tr>
</tbody>
</table>
Page 19: Improve the paragraph

Slavery was one important reason for the conflict between North and South. These arguments led to violence in ‘Bleeding Kansas’ as thousands of settlers moved into the territory in order to influence the vote over whether Kansas should be a slave or free state. This led to violent attacks like the one at Lawrence, which escalated to a conflict in which hundreds were killed. John Brown’s attack at Harper’s Ferry also convinced many in the South that Northern abolitionists wished to encourage a slave rebellion, and this, combined with the election of Lincoln in 1860, eventually sparked the Civil War. Even though Lincoln insisted he would not end slavery in the South, Southerners had become convinced that this was the aim of the Republican Party, and therefore a number of Southern states seceded.

However, many of these conflicts had their roots in westward expansion. The conflict over Kansas had actually been triggered by the proposed route of a new railroad to support the further expansion West, and which created the new territories of Kansas and Nebraska. The issue of new territories had been problematic since the accession of Missouri in 1820, and continued to cause problems. This came to a head in 1850 when the balance of free and slave states was broken, and although a temporary compromise was reached, it was not long until this led to conflict in Kansas.

Although slavery was the immediate trigger for the Civil War, it would never have become a national issue if it had not not for the westward expansion. By continually reigniting the debate between pro-slavery and free-soil groups, westward expansion was the reason why disputes over slavery erupted into violence and conflict.

Page 21: Test yourself

1. The Reconstruction was the attempt to bring the Southern States back into the Union, and to guarantee the rights of African-Americans.
2. The 13th Amendment abolished slavery, the 14th Amendment granted citizenship to ex-slaves, the 15th Amendment granted all citizens the right to vote.
3. Black codes meant that legal restrictions on African-Americans still existed in many places, there was violence against African-Americans, and share cropping meant that thousands of African-Americans were still effectively in bondage.

Page 21: Support or challenge

<table>
<thead>
<tr>
<th>Statement</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 15th Amendment guaranteed African-Americans the right to vote</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Literacy tests were used to disqualify black voters</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Thousands of African-Americans were able to attend schools</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Black codes were introduced in Southern states</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Many African-Americans became share croppers</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Page 21: Practice question

1. These interpretations differ in their view of the impact of Reconstruction in the South. Interpretation A suggests that the Reconstruction transformed the rights of African-Americans in the South by giving them political power, even stating that ‘there is nothing in the history of democracy comparable to it’. On the other hand, Interpretation B suggests the impact of Reconstruction was much more limited, due to the rise of violence against African-Americans. It describes violence in
some areas reaching ‘staggering proportions’. This clearly contrasts with the sense given in Interpretation A of fully emancipated African-Americans who enjoyed full political rights.

2. These interpretations differ due to the viewpoint and focus of their authors. Although both consider the changing status of African-Americans after the Civil War, the author of Interpretation A also focuses on the impact on the rights of the former slaveowners, suggesting that they were ‘deprived of their former rights’. The author of interpretation A also takes a broad view of Reconstruction, focusing on the ‘enfranchisement of four million’, whereas the author of Interpretation B instead highlights individual accounts of violence carried out against African-Americans which makes the Reconstruction seem far less positive. The title of Foner’s book calls Reconstruction an ‘unfinished revolution’ which suggests that his view is that Reconstruction failed to fully transform the rights of ex-slaves, and this argument is clearly reflected in this extract.

3. Interpretation A is convincing as it suggests that the Reconstruction marked a radical break with the former rights of African-Americans. The author suggests that four million African-Americans were ‘enfranchised’, which was the result of the Fifteenth Amendment which gave all Americans the right to vote regardless of race. This followed the ending of slavery in the Thirteenth Amendment and the granting of citizenship in the Fourteenth Amendment. Despite the hyperbole of the statement, there is even some truth in the claim that former slaveowners were ‘deprived of their political rights’, as during the Radical Reconstruction phase the South was placed under the control of military governors to ensure compliance with the amendments. However, despite this guarantee of the right to vote, the reality was very different for many African-Americans who were prevented from voting by black codes, literacy tests and property qualifications.

Interpretation B rightly identifies violence as a problem for many African-Americans in the South following the Civil War, quoting one witness as suggesting that African-Americans were ‘frequently beaten unmercifully’. The KKK was formed in the immediate aftermath of the Civil War and used violence and intimidation to prevent African-Americans from exercising their political rights. This was the reason why many African-Americans, such as the exodusters, left the South in the decades following the Civil War. However, the interpretation does ignore some of the genuine achievements of Reconstruction, such as the growth of public education for African-Americans in the South.

Overall, Interpretation B is slightly more convincing in its view of what life was like for African-Americans who remained in the South, particularly the Deep South. Interpretation A addresses many of the changes made at federal level, but fails to appreciate the limited impact of these changes for many African-Americans.

Page 22: Test yourself
1. The promise of free land, to start a new life after the Civil War, to escape overcrowding and economic problems in the East, because of stories of fertile land, cheap land sold by railroad companies.
2. Poor soil and tough roots, grasshoppers and buffalo which destroyed crops, a lack of water and building materials.
3. Sod-houses were built. Dry farming helped to trap moisture, and the introduction of Hard Winter Wheat allowed better yields. Inventions such as the wind pump and barbed wire also made farming easier for homesteaders.
**Page 23: Match the problems and solutions**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ground was too dry to support crops</td>
<td>Dry farming</td>
</tr>
<tr>
<td>Crops could be trampled</td>
<td>Barbed wire</td>
</tr>
<tr>
<td>There was a lack of wood</td>
<td>Sod houses</td>
</tr>
<tr>
<td>There was a lack of rainfall</td>
<td>Wind pump</td>
</tr>
<tr>
<td>The land on the Plains was tough to plough</td>
<td>Sod buster</td>
</tr>
</tbody>
</table>

**Page 23: Summary pyramid**

Homesteaders

Homestead Act (160 acres), for planting trees

Civil War, railroad, free land

Lack of water, poor soil, lack of wood, grasshoppers

Wind pump, barbed wire, sodbuster, dry farming, sod houses

160 acres to farm the Plains

**Page 23: Practice question**

The opening of the transcontinental railroad was one important reason why Americans were able to move to the Plains. The railroad made travelling to the Plains much easier, as this had originally had to be done using wagons which could easily break. The railroad also allowed the transportation of more goods to the Plains, and particularly helped to supply homesteaders with new technologies such as wind pumps when they were developed in the 1870s. This meant that life on the homesteads became easier and encouraged Americans to move West.

The end of the Civil War was even more important, particularly in encouraging the initial rush of migration to the Plains. The Civil War had destroyed a huge amount of property and infrastructure, and left many people homeless. Many people, particularly in the South, saw an opportunity to start a new life in the West. Many of these were ex-soldiers who found themselves unemployed after the war ended, or ex-slaves who moved West in the hope of escaping racism in the South (such as the Exodusters).

The end of the Civil War was the most important reason in the movement of homesteaders, as it was the major impetus for many to leave their lives in the East. Although the government grant of land was a huge pull factor, settling on the Plains represented a huge risk, and it was only with the collapse of their established way of life that many felt bold enough to take up the offer after the Civil War. The railroads did facilitate this movement, but they did not cause it.

**Page 24: Test yourself**

1. More soldiers were available to fight the Indians, the US Army used new tactics such as Winter Campaigns, there was a rush of White Americans moving West and onto Indian lands.
2. Children were sent to boarding schools, the chief lost their power, families were placed on individual plots of land and encouraged to farm, eventually hunting and religious ceremonies were banned.

3. A famous defeat of Custer’s cavalry by Indian warriors who had refused to go onto the reservation.

4. A religious movement which promised to bring back the dead buffalo and Indians, and get rid of the White Americans. It spread quickly through the reservations.

Page 25: Practice question

One reason the US army was able to force Native Americans onto reservations was because they had new troops, as the end of the Civil War brought soldiers with years of experience who were able to defeat the Native Americans more easily in battle. Another reason was the destruction of the buffalo which removed the main food source of the Indians, which forced them to move onto the reservations to get rations from the US government.

Page 25: Topic summary

Winter campaigns – The US army would attack in winter when it was hard for the Indian bands to retreat

Total War – The US Army began to destroy Indian villages and their animals, destroying anything which could support them fighting.

New soldiers – The end of the Civil War brought a flood of experienced troops who could fight against the Indians.

Forts – Forts were built on the Plains, they allowed US troops to be safely garrisoned and easily moved to fight against Indian bands.

Page 25: Develop the explanation

<table>
<thead>
<tr>
<th>Boarding schools</th>
<th>Tried to eradicate Indian culture and raise Indian children to be Christian and follow American values</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dawes Act</td>
<td>This split the land on reservations into individual plots for each family, which reduced the community of the band.</td>
</tr>
<tr>
<td>Destruction of the Buffalo</td>
<td>This deprived the Indians of their main food source and therefore made them dependent on the US government.</td>
</tr>
<tr>
<td>Ban on religious ceremonies</td>
<td>These ceremonies were an important part of Indian culture and had helped to unite the band.</td>
</tr>
<tr>
<td>Rations distributed to families</td>
<td>This reduced the power of the chief, which again eroded the traditional structure of Indian bands.</td>
</tr>
</tbody>
</table>
Chapter 2: Germany, 1890–1945: Democracy and dictatorship

Page 30: Test yourself
1. The Naval Laws allowed the Kaiser to build many more battleships so that an expanded navy could match that of Britain.
2. Two strengths:
   • Industrialisation led to more prosperity for many.
   • Most Germans were traditional in their outlook on society.
Two weaknesses:
• The growing socialist movement threatened traditional stability.
• Prussia dominated the other 24 states, making them feel powerless.

Page 31: Compare interpretations
The two interpretations are different, with A being supportive and B being critical.

- A – ‘the new ruler’s vitality’; ‘his openness to new ideas’.
- B – ‘lack of tact’; ‘He is absolutely unconscious of the effect which his speeches and action have upon [others]’.

Page 31: You’re the examiner!
- Key words: the opening sentence highlighted in green and the word ‘Lastly’.
- Relevant detailed knowledge: all the factual detail in the central part of the answer.
- Key phrase to ensure explanation and not description: the phrases in yellow.

Page 33: Test yourself
1. Increasing differences in living standards for rich and poor.
2. War shortages and the suffering caused by war led to more support for Socialist parties.
2. Hyperinflation – the rapid, out of control, increase in prices.

Page 33: Key events
- Autumn 1918 – German armies in retreat. German people not informed of desperate situation
- 9 Nov 1918 – Kaiser fled to the Netherlands
- 11 Nov 1918 – Armistice
- 6 Dec 1918 – Ebert’s government crushed a right-wing revolt
- 5 Jan 1919 – Ebert’s government crushed a left-wing revolt
- 19 Jan 1919 – Free elections took place amid the chaos in Germany
- February 1919 – The newly elected democratic government met at Weimar

Page 33: Topic summary
Problems faced by new Weimar government in 1919:

- Political – Left-wing opposition from Spartacists.
- International – Having to sign Treaty of Versailles.
• **Economic** – Inflation getting out of control; much of Germany’s international trade had been lost.
• **Social** – Many desperately poor Germans looking for work; many were malnourished as a result of food shortages over a period of time.

**Page 35: Test yourself**

1. Spartacists were left-wing supporters of Communism and hoped to copy what had happened in Russia in 1917. They were crushed and their leaders (Karl Liebknecht and Rosa Luxemburg) killed.
2. In the Dawes Plan the USA lent Germany 800 million marks, and reparations payments were spread out over a longer period of time. It was significant because it helped Germany to recover from the crises of 1923, but also made the country heavily dependent on the USA.

**Page 35: Develop the detail**

<table>
<thead>
<tr>
<th>Generalised statement</th>
<th>With developed detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The President could act like a dictator</td>
<td>Article 48 of the Constitution allowed the President, if there was an emergency, to pass laws without the approval of the Reichstag</td>
</tr>
<tr>
<td>It was difficult for any party to get a majority</td>
<td>The system of proportional representation gave each party seats in the Reichstag according to the percentage of the national vote that it received</td>
</tr>
<tr>
<td>The Spartacists were Communists</td>
<td>They aimed to copy the success of the Bolsheviks in Russia by establishing Communism in Germany</td>
</tr>
<tr>
<td>Stresseman ended hyperinflation</td>
<td>This was achieved by the creation of a new currency – the Rentenmark</td>
</tr>
<tr>
<td>Germany was becoming more prosperous</td>
<td>In the later 1920s, German industries began to recover and more Germans enjoyed prosperity</td>
</tr>
<tr>
<td>Germany’s progress depended on the USA</td>
<td>The Dawes Plan financed the German economic recovery</td>
</tr>
</tbody>
</table>

**Page 35: Support or challenge?**

- **Support** – B, C, D, E
- **Challenge** – A, F, G

**Page 36: Test yourself**

1. The SA was Hitler’s Brownshirts – the Stormtroopers that had developed in the 1920s from the Freikorps.
2. The consequences of the Great Depression – such as unemployment and hunger.
   - Nazi slogans – promising a reversal of the terms of the hated Treaty of Versailles.
   - Nazi propaganda methods – rallies, marches, posters, Hitler’s speeches.
3. There is no definite answer. Any answer can be valid if it is backed up with an accurate explanation. For example, Wall Street Crash: reason – The Nazis only got large support nationally after the Crash when discontent with the Weimar Government had rapidly increased with rising unemployment.

**Page 37: Compare interpretations**

1. She was following the crowd; social justice; against unemployment; Nazi propaganda methods; sense of momentum for changes to Weimar Germany.
2. The last phrase shows doubts.
3. She is being interviewed in the 1960s, long after she has seen the consequences of Nazism.

4. No – he supported the Nazis because they opposed the Communists, plus the failure of other parties to deal with the Depression.

5. Because Jews were seen as having too much wealth and power in Germany,

Page 37: Develop the explanation

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitler’s skills as a speaker</td>
<td>Hitler was a powerful speaker who gave the impression he knew what was wrong with Germany and how to solve the problems. This made him the Nazis’ main attraction. Hitler travelled around Germany by plane at election time so as many people as possible could hear him speak</td>
</tr>
<tr>
<td>The Nazis’ private army – the SA</td>
<td>The SA were smartly dressed (in brown) and gave the impression of strength for the party</td>
</tr>
<tr>
<td>Nazi propaganda</td>
<td>Propaganda cast the Nazis in a favourable light – making the party look strong with marches and posters – but also the message (hating the Treaty of Versailles, for example) appealed to many voters. Many were also pleased to see the Nazis criticising the Communists</td>
</tr>
<tr>
<td>The Depression</td>
<td>Huge social problems led to a collapse in popularity for the Weimar Government. The Nazis promised to solve the problems by providing jobs</td>
</tr>
</tbody>
</table>

Page 37: Practice question

Germany suffered – (1) Because the depression was global. The USA needed to recall loans from Germany. This had a huge impact on the German economy. (2) Many German businesses went bankrupt; many people became unemployed – 6 million by the end of 1932 – and there was no optimism about the future once the Depression had got worse in the years 1929–32.

Page 39: Test yourself

1. Article 48 was part of the Weimar Constitution which allowed the President to declare a state of emergency and pass laws – that is, without getting a vote in support from the Reichstag.

2. Brüning cut unemployment and welfare benefits, which made the problems worse.

3. Hindenburg had no choice. Hitler was leader of the largest party (196 members); other politicians had failed to establish a successful coalition with other parties. And Hindenburg thought that Hitler could be controlled with von Papen as Vice-Chancellor.

Page 15: Essay plan

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Hitler becoming Chancellor in January 1933 was of tremendous importance to Germany – yet only a few years before in 1928 the Nazis had only twelve members in the Reichstag and they were the eighth largest party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
<td>The Wall Street Crash was extremely important. Before the Crash, in 1928, the Nazis had only a tiny number of members in the Reichstag, The Wall Street Crash led to the USA recalling loans from Germany, plummeting the country into economic chaos with many industries going bankrupt and rising unemployment. The Wall Street Crash had shown how fragile the prosperity of the Weimar Republic had been under Stresemann</td>
</tr>
<tr>
<td>Paragraph 2</td>
<td>The Nazis were very visible in the streets – marches, parades, posters and the smart uniforms of the SA all led to the impression of strength, determination and unity of purpose. Nazi slogans reinforced this perception, focusing on the hated aspects of the Treaty of Versailles, restoring German pride and gaining Germany</td>
</tr>
</tbody>
</table>
A conclusion

The Wall Street Crash was more important because it provided the opportunity for the Nazi Party to thrive. It had been building up local support in the 1920s but was not a strong national force. The consequences of the Crash meant that Nazi propaganda seemed totally credible to an increasing number of people, especially when successive governments under Brüning, von Papen and von Schleicher failed. Hitler’s growing popularity showed when 13 million people voted for him in the presidential election of 1932.

Page 40: Test yourself
1. March 1933 – Nazis won 288 seats.
2. The Enabling Act allowed Hitler to pass his own laws for the next four years without getting them approved in the Reichstag.
3. About 2.5 million members in the SA in 1933–34.
4. Ernst Röhm was the leader of the SA.

Page 41: Explain significance
- The Enabling Act links with number 3.
- Proportional Representation links with number 4.
- The Reichstag Fire links with number 5.
- The Night of the Long Knives links with number 1.
- The Wall Street Crash links with number 2.

Page 41: Evaluate the interpretations
1. Interpretation E is confident that van der Lubbe started the fire on his own because he was found at the scene with firelighters.
   Interpretation F is confident that the fire was started by the Nazis themselves and they framed van der Lubbe so that the Communists could be blamed.
2. The author of E has a clear motive for wanting to blame anyone but the Nazis, as he himself had been a Nazi member in 1933. Even after the demise of the Nazis in 1945, writing five years later he is still not willing to consider any other interpretation. The author of F is keen to blame the Nazis. Look at the title of the book – ‘A Study in Tyranny’ – and this was written a few years after the full horror of Nazi policies had become evident in the Second World War.
3. Interpretation F is more convincing because all the evidence that has been unearthed about van der Lubbe suggests that he could not have acted on his own. He was of limited intelligence and if the Communists had wanted to commit arson surely there would have been a more effective organised plot. From Goering’s office there was an underground passageway that led to the Reichstag building. It would have been easy for SA members to have entered the building and started the fires. Also much later Goering apparently admitted that he started the fire in a luncheon meeting to celebrate Hitler’s birthday in 1942. It is also obvious that the Communists gained nothing from the fire – and indeed lost much credibility and support, with 4000 of their members arrested and imprisoned.

Page 42: Test yourself
1. Jobs, regaining pride, expanding German territory, happy family life, promises of better living standards.
2. No real improvement in living standards, workers lost freedoms with abolition of trade unions, citizens lost freedoms with activities of the Gestapo.

Page 43: Practice question

Two problems:
- Heavy bombing raids, especially on some cities such as Berlin and Dresden, made 7.5 million people homeless, and with many factories destroyed many lost their jobs.
- Huge shortages of food and fuel, combined with many houses being in ruins, led to many German civilians being malnourished.

Page 43: Develop the detail

| Unemployment went down in the period 1933–39 | Reduced from 6 million in 1933 to nearly zero by 1939 |
| The Nazis created jobs 1933–39 | Armaments, conscription, public works such as road building |
| Farmers were helped by Nazi policies 1933–39 | Guaranteed food prices and rights to keep their land |
| Bomb damage was huge during the Second World War | Heavy raids on cities from 1942 onwards, with about half a million German citizens dying and 7.5 million becoming homeless |
| Food shortages got worse as the war went on | Effects of Allied blockade on German ports: by 1945 many, especially in cities, were near starvation |

Page 43 Essay plan

1. The Nazis providing jobs – Important: saved up to 6 million people from being threatened with starvation; allowed families to feel confident for the future.
2. Nazi policies encouraging loyalty – Important: Gave Germans confidence in future; Nazis were solving problems and acting decisively.
3. Possible to argue that Nazi policies were more important, as these policies actually included schemes to provide jobs via the New Plan (1933–36) and then the Four-Year Plan.

Page 44: Test yourself

1. Women were seen as housewives and mothers, and encouraged to have children.
2. The Concordat was the agreement with the Pope where Church and State promised not to interfere with each other.
3. Kristallnacht was the Night of Broken Glass, when many Jewish properties including synagogues were attacked and 20,000 Jews were arrested.

Page 45: Develop the detail

| Before 1933 | Hitler developed racial theories that justified Aryan superiority |
| 1933–35 | Once in power, Hitler started persecuting the Jews, including making fun of them in school classrooms. In particular, in 1935 the Nuremberg Laws stated that Jews could not marry non-Jews and that Jews were not classed as German citizens |
| 1936 | There was reduced persecution of the Jews during the Olympic Games in Berlin. |
| 1938 | Jewish doctors, dentists and lawyers were forbidden to treat Aryans; Jews had to have a red letter ‘J’ stamped on their passports; Kristallnacht (Night of Broken Glass) |
| 1939 onwards | There were many Jews living in countries occupied by the Nazis, such as Poland and the Netherlands |
Chapter 2: Germany, 1890–1945: Democracy and dictatorship

1942–45 The Holocaust | Final Solution – aiming to wipe out the Jewish population. Many taken to death camps, including Auschwitz and Treblinka

Page 45: Support or challenge?
- Support – A, B, C, F
- Challenge – D, E

Other reasons to support include: provision of jobs for 6 million unemployed; sense of pride in Germany’s future; children benefiting from education and Hitler Youth activities.

Other reasons to challenge include: loss of personal freedom with actions of Gestapo; loss of trade unions for workers.

Page 47: Eliminate irrelevance
Children’s lives changed a lot in the 1930s because at school they were taught how to be good Nazis. They were taught why the Nazis were the ruling race at this time in history.

The Nazis believed that they were destined to rule the earth, and therefore they wanted to conquer as many other territories as possible. Women were also involved with working for Hitler by being good mothers at home. Children were strongly encouraged to join the Hitler Youth movement and learn military drill as well as keeping fit by strenuous exercise.

Page 47: Essay plan
1. Nazi propaganda and censorship – posters, parades, rallies, radio, flags, censorship of speech and books, censorship of the arts.
   - The work of the SS and Gestapo – SS acting to destroy any political opposition to the Nazis and responsible for carrying out Nazi racial policies. Gestapo arresting and sending to concentration camps without trial anyone suspected of not being a loyal Nazi.
2. Nazi propaganda and censorship, because that was all-pervasive, reaching everyone. By contrast, although the SS and Gestapo were rightly feared, they were not everywhere, even though they relied on informers.
3. Conclusion: Both are important reasons for the Nazis achieving a high degree of control over Germans in the 1930s, but it is possible to argue that propaganda and censorship were more important as these affected everyone in the country. For example, all radio stations were monitored closely. The SS and Gestapo were rightly feared, but there were comparatively few of them in the country, and, even relying on informers, they could not possibly root out every German who was quietly suffering under Nazi rule.

Page 47: Test yourself
1. The Nuremberg rallies were held to show off Nazi strength.
2. Little opposition because:
   - Many people genuinely in support
   - Fear of Communism
   - Fear of Gestapo.
3. Resistance from:
   - White Rose group – leaders killed after torture
   - Swing Youth – disapproved of, but not much action taken against them
   - Edelweiss Pirates – Some hanged after committing acts of espionage.
Page 47: Practice question

1. The author of G enjoyed being in the Hitler Youth and implies that others were likewise supportive of Hitler’s rule. The author of H, on the other hand, was totally contemptuous towards Hitler and the Nazis and denounced their policies towards women.

2. The author of G is honestly looking back, as an elderly man, on how he felt at the time (even though he learnt differently once war had started). He is justifying why most German youth were under Hitler’s spell. The author of H is likewise looking back, but remembers vividly how she and her friends despised Hitler and his policies against jazz music and women’s makeup.

3. We shall never know exactly what every young person thought about Hitler in the 1930s, but all the evidence suggests that most youth, like Henry Metelmann, were attracted to the excitement of being a Nazi follower. Not many were open supporters of rebellious groups such as the White Rose Group and Swing Youth. Until Hitler invaded Poland in September 1939, it appeared to many (both youth and adults) that the benefits of Nazi rule outweighed any concerns about personal liberties and the actions taken against minority groups such as Jews and gypsies. It would only be at the end of the 1930s and during the war that many youth would realise the grim realities.

Page 53: Test yourself
1. Two Republican policies that fuelled the boom:
   - *Laissez-faire* (leaving the economy alone)
   - Raising tariffs on overseas goods
2. Farmers did not benefit as there was decreased demand for food after the war and the government did very little to help.

Page 53: Practice question
The Republican policy of *laissez-faire* affected the economic boom because it allowed businesses the freedom to organise themselves. This meant that they were able to make far greater profits and the low taxation allowed them to keep these profits. This led to better wages.

The tariffs set by the Republicans on overseas goods meant that people bought American goods. This became a cycle as American companies increased their profits, which increased employment and wages, which increased confidence in spending on American companies.

Page 53: Topic summary
- **Confidence** – People had greater confidence in the economy. People spent more money on consumer goods. People were willing to take loans out to pay for goods and shares.
- **Government** – *Laissez-faire* meant the government left business alone. Tariffs on overseas goods encouraged people to buy American. Low taxation meant people had more money to spend on luxury items.
- **Advertising** – Appeared on radio and TV and in newspapers. Made people want to spend more money.
- **Hire purchase** – People could pay for expensive items in instalments. People were encouraged to spend money they didn’t have. Increased spending on American products.
- **Old industries** – Didn’t benefit from the boom. Textiles and coal. New technology and materials replaced jobs. Immigrants and minority groups also suffered.
- **Ford** – The Model T. Car made every ten seconds. Production line made cars more affordable. Car industry provided thousands of jobs, increasing spending money.
- **Mass production** – Used to make consumer goods. Meant that goods were much cheaper. People wanted to buy the newest items.

Page 53: Develop the explanation
Some people didn’t benefit from the economic boom because their industries were not in demand during the 1920s. Food was no longer required abroad so farmers could not charge as much and were overproducing food. In other industries like textiles and coal, new materials and technology were replacing workers and reducing demand. This meant these groups did not have increased wages or additional income.

Hire purchase was important in the boom because it encouraged people to spend more money by allowing them to pay for consumer goods in instalments. This meant that people felt confident buying things like radios and washing machines. This boosted the economy because tariffs on
overseas products meant that people only wanted to buy American. Therefore, profits and wages increased.

The role of government was crucial in causing the boom as its policies encouraged spending and this made American businesses more profitable. The laissez-faire attitude of the government allowed businesses to set wages (which increased) and prices, allowing them to make more profit. In addition, people and businesses benefited from lower taxes, meaning that they kept more of their own money which they could spend on other American-made products.

Page 55: Test yourself
1. Three new forms of entertainment:
   - Cinema
   - Jazz music
   - Big sporting events.
2. Limitations on the lives of women:
   - Women still had to live according to traditional values, particularly in the countryside.
   - They were paid less than men.
   - They were under-represented in politics.

Page 55: Structure the detail
There was a lot of change in 1920s’ society. In particular, there was more entertainment and people could access it more easily because most people owned cars and could travel farther. Also, wages rose by 11 per cent so people had more spare money to spend on cinema tickets. In fact, by the end of the 1920s, 100 million cinema tickets were sold every week. Another reason for this significant change was the movement of people. As African Americans started to move towards cities they brought jazz music with them, and dances like the Charleston became popular as a result. This allowed people to have more fun and challenge tradition. The fact that there were 508 radio stations at the end of 1922 gave a greater range of people access to the latest trends. Therefore, there was a big shift in the way people used their spare time in the 1920s.

Page 55: Spot the interpretation
1. A Women in the countryside had a harder time than women in the city – ‘do a great deal of work’.
   B Richer women did have access to labour-saving devices – ‘vacuum cleaners, refrigerators and hundreds of other devices’.
   C Working-class women did not benefit from these freedoms – ‘On the whole the middle classes do their own housework with few of the mechanical aids’.
   D Child-rearing and housework were regarded as women’s work – ‘wives must do double duty – caring for the children and the home and toil on the outside as wage earners’.

2. A Women in the countryside had a harder time than women in the city – Christian views and traditional attitudes remained much stronger in the countryside.
   B Richer women did have access to labour-saving devices – These items sold in high numbers and they allowed women more freedom in the home.
C Working-class women did not benefit from these freedoms – A lot of women did not feel the benefit of these freedoms. It tended to be younger women, like the flappers, who took full advantage of the change in society.

D Child-rearing and housework were regarded as women’s work – More women went to work in the 1920s. There were greater job opportunities and around 10 million women were in employment. However, they were paid less than men.

**Page 55: Practice question**

The first change was that women were no longer necessarily expected to dress in certain ways. The influence of Hollywood and the glamorous leading ladies meant that women had newer role models. At the end of the 1910s, women had to dress conservatively and were not allowed to smoke or wear make-up. However, the influence of jazz and Hollywood allowed women more freedom. This led to the rise of ‘flapper girls’ who dressed in shorter dresses, changed their hairstyle and went out drinking. This was an important social change. However, not all women benefited and in the countryside the role of women hardly shifted at all.

The second change was more economic. After the end of the First World War it became more acceptable for women to work. There was a 24 per cent increase in the number of working women by the end of the 1920s. This allowed some women to have more freedom and experience more opportunities. In addition, luxury household items gave women more time out of the house to access the new forms of entertainment.

However, while there was important change for women, society’s view did not change completely and for many women life remained the same. Christian views of women remained strong in the countryside and even if women did work, they were paid less than men. Therefore, change was more limited than it might have been in the 1920s.

**Page 56: Spot the mistakes**

After the Volsted Act of 1920, one effect on the US was the increase in organised crime. New gangs started to appear as they smuggled alcohol across the border in an act known as ‘booze legging’ ‘bootlegging’. The gang rivalries soon started to spill into violence, for example in the Christmas Day St Valentine’s Day massacre. There was a lot of money to be made as a gangster but the majority of people only saw the corruption of law officials. This meant there was an increased division between the urban rural areas that supported prohibition and those who did not.

**Page 57: Test yourself**

1. The St Valentine’s Day massacre helped to bring prohibition to an end as many people were concerned by the open violence of the gang rivalry.

2. They US government was scared of Communism and anarchism, because they were so different from what American politics was usually like.

**Page 57: Support or challenge?**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigrants often found themselves in worse living conditions</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

| Immigrant groups often stayed close to each other in new cities | ✓ |
| There was a desire to have more immigrants from the northwest of Europe | ✓ |
| Sacco and Vanzetti were Italian Immigrants | ✓ |
| There were immigration quotas put in place in the early 1920s | ✓ |

**Page 57: Practice question**

The failure of the law enforcement agencies was relatively important in leading to the end of prohibition, but only as it allowed the violence of gangsters to continue for so long. The agencies responsible for enforcing prohibition were understaffed and underfunded which led to too few people having to control too large an area. In turn, this allowed gangsters to operate and transport alcohol without being detected. In addition, in the major cities such as Chicago, there were serious issues with corruption. Some people had interests in the brewing industry and others were bribed to ignore arrests to ensure people weren't sent to prison. The consequence was that gangsters were permitted to continue working without any fear of the law, and the violence and corruption were allowed to escalate. This made US citizens feel like there were too many negatives to prohibition, putting pressure on the government to repeal the law. Therefore, the ineffective law enforcement led to increased violence, resulting in its limited importance. By itself, it would have been unlikely to lead to public pressure to end prohibition, it is only in combination with the more significant issue of violence that this had a role to play.

The violence of gangsters was really important in ending prohibition as it made the law enforcement agencies seem incompetent and changed public opinion. The most famous gangster, Al Capone, shows how violence became an issue. To start with, gangsters made a lot of money and were protected from the law due to bribes and threats. However, many people supported their continued production of alcohol. However, after the St Valentine’s Day massacre in 1929, there was a growing sense that the violence was getting out of hand, and that maybe prohibition needed to end. The violence of gangsters was very important in ending prohibition in its own right. It dramatically altered people’s opinion on gangsters and meant there was a push to end prohibition. More importantly, violence also showed how bad the corrupt and ineffective law enforcement officers were, giving the government little room to defend their policy.

In conclusion, the violence of the gangsters was the most important factor in the ending of prohibition because it triggered feelings of fear that put pressure on the government to repeal the law. The failure of law enforcement officers to control the violence was important, but only because it allowed the violence to escalate to the scale of the St Valentine’s Day massacre, which was the trigger for the end of prohibition.

**Page 59: Test yourself**

1. Hoovervilles were shanty towns that appeared in many cities across America. As homelessness increased, many people resorted to making shelters in parks from any materials they could find.
   - Hoover did nothing to help those who were homeless.
   - He ignored the plight of the bonus marchers.

3. Roosevelt promised:
   • a more active government that would introduce a New Deal to boost the economy
   • to listen to experts and invest money in providing jobs.

Page 59: Practice question
The first way in which American society was affected by the Depression was homelessness. There was a big increase in people losing their homes as a result of bankruptcy. In the countryside this resulted in people moving hundreds of miles across many states in search of work and housing. In the cities people were forced to live in Hooversvilles, large shanty towns made of materials that could be scavenged. The loss of jobs and lower wages had a huge impact on people’s ability to pay their mortgages and therefore many people were made homeless.

A second effect was unemployment. Farmers lost their farms and livelihoods as demand for food fell dramatically and the droughts that the farming states suffered led to a dust bowl. Huge numbers of farmers had to look for other work. In the cities, many businesses failed and so thousands were made unemployed. If jobs were available then the wages were reduced, limiting people’s spending power and therefore there wasn’t the opportunity for businesses to regrow.

Higher unemployment led to the increase in homelessness. As wages fell and people lost jobs many were unable to afford their housing and had no choice but to become homeless. Therefore, unemployment was the most significant impact of the Depression on the American people.

Page 59: Topic summary
These are suggestions of the words you might have used in your topic summary pyramid. There are others you might have chosen.

- Depression
- Low wages, No jobs
- Migration, Bankruptcy, Homelessness
- Low taxes, Protests, Do-nothing, Republican
- Hooversvilles, Soup kitchens, Dust Bowl, Wage cuts, Protests
- New Deal, Jobs, Active, Speeches, Travel, Economy

Page 59: Spot the interpretation
A Hoover would not take responsibility for the Depression – ‘assured the people that the Depression was an illusion which it was their patriotic duty to ignore’.

B Hoover wanted people to focus on the positives – ‘scolded the people for blaming the Depression on his own Republican Party which had taken full credit for the preceding boom’.

C Hoover didn’t really appreciate the impact of the Depression – ‘the depression was an illusion’.

D The Republicans were inconsistent – ‘then, when economic collapse occurred in Europe, he angrily denounced the Depression’.

E Hoover was not a good communicator – ‘He first coldly assured’.

Answers: AQA GCSE (9–1) History 21
Page 61: Test yourself
1. The Civilian Conservation Corps provided jobs to 2.5 million men through conservation projects such as planting trees to stop soil erosion.
2. Huey Long felt that the New Deal left too much power in the hands of business and didn’t do enough to help those most in need.
3. Two developments in popular culture:
   • Radio
   • The introduction of ‘talkies’.

Page 61: Practice question
The first way that the New Deal helped the economy was that many of the Alphabet Agencies helped to create more jobs. For example, the PWA helped to create many construction jobs in government-funded projects and the CCC provided jobs through large conservation projects. This alone created 2.5 million jobs.

The second way that the New Deal helped the economy was that it restored faith in the American government and therefore business and people were more willing to spend. Roosevelt’s fireside chats reassured people and told them what plans were in place, and measures such as FERA dealt with many of the immediate social issues such as starvation and homelessness.

Page 61: Compare Interpretations
1. A The CCC was important to Roosevelt – ‘His enthusiasm for the project’.
   B Roosevelt passionately believed in the New Deal – ‘He saw it big’.
   C Roosevelt understood that re-employment was an important part of recovery – ‘to wish to put large numbers of the unemployed to repairing such devastation’.
   D Roosevelt had bigger plans than could be accomplished – ‘led him to some exaggeration of what could be accomplished’.
   E Roosevelt assumed that people would support the New Deal measures – ‘He thought any boy or man would rejoice’.

2. Some suggested interpretations are:
   Flynn believed that Roosevelt had made many mistakes during the 1930s – ‘but by a succession of blunders’.
   Roosevelt didn’t help the wider economy – ‘did not restore our economic system’.
   There was no organisation behind the New Deal – ‘in flight from one problem to another’.
   Some people worried Roosevelt wanted to replace the role of business – ‘economic system that will continue to devour a little at a time the private system until it disappears altogether’.

3. Interpretation C was written by the Secretary for Labor who worked for Roosevelt’s government at a high level. Therefore, she has a working knowledge of the events that took place in the White House. She would have seen the passion of the President as she helped
him to put the measures of the New Deal in place. The date it was written in is also significant. It is unlikely that an ally of his would release an overly critical book so soon after his death.

In contrast, Interpretation D was written while Roosevelt was still President. Flynn might have felt more comfortable in criticising the leadership. In addition, the title of the book suggests that Flynn had a particular motive with his writing. The fact that it is called the ‘Roosevelt Myth’ strongly suggests that he is looking to contrast the admiration so many had for the President.

Page 63: Test yourself
1. • The war boosted American Industry, with half the world’s weapons being produced in America by 1944.
   • 500,000 businesses were established during the war and millions of jobs were created.
2. The War Production Board organised production and recruitment to make sure that America was meeting the higher demands for war goods in both America and Europe.

Page 63: Practice question
The first way that the lives of African Americans were affected by the war was through increased employment. Over 2 million African Americans had jobs in factories during the war, with a further 1 million fighting for the US army. This meant that African Americans were more likely to move to the more socially tolerant Northern states and were a more integrated part of the US workforce. This was a mostly positive impact of the war and it would have felt like there was a greater move towards economic and social equality for some workers during the conflict.

However, the war also affected the attitude of many African American US soldiers towards the situation in their own country. The 1 million soldiers were sent to Europe to fight for the freedom of people from a racist regime in Germany. However, many of the soldiers felt that the violence and segregation they faced at home in America was just as racist. By travelling to the UK before Europe, these soldiers also witnessed a society where racial discrimination was less common. Therefore, the war triggered a feeling that race relations in America had to improve. As a result, membership of the NAACP increased dramatically after the war and the Civil Rights movement started in earnest.

Overall, there was a positive impact for African Americans. The economic opportunities provided by the war helped to improve the living conditions for many, and illustrated to the USA that African Americans had an important role to play. In addition, and perhaps more importantly, the war changed attitudes and triggered the start of the fight for greater racial equality in post-war America.

Page 63: Improve the paragraph
The first way that the economy improved as a result of the war was that it improved far more than had been possible under the New Deal. Around half a million new businesses were set up, which helped with America’s war effort, production levels and employment percentage. These all combined to add to profits. America made around 50 per cent of all the world’s weapons and the opportunities this gave the American companies helped to stabilise the economy further, making America and Americans rich. In addition, the increase in wages meant that there was far more income for people to spend on other American companies.
Page 63: Essay plan
There are lots of different ways that you could write a plan for this exam question, so this is only a
suggestion. Also remember this is a plan. All the examples and explanation would need to be further
developed.

Step 1: Evidence.

Paragraph 1: The New Deal

- The New Deal helped some groups of people and partly restored the economy.
- Alphabet Agencies such as the CCC and PWA helped to create millions of jobs.
- The banking system was improved and this helped to restore some confidence in the
economy.
- However, the New Deal was criticised and probably didn’t do enough to help those most in
need.
- The New Deal also didn’t deal with the roots of discrimination and didn’t do enough to
improve the position of women, African Americans or Native Americans.

Paragraph 2: The Second World War

- The Second World War did far more to help boost the wealth of America generally and did
more to help minority groups.
- Half a million new businesses were established in the war, helping to restore wealth and
jobs.
- 14 million Americans worked in factories during the war, with many more being drafted into
the forces.
- There were more jobs for African Americans (around 3 million) and women (50 per cent of
women worked by 1944).
- However, the deeper discrimination continued and much of the progress made by women
and African Americans during the war ended in 1945.

Step 2: Decide on an argument that also links the factors.

Overall, I feel that the Second World War did more to help improve the lives of women than the
New Deal. It was only after 1942 that real economic opportunity returned to America as it helped to
rearm Europe. This created millions of jobs and particularly aided groups that had been ignored by
the New Deal. While some of the progress made during the war ended with the conflict,
economically America only grew in the 1940s, helping far more people than the New Deal.

Page 64: Test yourself

1. • Adverts on TV encouraged people to buy new things.
   • Watching TV was an important social activity.
   • It made people aware of big news stories and political issues.

2. Teenagers were seen as rebels because they behaved so differently from their parents’
generation. They were more independent and wealthy and so could buy records and clothes
that their parents disapproved of. Rock and roll music performers and certain movie stars
were seen as poor role models.
3. HUAC was the House Un-American Activities Committee. This was established to investigate suspected Communists and after the war it publicly questioned high-profile people like movie stars and producers.

Page 65: Practice question
The most important reason why McCarthy was successful in encouraging the fear of Communism was the international situation in the 1950s.

During the 1950s, America found itself in conflict with Communism in different parts of the world. The USSR had been Communist since the early twentieth century, and the increased power of this nation after the Second World War made people in America fearful. China had become Communist in 1949 and American troops found themselves fighting against Communism in Korea in the 1950s. These tensions around the world made Americans very fearful. They were worried that Communism would spread to the USA and overthrow their democracy. This stirred up similar fears to those in the Red Scare of the 1920s. This allowed McCarthy to play on people’s fears and to many the threat that there was a ‘red under the bed’ was believable as there was a rise in Communist activity around the world.

The situation within America itself may have helped to heighten this fear and make it easier for McCarthy to take advantage of it. After the Second World War, people were doing very well. The economy was strong and they had been victorious against the Germans. Therefore, American ideals and the ‘American Dream’ were stronger than ever, and any threat to the prosperity people were experiencing was a concern. McCarthy was able to encourage fear because for the first time since the Wall Street Crash, people were worried that there was something significant to lose.

Overall, the international situation allowed McCarthy to encourage a fear of Communism because people could see that there was a huge rise in Communist activity around the world in the late 1940s and early 1950s. Without this international situation, McCarthy may not have been able to illustrate what the threat to people was. Add in that people were worried that their new comfortable lives were at risk and it is clear to see how the witch hunt for Communists was started.

Page 65: Topic summary
These are suggestions of what you might have included in your topic summary pyramid. You may have included other examples or words.

- Improving
- Doubled, World-leading
- James Dean, Rock and roll, Rebels
- Television, Elvis, Newspapers, Children’s programmes
- Anti-Communist, Investigations, Bullying, Fear, Blacklisting

Page 65: Develop the detail

<table>
<thead>
<tr>
<th>Statement</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>More people watched television</td>
<td>83.2 per cent of houses had a television by 1958 which made it the most important shared experience for Americans in the 1950s</td>
</tr>
<tr>
<td>TV encouraged people to buy more</td>
<td>This raised people’s aspirations and the belief in the American Dream. Owning luxury items became more desirable</td>
</tr>
</tbody>
</table>
People watched a lot of soap operas

<table>
<thead>
<tr>
<th>People watched a lot of soap operas</th>
<th>This affected the way people felt they should live their lives. Seeing characters’ houses overflowing with new products made people want to spend their wages on making their houses look the best on the street</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-Communist hearings were shown on TV</td>
<td>This added to a sense of fear about new and different political ideas. It made people more aware of the ‘Communist threat’ and therefore made people suspicious of people in their community. It turned a political issue into a ‘scare’</td>
</tr>
</tbody>
</table>

Page 67: Test yourself

1. The outcome of Brown vs Board of Education was that Linda Brown was allowed to attend the school closest to her home. More widely, this resulted in a ruling that segregated education was unconstitutional and therefore all states had to integrate African American students.

2. Two radical Civil Rights protest groups:
   • The Nation of Islam
   • The Black Panthers.

3. The 1964 Civil Rights Act made it illegal to discriminate against people in housing and employment. This included racial discrimination.

Page 67: Develop the explanation

These are suggestions of what you might have included in the flow chart. There are other examples you might have chosen, or other ways of explaining things.

- In 1954 the NAACP helped by ... assisting Linda Brown in legal action to overturn segregation in schools. This was Brown vs Board of Education.
- In 1955 Rosa Parks ... refused to give up her seat on a bus to a white passenger. This started the Montgomery Bus Boycott which helped to end segregation on transport.
- Martin Luther King continued this type of protest by setting up ... the SCLC, which organised non-violent direct action protests around the South.
- Greensboro saw the start of ... the sit-ins movement in 1960. Students protested against the segregation of seating in cafés by deliberately sitting in the ‘wrong’ seats. This became a successful movement in many cities.
- Freedom rides were ... met with huge violence. In 1961, many protesters were angry that transport still wasn’t desegregated. African American protesters were beaten and arrested.
- In August 1963 ... Martin Luther King marched on Washington alongside 200,000 black protesters and 50,000 white protesters. This is seen as one of the turning points for future legislation.
- Non-violent direct action helped the Civil Rights movement because ... it encouraged the Presidents and law makers that action needed to be taken to bring about equality. The Civil Rights movement set a good example.
- Some significant laws of the 1960s that show progress are ... the Civil Rights Act of 1964, the Voting Rights Act of 1968 and the Civil Rights Act of 1968, all of which aimed to end discrimination on the grounds of race, and encouraged people to vote.

Page 67: Spot the interpretation

1. A King was the most significant member of the Civil Rights Movement – ‘As the civil rights revolution’s most famous strategist’.
**Chapter 3: America, 1920–1973: Opportunity and inequality**

**B** King helped unite African Americans and some white Americans – ‘African-Americans and their white allies’.

**C** King was self-important – ‘self-proclaimed “symbol”’.

**D** King placed significant political pressure on politicians – ‘forcing politicians to make hard choices and progressive commitments’.

2. These are suggestions of evidence you could use. There may be others.

**A** Martin Luther King led or had involvement in many civil rights organisations including the MIA and protest events like the Freedom Rides.

**B** 50,000 white people attended the March on Washington in August 1963 alongside 200,000 African Americans.

**C** He was important. During the Bus Boycott over 10,000 went to Montgomery to hear him speak.

**D** Following the March on Washington, a number of key political changes took place. These included the 1964 Civil Rights Act, the 1965 Voting Rights Act and the 1968 Civil Rights Act.

**Page 67 Practice question**

The policies and activities of Martin Luther King had a greater influence on the Civil Rights Movement, leading to political change in the 1960s.

Martin Luther King’s approach of non-violent direct action convinced many people in power that African Americans deserved the same rights as white Americans. In the first part of the decade, King ensured that continuing issues of segregation were highlighted on a national scale. The sit-ins of 1960 (started by an associated organisation) and the Freedom Rides of 1961 (inspired by non-violent direct action) showed that the work of the 1950s to desegregate public spaces had not worked. This was an important step prior to the March on Washington in 1963. The speech that King delivered inspired the government to pass the Civil Rights Act in 1964, leading to legal equality for the first time since the movement had started. By raising the profile further with the action in Selma in 1965, King also helped to push forward the Voting Rights Act which ended the limits on African Americans voting. Therefore, by the end of his life in 1968, Kind had inspired real and legal change.

On the other hand, Malcolm X did not progress the movement very far in terms of the ultimate goal: equality. Some members of the African American community were tired of peaceful protest and wanted to force more change through violence. Therefore, there was progress for some people in this period as they felt like they were taking action and being forceful. However, the more direct and occasionally violent Black Power movement led to race riots, particularly in the West, in the mid-1960s. Unfortunately, the more militant style of the Black Power movement and black nationalists scared many white Americans and those who may have supported Civil Rights were put off by the force of Malcolm X and his followers. Some historians argue that the Black Power movement slowed down and hampered the Civil Rights movement.
Therefore, while both Malcolm X and Martin Luther King helped to increase engagement in the Civil Rights movement, it was only King who led to real and legal change that would set the precedent for the next decades.

Page 68: Test yourself
1. • Religious influences maintained the traditional view of women.
   • Many women had ‘comfortable’ lives, meaning they were only interested in the parts of feminism that might affect them.
2. Roe vs Wade made abortion legal before 3 months and this law was followed nationally. This gave women more freedom and control over their bodies and also ensured they didn’t take risks with their health through illegal terminations.

Page 69: Spot the interpretation
A Johnson’s aims were political – ‘right of every citizen to vote in every election’.

B Johnson wanted to help all parts of society – ‘of all races and all regions and all parties’.

C Johnson may have been concerned about his own reputation – ‘I want to be the President who’.

D Even when the policies are about the USA, there is one eye on other countries – ‘who helped to end war among the brothers of the earth’.

E Johnson also references the Civil Rights movement that was happening at the same time – ‘end hatred among his fellow men and who promoted love among the people of all races’.

F Johnson may have been looking towards the next election and winning votes – ‘protected the right of every citizen to vote in every election’.

Page 69: Support or challenge?
These are some of the most important points from this chapter. However, you may have included some additional points.

<table>
<thead>
<tr>
<th>Supports</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roe vs Wade ruling on abortion</td>
<td>African Americans did not benefit from the changes</td>
</tr>
<tr>
<td>Medicare and Medicaid helped the elderly</td>
<td>The Republicans resisted Johnson’s policies</td>
</tr>
<tr>
<td>Equal Pay Act</td>
<td>Johnson remained unpopular due to the Vietnam war</td>
</tr>
<tr>
<td>Development Act 1964 helped to improve housing</td>
<td>People’s attitudes were hard to change</td>
</tr>
<tr>
<td>Economic Opportunity Act 1964 gave training</td>
<td>Women still only earned 70 per cent of what men earned</td>
</tr>
<tr>
<td>to the disadvantaged</td>
<td></td>
</tr>
</tbody>
</table>

Page 69: Practice question
One improvement for women in the 1970s was as a result of the Roe vs Wade ruling in 1973. This made it legal to have an abortion in the first trimester. It made it a constitutional right and ensured that all of the states followed the same rules. This meant that woman’s health was protected and gave them more freedom to choose their own futures.
The second set of improvements was as a result of the Equal Rights Amendment in 1972. This was mostly focused on tightening the rules of the Equal Pay Act in 1963. Women were meant to be paid the same as men for doing the same job. While this didn't always happen, the Supreme Court’s decision to put laws in place on women’s pay would have encouraged more women into the workplace.
Chapter 4: Conflict and tension, 1894–1918

Page 76: Test yourself
1. The Kaiser wished to expand the German empire, it supported Austria in the Balkans and had previously taken territory from France.
2. Germany was worried about being surrounded by her enemies.
3. Britain was worried about the threat of Germany building up her navy.
4. They increased tensions between Germany and France (Morocco) and Russia and Austria (Balkans) which could drag the alliances into war.

Page 77: Topic summary
Alliances

Triple Entente, Triple Alliance

Germany, Austria-Hungary, Italy

Threat of Germany, Russia weakened by war, France and Britain resolved issue of Empire, German alliance with Austria

Develop powerful industry, military, empire

Page 77: Spot the opinion in a source
This source is supporting the formation of the Triple Entente because it suggests that together Britain, France and Russia will easily be able to defeat Germany, as shown by the size of the three feet (representing these three powers) kicking Germany. Germany is also represented by the Kaiser in military dress which shows that they are a threat which needs to be contained. The Triple Entente was formed partly in response to German aggression in the Morocco crisis.

Page 78: Test yourself
1. The German aim of building up a large army, navy and Empire and having world influence.
2. Germany wanted a navy to expand her empire but Britain wanted to maintain naval supremacy.
3. Each of the major powers developed a war plan for the mobilisation of their troops.

Page 79: Develop the explanation

<table>
<thead>
<tr>
<th>The Kaiser encouraged a policy of Weltpolitik</th>
<th>This meant that Germany would try to build up its navy and empire.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Kaiser announced that Germany would build a large navy</td>
<td>This threatened Britain and pushed it to work more closely with France and Russia.</td>
</tr>
<tr>
<td>Britain launched the first Dreadnought in 1906</td>
<td>This led to a naval arms race between Germany and Britain.</td>
</tr>
<tr>
<td>Each major power developed a war plan</td>
<td>These meant that each country was ready to go to war in certain circumstances.</td>
</tr>
<tr>
<td>The major powers built up their armies</td>
<td>This led to an arms race as each country tried to keep up.</td>
</tr>
</tbody>
</table>
Page 79: Improve the paragraph

German foreign policy was one reason for increasing tension in Europe in 1914. Kaiser Wilhelm openly voiced a policy of Weltpolitik – trying to gain world influence and an empire for Germany. This led to German involvement in a series of minor conflicts in Europe, for example in the Moroccan crisis where the Kaiser supported Moroccan independence from France. This pushed France, Britain and Russia closer together and would eventually lead to them forming the Triple Entente to contain the threat from Germany.

The Balkans was another major reason for increasing tension. The collapse of the Ottoman Empire and the increasing power of Austria-Hungary had led to increasing Austrian control over the region. However, this clashed with a growing Serb nationalism, and with Russia’s wish to keep Austria out of the Balkans and to support countries like Serbia. This led to a series of crises in the Balkans which threatened to drag in Austria and Russia to a local war, and also led to German involvement.

A final reason for the increasing tension was the arms race between the major powers. All of the major powers devised war plans, and set about to increase the size and strength of their armed forces. Britain and Germany became locked in a naval arms race to build Dreadnoughts, which forced Britain out of her traditional policy of ‘splendid isolation’. By 1910 Britain and Russia had armies of over one million men, and Germany and France nearly one million men. This increased the aggression of each nation.

The most important reason for increasing tension was German foreign policy. Although the alliance system contributed greatly to the tension in Europe, as did rearmament, both were largely a result of newly aggressive German foreign policy. Even the trouble in the Balkans was exacerbated by Germany’s willingness to intervene to support Austria.

Page 81: Test yourself

1. They had German support and so felt confident in their ability to pressure and defeat Serbia.
2. Russia supported Serbia and had been humiliated in 1909. Germany wanted to exercise their new influence in Europe.
3. The German Schlieffen Plan led to an invasion of Belgium and France which dragged these countries, and Britain, into the war.

Page 81: Structure the detail

C Archduke Franz Ferdinand was assassinated by Serbian nationalists.
E Austria sent a harsh ultimatum to Serbia.
H Serbia refused one of the ten demands.
A Austria declared war on Serbia.
B Russia mobilised to defend Serbia.
D Germany enacted the Schlieffen Plan and began an invasion of Belgium.
G Britain sent Germany an ultimatum.
F Britain declared war on Germany.
Page 81: Develop the explanation

<table>
<thead>
<tr>
<th>Belgian resistance</th>
<th>This slowed the German advance and gave more time for the British and French to prepare defences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The British Expeditionary Force</td>
<td>The BEF managed to slow the German advance and stop them from moving on Paris on schedule.</td>
</tr>
<tr>
<td>Russian mobilisation</td>
<td>Russia mobilised quickly, and Germany was forced to send troops to the East.</td>
</tr>
<tr>
<td>The Battle of the Marne</td>
<td>The British and French Army managed to halt the German advance, and even push them back.</td>
</tr>
<tr>
<td>Trenches</td>
<td>They were highly defensive and were dug to hold territory.</td>
</tr>
</tbody>
</table>

Page 83: Test yourself

1. Fighting between two sides who were dug in to trenches, which relied on defensive tactics and occasional infantry attacks.
2. Conditions could be dangerous and unhygienic, particularly in the early years of the war. There could be rats and lice, although soldiers spent a lot of their time away from front-line trenches.
3. Gas was developed in 1915. Artillery was used with much greater accuracy. Planes were used for reconnaissance and later for combat. Tanks were invented and used in the last years of the war.

Page 83: Evaluate the usefulness of sources

| Source A | This is useful because it describes some of the jobs soldiers might have done, it says they had to repair trenches. It also suggests the conditions were bad as it talks about being ‘up to the waists in water’. | It was written in 1915, so shows conditions early in the war. It was an uncensored letter so gives the soldiers’ view. |
| Source B | Shows troops moving supplies. This shows others jobs and the importance of logistics | Photograph, and looks natural rather than posed. Unlikely to be a propaganda photograph as does not glorify the war effort. |

Page 84: Test yourself

1. The strategy of trying to wear down the enemy with repeated attacks.
2. The strategy of attrition, well-developed defensive positions, improvements in tactics such as artillery.
3. See below:

Page 85: Topic summary

Verdun

Aims: To wear down French army
**Chapter 4: Conflict and tension, 1894–1918**

**Events:** Huge German offensive from February to July 1917

**Impact:** 700,000 casualties, French army close to breaking

**Somme**

**Aims:** To relieve pressure on the French

**Events:** Week-long artillery bombardment followed by a huge offensive along a wide front.

**Impact:** British gained some ground, 1.25 million casualties

**Passchendaele**

**Aims:** To break through the German lines

**Events:** Huge mines were detonated successfully, but weather conditions disrupted the advance

**Impact:** Little ground was gained and again casualties were high

---

**Page 85: Improve the paragraph**

The attack on the Somme was another example of war by attrition. The British Army bombarded the German trenches for a week before the advance. They also set off huge mines under German positions. On the morning of 1st July 1916 British soldiers went over the top. There were 57,000 casualties on the first day. The fighting on the Somme continued until November 1916, with over 1.25 million casualties on both sides.

---

**Page 86: Test yourself**

1. To allow supplies to be transported to Russia and break the stalemate by opening another front.
2. The strait was mined and well-defended which stopped access from the sea and forced a costly beach landing.
3. It effectively kept the German Navy from fighting again in the war, giving Britain control of the sea.

---

**Page 87: Topic summary**

Jutland

Eastern Front, Turkey

Mines, Turkish defences, disease and conditions

Supply Russia, break stalemate

Fast destroyers protect merchant ships

---

**Page 87: Spot the opinion in a source**

In the source there is a figure representing the Turkish Army. His size is supposed to represent its power.

He is sweeping away soldiers. This is supposed to show that the Allied forces were not able to attack the Turkish positions without huge losses.
From my own knowledge, the Gallipoli invasion failed because the Turkish soldiers were well dug-in on Helles beach.

Page 88: Test yourself
1. The German policy of attacking any shipping across the Atlantic.
2. Unrestricted submarine warfare and the threat of Germany becoming allies with Mexico.
3. Allowed Germany to move hundreds of thousands of troops to the Western Front.

Page 89: Develop the explanation

<table>
<thead>
<tr>
<th>Unrestricted submarine warfare</th>
<th>Led to attacks on American ships which were one reason for US involvement in the war</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Zimmerman telegram</td>
<td>Made the USA fearful of a Mexican-German alliance and was another reason for US involvement.</td>
</tr>
<tr>
<td>US joining the war</td>
<td>Would eventually lead to overwhelming supply of men and equipment for the Allies.</td>
</tr>
<tr>
<td>The abdication of the Tsar</td>
<td>The Russian army was less and less effective and well-managed.</td>
</tr>
<tr>
<td>The Treaty of Brest-Litovsk</td>
<td>Ended fighting on the Eastern Front and allowed Germany to transfer troops and gain access to more resources and raw materials.</td>
</tr>
</tbody>
</table>

Page 89: Structure the detail
B Food and supplies were running short in Germany
G Germany made a secret deal with Mexico to attack the USA
H The USA joined the war
A The US Navy helped to protect British shipping
C The Tsar was forced to abdicate
D Russia was ruled by a temporary government
I The Bolsheviks took power in Russia
J The Treaty of Brest-Litovsk was signed
E Russia withdrew from the war
F Germany sent hundreds of thousands of extra troops to the Western Front

Page 90: Test yourself
1. German lines were overstretched and the Germans took huge losses which they couldn’t replace.
2. The Allies successfully used new artillery and infantry tactics and caused the German lines to collapse.

Page 91: Key events

<table>
<thead>
<tr>
<th>Germany wanted a quick victory as US troops</th>
<th>They launched a huge offensive at</th>
<th>This was initially successful and the</th>
<th>However, supply lines were stretched and</th>
<th>German casualties were also</th>
<th>The Allies launched a huge counter-offensive</th>
</tr>
</thead>
</table>
were arriving in Europe | key points along the lines. | German came very close to Paris. | troops stopped to loot food, slowing the advance. | extremely high. | which caused the German lines to collapse.

Page 91: Support or challenge?

<table>
<thead>
<tr>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>German troops stopped to loot food</td>
<td>X</td>
</tr>
<tr>
<td>There were major food shortages in Germany</td>
<td>X</td>
</tr>
<tr>
<td>Supplies could not keep up with the German advance</td>
<td>X</td>
</tr>
<tr>
<td>Allied forced used creeping barrages to protect infantry advances</td>
<td>X</td>
</tr>
<tr>
<td>Tanks were used to penetrate German lines</td>
<td>X</td>
</tr>
<tr>
<td>50,000 US troops were arriving in Europe every month</td>
<td>X</td>
</tr>
</tbody>
</table>

Page 91: Essay plan

New tactics were one reason why the Allies were able to defeat Germany in 1918. During the Hundred Days, the Allied counter attack combined new tactics and technologies to devastating effect. One of the key developments was the use of artillery and the creeping barrage to create a smokescreen to cover the infantry advance. In 1918, the infantry advance was also supported by aircraft who bombed enemy positions, and by cavalry and tanks who could support the infantry in punching through enemy lines. Waves of infantry were also used to relieve troops who had advanced. With these tactics, the Allied counter attack routed the Germany Army on the 8th August, causing a collapse on many parts of the line which became known as the German Army’s ‘Black Day’.

However, one of the reasons this attack was so successful was the fact that the German Army had become overstretched. The German Ludendorff Offensive, which had begun in March 1918, had made very quick initial progress, with the Germans in some places advancing 64 km. However, by 1918 the German army was poorly supplied and many troops were underfed. The rapid advance put extra pressure on supplies and so many troops stopped to loot food from French villages or Allied trenches. This ended the German advance and created the opportunity for a counter attack, as the Germans had abandoned their defensive positions for the advance.

The pressure on supplies, and the growing pressure on German politicians to consider surrender was also caused by the Allied blockade. Particularly following the Battle of Jutland, the Royal Navy had control over the English Channel and North Sea, and German ports were blockaded by British ships. This had prevented supplies from reaching Germany which led to shortages. By 1918, many people in Germany were starving and there were even mutinies in the German Navy. This made it harder for the German Army to continue fighting and encouraged Germany to consider a ceasefire.

The blockade was the key reason for the success of the Allied offensive in 1918. The German Army came very close to breaking through and capturing key objectives which might have won the war before the huge impact of the US joining the war was fully felt. Although new tactics helped the Allies, Germany had also used tactics like storm troopers very effectively during the Ludendorff Offensive. It was the blockade which weakened the German Army and halted the advance, allowing the counter offensive to be so successful.
**Page 92: Test yourself**

1. The Social Democrats threatened to resign from the government due to military failures and the Kaiser’s role in negotiations.
2. Wilson’s plan to ensure a lasting peace through a treaty.
3. Huge limitations on the German military, a massive reparations bill and Germany to accept war guilt.

**Page 93: Key events**

<table>
<thead>
<tr>
<th>Event</th>
<th>Source A</th>
<th>Source B</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were food riots in a number of German cities.</td>
<td>There was a mutiny at the Kiel naval base.</td>
<td>Suggests mixed feelings such as relief</td>
</tr>
<tr>
<td>The Kaiser opened negotiations for German surrender.</td>
<td>The Kaiser opened negotiations for German surrender.</td>
<td>Also suggests some people regretted that it was over because it had been 'great and unique'</td>
</tr>
<tr>
<td>These were stalling, and the situation in Germany was getting worse.</td>
<td>These were stalling, and the situation in Germany was getting worse.</td>
<td></td>
</tr>
<tr>
<td>The Social Democrats threatened to resign from the government.</td>
<td>The Social Democrats threatened to resign from the government.</td>
<td></td>
</tr>
<tr>
<td>The Kaiser abdicated and the new government signed an armistice.</td>
<td>The Kaiser abdicated and the new government signed an armistice.</td>
<td></td>
</tr>
</tbody>
</table>

**Page 93: Evaluate the usefulness of sources**

<table>
<thead>
<tr>
<th>Source A</th>
<th>Content</th>
<th>Provenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is useful because it suggests the mood of the country was jubilant as people are waving flags.</td>
<td>It is from the Daily Mirror which is a popular newspaper, and includes photographs taken on the day.</td>
<td></td>
</tr>
</tbody>
</table>

Source B - Suggests mixed feelings such as relief  
- Also suggests some people regretted that it was over because it had been 'great and unique'

- From a diary which was not for publication  
- Gives the view of an individual soldiers

Source A is useful to a historian as it gives a sense of the general mood of the public at the end of the war. The images on the newspaper front page show people waving flags in celebration, which suggests the mood was jubilant. It also suggests that people felt patriotic about the British victory in the war. It is of particular use as it shows how the media represented the armistice in a very positive light, and also because a newspaper with mass circulation gives a good indication of what the general mood might be.

However, Source B is also very useful for giving a more individual picture of the reaction to the armistice. This diary extract shows a complex mix of feelings. These range from relief that the Allies have not been defeated, to regret that the war is over as it had been a ‘great and unique episode’. This diary shows that not everyone celebrated the end of the war. This is only one individual’s view, but this is helpful in combination with Source A as it gives a sense of the greater complexity of individual feeling about the end of the war.
Chapter 5: Conflict and tension, 1918–1939

Page 99: Test yourself
1. • An armistice is a stopping of the fighting.
   • A peace treaty is signed by all those who had been fighting agreeing to terms of peace.
2. • Wilson wanted his Fourteen Points to be the basis of the peace settlement; for example, nationalities should rule themselves; disarmament; creation of League of Nations.
   • Clemenceau wanted to punish Germany; he wanted reparations; he wanted Germany weakened.
   • Lloyd George wanted Germany to be punished; he also wanted to keep trade links between Britain and Germany; and he wanted to protect the British Empire.
3. It was impossible for all three to get what they wanted, as their wishes were mutually exclusive.

Page 99: Spot the opinion in a source
The source is from a British magazine and is showing Germany wriggling to try and avoid being punished. British people should be aware that Germany would protest about its punishment – but that protest should be ignored.

   • Facial expression of criminal – Look of determination suggesting that Germany would want to carry on fighting in the future
   • Body of criminal – Although beaten, Germany is shown as solid and dangerous, not weak
   • British policeman – Solid and respectable, enforcing the law (in full British police uniform)
   • Criminal’s words – Showing that Germany will try to wriggle out of any agreement that is made, and Germany will gain maximum sympathy if the country protests loudly at the perceived injustices.

Page 99: Practice question
An answer to this question would narrate the events, and include explanations. For example:

Sudden end to fighting; German army leaders mostly in denial that war had been ‘lost’; Kaiser had fled; Germany and USA expected Fourteen Points to form basis of peace negotiations; France wanted revenge; Britain wanted revenge as well but Lloyd George was also realistic in realising that a strong German trading nation would help British trade.

Some of the Fourteen Points were bound to cause disagreements when discussion about their implementation occurred, such as the future of the German Empire and self-determination of nationalities.
Page 100: Test yourself

1. Three territorial losses:
   - Alsace-Lorraine
   - The Saar for fifteen years
   - Polish corridor splitting Germany in two.

Three military restrictions:
- Army limited to 100,000 men
- No conscription
- No tanks.

2. Reparations are payments in cash or kind to pay for damage caused.

3. Germany had caused much damage as much of the war on the western front had been fought on French and Belgian land. It was fair to expect Germany to pay as Germany had been blamed for being responsible for the outbreak of war in 1914.

Page 101: Topic summary

<table>
<thead>
<tr>
<th>Aspect of the Treaty</th>
<th>Most pleased</th>
<th>Why they would be pleased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing the German navy</td>
<td>Britain</td>
<td>Because Britain wanted to preserve the superiority of the British navy</td>
</tr>
<tr>
<td>Reducing the German army</td>
<td>France</td>
<td>Germany had invaded France twice – 1870 and 1914. No repetition!</td>
</tr>
<tr>
<td>Preventing Germany putting troops in Rhineland</td>
<td>France</td>
<td>Security from invasion by Germany</td>
</tr>
<tr>
<td>Creating the League of Nations</td>
<td>USA</td>
<td>It was Woodrow Wilson’s idea for future world peace</td>
</tr>
<tr>
<td>Germany’s overseas territories controlled by</td>
<td>Britain and</td>
<td>Each gained influence in the world – and the possibility of extra trading links</td>
</tr>
<tr>
<td>League of Nations</td>
<td>France</td>
<td></td>
</tr>
</tbody>
</table>

Page 101: Evaluate usefulness

<table>
<thead>
<tr>
<th>Provenance</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is British – clearly biased against German protests about the Treaty. Its purpose was to encourage British people to see the punishment in the Treaty as being fair</td>
<td>Germany would have imposed a far harsher settlement if it had won the war. This is backed up by the very harsh treaty imposed on Russia in March 1918 at Brest-Litovsk This means that it is of use for pointing out that Germany was not above double-dealing – imposing a very harsh treaty on Russia, but then complaining bitterly when one much less harsh was foisted on her</td>
</tr>
</tbody>
</table>

Page 103: Test yourself

1. The French thought the Treaty of Versailles went in the right direction, but was not harsh enough towards Germany.

2. Because only one reparation payment had been made – Germany said it could not afford to make the second instalment.

3. • Germany was unhappy over many of the terms.
   • The League of Nations was not sufficiently strong to deal with major problems.
   • Defeated countries (and Communist Russia) were not allowed to join.
Page 103: Develop the detail

<table>
<thead>
<tr>
<th>General statement</th>
<th>Supporting detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The treaty made war less likely in the future</td>
<td>Germany was restricted in its power and had no chance of starting a war in the near future. The League of Nations was a serious attempt to maintain world peace</td>
</tr>
<tr>
<td>Germany remained one country</td>
<td>Germany had only become one nation in 1871. The Austro-Hungarian Empire was split up into several countries</td>
</tr>
<tr>
<td>Reparations had bad consequences for Germany</td>
<td>Reparations payments meant that Germany could not afford to concentrate on rebuilding industries. The German government, desperate to pay, printed more money and this led to hyperinflation</td>
</tr>
<tr>
<td>Woodrow Wilson was disappointed by the Treaty of Versailles</td>
<td>He did not get recognition of self-determination of nationalities, except when it suited Britain and France to do so. He did not want reparations payments at all</td>
</tr>
</tbody>
</table>

Page 103: Support or challenge?
- Support – A, B
- Challenge – C, D, E

Page 104: Test yourself
1. • Assembly – every member country represented.
   • Council – five permanent members and a number of non-permanent members.
   • Assembly – met once a year.
   • Council – met several times a year and when needed.
2. The League could: try to persuade (moral condemnation); threaten to stop trading (economic sanctions); threaten to go to war (armed force).
3. The League might not be able to stop an invasion: if the event happened far away from western Europe; if the main countries in the Council were preoccupied with other problems. The League had no army of its own.

Page 105: Topic summary

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership</td>
<td>Many countries were members</td>
</tr>
<tr>
<td>The Assembly</td>
<td>All countries represented</td>
</tr>
<tr>
<td>The Council</td>
<td>Smaller group of leading nations that could make decisions</td>
</tr>
<tr>
<td>The International Court</td>
<td>A respected body that could act impartially</td>
</tr>
<tr>
<td>The League’s powers to act</td>
<td>The League was respected, especially by smaller nations who looked to it for support</td>
</tr>
</tbody>
</table>

Page 105: Evaluate usefulness

<table>
<thead>
<tr>
<th>Provenance</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biased provenance making fun of USA choosing not to be involved when it was Woodrow Wilson’s original idea</td>
<td>Useful for showing how essential USA was to the strength of the bridge. Knowledge can be used to illustrate power and wealth of</td>
</tr>
</tbody>
</table>
This is therefore of great use for studying Britain’s attitudes to America’s failure to support the League USA compared with European countries in 1920

Page 106: Test yourself

1. The League sided with Mussolini and ignored Corfu.
2. The Health Commission worked to reduce deaths from dangerous diseases and to train people to use better sanitation.

Page 107: Develop the explanation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Correct?</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The League was successful in the 1920s because no aggressive dictators wanted to upset the Treaty of Versailles</td>
<td>Correct</td>
<td>This made it appear that the League was more powerful than it actually was</td>
</tr>
<tr>
<td>Germany won the dispute over land in Upper Silesia</td>
<td>Incorrect</td>
<td>After a vote organised by the League of Nations, the area was divided between Germany and Poland, reflecting as far as possible the wishes of the people of the area</td>
</tr>
<tr>
<td>The Aaland Islands were divided between Sweden and Finland</td>
<td>Incorrect</td>
<td>The islands were given by the League to Finland</td>
</tr>
<tr>
<td>The Mandates Commission looked after colonies which had been German</td>
<td>Correct</td>
<td>Britain and France were given mandates to rule them – but not in their own selfish interests</td>
</tr>
<tr>
<td>The Locarno Treaties ignored French fears of a future German invasion</td>
<td>Incorrect</td>
<td>The agreements included a German promise to keep troops out of the Rhineland, and both countries promised not to invade each other</td>
</tr>
<tr>
<td>The Kellogg–Briand Pact of 1928 made sure that no war would ever happen again</td>
<td>Incorrect</td>
<td>The Pact had that aim – but there was no mechanism for ensuring that this happened</td>
</tr>
</tbody>
</table>

Page 107: Spot the mistakes

The League of Nations had lots of members including many of all the important countries in the world. It had much support was likely to succeed because in the early 1920s memories of the First World War were fresh in people’s minds. The League also had a complex an imposing organisation. For example, its Assembly consisted of all the member countries and everyone’s voice could be heard. The Council could make decisions, and aim to make sure that make sure they were carried out. The International Court of Justice could rule on international cases but it had no way of making sure and make sure that everyone followed its decisions. The first time that the League was shown to be weak was when Mussolini invaded Corfu in 1923 and the League did nothing, it faced a powerful country who ignored it.

Page 107: Essay plan

Introduction: The League, with its imposing structure and huge goodwill towards it, appeared to be strong in the 1920s but this masked major weaknesses.

Agreeing:
• The USA was by far the most powerful nation in the world; for example, it owned about 50 per cent of the world’s motor cars. Economic sanctions would be useless without the USA joining in.

Disagreeing:

• The lack of an international army.
• The cumbersome mechanisms of the League, with its inability to insist on its decisions being implemented.
• Seen as a club for the victors in the First World War.
• Its covenant tied its members to upholding the Treaty of Versailles, even when privately many thought modifications would be sensible.

Page 109: Test yourself

1. Britain faced huge unemployment and social problems resulting from this once the Depression hit the country. The British government was increasingly unwilling to take an active role in the League’s work, especially if it meant paying sums of money.
2. Japan wanted to expand into Manchuria to extend mining operations.
   • Their excuse for invasion was an incident on the railway line at Mukden.
   • The League of Nations sent Lord Lytton, who reported that China had been wronged by Japan.
   • Japan left the League of Nations rather than accept what the League said.
3. The League tried to force Mussolini out of Abyssinia by imposing limited sanctions.

Page 109: Evaluate usefulness

Source D (the cartoon) is useful because it shows the view of a famous British magazine at the start of the crisis in 1935. It is intended to remind the British public how weak the mechanisms of the League are, and quite probably intended to encourage the British government to take more explicit action.

Its title ‘The Awful Warning’ reflects the situation at the time. Mussolini was not likely to stop his aggressive policies just because of threats of sanctions at some time in the future. The League lacked an army; and it had few allies by 1935 as Germany and Japan had both left the League. The USA was still neutral. Therefore the cartoon is excellent for highlighting the weaknesses of the League which led to its failure over Abyssinia in the following year.

Source E comes from a speech at the end of the crisis, and its purpose was to tell both Parliament and the British public that they have to be realistic. Sanctions did not work; they were an inadequate weapon against an enemy who continued the invasion before sanctions could possibly have any effect.

The failure of sanctions was recognised by the British and French governments during the crisis with an attempted compromise (the Hoare–Laval Pact). When this secret proposal became public knowledge, the weakness of the League was openly recognised. The secret deal would have bypassed the League altogether. It shows how irrelevant the League had become by 1937 for dealing with aggressive dictators and keeping world peace. Source E is very useful for showing this process in action.
Page 111: Test yourself
1. Hitler started rearming Germany as soon as he became Chancellor in 1933.
2. Hitler was not strong enough and he did not want to annoy Mussolini, a potential Fascist ally.
3. This allowed Germany to increase the size of its navy to 35 per cent of the size of the British navy. This went against the terms of the Treaty of Versailles.

Page 111: Write an account
A Germany had become stronger by the end of 1935 because Hitler had ignored some of the details of the Treaty of Versailles.
B because Hitler had ignored some of the details of the Treaty of Versailles.
C He started a policy of rearmament, manufacturing more weapons, and recruiting more men into the army.
D His armies consisted of fit and trained personnel.

Germany also had become stronger by 1935 because of the Anglo-German Naval Agreement. On this occasion, Britain actually agreed to allow Germany to bypass some of the restrictions of the Treaty of Versailles. Germany’s navy was allowed to be up to 35 per cent of the size of the British navy. Britain preferred to do this rather than risk conflict with Germany. Thus Germany was able to start the rebuilding of a modern navy, which made Germany much stronger in the coming years.

Page 112: Test yourself
1. Conscription – a policy where selected people (usually men) were forced to join the armed forces.
2. Lebensraum – a belief that the superior German nation (Aryan race) deserved more living space, especially in eastern Europe at the expense of the ‘inferior’ Slav races.
3. Appeasement – the policy of giving in to Hitler’s apparently reasonable demands, especially when those demands stemmed from parts of the Treaty of Versailles which the Allies found increasingly difficult to defend in the new Europe of the 1930s.

Page 113: Key events

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933</td>
<td>Hitler started to make Germany stronger in Europe by ... introducing a policy of rearmament and increasing the size of the army from 100,000 to 500,000 – in both respects ignoring the restrictions imposed on Germany in 1919</td>
</tr>
<tr>
<td>1935</td>
<td>Hitler forced chosen young men to join the army by ... conscription</td>
</tr>
<tr>
<td>1935</td>
<td>The Saar ... was taken back by Germany after a plebiscite where most of those living in the area voted for this</td>
</tr>
<tr>
<td>1936</td>
<td>The Rhineland ... was remilitarised in March 1936 when Hitler sent troops into the area – against the Treaty of Versailles. Hitler’s gamble paid off</td>
</tr>
<tr>
<td>March 1938</td>
<td>Austria ... was annexed with Germany. Most Austrians accepted or welcomed this, hoping to regain the country’s status that it had enjoyed before the First World War</td>
</tr>
</tbody>
</table>
Page 113: Essay plan

Introduction: Appeasement was a controversial policy at the time and ever since. Historians have argued over its merits and weaknesses.

First paragraph: Appeasement could be considered as good for Britain:

- Britain wanted to avoid war (cost during economic crisis; horrors of First World War remembered).
- Fear of Communist USSR led to the desire for a strong Germany as a barrier to Communist advance in Europe.
- The growing acceptance that the Treaty of Versailles was flawed led to the belief that it was sensible to give in to Hitler’s reasonable demands.
- The realisation that the League of Nations was so weak that it would be incapable of any effective action.
- Appeasement provided time for Britain to rearm.

Second paragraph: However, appeasement was considered by some as a disastrous policy because:

- Hitler’s ambitions were unlimited and therefore giving in to him just allowed Germany to become stronger.
- Giving in to Hitler also encouraged him to believe that Britain and France were weak and that they would allow anything to happen.
- Hitler gambled (over the Rhineland, for example) and the gambles paid off, thereby encouraging him to gamble again.

Conclusion: Although Chamberlain was criticised by many when Hitler ignored the Munich Agreement and went on to take Czechoslovakia and invade Poland, more recently historians have looked back and argued that Chamberlain had no choice. Britain (and France) were in no position to fight in 1938 – and how would they do so over the Sudetenland? Although the policy looks weak, it gave Britain valuable time to rearm, and that allowed Britain to defend itself in 1940–41 and win the decisive Battle of Britain.

Page 114: Test yourself

1. Hitler’s invasion of Czechoslovakia was the first major occasion when Hitler had acted without any pretence of a valid reason. Hitler had broken his written promise given in the Munich Agreement the previous autumn.
2. a) Hitler wanted the alliance to provide temporary security from an attack from the east while Germany attacked the countries of western Europe.
   b) Stalin cynically approved the alliance because Germany’s strength would be deployed against western Europe while he fortified the USSR. He also gained half of Poland which helped to secure his borders.
3. It was unlikely to last because both countries were using it for short-term objectives. Communist USSR was the natural enemy of Fascist Germany – as Hitler repeatedly said.
Page 115: Essay plan

Step 1:

Reasons to agree:

- The actions of Hitler caused war because he was the aggressor. It was he who ordered the invasion of Czechoslovakia and Poland, and ignored all agreements that he had made.
- It was his responsibility because he signed the Nazi–Soviet Pact in August 1939 with the explicit intention of ensuring that when he attacked western Europe he would not be attacked from the east. In other words, he could avoid the war on two fronts that had largely been responsible for Germany’s defeat in the First World War.

Reasons to disagree:

- It was the injustices of the Treaty of Versailles that gave Hitler the opportunity to summon such widespread support in Germany for an aggressive policy. If Germany had not been punished so much, the German nation would not have been so susceptible to propaganda about righting the injustices of 1919.
- The policy of appeasement followed by Britain and France led Hitler to believe that those countries were weak and would do anything to avoid war. Hitler had gambled several times and won – and thought he could continue doing this when he invaded Poland. Indeed, he was mildly surprised when Britain actually declared war over Poland on 3 September 1939.

Step 2: Appeasement was much criticised at the time for valid reasons, but looking back it gave Britain the breathing space needed to prepare for the Second World War.

Step 3: This would briefly review the arguments above and use the content of Step 2 as the basis of the final sentence.
Chapter 6: Conflict and tension between East and West, 1945–1972

Page 120: Test yourself
1. The USA was a capitalist country with a democratic system; the USSR was Communist, with a one-party state.
   The USA valued personal freedom, while in the USSR personal freedom was limited. Businesses and property in the USA were owned by individuals whereas in the USSR they were owned and run by the government.
2. At Yalta there was agreement about:
   - Dividing Germany into four zones
   - The United Nations Organisation
   - Setting up free elections in occupied countries
3. Three reasons for disagreement at Potsdam:
   - The establishment of pro-Soviet governments in Eastern Europe
   - There were new leaders
   - The USA had developed the atom bomb.

Page 121: Develop the detail
- Relations between USA, Britain and USSR before WW2 – The USA had deported suspected Communists in the 1920s.
- Agreements and disagreements at Yalta – Agreed to divide Germany but disagreed about what should happen to Poland.
- New leaders at Potsdam – The new President, Truman, was much more suspicious of Stalin.
- Stalin’s demands for Eastern Europe – Stalin set up a Communist government in Poland and aimed to do so elsewhere.
- The atom bomb – Developed by the USA and used against Japan in 1945.

Page 121: Spot the opinion in a source
A Churchill has a sword in his belt. This suggests that he is aggressive and looking for war.

B Churchill’s sign says that ‘Anglo-Saxons must rule the world’. This suggests that he wants to expand British and American power at the expense of the USSR.

C One of the flags has an atom bomb attached. This suggests that Britain is threatening the USSR by relying on the power of American atomic weapons.

D Churchill’s shadow is turned into Nazi leaders Hitler and Goebbels. This implies that Churchill is carrying on Nazi racial policy by supporting Anglo-Saxon dominance.

Page 122: Test yourself
1. Pro-Communist governments were set up. Stalin used the Cominform and the secret police to control these.
2. The policy of stopping the spread of Communism.
3. $17 billion in aid to Europe from the USA.
Chapter 6: Conflict and tension between East and West, 1945–1972

Page 123: Spot the opinion in a source
A Hat shows that the bear represents the Communist USSR (it has a Communist star on it).
B Sharp teeth and claws show that the USSR is threatening and dangerous.
C The bear is drooling which suggests that Stalin is power-hungry.
D The bear is reaching around the whole globe which suggests that there is no limit to Stalin’s plans for expansion.
E This cartoon is reacting to Stalin’s takeover of Eastern Europe, such as the establishment of a Communist government in Poland, as well as the establishment of Cominform in 1947.

Page 123: Key events

<table>
<thead>
<tr>
<th>Stalin controlled Eastern Europe in 1946</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1947, Stalin set up Cominform to increase his control over Eastern Europe</td>
</tr>
<tr>
<td>In 1947, Truman established a policy of containment and Marshall Aid was given to countries in Europe</td>
</tr>
<tr>
<td>In 1948, the USA, Britain and France combined their zones of control in Germany. Stalin was threatened by this</td>
</tr>
</tbody>
</table>

| Germany was divided into two zones: the FDR and the GDR |

Page 123: Practice question
The Soviet occupation of Eastern Europe was one reason why tension between the USA and USSR was heightened, but it was not the only reason why the Cold War developed.

By July 1945, the Soviet armies occupied the Baltic States, Finland, Poland, Czechoslovakia, Hungary, Romania and Bulgaria. Stalin claimed that this was in order to create a safe buffer zone for the USSR to protect it from future invasion. The USA, however, saw this as an attempt to build an empire in Eastern Europe. By the time of the Potsdam Conference, the US President Harry Truman was determined to get tough on Soviet attempts to control Eastern Europe. This was a major source of disagreement at the conference, but Stalin insisted he had the right to control these areas and that this had been agreed at the Yalta Conference. This Soviet zone was increasingly seen as an empire and went against the US desire to hold free elections in liberated countries. These disagreements were the main reason behind the escalation of the Cold War in Europe.

However, the initial problems which led to the Cold War existed long before the Soviet occupation. The USA was a capitalist society and was committed to democracy, free elections and private control of businesses and property. This ideology was at odds with the Communist ideas of state ownership and a focus on the good of the whole country over individual rights. These disagreements were very hard to overcome and caused suspicion between the powers. Truman was particularly unhappy to see a ‘Communist’ empire developing in Eastern Europe and so the ideological disagreements meant that the Soviet occupation was very problematic.
Chapter 6: Conflict and tension between East and West, 1945–1972

The USA also worsened the situation with some of its actions. Most importantly, the Americans developed the atom bomb by July 1945 and Truman used it to put pressure on the USSR. At the Potsdam Conference, Truman told Stalin about the bomb, and in August 1945 the USA used the atom bomb against Japan. As this was an immensely powerful weapon, it added to the threat which the USA posed to Soviet security.

Without the ideological differences between the two powers, Stalin would have felt much less threatened and so it would have been easier to find an agreement between the powers. Although the occupation of Eastern Europe became a key issue in the Cold War, the ideological differences were the underlying cause which made some kind of conflict inevitable.

Page 125: Test yourself
2. The USA became involved in Korea as the leading nation of a UN force to prevent the invasion of the South. Both Korea and Vietnam were examples of the US policy of containment. China and the USSR gave their support to Communist governments in these countries.
3. Containment was the US policy of preventing any further spread of Communism.

Page 125: Develop the detail

<table>
<thead>
<tr>
<th>Vague statement</th>
<th>Developed with detailed knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>UN troops fought in Korea</td>
<td>A UN resolution was passed to intervene to defend South Korea. A UN force was sent to South Korea, although it mostly consisted of American troops and was led by US General MacArthur</td>
</tr>
<tr>
<td>China and the USSR signed a treaty</td>
<td>This changed the balance of power and led to huge fears of Communist expansion in the USA</td>
</tr>
<tr>
<td>The USA and USSR were both involved in the Vietnam War</td>
<td>The USSR was supporting the Communist North, fuelling fears of Communist expansion and the possibility of direct conflict between the two powers</td>
</tr>
<tr>
<td>Korea was divided into North and South</td>
<td>The USA supported the South, but the Communist North invaded to try to unite Korea, dragging the USA and USSR into the war</td>
</tr>
</tbody>
</table>

Page 125: Improve the paragraph
Events in Asia dragged the USA and USSR into a potential conflict. Vietnam had been controlled by the French. A Communist group called the Viet Cong was fighting against the French. The USA was giving them financial aid while the USSR and China supported the North of Vietnam. This is similar to Korea. In Korea the country was divided between North and South along the 38th parallel. The North invaded the South in 1950. The UN sent troops to support the South. The USSR had boycotted the UN Security Council so it couldn’t oppose the proposal to send the troops. General MacArthur led the UN forces and there were soldiers from other countries including Britain. In both of these cases, the USA was dragged into a conflict on the opposing side to the USSR, increasing tension and the risk of open conflict between the two sides.

Page 126: Test yourself
2. • 1949: USSR developed an atom bomb
   • 1952: USA developed a hydrogen (H) bomb
   • 1953: USSR developed their own H-bomb.
Chapter 6: Conflict and tension between East and West, 1945–1972

3. a) *Sputnik* was the first man-made satellite (launched by USSR).
   b) An intercontinental ballistic missile (ICBM) is a long-range nuclear missile.

Page 127: Evaluate usefulness
A This is a bald eagle. In the source it looks powerful.
B The eagle is landing on the moon. This is because the aim of the mission was to place a man on the moon before the Soviet Union achieved the same aim.
C The eagle is holding an olive branch (a symbol of peace). However, the space race was not entirely peaceful because rocket technology could be used for ICBMs (missiles which could be fired across the globe).
D The source is a logo produced by NASA, so it might emphasise the focus on space exploration rather than the military benefits of the programme.

A Kennedy says that the reason for trying to land on the moon is to improve human understanding of space.
B However, another reason for the moon landings was to demonstrate American superiority over the USSR in terms of technology.
C Because this speech is by the US President, he might focus on making the mission appear fully peaceful in order to maintain diplomatic relations with the USSR and gain public support.

Page 128: Practice question
The crisis in Hungary in 1956 was an important turning point in the Cold War. It began when a series of Soviet rulers in Hungary were unable to keep control. In 1956, Ernő Gerö faced a huge student demonstration which pulled down the statue of Stalin in Budapest. The scale of the demonstration and the ongoing problems of imposing Soviet rule in Hungary led to the USSR accepting a new government under the leadership of Imre Nagy. Soviet troops began to withdraw from Hungary.

In the revolutionary mood of 1956, Nagy began to make plans to reform Hungary including free elections and, most controversially, leaving the Warsaw Pact and announcing neutrality in the Cold War. While Khrushchev might have accepted some of the proposed reforms, he was not willing to allow Hungary to leave the Warsaw Pact. As a result, Soviet tanks were sent into Budapest and the rebellion was violently crushed in two weeks against fierce Hungarian opposition.

The USA and its allies strongly condemned the brutal treatment of Hungary. The actions of the USSR were widely displayed in Western media. Although this led to an escalation of tension in the Cold War, the West took no action as Britain and France were distracted by the developing Suez crisis. The crisis led to a strengthening of Soviet control over Hungary, with Khrushchev doubling the number of tank divisions in the country. It also demonstrated that President Eisenhower was not willing to send troops to intervene against Soviet control close the heartland of the USSR.

Page 129: Test yourself
1. • Leave the Warsaw Pact.
   • Allow private ownership of farms.
   • Declare Hungary neutral in the Cold War.
2. Leaving the Warsaw Pact.
3. A US spy plane which could take pictures from a high altitude.
Page 129: Develop the explanation

<table>
<thead>
<tr>
<th>Event</th>
<th>Consequence for superpower relations (the response or outcome or importance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrushchev became the new leader of the Soviet Union</td>
<td>He introduced a policy of de-Stalinisation which aimed to reduce the hostility with the West and give more freedom to Eastern European countries under Soviet control</td>
</tr>
<tr>
<td>Imre Nagy became the new leader of Hungary</td>
<td>He planned to reform Communist government in Hungary to make it more open, including holding free elections</td>
</tr>
<tr>
<td>Nagy said he intended to take Hungary out of the Warsaw Pact</td>
<td>Khrushchev was completely unwilling to accept this loss of Soviet power over Eastern Europe and forced Hungary to stay, as well as tightening the rules for other Warsaw Pact countries</td>
</tr>
<tr>
<td>Gary Powers was shot down over the USSR</td>
<td>This worsened relations between the USA and USSR and led to the USSR pulling out of an international summit</td>
</tr>
</tbody>
</table>

Page 129: Support or challenge?

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khrushchev talked about peaceful ‘coexistence’ between the USA and USSR</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>He closed down Cominform</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Soviet tanks were sent to crush the uprising in Hungary</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Soviet troops were removed from Austria</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Nagy and other Hungarian leaders were executed</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Page 130: Test yourself

1. They believed standards of living were better, and were concerned about Soviet control after the crushing of the Hungarian uprising.
2. 1961.
3. Soviet tanks blocked Checkpoint Charlie and there was a stand-off between US and Soviet tanks.

Page 131: Develop the explanation

Leadership – East Germany was ruled by Walter Ulbricht. Many thought his rule was too harsh.

Standards of living – Living standards in East Berlin fell behind the West, and many were attracted by the free availability of goods in West Berlin.

Travelling beyond Berlin – There was free movement from West Berlin so people could escape from there to the rest of Europe.

The Hungarian uprising – Khrushchev’s tightening of control over Eastern Europe made many people want to leave for fear of further repression.

Page 131: Support or challenge?

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1957, the USSR launched the first man-made satellite called Sputnik</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Soviet tanks were used to crush the Hungarian uprising</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>In 1960, US U-2 pilot Gary Powers was shot down over the USSR</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>In 1961, the USSR sent the first man into space, Yuri Gagarin</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 6: Conflict and tension between East and West, 1945–1972

| The USA developed Polaris missiles which could be fired from submarines and were very hard to detect | ✓ |
| Khrushchev tightened Soviet control over Warsaw Pact countries after the Hungarian uprising | ✓ |

**Page 131: Practice question**

Source E is of some use as it tells us that the Berlin Wall was built by Khrushchev to ‘prevent people from leaving’. This was probably a major factor in the building of the wall as throughout the 1950s a number of East German citizens had used the border to West Berlin as a way of escaping Communist rule and travelling into West Germany. After the Hungarian uprising, which was brutally crushed by the USSR, the number of people leaving increased. To make it worse, a significant proportion of those who left were skilled workers and so this was an economic problem for the Soviet Union, which is probably a key reason why the wall was built. Source F suggests that the wall was built for security reasons. Berlin was a key area of espionage (for example, Operation Gold which had tried to tap the phone lines of key Soviet buildings in Berlin) and so this may have been a concern for the USSR. However, both sources are propaganda. Kennedy’s purpose is to make the building of the wall (which he opposed) seem wrong and also suggest that life under Communism is worse than under capitalism as part of the Cold War struggle of ideologies. The Soviet explanation is trying to do the opposite and blame the actions of the Western powers for the wall and avoid admitting that there is a problem with people trying to leave. Really these sources are more useful for telling us about the way the superpowers tried to represent the wall than the real reasons why it was built.

**Page 132: Test yourself**

1. The USA used the CIA to try to overthrow Castro, and broke off diplomatic relations.
2. A failed invasion of Cuba in 1961 which was backed by the USA.
3. Using warships to block access to Cuba to prevent the USSR delivering supplies.

**Page 133: Develop the detail**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Developed with detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Batista was replaced by Castro</td>
<td>The revolution was led by Fidel Castro and his Communist-influenced guerrilla movement. He became the new leader of Cuba and the country became sympathetic to Communism</td>
</tr>
<tr>
<td>Relations between the USA and Cuba got worse</td>
<td>Castro took control of American-owned businesses in Cuba and the USA was under pressure to do something</td>
</tr>
<tr>
<td>The USA tried to get rid of Castro</td>
<td>The CIA developed a range of methods to attempt to assassinate Castro. None of these succeeded</td>
</tr>
<tr>
<td>The USSR supplied weapons to Cuba</td>
<td>Soviet nuclear missiles on Cuba could strike the USA within 10 minutes</td>
</tr>
<tr>
<td>The crisis brought the world to the brink of nuclear war</td>
<td>Soviet ships approached the US blockade around Cuba. If they had not turned around then there may have been open conflict</td>
</tr>
</tbody>
</table>

**Page 133: Eliminate irrelevance**

The Bay of Pigs incident was a US-supported attempted invasion to replace Castro as the leader of Cuba. Before this the USA had looked at other ways of overthrowing Castro. The CIA had been given this job. They had come up with a range of ideas such as disrupting plantations in Cuba. There were also economic sanctions which stopped trade with Cuba. Castro had taken over in a revolution in 1959 and the USA did not like having a Communist-leaning country so close to its coastline. Because the invasion was not fully supported by Kennedy it was a disastrous failure and this showed that the
USA was not willing to get directly involved in Cuba. This also led to further Soviet support for Cuba which included installing Soviet weapons on Cuba, leading to the later Cuban Missile Crisis.

**Page 133: Practice question**

This source is suggesting that the USA is threatening Cuba in order to prevent it becoming a Soviet ally. In the source it shows the USA as a ghoulish and scary figure, which is pointing a battleship at Cuba. This suggests that the USA is threatening military action against the Cubans if they become friends with the USSR. It also shows Cuba looking confident and powerful, with the figure representing Castro appearing to ‘laugh off’ the American threat. This cartoon is referring to the panic produced by the Cuban revolution in the USA and attempts by the CIA to disrupt Castro’s new regime. This would ultimately lead to the failed Bay of Pigs invasion which would push Cuba into a close alliance with Moscow.

**Page 134: Test yourself**

1. Reduce censorship, reduce the role of the secret police and allow other political parties.
2. The USSR used troop training exercises on the Czech border to put pressure on the Czech government. Tanks were sent in by August.
3. Rules for Communist governments which stated that no other political parties were allowed and all countries had to be members of the Warsaw Pact.

**Page 135: Key events**

| In 1967 the old Communist leader of Czechoslovakia was replaced by Alexander Dubček | He believed in creating a more free version of Communist rule, even considering setting up another party | The USSR considered using economic sanctions against Czechoslovakia | A conference between the USSR and Czechoslovakia seemed to ease the tension. However ... | ... in August, the USSR sent in tanks to take control of Czechoslovakia | The Brezhnev Doctrine laid down clear rules for Communist countries in the Warsaw Pact |

**Page 135: Structure the detail**

**Paragraph 1:**

- Dubček took control of Czechoslovakia. He promised ‘socialism with a human face’.
- There was a new atmosphere of freedom called the ‘Prague Spring’.
- He considered creating a new party.

**Paragraph 2:**

- There were attempted summits to resolve the issue.
- Other Warsaw Pact countries pressured Brezhnev to respond.
- Soviet tanks entered Czechoslovakia.

**Paragraph 3:**

- The Brezhnev Doctrine was created.
Chapter 6: Conflict and tension between East and West, 1945–1972

- It stated that all Communist countries would be members of the Warsaw Pact and have a one-party system.
- There was international condemnation of the USSR. The USA publicly criticised the Soviet treatment of the crisis.

**Page 135: Practice question**

Source H is criticising the USSR because it is suggesting that the Soviets are no longer protecting the freedom of the people of Eastern Europe. Its shows a small child celebrating the arrival of Soviet troops in 1945, when Eastern Europe was liberated from the control of Nazi Germany by Russia. However, in 1968 it shows the same child being shot and killed by the soldier. This suggests that the USSR is using its troops to attack innocent people. This is referring to the Prague Spring when attempts to reform Communism in Czechoslovakia were ended by Brezhnev sending Soviet tanks into Czechoslovakia and removing the leader, Dubček.

**Page 136: Test yourself**

1. Reducing tension between the superpowers.
2. Fear of the potential consequences of the Cuban Missile Crisis. Economic problems due to the cost of the arms race.
3. Limiting the number of missiles allowed on each side.

**Page 137: Develop the explanation**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Developed explanation – why it reduced tension and helped détente</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Vietnam War was very costly</td>
<td>There was rising inflation in the USA and declining living standards in the USSR. This encouraged both sides to seek a way out of costly further conflicts and arms development</td>
</tr>
<tr>
<td>The Cuban missile crisis had brought the world close to nuclear war</td>
<td>Both leaders realised that there would be a huge loss of life if war occurred, and so tried to reduce the possibility of this happening</td>
</tr>
<tr>
<td>China was becoming more powerful</td>
<td>This was a threat to the USA and USSR, so they began to work together to consider how to deal with China</td>
</tr>
<tr>
<td>Nixon became US president in 1969</td>
<td>He was keen to reduce tension and had promised to do so in his election campaign</td>
</tr>
</tbody>
</table>

**Page 137: Essay plan**

- Threat of nuclear weapons
- Economic reasons
- Shared threats

The threat posed by nuclear weapons was a key reason for the attempts by the USA and USSR to reduce tension in the late 1960s and early 1970s. The Cuban Missile Crisis in October 1962 had brought the world close to nuclear war. President Kennedy had created a naval blockade around Cuba but Soviet ships, carrying nuclear missiles to the island just off the coast of America, had continued towards the blockade. A series of messages were exchanged between Kennedy and Khrushchev (the Soviet leader) which eventually saw the USSR back down. However, both sides realised that there had been a real threat of war and took steps to reduce this threat. A direct hot line was established between the White House and Kremlin and in 1963 a Nuclear Test Ban Treaty was signed. By 1972, both sides had made a strong commitment to reduce nuclear weapons in the
SALT talks, which shows that reducing the threat of nuclear war was a key reason for reducing tension.

However, there were also economic reasons for these actions. The arms race between the USA and USSR was extremely expensive. Both sides had spent the equivalent of billions of dollars on developing missile technology. The Space Race of the 1960s had also been extremely expensive. This had put pressure on the economy of both countries. In the USSR there had been a fall in living standards and this led to pressure to increase trade and cooperation with other countries. The US economy had been badly affected by the huge cost of the Vietnam War, which was leading to rising inflation. As a result, both sides tried to reduce their expenditure on arms to help support their economies.

Finally, there were some shared threats which affected both the USA and USSR by the early 1970s. The rise of China, which no longer fully supported the USSR, was a major threat to the power of the USA and USSR. There were talks between the two powers about how to deal with this threat. Instability in the Middle East, caused by Cold War tensions creating conflict in countries like Afghanistan, also threatened crucial oil supplies for both powers. With these shared threats there was greater reason for the new leaders, Nixon and Brezhnev, to work together.

Although the threat of nuclear war was one reason for the attempts to reduce tension, the driving factor was the cost of the Cold War. The threat of nuclear war was at its height in the 1960s but only led to limited attempts to reduce the tension between the two powers (focusing on nuclear weapons). The more open and friendly relations between the powers in the 1970s were a product of the continued high costs of the Cold War, particularly as a result of American support for South Vietnam. As these increasingly affected the economies of the powers there was domestic pressure to ease tension, which supported the aim of reducing nuclear weapon stockpiles and cooperation between the powers to deal with new threats.
Chapter 7: Conflict and tension in Asia, 1950–1975

Page 143: Test yourself
1. The conflict between the USA and USSR which broke out after the end of the Second World War.
2. 1949.
3. The USA sent warships and advisers. Soon afterwards, the USA led a UN force to support the South.

Page 143: Develop the detail
- **The Cold War** – The USA and USSR were in conflict after the end of the Second World War. The USSR was Communist but the USA was capitalist.
- **The Truman Doctrine** – Truman promised that the USA would prevent the further spread of Communism.
- **The division of Korea** – North Korea invaded the South to try to reunite Korea.
- **Different types of government in Korea** – The North was Communist, whereas the South was anti-Communist.
- **Support from other countries** – The USSR and China supported the North in its invasion of South Korea.

Page 143: Improve the paragraph
In 1950, the North of Korea, led by the Communist Kim Il Sung, invaded the South. The South was ruled by Syngman Rhee. South Korea was anti-Communist although it also wasn’t ruled very democratically. China was also a Communist country (it had been Communist since 1949). There was a lot of hostility between the North and the South because of their different governments, and in June 1950 the North invaded to try to control the whole of Korea. They quickly took over all of Korea except for a tiny corner in the south-east. China supported the invasion by supplying the North with weapons. As the USA had committed to containing the spread of Communism in the Truman Doctrine, it was forced to support the South to prevent the North spreading Communist government across the whole of Korea.

Page 144: Test yourself
1. US landings near the 38th parallel to halt the advance of the invasion.
2. Mao gave his support to the North and promised to invade if the USA continued its involvement.
3. The USA and China’s intervention meant that neither side could win a decisive victory.
4. He disagreed with Truman about the aims of the military intervention and openly threatened to invade China.

Page 145: Key events
- In 1950 the UN forces, made up of American troops and troops from seventeen other nations, landed at Inchon.
- The North Koreans were driven back beyond their original border.
- China warned the USA that if they pushed on further then they would send troops, but the USA continued to advance.
- The UN approved a plan to continue the advance, and reached the border with China.
• In October 1950, 200,000 Chinese troops joined the war. Initially they forced the US back and even drove them out of Seoul.
• A few weeks later the war had reached a stalemate.

**Page 145: Spot the opinion in a source**
This man is General MacArthur. He is trying to tip a hat which represents the USA.

If he succeeds, the hat will fall into a space which says ‘World War III in Asia’. This suggests that MacArthur’s actions could lead to another world war.

This cartoon is commenting on MacArthur’s approach to the Korean War. He wanted to invade China or even use nuclear weapons against China in a pre-emptive strike.

Because of this, in 1951 MacArthur was sacked as commander of US troops.

**Page 145: Improve the paragraph**
The UN invaded Korea in September 1950, landing at Inchon. They were really successful at first and took back a lot of land, pushing North Korean forces back beyond their original border (the 38th parallel). However, they were warned that they would be attacked if they continued and when they got to the border with China the Chinese sent 200,000 troops to fight them. Once the Chinese got involved they pushed the US out of Seoul and recaptured a lot of land. It took several weeks for the USA to reconquer this land. With the intervention of the Chinese the forces were ultimately balanced and the war became a stalemate.

**Page 46 Test yourself**
1. Stalin died, which left China less confident of support from the USSR.
2. No side gained significantly, although the USA had stopped the spread of Communism and China had gained the respect of other Communist countries in the region.
3. The Korean War complicated the relationship between the USA, USSR and China. It led to the creation of SEATO.

**Page 147: Support or challenge?**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese forces suffered half a million casualties</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Communism was prevented from spreading to South Korea</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>US defence spending rose from $12 to $60 billion</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>US forces suffered 30,000 casualties</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>North Korea was secure from UN control or invasion by the South</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>China received significant support from the USSR</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Page 147: Topic summary**

<table>
<thead>
<tr>
<th>UN</th>
<th>Gains –</th>
<th>Losses –</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>gained respect because it organised effective joint action</td>
<td>had only been able to act because the USSR boycotted the Security Council</td>
</tr>
<tr>
<td>USA</td>
<td>Gains –</td>
<td>Losses –</td>
</tr>
<tr>
<td></td>
<td>saved South Korea from Communism</td>
<td>30,000 casualties</td>
</tr>
<tr>
<td>USSR</td>
<td>Gains –</td>
<td>Losses –</td>
</tr>
<tr>
<td></td>
<td>close cooperation with China</td>
<td>started an expensive arms race with the USA</td>
</tr>
<tr>
<td>China</td>
<td>Gains –</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gained respect of other Asian Communist countries</td>
<td></td>
</tr>
</tbody>
</table>

Answers: AQA GCSE (9–1) History 55
Chapter 7: Conflict and tension in Asia, 1950–1975

Korea

- Losses – over 500,000 casualties and failed to expand Communism in South Korea
- Gains – none, border did not change
- Losses – huge casualties, 1.3 million, which included many civilians

Page 149: Test yourself

1. To create a united, independent Vietnam.
2. Corrupt government and harsh treatment of religious groups, especially Buddhists.
3. The Viet Cong used guerrilla tactics and a complex supply network. They also won the support of local populations.

Page 149: Develop the explanation

<table>
<thead>
<tr>
<th>Statements</th>
<th>Explanation – why this made the Viet Cong successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Viet Cong were committed to ending foreign rule in Vietnam</td>
<td>Vietnam had been under French rule before the Second World War. This was very unpopular. Later the rule of Diem in the South, which was backed by the Americans, was also seen as very harsh. The Viet Cong united lots of people in north and south by promising a free and independent Vietnam</td>
</tr>
<tr>
<td>The Viet Cong used guerrilla tactics to fight their enemies</td>
<td>This meant that the Viet Cong could inflict casualties on US troops without ever being dragged into open warfare</td>
</tr>
<tr>
<td>The Viet Cong were led by Ho Chi Minh</td>
<td>Ho Chi Minh was an inspirational and popular leader and many more Vietnamese civilians joined the Viet Cong throughout the war</td>
</tr>
<tr>
<td>The Viet Cong transported supplies along the Ho Chi Minh Trail</td>
<td>This meant they were able to keep up the supply of troops and also move weapons easily and without facing attack from the USA</td>
</tr>
<tr>
<td>The Viet Cong worked with local communities to improve their lives</td>
<td>This increased the popularity of the Viet Cong and led to more civilians joining the fight against the USA</td>
</tr>
</tbody>
</table>

Page 149: Key events

- By 1945, the Viet Minh had taken control of the north of Vietnam. This party had developed out of earlier political organisations which had resisted French rule.
- A campaign of guerrilla attacks was orchestrated which made it hard for the French to control Vietnam. A number of French troops were landed at Dien Bien Phu to take back control of the North.
- In 1954, the French were defeated and forced to leave Vietnam. Vietnam was divided in two along the 17th parallel.
- A non-Communist government was set up in South Vietnam and supported by the USA. Ho Chi Minh led a Communist government in the North.
- In 1960, the NLF started a campaign of guerrilla warfare in South Vietnam and gained control of large amounts of the South.

Page 149: Practice question

Communism in Vietnam began as opposition to French colonial rule before the Second World War. In 1930, Ho Chi Minh, who had studied Communism in the USSR in the 1920s, set up the Indochinese Communist Party. In 1941, Ho Chi Minh set up the Viet Minh who were dedicated to removing French rule of Vietnam. At the end of the Second World War, Ho Chi Minh declared independence for the Democratic Republic of Vietnam (in the north of the country) with himself as leader.
France, however, was unwilling to give up the territory and began a long war against the Viet Minh. The Viet Minh developed guerrilla tactics to allow them to counter the power of the large French forces. They used ambushes and other traps to inflict casualties on French troops without facing them in open warfare. The Viet Minh were also heavily supported by China (which had become Communist in 1949) and the USSR, which bolstered their military strength. In 10 years the Viet Minh had managed to kill 73,000 French soldiers. At Dien Bien Phu in 1954, the French suffered a heavy defeat and soon surrendered and withdrew from Vietnam.

However, Ho Chi Minh’s Communists still did not control the whole of Vietnam. The USA, which had sent $500 million a year to support the French in Vietnam, now gave their support to the new non-Communist government of South Vietnam led by Ngo Dinh Diem. The Communists now fought to remove Diem from power and unite Vietnam under Communist rule. When promised elections (which Ho Chi Minh almost certainly would have won) did not happen in 1956, fighting intensified and in 1960 the National Liberation Front was set up to conduct guerrilla warfare against Diem. By 1961 there were over 20,000 Viet Cong guerrilla fighters in South Vietnam. The Viet Cong won the support of local populations and created a series of trails to bring supplies from the North, and by the early 1960s there were 100,000 active troops operating in South Vietnam.

Page 150: Test yourself
1. The US sent huge amounts of aid to support the government of the South.
2. Resettlement of peasants to areas where they could be removed from Viet Cong influence.
3. It encouraged Congress to support a resolution allowing further US involvement in Vietnam.

Page 151: Develop the explanation

<table>
<thead>
<tr>
<th>Reason</th>
<th>Explanation: why this increased US involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The end of French rule</td>
<td>France had ruled Vietnam as a colony. When they left Vietnam the North became Communist under Ho Chi Minh. The US was concerned about the whole of Vietnam becoming Communist</td>
</tr>
<tr>
<td>The success of the Viet Cong</td>
<td>The Viet Cong had taken control of large areas of South Vietnam by 1961 and could not be contained by South Vietnamese troops</td>
</tr>
<tr>
<td>Fear of Communism</td>
<td>The USA was afraid of other countries, especially Japan, falling to Communism. This was known as the Domino Theory</td>
</tr>
<tr>
<td>Attacks on US forces</td>
<td>An attack on US patrol boats in the Gulf of Tonkin gave President Johnson support in Congress to send more troops and fight the Viet Cong directly</td>
</tr>
</tbody>
</table>

Page 151: Evaluate usefulness

<table>
<thead>
<tr>
<th>Provenance</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source B</td>
<td>Useful as it shows Chinese attitudes Shows that violence against the USA is encouraged Suggests that all sections of the population oppose American involvement</td>
</tr>
<tr>
<td>Source C</td>
<td>Useful as he is part of the North Vietnamese government and therefore is in a position to know a lot about the war Shows that the Viet Cong intended to use guerrilla tactics against the USA Suggests that the Viet Cong believe they will win the support of other Vietnamese civilians due to American aggression</td>
</tr>
</tbody>
</table>

Source C is overall more useful than Source B to a historian studying attitudes to invading troops in Vietnam. Both sources agree that there is widespread opposition to US involvement (as shown by
the violent response in Source B and the very critical text about American imperialism), but Source C gives us more detail (partly because it is a letter and therefore gives a greater range of detail) about how US involvement in Vietnam is likely to encourage greater support for the Viet Cong. Ho Chi Minh deliberately used this as a way of gaining support for the Viet Cong by encouraging his soldiers to be respectful to the Vietnamese people. They would even help peasants work in the fields. Propaganda (like the poster) then played on this difference to further gain the support of the Vietnamese people. The sources also agree on the guerrilla tactics to be used by the Viet Cong, but again it is Source C which is able to give us greater detail. As the author was close to Ho Chi Minh (who had overall command of the Viet Cong) he is in a position to know about the tactics of the Viet Cong. The Viet Cong used a range of clever tactics to wage guerrilla warfare against the US troops, developing spike pits and other concealed traps as well as a very sophisticated network of tunnels (which ran to an estimated 240 km). Source B is useful, however, for showing us that the negative attitudes in Vietnam were at least to some extent shared in China.

**Page 153: Develop the detail**
- **Guerrilla tactics** – The Viet Cong used guerrilla warfare and booby traps to damage US morale. It was very hard to tell who was a Viet Cong fighter.
- **Viet Cong supplies** – Supplies were moved along the Ho Chi Minh Trail, which the USA found it very difficult to disrupt.
- **Bombing** – Viet Cong shelters were often too deep to be affected by bombing, which also turned the local population against the USA.
- **Search and destroy** – US troops were often caught in traps and caused a lot of civilian casualties.
- **Support** – Civilian casualties caused the USA to lose the support of locals, increasing recruitment for the Viet Cong.
- **Troop morale** – The draft and poor conditions led to a number of incidents of desertion by US troops.

**Page 153: Spot the opinion in a source**
A The US troops are in open ground and can be clearly seen. This suggests that they were not able to use the environment to their advantage and could be easily detected.

B The Viet Cong are very well hidden in the trees. This suggests that they were able to use the environment to provide cover for ambushes.

C The Viet Cong effectively used guerrilla tactics such as setting booby traps and using complex systems of underground tunnels to hide troops and equipment.

**Page 153: Test yourself**
1. The Viet Cong used guerrilla tactics such as booby traps and ambushes.
2. These tactics allowed the Viet Cong to inflict casualties without facing open warfare against a more powerful force.
3. Aerial bombardment and search and destroy missions.
Chapter 7: Conflict and tension in Asia, 1950–1975

Page 155: Develop the explanation

- **Improving relations with China** – Nixon visited China in 1972. He knew that improving relations with the USSR and China would make it easier to negotiate a way out of the Vietnam War.

- **Invasion of Cambodia and Laos** – This allowed the USA to disrupt the flow of supplies along the Ho Chi Minh Trail.

- **Bombing campaigns** – Nixon bombed the North to keep up pressure in negotiations.

- **Vietnamisation** – South Vietnamese troops were trained by US soldiers to allow them to take over the war effort.

- **Peace talks** – These started in Paris in 1968 and Nixon tried to gain the support of the USSR and China to help him end the war.

- **Withdrawal of troops** – Nixon began removing troops in 1969; 25,000 were withdrawn in June.

Page 155: Improve the paragraph

In 1968 the Viet Cong launched a huge offensive called the Tet Offensive. They took control over a number of cities in South Vietnam for a while. The attack came as a complete surprise. Most Americans thought that they were winning the war, but after the Tet Offensive people began to suggest that the war could not be won. Nixon then tried to get out of Vietnam but he didn’t want the North to take over the South so he used Vietnamisation to try to stop this. Although the USA was winning the war militarily, Nixon was concerned about public opinion at home which was turning against the war. As a result, he began to consider ways of withdrawing US troops, a ‘peace with honour’.

Page 155: Practice question

The Tet Offensive was an important turning point in American attitudes to the Vietnam War, despite the fact that it was a military success for the USA. During the Tet New Year holiday, a huge Viet Cong force attacked over 100 cities and military targets. One of the most significant attacks was in Saigon where a small force of 4500 fighters held out for two days against a much larger US and South Vietnamese force. One Viet Cong unit even managed to capture the US embassy in Saigon, which US forces then had to recapture room by room. The attack took the US forces totally by surprise.

However, the US and South Vietnamese response was swift and very effective. They had been caught off guard but they quickly recaptured lost areas and in the process killed around 10,000 experienced Viet Cong fighters. The hoped-for uprising by the people of South Vietnam in support of the Viet Cong never materialised. The fighting severely weakened the Viet Cong and therefore made the Tet Offensive a military success for the US and South Vietnamese forces.

However, the Offensive was not reported as a military success but as evidence that the war was unwinnable. Before the Tet Offensive the official line on the war had been that the USA was winning, albeit at the great expense of $20 billion per year. However, after Tet many Americans wondered whether the USA was really winning at all. The well-respected news anchor Walter Cronkite asked ‘What the hell is going on? I thought we were winning this war.’ Such questions eroded public support for the war and led to huge protests in the USA. After Tet, many Americans began to see the war as unwinnable and therefore withdrew their support for the huge expense and troop commitment in Vietnam. This criticism of the war was compounded by criticism of the neglect of
domestic issues such as poverty and race, and the moral reaction to the later reporting of the My Lai massacre.

Page 155: Test yourself
1. A huge offensive by North Vietnamese forces which succeeded in temporarily capturing key strategic locations in the South. Convinced many Americans that the war was unwinnable.
2. The policy of training South Vietnamese troops to take over the war effort.
3. To destroy Viet Cong bases and force the North to be cooperative in negotiations.

Page 156: Test yourself
1. Criticism of the war effort had been very limited before 1967.
2. Public knowledge of the My Lai massacre and concerns that the Tet Offensive showed that the war was unwinnable.
3. Students, key African American figures and Civil Rights leaders.

Page 157: Essay plan
- Media coverage
- Public protest
- Cost of the war

Media coverage was not the most important reason for the decision to withdraw from Vietnam, although it made other factors worse. Support for the war had been sliding since 1967, and was particularly affected by the increasingly negative reporting of the war by the media after the Tet Offensive in 1968. Even President Johnson had admitted that the withdrawal of support from famous news anchor Walter Cronkite had a huge impact on public support for the war. The reporting of the My Lai massacre was particularly shocking and led to serious questions being raised about US conduct in the war.

A more important reason for the withdrawal from Vietnam was growing opposition to the war in the USA. Although this was linked to media coverage, negative media coverage had occurred before 1968 without a major impact on government policy. There was a growing protest movement which linked the Vietnam War to a wide range of issues, including civil rights and domestic poverty. Huge student protests against the war were also widely reported, with 40,000 students protesting in the first half of 1968. Nixon was aiming for re-election in 1972, and so the impact of this protest on his popularity was a key factor in his decision to develop a withdrawal strategy. However, Nixon’s political calculation about withdrawing was based, as was much of the protest, on the staggering cost of the war and the limited impact of this spending.

The cost of the war was a major factor. First, the human cost was huge: in 1968–69 (when Nixon had just taken over as President) the death rate for US forces peaked. The financial cost of the war was also staggering. The war was costing the USA $20 billion a year. It also appeared that this money was not reducing the strength of the Viet Cong after the apparent success of the Tet Offensive. In 1967, *Life* magazine had reported that it cost $400,000 to kill one Viet Cong fighter. This cost was made even worse by the fact that there was economic inflation at home and the issue of poverty in the USA had become more openly discussed. All of this furthered Nixon’s commitment to withdrawing from Vietnam.
Media coverage helped to fuel growing protest against the Vietnam War, but it was the protest itself which was the cause of Nixon’s decision to withdraw. The cost of the war, and the staggering cost of killing Viet Cong soldiers, made it clear that any attempt to win the war would be extremely drawn out and expensive. In the light of this, and the potential for protests to grow in size and violence, Nixon realised the need for a withdrawal strategy. With an upcoming election in 1972, it was the political pressure caused by the growing unpopularity of the war which caused withdrawal.

Page 158: Test yourself
1. The North Vietnamese demanded the immediate withdrawal of all US troops from Vietnam.
2. Public opinion turned against the war; the USSR supported Nixon in trying to end the war; the North had not been able to successfully conquer the South.
3. The USA had spent a huge amount of money and there were problems with returning soldiers. Vietnam had suffered huge physical and environmental damage, many people were displaced and there were long-term problems such as prostitution, poverty and drug abuse.

Page 159: Key events
Peace talks began in 1969, but they initially did not make much progress.

Declining support for the war after media reporting of the Tet Offensive and the My Lai massacre encouraged Nixon to seek opportunities to withdraw troops.

Eventually, the peace talks came to an agreement following a failed attempt by North Vietnam to invade the South in 1972.

In 1973, the agreement was signed by the USA, North Vietnam and South Vietnam. After this, America began withdrawing troops fully.

Nixon was planning to continue to send money to help the government, but Congress refused to allow him to do so.

In December 1974, the North Vietnamese launched a major offensive and by April 1975 they had taken control of Saigon.

Page 159: Practice question (1)
Both Sources E and F are useful to a historian studying the reasons for US withdrawal. Source E suggests that public opinion is turning against the war as it shows President Johnson talking about the hearts and minds of the US population. This suggests that support for the US government was limited even as early as 1967. The fact that this is being commented on in a British newspaper suggests that this dissent was widespread and common knowledge. However, the source was produced in 1967 when the majority of Americans were still strongly in favour of the war in Vietnam, which might limit its usefulness. At this point, media coverage of the war was still largely positive and the stories of the My Lai massacre and Tet Offensive had not been reported.

Source F is useful for giving us the specific reasons for opposition which were being raised by important protestors against the war such as Martin Luther King Jr. African Americans were one key group who were heavily involved in protest against the war, and were seen as victims of the heavy spending on the war which had limited Johnson’s proposed Great Society reform programme. The
cost of the war, along with growing public opposition, particularly after 1968, was a major reason for the decision to withdraw.

**Page 159: Practice question (2)**
The cost of the war was the driving factor behind the policy of Vietnamisation. With this policy, Nixon effectively sought to withdraw from Vietnam. His desire to do so was influenced in part by protest against the war at home. However, it was the spiralling cost of the war (and the unconvincing assessment of its impact on the fighting ability of the Viet Cong) which convinced Nixon (and many American people – thus further fuelling anti-war sentiment) that the war could not be won without too great a sacrifice on the part of the USA.

One reason for the withdrawal from Vietnam was growing opposition to the war in the USA. Support for the war had been sliding since 1967, and was particularly affected by the increasingly negative reporting of the war by the media after the Tet Offensive in 1968. Even President Johnson had admitted that the withdrawal of support from famous news anchor Walter Cronkite had a huge impact on public support for the war. There was a growing protest movement which linked the Vietnam War to a wide range of issues, including civil rights and domestic poverty. Huge student protests against the war were also widely reported, with 40,000 students protesting in the first half of 1968. Nixon was aiming for re-election in 1972, and so the impact of this protest on his popularity was a key factor in his decision to develop a withdrawal strategy. However, Nixon’s political calculation about withdrawing was based, as was much of the protest, on the staggering cost of the war and the limited impact of this spending.

However, the cost of the war was a major factor. First, the human cost was huge: in 1968–69 (when Nixon had just taken over as President) the death rate for US forces peaked. The financial cost of the war was also staggering. The war was costing the USA $20 billion a year. It also appeared that this money was not reducing the strength of the Viet Cong after the apparent success of the Tet Offensive. In 1967, *Life* magazine had reported that it cost $400,000 to kill one Viet Cong fighter. This cost was made even worse by the fact that there was economic inflation at home and the issue of poverty in the USA had become more openly discussed. All of this furthered Nixon’s commitment to withdrawing from Vietnam.

The cost of the war had always been a contentious part of US involvement in Vietnam. From 1968, explicit links between the cost of the war and the problems of domestic poverty had been drawn. This led to a growing protest movement against the war. The cost of the war, and the staggering cost of killing Viet Cong soldiers, made it clear that any attempt to win the war would be extremely drawn out and expensive. In the light of this, and the potential for protests to grow in size and violence, Nixon realised the need for a withdrawal strategy. With an upcoming election in 1972, it was the political pressure caused by the cost of the war which led Nixon to pursue a policy of Vietnamisation.
Chapter 8: Health and the people: c1000 to the present day

Page 166: Test yourself

1. • Could not prevent illness because the cause of illness, germs, was unknown.
   • It was believed that God sent illness, stopping individuals seeking new knowledge.
   • Zodiac charts were used to treat patients.
2. • Islamic hospitals provided care and treatments for patients.
   • British hospitals only provided care.
3. • Islamic medicine from the Crusades
   • Galen’s work
   • Hippocrates – Theory of Four Humours.

Page 167: Support or challenge?

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Church established universities that trained doctors</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Church supported the work of Galen</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Christianity taught followers to care for the sick</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Church leaders imprisoned those who advocated dissection</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Page 167: Eliminate irrelevance

He taught medicine and influenced many people. His work is significant because he developed medicine that was based on nature, observation and logic. Through careful observation, experimentation and records he made the important step away from supernatural based medicine. The Theory of Four Humours is an example. It was developed using the theory of four elements. Greeks believed that everything was made from the four elements; fire, air, water and earth. Elements were then linked to seasons; winter, spring, summer and autumn. Doctors noted how patients’ illnesses changed with seasons and linked humours to them; phlegm, yellow bile, blood and black bile. This created a method of diagnosis. For example, water to winter and the humour of phlegm. Galen developed the theory further. The Theory of Four Humours led to the treatment of bleeding which was very popular. The theory lasted over 1000 years. But more importantly the process of observation and record keeping has continued to this day.

Page 169: Test yourself

1. • Ordinary people also asked God’s forgiveness.
   • Praying and lighting candles in church.
2. • Hippocrates – bleeding to balance humours.

Page 169: Consider usefulness

A Victims seeking forgiveness from the Church through prayer.

B Victims treated by monks in a monastery/prayer.

C Sponging buboes/herbal remedies.

D Monk praying.
Page 171: Develop the explanation

<table>
<thead>
<tr>
<th>Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paré’s ideas and work were taught in European universities</td>
<td>This influenced medicine in Britain because many British doctors trained in Europe and as a result were taught about Paré’s ideas and work. When they returned to Britain they used them in their own work.</td>
</tr>
<tr>
<td>Vesalius, Paré and Harvey recorded their findings and published them</td>
<td>The creation of Caxton’s printing press enabled all three to share their ideas across Europe and removed the influence of the Church.</td>
</tr>
<tr>
<td>Vesalius used skilled artists to record his work on anatomy</td>
<td>This ensured his findings on human anatomy were accurately recorded and documented, making it easier for others to learn from them.</td>
</tr>
<tr>
<td>Harvey was a skilled doctor to two kings</td>
<td>Being a doctor to James I and Charles I put him in a strong position to influence medical ideas in Britain.</td>
</tr>
</tbody>
</table>

Page 171: Role of factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The invention of the printing press allowed new ideas to be shared quickly and accurately</td>
</tr>
<tr>
<td>War</td>
<td>Provided surgeons with many patients. This allowed advancements to happen through practice and experimentation, for example, Paré</td>
</tr>
<tr>
<td>Role of individuals</td>
<td>Individuals, such as Vesalius, were committed to making new discoveries about human anatomy and willing to challenge the texts of the ancients such as Galen</td>
</tr>
<tr>
<td>Science and technology</td>
<td>Caxton’s printing press allowed individuals to quickly spread their findings and ideas across Europe. It also removed the influence of the Church</td>
</tr>
</tbody>
</table>

Page 171: Practice question

Surgery during the Renaissance and in Middle Ages was similar because surgeons were unable to deal with the major killers during or after operations. They were unable to manage patients’ pain, infections and bleeding. While surgeons’ knowledge of human anatomy improved between the Middle Ages and the Renaissance due to the work of Vesalius it had limited impact on survival rates. Surgeons relied on speed to reduce patients’ pain and survival rates. Surgeons in both eras were hampered by not knowing the cause of infection; it remained unknown until 1860.

In both eras, warfare enabled surgeons to improve their techniques and instruments used. War played a major role in skillling surgeons as they were faced with many casualties and injuries on which to practise. Surgeons’ speed increased when performing operations, leading to quicker amputations. Another advancement in both eras was treatment. In the Middle Ages improved ointments were created, such as John Arderne’s painkillers. Similarly, during the Renaissance Paré further advanced ointments. He used a Roman technique to seal wounds. Both reduced patients’ pain.

Page 171: Test yourself

1. • Caxton printing press – helped doctors share information.
   • Microscope – enabled doctors to see new things, allowing them to make new discoveries and explain their findings
2. • It challenged the work of Galen and previous accepted authorities in medicine.
   • Doctors were unable to see capillaries.
Page 172: Test yourself

1. • Similarity: Provided care for patients.
   • Difference: Trained doctors.
2. 1600
3. 1811

Page 173: Compare events

<table>
<thead>
<tr>
<th>Responses to the Black Death, 1348</th>
<th>Responses to the Great Plague, 1665</th>
</tr>
</thead>
<tbody>
<tr>
<td>People asked God’s forgiveness by praying and lighting candles in church</td>
<td>Similar: People continued to pray for God’s forgiveness</td>
</tr>
<tr>
<td>Some responses were based on observation. For instance: they cleaned the streets of dirt and waste; Henry VI banned the kiss of obedience</td>
<td>Similar: Some local councils introduced measures to reduce waste on the streets</td>
</tr>
<tr>
<td>Bleeding was used. It was based on the Hippocratic idea of balancing the humours</td>
<td>Similar: Bleeding was still a popular treatment for illness</td>
</tr>
<tr>
<td>Natural potions were also advised for sufferers such as smelling posies of flowers. However, they were not based on scientific knowledge</td>
<td>Similar: Plague doctors wore a mask that included a beak filled with herbs</td>
</tr>
<tr>
<td>The cause was unknown, meaning all methods of treatment and prevention were limited</td>
<td>Similar: Germs were not discovered until 1861</td>
</tr>
</tbody>
</table>

Page 173: Practice question

Source B shows the plague doctor’s protective outfit as designed by Charles de Lorme in 1619. It is useful because it shows that people were unaware of the causes of the Plague, but had many theories that combined natural and supernatural ideas. The nose cone full of sweet-smelling herbs relates to the belief in the miasma theory. People thought that ‘bad air’ was the cause. The link between dirt and disease was being made, but a lack of understanding and limited technology meant the link could not be scientifically explained. In contrast to natural ideas, the plague doctor can also be seen wearing an amulet, jewellery worn to ward off evil spirits, in the sleeve of the coat. Supernatural beliefs also influenced methods of treatment and prevention of the Great Plague as people searched for cures. Yet the source is limited as it fails to inform historians about the more organised and local regulations enforced to reduce deaths. For instance, the actions of the Mayor of London to prevent those infected leaving their houses. Overall, Source B is useful for a historian studying the actions of plague doctors in treating the disease during a period when new scientific approaches to medicine and public health were emerging but had limited effect.

Page 175: Test yourself

1. • Jenner discovered vaccination against smallpox.
   • Improved knowledge of human anatomy.
   • Understanding circulation of the blood.
2. • Harvey
   • Edward Jenner.
3. • 1798: Jenner published his findings on vaccination.
   • 1840: vaccination free for all infants.
   • 1871: parents fined if their child was not vaccinated.
**Page 175: Consider significance**

<table>
<thead>
<tr>
<th>Event or development</th>
<th>At the time</th>
<th>In later periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germ Theory</td>
<td>Showed link between germs and disease</td>
<td>New vaccinations developed Aseptic surgery</td>
</tr>
<tr>
<td>Vaccination</td>
<td>Prevention of smallpox</td>
<td>Smallpox eradicated Range of vaccinations for major killers</td>
</tr>
</tbody>
</table>

**Page 175: Practice question**

Source C is useful because it shows the reaction to vaccination and the impact it had on inoculation doctors in the early 1800s. The cartoonist Isaac Cruikshank shows Jenner standing in between two colleagues. His vaccination knife is inscribed with ‘Milk of human kindness’. This informs historians that Cruikshank was in support of Jenner’s work. Cruikshank clearly portrays Jenner as a hero as he included a cherub about to crown Jenner with a wreath saying ‘The preserver of the Human Race’. Cruikshank was not alone in his support of Jenner. By 1808 Jenner had the support of the British Government; following a financial reward for his work in 1802, the National Vaccine Establishment was created in 1808.

However, the opening of the Establishment sparked a debate on vaccination and Cruikshank is clearly attacking those opposed to it. Vaccination faced opposition from all sectors of society. Opponents included inoculation doctors who faced a loss in a valuable trade. This is shown in the source as an inoculation doctor is saying ‘Curse on these Vaccinators we shall all be starved’. Cruikshank shows Jenner defeating doctors who opposed as they are shown running away from an advancing Jenner. Yet, support was still not nationwide. The source shows this through infants dying from smallpox on the floor. Vaccination was a controversial topic and faced opposition.

**Page 176: Test yourself**

1. • It was hard for the correct dose to be given.
   • Longer operations led to increased blood loss and deeper infections.
2. • It made operating conditions harder.
   • They disliked the smell of carbolic acid.
   • Surgeons did not always get the same results as Lister.

**Page 177: Develop the detail**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chloroform was an effective drug but it was not quickly accepted</td>
<td>Chloroform was an effective anaesthetic and Simpson soon used it to assist with childbirth and other operations. However, it was not quickly accepted as it did not always reduce mortality rates. Also surgeons were always conservative about new ideas</td>
</tr>
<tr>
<td>Lister’s discovery of carbolic spray reduced his mortality rates</td>
<td>Lister’s mortality rates significantly decreased using carbolic spray. His mortality rates fell from 46 per cent in 1867 to just 15 per cent by 1870</td>
</tr>
<tr>
<td>Many surgeons disliked using carbolic spray</td>
<td>Surgeons disliked using carbolic spray for a number of reasons. The conditions in the operating theatre were affected. The spray smelt and made everything wet. Many surgeons fund these conditions too unpleasant. The conditions also slowed the rate of operations</td>
</tr>
</tbody>
</table>
Lister's work contributed to the development of aseptic surgery. Neuber developed aseptic surgery by building on Lister's ideas. He was also aided by the work of Koch and his discovery of bacteria.

Page 177: Compare periods

<table>
<thead>
<tr>
<th>Opposition to new ideas in the Renaissance</th>
<th>Opposition to new surgical ideas 1845–70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal to accept the use of experiment</td>
<td>Different: Lister experimented with carbolic spray in surgery to reduce infections. Also Simpson experimented with pain relief, leading to the discovery of chloroform as a pain killer</td>
</tr>
<tr>
<td>Rejected by conservatives who supported traditional ideas and texts, especially the works of Galen</td>
<td>Different: with the growth of scientific thinking and advances in technology the work of the ancients was ignored</td>
</tr>
<tr>
<td>Harvey's ideas were dismissed as physicians and surgeons were unable to see capillaries. It took another 60 years for the invention of a microscope powerful enough to achieve this</td>
<td>Varied: Advances in technology allowed doctors and surgeons to quickly see and understand some new ideas. A big change was the discovery of germs in 1861, which led to doctors accepting developments in treating bacteria. However, doctors remained cautious</td>
</tr>
<tr>
<td>New medical ideas took a long time to be accepted. People did not like change</td>
<td>Similar: Lister’s and Simpson’s techniques were dismissed by some doctors as they did not experience the same results</td>
</tr>
</tbody>
</table>

Page 177: Practice question

Joseph Lister overall had a significant impact on surgery. In the short term, his work led to personal advancements but in the longer term his discovery led to the establishment of aseptic surgery.

Lister’s discovery of an effective antiseptic, carbolic spray, immediately reduced the risk of death during and post-operation. In three years between 1867 and 1870, Lister reduced his death rates by 35 per cent. However, his use of carbolic spray was not accepted by everyone. It greatly changed operating conditions, making it harder for surgeons to perform operations at pace. Also, surgeons did not find carbolic spray as effective as Lister did, leading some to question its impact. Nevertheless, by 1877 Lister started to train surgeons in London, enabling his work to influence a greater number of people.

Lister’s work became more significant in the late 1890s. Aided by Robert Koch’s discovery of the bacterium causing septicaemia, it resulted in the establishment of aseptic surgery by Neuber. This was significant; it enabled surgeons to attempt more complex operations, including the first heart operation carried out in 1896. Aseptic surgery is still a fundamental part of surgery today.

In the long term, Lister’s work has also been significant in identifying and promoting the importance of safe surgical practice based on science and technology. It has enabled modern surgery to gain the levels of effectiveness and safety that it has today.

Page 179: Test yourself

1. • Limited regulation.
   • People did not think it was their responsibility to improve public health.
   • Overcrowding in new industrial cities.
2. 1848 was voluntary and 1875 was compulsory.
### Page 179: Key events

- In 1849 John Snow published a book arguing that cholera was spread by dirty water rather than through the air.
- 1854 cholera epidemic: Snow mapped out the location of cholera victims.
- He conducted house-to-house interviews
- He located a common water pump for all infected houses.
- He removed the handle of the infected water pump.
- Careful scientific investigation had helped to find the cause of cholera, before Pasteur’s Germ Theory was published.

### Page 179: You’re the examiner

**Level 2: clearly explaining significance in one period.**

Edwin Chadwick’s work in the nineteenth century [clear focus – a specific century] meant that the government took action in industrial cities to improve public health conditions [a brief outline of Chadwick’s significance]. He was appointed Secretary to the Poor Law Commission in 1834. He researched living conditions and health of the poor in towns. Using the data he recorded, he made a link between poor living conditions, disease and life expectancy. This was used to write the influential 1842 ‘Report on the Sanitary Conditions of the Labouring Population’ [description of Chadwick’s work showing depth of knowledge]. His work contributed to the British government changing their attitude towards public health. In 1848, the Public Health Act was passed. It gave councils who wanted to take action the right to make changes. It also contributed to the establishment of the general Board of Health [reference to the significance of his work in the nineteenth century by explaining its impact – Level 2].

Comment: this candidate shows good knowledge of Edwin Chadwick’s work in the nineteenth century. They clearly describe what he did. The paragraph ends with a comment on the significance of his work and its impact. This clearly puts the answer at a high level 2, ‘clearly explaining significance in one period’. This answer would be improved if the candidate directly referred to significance. They also need to consider the long-term impact of Chadwick’s work.

### Page 181: Test yourself

1. Florey and Chain.
   - Proved penicillin’s life-saving properties by experimenting on animals then treating an infected policeman.
2. Alternative medicine is treatment outside mainstream practice. Examples include homeopathy and acupuncture.

### Page 181: Role of factors

<table>
<thead>
<tr>
<th>War</th>
<th>Science and technology</th>
<th>Role of the individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second World War led government to invest in the production of penicillin. Now a common life saver</td>
<td>MRI scans: Doctors and surgeons can now see inside the body without having to open it. This has reduced the chance of infection and made diagnosis and surgery more accurate</td>
<td>Penicillin: Florey and Chain’s commitment to researching and experimenting to prove the properties of penicillin led to the creation of a life-saving drug</td>
</tr>
</tbody>
</table>
Chapter 8: Health and the people: c1000 to the present day

Page 181: Essay plan

War has been one of the main factors in the development of surgery in Britain since the Middle Ages. It advanced surgery in many ways, including the creation of new methods and technology. However, the work of key individuals cannot be underestimated.

During the Middle Ages and Renaissance, war provided surgeons with many patients. This gave them opportunities to try different methods and improve core skills, including amputations. In the Renaissance, Paré was a war surgeon who developed improved methods during warfare. He used a herbal-based treatment on raw wounds, moving away from the common method of applying hot oil to cauterise them. He also used ligatures to tie-off wounds instead of cauterisation. Both of these led to improved success rates. Yet his impact was limited as not everyone accepted his ideas.

War played a major role in the twentieth century following the two world wars. As surgeons were faced with new wounds and demands, new treatments and technologies were advanced. During the First World War, Harold Giles developed new techniques to treat facial injuries and burns. Mobile X-ray machines and blood transfusions were introduced, enabling injuries that frequently led to death to be treated. The British Red Cross created the first voluntary blood banks in 1921. In 1938, the British government established the Army Blood Supply Depot in Bristol. This system still exists. The Second World War led to developments in cataract surgery after it was discovered by Sir Harold Ridley that Perspex splinters were not rejected by the eye. Recent wars have advanced improvements in prostheses. All examples involving war highlight its importance and how it has progressed the major need at the time. Yet, war alone has not progressed surgery. Instead, it has enabled some significant barriers to be broken.

More recently, advancements in technology, not war, have driven surgery. Improved machines have enabled less-invasive surgery such as keyhole and laser techniques. Imaging technology has also become a central part of surgery. CT and MRI scans allow surgeons to see inside the body without opening it. This has made surgery safer and quicker. Recovery and survival rates have increased while operations have continued to become more complex.

Individuals also played an important role in advancing surgery, especially in the late nineteenth century. Following Pasteur’s Germ Theory in 1861, advances in surgery followed. Joseph Lister used Pasteur’s work to develop his own observations. This led to him creating the first antiseptic in 1867. In the short term it reduced Lister’s death rates by 35 per cent. In the long term, it was a major factor in the development of aseptic surgery. Another key individual in the development of surgery was James Simpson. His discovery of chloroform as an effective anaesthetic allowed surgeons to attempt longer and more complex operations. Modern anaesthesia and aseptic methods are a significant part of surgery. They allow it to be safe and effective. To a lesser extent, the work of John Hunter also needs to be noted. He ensured that human dissection was studied and trained many British surgeons from 1768. Without individuals making new discoveries and experimenting, surgery would still be very risky. It was individuals who removed the major causes of death in surgery, infection, pain and blood loss.

To conclude, war and technology have been major factors in the development of modern British surgery, especially in the twentieth century following the First and Second World Wars. However, it
must be noted that the fundamental basics of modern surgery were due to the work of key individuals, Simpson and Lister, who removed the greatest risks to patients.

Page 183: Test yourself

1. • Condition of recruits for the Boer War.
   • 1901: Seebohm Rowntree research, ‘Poverty, A Study in Town Life’, discovered over half of York’s working-class people lived in poverty.
2. • 1907 Education Act – free school meals.
   • Creation of the NHS in 1948.
   • 1960s – building of new council houses and slum clearance.

Page 183: Compare periods

<table>
<thead>
<tr>
<th>Government actions to improve public health in the nineteenth century</th>
<th>Government actions to improve public health in the twentieth century</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1848 Public Health Act was voluntary allowing councils to improve conditions in their town. However, they had to pay for changes. Very few opted to use it</strong></td>
<td><strong>Different: Public Health Acts compulsory</strong></td>
</tr>
<tr>
<td><strong>1853 Compulsory vaccination against smallpox introduced</strong></td>
<td><strong>Different: Vaccination programmes are optional</strong></td>
</tr>
<tr>
<td><strong>1858 London started a sewer-building programme</strong></td>
<td><strong>Similar: Public health services are still part of a national programme</strong></td>
</tr>
<tr>
<td><strong>1864 Factory Act made unhealthy conditions in factories illegal</strong></td>
<td><strong>Similar: Health and safety at work legislation continues to exist</strong></td>
</tr>
<tr>
<td><strong>1866 Sanitary Act made local authorities responsible for sewers, water and street cleaning</strong></td>
<td><strong>Similar: Public health services still continue</strong></td>
</tr>
<tr>
<td><strong>1875 Food and Drug Act regulated food and medicine</strong></td>
<td><strong>Similar: Food and drug regulation continues but is stricter</strong></td>
</tr>
<tr>
<td><strong>1875 Public Health Act was compulsory. It forced local councils to provide clean water and appoint medical officers of health and sanitary inspectors</strong></td>
<td><strong>Similar: Public health is still regulated</strong></td>
</tr>
<tr>
<td><strong>1875 Housing Act enabled council to demolish and replace poor housing</strong></td>
<td><strong>Similar: Housing schemes continue. However, they focus on new builds and not slum clearance</strong></td>
</tr>
</tbody>
</table>
Chapter 9: Power and the people: c1170 to the present day

Page 191: Key events

| The barons raise an army | John signs Magna Carta under pressure from the barons | John immediately goes against Magna Carta | Civil war breaks out between John and the barons | John dies and his nine-year-old son becomes king | Magna Carta reissued by Henry III |

Page 191: Eliminate irrelevance

John became king after his much more popular brother Richard died. John’s kingship angered the barons. By forcing John to sign Magna Carta they were stating what powers the King had. The 25 barons would be able to monitor John’s behaviour and intervene when they thought it was necessary. Magna Carta was not significant at the time because it did not apply to all people. It only applied to freemen. Peasants lived in the fields and were dependent on their lord for survival and were not free. It was also limited because John had no intention of keeping to it. In the long term, however, Magna Carta provided a symbol for other protests such as the American Declaration of Independence and the Chartist movement, so copies have been kept safe down the centuries.

Page 191: Test yourself

1. The barons were unhappy with John because of his:
   - Unfair taxation
   - Foreign advisers
   - Military failures.
2. Three promises made in Magna Carta:
   - Taxation would be agreed by the barons.
   - The Church could make their own appointments.
   - A baron’s son would inherit his land.
3. Magna Carta became more significant over time because:
   - It showed how people could challenge the King.
   - It set up the principle that the King was subject to the law.
   - It could form the framework for future challenges to royal authority.

Page 193: Test yourself

1. The Provisions of Oxford were a list of grievances that the barons drew up and presented to Henry III.
2. Simon de Montfort’s Great Council was new because it featured two knights from every county and representation from towns.
3. The barons turned against de Montfort because he did not consult them before making the decision to make the Great Council more representative.

Page 193: Compare events

| Conflict between John and the barons | Conflict between Henry III and the barons | Similarities or differences |

Answers: AQA GCSE (9–1) History
Chapter 9: Power and the people: c1170 to the present day

<table>
<thead>
<tr>
<th>Causes</th>
<th>Unfair taxation, poor leadership and foreign advisers</th>
<th>Unfair taxation, poor leadership and foreign advisers</th>
<th>Both conflicts started due to ineffective kingship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key features</td>
<td>Barons challenged the King John made concessions and signed Magna Carta John went back on his word</td>
<td>Henry made poor decisions Barons forced Henry to agree to the Provisions of Oxford Henry went against the barons Simon de Montfort led a rebellion against the King Simon de Montfort called a parliament with two knights from each county De Montfort was killed at the Battle of Evesham</td>
<td>Both conflicts feature the King going back on his word and having to suffer the consequences Both conflicts appear to have failed in the short term</td>
</tr>
<tr>
<td>Consequences</td>
<td>Magna Carta seems to have failed Henry III became King Magna Carta became more significant in the long term</td>
<td>The King was back in control Parliaments were more regular and more representative</td>
<td>The consequences were more important in the long term than the short term</td>
</tr>
</tbody>
</table>

**Page 193: Eliminate irrelevance**

Simon de Montfort was a key figure in the development of England as a democracy. He was a very pious man who wore a hairshirt under his clothes. He was a key figure in the Provisions of Oxford which gave more power to the barons over the King. The Provisions also banned foreign advisers, gave Englishmen their castles back and meant taxes were collected locally. These Provisions meant that the Monarch could not rule without the agreement of the Great Council. This is significant in creating a system of democracy in England because it established accountability between the monarch and the people. Simon de Montfort was hacked to death and became a martyr. These ideas were further developed over the centuries but started with the actions of Simon de Montfort.

**Page 194: Test yourself**

1. The Statute of Labourers was a law passed by the King that stated all peasants should be paid in the wages they had before the Black Death.
2. The poll tax was introduced to fund a war with France.
3. Two consequences of the Peasants’ Revolt:
   - The peasants were never taxed so heavily again.
   - Their wages continued to rise.
Page 195: Spot the mistakes
The significance of the Peasants’ Revolt was how it changed England. The population had decreased by half a third as a result of the Black Death. This severely affected the peasant population and in turn the nobles. They could no longer demand that the peasants work for low wages. The nobles convinced the King to introduce the Statute of Labourers to try and force the peasants to accept their old wages. Leaders like Wat Tyler, John Ball convinced the peasants that they did not have to accept their old role. For the first time ever, the peasants directly stood up to the King.

Page 195: Role of factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>War</td>
<td>The King was preoccupied with gaining more territory in France rather than dealing with issues in England</td>
</tr>
<tr>
<td>Chance</td>
<td>The Black Death was a chance event which killed millions of peasants yet gave greater opportunity to those who survived it</td>
</tr>
<tr>
<td>Government</td>
<td>The poll tax was introduced because the government needed money to pay for conflicts with France</td>
</tr>
<tr>
<td>Ideas</td>
<td>The radical priest John Ball claimed that all people were created equal and that peasants should ‘throw off their bondage’. His preaching inspired some of the rebels</td>
</tr>
</tbody>
</table>

Page 196: Test yourself
1. The Pilgrimage of Grace began in Lincolnshire and Yorkshire.
2. They called it a pilgrimage to show they were focused on the religious changes that had happened in England and were not against the King.
3. Robert Aske was arrested and killed.

Page 197: Compare events

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pilgrimage of Grace</th>
<th>Peasants’ Revolt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause</td>
<td>Henry VIII’s religious changes had angered the pilgrims</td>
<td>The increased taxation after the Black Death angered the peasants</td>
</tr>
<tr>
<td>Actions of the people</td>
<td>Inspired by the speeches of the lawyer Robert Aske, the pilgrims made their way to London in a peaceful march</td>
<td>Inspired by the speeches of the priest John Ball and led by Wat Tyler, the peasants violently made their way to London.</td>
</tr>
<tr>
<td>Actions of the King</td>
<td>The King sent the Duke of Norfolk to speak with the pilgrims He asked Aske to spend Christmas with him. At the earliest opportunity he went back on his promise and executed Aske</td>
<td>The King met the peasants to listen to their demands Wat Tyler was killed and Richard calmed down the crowd and ordered them to go home</td>
</tr>
<tr>
<td>Consequences</td>
<td>No more rebellions</td>
<td>The peasants were never taxed as harshly and gradually grew in prosperity</td>
</tr>
</tbody>
</table>

Page 197: Consider usefulness
A Archbishop Cranmer passing a copy of the Bible to Henry. This suggests that Henry has taken ownership of the source of power in the church.
B Pope sprawled under Henry’s foot. This suggests that Henry has now made himself superior to the Pope.

C People looking distressed. These are probably the Catholic nobility that opposed Henry’s religious changes or monks that were upset at the Dissolution of the Monasteries.

D Used as anti-Catholic propaganda. This suggests that the Puritan’s agreed with the view that the Pope should not be above the King in English society.

Page 198: Test yourself

1. Personal Rule refers to the period of eleven years when Charles I ruled without Parliament.
2. The Rump Parliament was the small parliament that voted to execute the King.
3. The Commonwealth refers to the period when Parliament, led by Oliver Cromwell, ruled the country.

Page 198: Role of factors

<table>
<thead>
<tr>
<th>Effect on the English Revolution</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>War</td>
<td>By resorting to armed conflict, the English Civil War was bound to cause lasting change. Whichever side won would make sure they would make their position stronger</td>
</tr>
<tr>
<td>Religion</td>
<td>The suspicion of Charles’ Catholic sympathies made the mostly Puritan Parliament more likely to disagree with him</td>
</tr>
<tr>
<td>Government</td>
<td>Charles’ eleven-year rule without Parliament angered MPs and made them more likely to take extreme action to force Charles to listen to them</td>
</tr>
<tr>
<td>Ideas</td>
<td>Charles’ belief in the Divine Right of Kings was not compatible with the mood among MPs that they should have a say in the running of the country</td>
</tr>
<tr>
<td>Individuals</td>
<td>Charles’ multiple errors in judgement and lavish behaviour drove England closer towards Civil War</td>
</tr>
</tbody>
</table>

Page 199: Test yourself

1. The slogan of the American colonists was ‘No taxation without representation’.
2. The American Revolution made British politicians worried that a similar revolution would happen in Britain.

Page 199: Compare events

<table>
<thead>
<tr>
<th>Cause</th>
<th>English Revolution</th>
<th>American Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refusal of the king to involve MPs in decision making</td>
<td>Refusal of the king to involve the colonies in decision making</td>
</tr>
<tr>
<td></td>
<td>Disagreements over taxation (scutage)</td>
<td>Disagreements over taxation (protection from Spain)</td>
</tr>
<tr>
<td></td>
<td>Religious differences between the king and Parliament</td>
<td>Complaints of colonists over a lack of representation</td>
</tr>
<tr>
<td></td>
<td>Poor decisions of the king</td>
<td>Complaints over restrictions on trade</td>
</tr>
</tbody>
</table>

| Events | The Royalist side start the Civil War the strongest but end up losing | Britain appeared stronger at the start of the American Revolution but ended up losing |
Charles sought help from Scotland to continue the fighting in the Civil War.
Oliver Cromwell’s leadership turned the tide of the war in Parliament's failure.
Parliament’s control of the navy gave troops better mobility.

The Americans were supported by the French in fighting the British.
George Washington’s leadership turned the tide of the war in the Colonists’ favor.
Long supply chains made the war difficult to fight for the British.

**Consequence**
Charles I was executed and England became a republic.
Cromwell became lord protector and ruled with less involvement from Parliament.
The republic does not last and Charles II becomes king in 1660.

Britain lost and America became an independent country.
Britain had to look to India to replace America in its Empire.
America established itself as an independent country and still is today.

**Page 199: Practice question (1)**
At the time, the British defeat at Yorktown was very significant because it affected a lot of people. By defeating the British, the American colonies could now become an independent nation. This has a deep effect on the people. They needed to come up with a constitution, a system of government and a new currency. When George Washington became president, it was clear that America had formed its own identity.

In the longer term, the defeat of Britain was significant because it changed the focus of Britain’s empire. Most of Britain’s trade had been with the thirteen colonies and the loss of them would have then had a considerable economic impact. Therefore, the British made more aggressive moves in India and Asia to replace their lost income. Britain also increased the size of its navy so that it could operate around the world. So the American War of Independence was significant because it taught Britain valuable lessons in how to operate a global empire.

**Page 199: Practice question (2)**
The source is useful because it captures the mood of the time in America. It makes references to the Pilgrim Fathers and their journey to America to escape persecution from the British. His use of the words ‘pursue their descendants still’ is useful as it shows that people like Paine believed the British were treating the Americans unfairly because they were trying to exert too much control. The Americans’ motto of ‘no taxation without representation’ clearly links with this. This source is useful therefore because it captures the mood of the time.

The source does have its limitations however. It does not provide any detailed evidence to support the grievances that the American people had against the British. There is no mention of the taxation that they had to pay for protection from the British, the restrictions of trade or the lack of representation in Parliament. The tone of the source is also deliberately inflammatory and designed to make people want to join in any rebellion against the British.

Therefore, the source is useful as it shows that people felt angry and therefore willing to oppose the British. But it does not articulate the reasons beyond that anger.
Page 200: Develop the detail
A Voting was corrupt, with many constituencies like Old Sarum not having any inhabitants.
B Industrial towns such as Birmingham had no MPs.
C The Great Reform Act gave more people the vote. It gave merchants and factory owners the vote.
D Working people were disappointed with the Reform Act. It didn’t apply to them because they did not own property.
E The Chartists failed. Meetings were violently put down, as in Newport.

Page 200: Test yourself
1. A rotten borough was a seat in Parliament with only a few voters.
2. The Peterloo Massacre was a demonstration in Manchester that was violently put down by soldiers, killing eleven people.
3. The Great Reform Act gave merchants and factory owners the right to vote.

Page 201: Develop the explanation
A They were able to publish pamphlets that were read by people all over the country that raised awareness of the issue.
B It no longer became profitable to keep slaves, so many MPs withdrew their opposition to abolition.
C Robert Owen introduced an eight-hour day and opened a school for his child workers.

Page 201: Practice question
The Chartists and the Anti-Corn Law League had different aims. The Anti-Corn Law League began as an economic pressure group designed to put pressure on the government to repeal the Corn Laws. The Chartists aims were not to repeal laws but to create new ones so that the franchise was increased. The Anti-Corn Law League only had one objective whereas the Chartists had six articles that contained their demands. Therefore, the two groups were different because the scope of their demands was very different.

The outcomes of the different groups were very different. The Anti-Corn Law League was successful in putting pressure on Sir Robert Peel, through speeches, meetings and petitions. When the Corn Laws were repealed, the Anti-Corn Law League ceased to exist as its objectives had been achieved. The Chartists in comparison were not successful. The Great Reform Act of 1832 gave the Chartists some of the things they wanted but it was not solely because of the Chartists. They were too disorganised to achieve their objectives. They were also too bold in their objectives. While some of the Chartists’ objectives were achieved over the centuries, there are still some they have not achieved. Therefore, the two groups are different because the Anti-Corn Law League succeeded whereas the Chartists disbanded before they achieved success.

Page 202: Test yourself
1. Friendly societies were a workers’ support network. Members paid into the fund each month and could draw out money if they hit hard times.
2. The Tolpuddle Martyrs were accused of taking a secret oath of loyalty.
3. A picket is where workers on strike stand outside their workplace and prevent people from entering.

Page 203: Explain significance

<table>
<thead>
<tr>
<th>Event</th>
<th>At the time</th>
<th>In later periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tolpuddle Martyrs, 1834</td>
<td>Sent to Australia for seven years’ hard labour</td>
<td>Their treatment became a symbol of government oppression of the workers</td>
</tr>
<tr>
<td>Dockers’ strike, 1889</td>
<td>Better pay for dockers</td>
<td>Demonstrated the success of large-scale strike action</td>
</tr>
<tr>
<td>General Strike, 1926</td>
<td>The nine-day strike was defeated</td>
<td>Union membership fell dramatically</td>
</tr>
<tr>
<td>Miners’ strike, 1985</td>
<td>The strike lasted for a year, but the government had prepared by stockpiling coal</td>
<td>Large-scale strike action has never been successful since</td>
</tr>
</tbody>
</table>

Page 204: Compare events

<table>
<thead>
<tr>
<th></th>
<th>Chartists</th>
<th>NUWSS</th>
<th>WSPU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Feargus O’Connor</td>
<td>Millicent Fawcett</td>
<td>Emmeline Pankhurst, Christabel Pankhurst</td>
</tr>
<tr>
<td>Membership</td>
<td>Working-class men</td>
<td>Middle-class men and women</td>
<td>Women only</td>
</tr>
<tr>
<td>Aims</td>
<td>Votes for all men, equal sized constituencies, voting in secret, wages for MPs, no property qualification for voters and annual elections</td>
<td>Votes for women</td>
<td>Votes for women</td>
</tr>
<tr>
<td>Tactics</td>
<td>Speeches, petitions, pamphlets and mass demonstration</td>
<td>Speeches, pamphlets, petitions, lobbying MPs and mass demonstration</td>
<td>Organised protest, violence and vandalism</td>
</tr>
</tbody>
</table>

Page 205: Test yourself

1. The Representation of the People’s Act gave the vote to all men over the age of 21 and all women over 30 who owned property.
2. NUWSS stands for National Union of Women’s Suffrage Societies.
3. Three examples of suffragette direct action:
   - Chaining themselves to railings
   - Setting fire to post-boxes
   - Pouring acid on golf courses.

Page 205: Consider usefulness

<table>
<thead>
<tr>
<th>Provenance</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who made it, when and why?</td>
<td>What does it say about the attitudes of anti-suffrage campaigners?</td>
</tr>
</tbody>
</table>
### The National League for Opposing Women’s Suffrage

**1912**

To get people to join their organisation

<table>
<thead>
<tr>
<th>What they believed</th>
<th>How does this affect its usefulness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women are neglecting their homes by joining the suffragettes and attending their meetings</td>
<td>From your knowledge of these events, is this accurate? Many husbands did oppose their wives joining the suffragettes. However, there is less evidence that women neglected their families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does this affect its usefulness?</th>
</tr>
</thead>
<tbody>
<tr>
<td>They will be against the issue of suffrage so will portray them in a negative way. It is useful for showing us how those who opposed suffrage wanted to portray the suffragettes</td>
</tr>
</tbody>
</table>

### How does this affect its usefulness?

This represents only the opposition and the extreme case of a family being neglected by a suffragette member, so is only useful for giving us an example of a rare impact of the suffragettes

---

### Page 207: Test yourself

1. Kelso Cochrane was an Antiguan immigrant who was murdered by a white gang, which sparked a protest.
3. ‘Stop and search’ was introduced to allow the police to detain someone without warrant, reason or evidence. It was seen as racist and aimed at black youths.
Chapter 10: Norman England, c1066–c1100

Page 216: Test yourself
1. Edward had died without an heir to the throne.
2. Harold was the most powerful man in England and was apparently promised the throne on Edward’s death.
3. William had been promised the throne in 1051 and Harold had sworn an oath to support him.
4. Harald’s father had been promised the throne before Edward but had been unable to take it.

Page 217: Develop the explanation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Developed explanation – why this made Edward’s position weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward was invited to take over from Harthacanute</td>
<td>This made his position weak because he was not actually the heir to the throne, he was a descendant of a previous King. This meant that the King of Norway could also lay claim to Edward’s position.</td>
</tr>
<tr>
<td>Edward needed the support of the Godwins when he returned to England</td>
<td>This made him weak because he continued to rely on Godwin support after his accession. Despite a strategic marriage to Earl Godwin’s daughter Edith, the Godwin family rebelled against Edward.</td>
</tr>
<tr>
<td>The Godwins rebelled against Edward in 1051</td>
<td>Edward needed the support of the Earls of Northumbria and Mercia to deal with the rebellion; however, he was forced to exile the Godwins, which was unpopular with a number of other key nobles.</td>
</tr>
<tr>
<td>Edward exiled the Godwins but was persuaded to allow them to return by the Witan</td>
<td>Edward was forced to restore Earl Godwin to his previous position, showing that he was not able to make decisions without the support of nobles who supported the Godwin family.</td>
</tr>
<tr>
<td>By 1057 the Godwin family controlled every earldom except Mercia</td>
<td>The Godwins’ annual income was greater than the King’s and they could call on support from almost every area of the country if they came into conflict with Edward.</td>
</tr>
</tbody>
</table>

Page 217: Support or challenge?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harold Godwinson was the richest man in England</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Edgar Aetheling was the closest blood relative of Edward</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Harold swore an oath to William in 1064</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Harold had been appointed sub-regulus by Edward</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Edward promised the throne to William in 1051</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Harold Godwinson was a strong military leader</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Page 217: Practice question
Despite not being a blood relative of Edward, Harold had an excellent claim to the throne in 1066. A key reason for this was the strength of his support among the English lords. Harold’s family were the most powerful in England. By 1057, they had controlled every earldom except Mercia. They were also the richest, earning even more income than the King himself. The Witan largely supported the Godwins and they were crucial in deciding the succession of a new King. As there was no set rule for
who took over when a King died in England, it was often the case that the contender with most support from English lords would be successful. This was why Edward had relied on the support of the Godwins when he took over in 1042. Due to his support, Harold was able to proclaim himself King immediately after Edward’s death.

Harold also had exactly the right experience to qualify him as the next King of England. In the 1050s he had been appointed as Edward’s sub-regulus. This effectively meant that he could act on the King’s behalf and meant not only that he had leadership experience, but also that he had been trusted by Edward. Harold also had significant military experience, which was crucial for an English King who might have to fight Viking invasion. William had won a great victory against Gruffyd, the King of North Wales, which had led to Gruffyd’s men turning on their King and killing him. This clearly made the claim of Harold much stronger than that of Edgar, who was a close relative of Edward but who lacked military experience.

**Page 219: Test yourself**

1. Harold prepared an army to defend the south coast.  
   - William prepared ships and an invasion force. He even prepared castles to build upon his arrival.
2. The Viking army were taken by surprise and did not have their mail shirts.
3. The Normans’ false retreat broke the Saxons’ shield wall and Harold was killed during the battle.

**Page 219: Key events**

| William prepared an invasion force early in 1066. Harold gathered an army to defend the south coast of England | Harald Hardraada invaded the north of the country. Harold defeated him but lost many men | William arrived in Pevensey while Harold’s army were still in the north. He was forced to ride south, leaving many men in the north | Harold returned to London but left before he could gather a full army to face William | On 14 October Harold and William’s armies met at Hastings. The Saxon shield wall finally broke after successive false retreats by the Normans dragged Saxon warriors out of position | Late in the day, Harold was killed during the battle | As a result, the Saxon army lost its discipline and the Normans pursued surviving Saxons even after the light had faded |

**Page 219: Improve the paragraph**

Harold’s victory was very important because he defeated the invaders, Harald Hardraada, one of the most feared men in Europe. He took them by surprise and they didn’t have all of their equipment so the Viking army was without their hauberks. Although the fighting took all day Harley’s army eventually won and he killed the King of Norway and many of his supporters. The
survivors returned to Norway with only a handful of their ships remaining. This was so important because it ended the historic Viking threat to the north of England. It also showed that Harold was a powerful King which was important because he had only just become King so close to his coronation in January 1066. It also allowed Harold to focus his attention on the south of England which could be attacked.

**Page 221: Test yourself**
1. A royal writ was instruction or orders given by the King in a formal document.
2. William laid waste to areas of the north of England to prevent further rebellion there.

**Page 221: Practice question**
Throughout the period 1066–70, resistance to William by the occupied English generally increased in its severity, gradually involving broader groups. The common theme throughout, however, is the ultimate ineffectiveness of English opposition in the face of a well-organised conquering force.

Early opposition to William was disorganised and quickly dissolved in the face of Norman conquest. In October 1066 there remained in London and the south east a number of powerful individuals who supported the claim to the throne of Edgar Aetheling. William’s initial decision to terrorise the town of Romney quickly dissipated potential resistance in Kent, where William was quickly offered submission by the people of Dover and Canterbury. William’s deadly march around the south of London and across the Thames at Wallingford ultimately led to the submission of Edgar and a number of key Saxon lords at Berkhamstead.

Despite this submission, William faced a number of rebellions across England in 1067, most notably in Kent, the Welsh borders and Northumbria. The key driver of these rebellions was hatred of Norman castle building, taxation and the rule of Odo and Fitz Osbern. In 1068, rebellions developed in Mercia (led by a previous Godwin supporter, Earl Morcar) and most dangerously in Exeter, which refused to swear loyalty to William. In all of these cases William responded with the swift deployment of troops and the construction of castles to secure future control of the area. William’s castle at Exeter (and his special tax deal with the city) seems to have dampened rebellion as when the sons of Harold Godwinson attempted to invade the south west in 1069 they failed to gain the support of the local people. This was a common theme in the period, as apparently dangerous rebellions fell apart as William’s robust response frightened rebels.

William’s most robust response of all was to the Northern Rebellion of 1069, which began as a local protest against the new Lord Cumin of Northumbria. On this occasion, rebels, supported by Danish invaders, managed to capture York despite the Norman castle garrison there. Still, William responded quickly and, recognising the danger represented by this rebellion, nearly destroyed York and terrorised the local area to make further rebellion almost impossible to sustain. William combined this terror with concessions to the Danish invaders to effectively divide and conquer his opponents. Ultimately, in this period no rebellion was co-ordinated enough to resist the overwhelming military organisation of Norman England.

**Page 221: Topic summary**
1. Rebellion
2. Granting land, Maintaining existing rights
Chapter 10: Norman England, c1066–c1100

3. Castle building, New Norman lords, Taxation
4. Exeter Rebellion 1067, Northern Rebellion 1069, Ely Rebellion 1071, Earls’ Revolt 1075
5. Castles, Garrisons, Violent punishment, Negotiation with Vikings, Marcher lords
6. William in control, focuses on Normandy

Page 221: Develop the explanation

<table>
<thead>
<tr>
<th>He attacked towns in Kent</th>
<th>News of this spread and the Normans’ harsh treatment of Romney encouraged the people of Dover and Canterbury to surrender without much resistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>He built motte and bailey castles</td>
<td>This allowed him to garrison troops in strategic locations who could quickly travel to deal with local rebellions</td>
</tr>
<tr>
<td>He gave land to loyal English lords</td>
<td>This encouraged many leading Saxons to transfer their loyalty to William after his victory</td>
</tr>
<tr>
<td>He paid money to the Danes</td>
<td>This removed an important threat which had helped the Northern Rebellion</td>
</tr>
<tr>
<td>He burned land and cattle across the north of England</td>
<td>This reduced the population of the traditionally rebellious north and frightened potential rebels</td>
</tr>
</tbody>
</table>

Page 222: Test yourself

1. William created a formal obligation for each of his barons to provide knights.
2. New trials were introduced. New courts were introduced, particularly to deal with land issues and Church issues. New law enforcement procedures were introduced to help control crime.
3. To clarify land ownership and raise taxes to defend against the threat of Viking invasion.

Page 223: Develop the detail

William passed laws about inheritance – These laws, called feudal incidents, allowed the Normans to gather rent from lands which were left to a son who was not old enough to own it or to take land when there was no one to inherit.

William controlled more land than Edward – William took direct control of much of the land in England which allowed him to distribute this in return for loyalty. It also increased his income.

The Domesday Survey allowed William to raise more taxes – These taxes were used to raise money to pay off potential Viking invasion and to support William’s military control of the country.

William’s lords were given more power on the Welsh border – This encouraged them to build a huge number of castles and maintain their own garrisons.

New courts were created – These centralised the law and allowed the Normans to deal easily with feudal disputes and land ownership issues.

Page 223: Evaluate the interpretation

Yellow: There was very little change in local government; many Saxon systems such as watchmen and shires continued. Government was also still conducted through royal writs.

Green: The system was largely similar, with earls and barons being equivalent. The only difference was that William made formal demands for military service from his barons.

Turquoise: Hue and cry, oaths, trial by ordeal.
Pink: Earl Waltheof kept his position until he joined rebellions against William.

Page 225: Test yourself
1. • Increased trade with Europe.
   • Increased security led to new economic ventures.
   • The power and wealth of the lords increased.
2. • There was a greater range of occupations in towns.
   • Towns gave people the opportunity to develop a trade.
   • Town citizens had the right to be tried in the town court.
3. • Diet.
   • Obligation to work for others.
   • Reliance on farming.

Page 225: Topic summary
The farming year – This stayed much the same under the Normans. June was the most important time because of the harvest.

Life of peasants – Many peasants lost their free ceorl status. Otherwise life remained much the same.

Life of rich – Increased concentration of land meant that nobles were more powerful under Norman rule.

Number and size of towns – Increase in the number of towns and town populations. New towns emerged on important trade routes.

Features of towns – Towns became wealthier due to increased trade. New buildings such as castles and Romanesque churches were added to many towns.

Page 225: Support or challenge?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of towns and cities increased later in the Norman period</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Some towns initially reduced in size</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The farming year changed very little</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Rents went up and there were less free peasants</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>There were new buildings in many towns</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Trade with Europe increased</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Jewish moneylenders offered loans to help set up businesses</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Page 225: Practice question
The impact of the Norman Conquest on villages was significant, although it did not necessarily change the lifestyle of a large number of peasants (who made up 97 per cent of the population). Most lords were replaced after the period of rebellions from 1067 to 1071. These new Norman lords often charged higher rents which made it difficult for a number of peasants to maintain their free status. As a result, there was a clear drop in the number of free peasants in the Domesday Book. There was also an increase in the amount of cultivated land, which made farming more prosperous and increased the self-sufficiency of many villages. Despite this, the rhythm of the year changed.
little. Peasants still lived on a cycle which revolved around farming and preparation for the crucial harvest months around June.

The impact on towns was far more significant. Although a number of towns initially reduced in size (for example, Oxford and Norwich) there was a growth of new towns around trade links such as rivers and the increased security of the later Norman period allowed many towns to flourish. Many towns were transformed by the building of castles, initially in wood but often converted to stone in the twelfth century. There was also a huge programme of replacing Saxon churches with Norman Romanesque style churches. The increased trade with Europe (such as cloth markets in Flanders) increased demand and made many towns wealthier. The arrival of Jewish moneylenders in Europe also opened up possibilities for finance and helped to create new businesses and jobs.

Page 227: Test yourself

1. • Simony
   • Nepotism
   • Pluralism.

2. • New liturgy
   • Creation of ecclesiastical courts
   • New positions in the Church.

3. • Romanesque style
   • Grander size
   • Building in stone.

Page 227: Key events

| William was supported by the Pope in his invasion of England | William made Lanfranc Archbishop of Canterbury and set out to reform the English Church | New ecclesiastical courts were established and a new Church hierarchy was instituted | Church architecture was transformed and a huge number of new cathedrals and parish churches were built | William Rufus came into conflict with the Pope and his Archbishop of Canterbury, Anselm | Under Henry I there were also conflicts between King and Pope over lay investiture | This was ultimately settled by the Concordat of London in 1107 |

Page 227: Improve the paragraphs

There were some problems between the King and the Pope. When William was King there weren’t many problems because he actually had the Pope’s support. However at the end of his reign they did disagree a bit. Under William I relations with the Pope were generally good. William had secured the support of Pope Alexander II for his invasion of England and had been granted a papal banner for the invasion. William and Alexander worked together to reform the English Church and reduce problems such as simony and nepotism. William’s relationship with the Pope did decline with the accession of Pope Gregory VII, who demanded that William recognise papal authority. William reintroduced a tax to be paid to the Pope but refused to swear fealty to Gregory.

Under William Rufus the problems were much worse. He wasn’t very religious and he didn’t really respect the power of the Church. He also allowed some problems to come back in to the Church.
which William had got rid of. There was tension across Europe as Gregory attempted to take control of appointments to Church positions. William Rufus was often in conflict with Archbishop Anselm, who actually preached openly about the lack of morals in William’s court.

Henry’s relationship was better although he did have one big disagreement about the power of the King and the Pope. This was eventually solved, however, and his relationship was definitely more positive than the relationship with the Pope under William Rufus. Disagreements between King and Pope came to a head under Henry I, when Anselm refused to pay homage to Henry or be invested by him. Anselm was exiled as a result of this and the Pope retaliated by threatening Henry with excommunication. However, this issue was finally settled in 1107 by the Concordat of London which gave the Pope the right to invest but still allowed Henry to demand homage.

**Page 228: Test yourself**

1. Corruption due to control of lords and breaking of vows.
2. New constitutions with stricter rules, bringing them into line with Cluniac monasteries.
3. A centralised monastic order based around Cluny Abbey with strict rules for monks and nuns.
4. Universities set up with Church control. Anglo-Norman became the formal language of institutions such as law courts.

**Page 229: Develop the detail**

- **New constitutions** – Lanfranc laid down new rules for monasteries (starting at Canterbury). Monks had to follow strict guidelines about their daily lives.

- **Cluniac monasteries** – 24 Cluniac monasteries had been built in England by 1135. These followed the rule of Cluny Abbey in Normandy.

- **Leadership** – Monastic leadership was changed much later than Church leadership, but by 1086 only three Saxon abbots remained.

- **Number of monasteries** – There was a huge number of new monasteries (from 60 in 1066 to 250 in 1135) and an increase in the number of monks and nuns.

- **Education** – A number of new schools were opened, usually attached to cathedrals or larger churches.

**Page 229: Spot the interpretation**

- **A** the aggressive building of new monasteries
- **B** occupied by monks from France
- **C** lack of respect shown for English customs
- **D** Normans breathed fresh intellectual life into the English monasteries

**Page 229: Practice question**

This interpretation is convincing as it identifies some of the key changes the Normans brought to English monasteries. One of the most apparent of these was the introduction of new ‘Norman superiors’. English Church leaders, many of whom had been appointed through simony or nepotism,
were replaced by Normans. The abbots of Canterbury, Winchester, Tavistock and Glastonbury were all removed by William and replaced with more loyal Normans. There was also an introduction of Cluniac monasteries which were under the control of Cluny Abbey in Normandy. The first Cluniac monastery in England was built by William de Warenne at Lewes, but increasingly monasteries conformed to Cluniac rule. This was further supported by the new constitutions laid down by Lanfranc which forced many English monasteries to adapt stricter codes of behaviour and lifestyle for monks and nuns.

However, this interpretation fails to make clear how gradual this process was in many cases, implying that this change was rapid (or ‘aggressive’). Although English bishops were quickly replaced with Normans (by 1070 there were only two English bishops), this process was much slower in the case of monasteries. By 1070, there had only been two replacements in the monasteries (the abbots of Canterbury and St Albans). In 1075, when Lanfranc held a council in London, 13 of 25 abbots were Anglo-Saxons. The introduction of Cluniac monasteries also only began in 1077 and was a slower process than the reform of churches. While Lanfranc enacted sweeping reform of the English Church from 1071, it took until 1077 for him to devote similar attention to the reform of monasteries. Overall, this interpretation correctly identifies the nature, but not the pace, of monastic reform.
Chapter 11: Elizabethan England, c1568–1603

Page 235: Test yourself
1. November 1558.
2. 44 years.
3. • Privy Council
   • Patronage
   • Progresses.
4. Cecil was Secretary of State. He handled all the Queen’s correspondence.

Page 235: Practice question
An effective functioning Privy Council was vital for the smooth running of Elizabethan England. It was the country’s political nerve centre with the Queen as the pivotal point. This group of loyal and trusted advisers was appointed directly by the Queen and answerable to her. The Queen and the Privy Council were the most important parts in the machinery of government. The Privy Council met daily to deal with issues of state and gave the Queen advice about the best course of action to take. It made very important decisions, for example about defence of the realm or the execution of traitors. Elizabeth ensured that a small, tight-knit group managed to successfully govern the country for the whole reign by enabling a balance of voices to be heard. Although she ultimately made policy decisions, the Privy Council could issue proclamations in the Queen’s name that had the force of law and proved skilful at guiding parliamentary business on behalf of the Queen. It sent orders to the localities, ensuring that the rest of the population, who had no say in the running of the country, knew what the Queen’s orders were.

Page 235: Spot the mistakes
The Privy Council were trusted ministers who helped Elizabeth govern England. They were all members of the gentry and nobility. Walsingham William Cecil handled her correspondence. Francis Walsingham William Cecil controlled Elizabeth’s spy network. Dudley Cecil was her most powerful minister and Robert Dudley was her personal favourite who liked to stir things up. One thing her Privy Councillors all agreed disagreed about was religion: some wanted a more radical Protestant settlement than others.

Page 235: Develop the explanation

<table>
<thead>
<tr>
<th>Description</th>
<th>Explain why it was important in Elizabethan politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth was surrounded by 500 courtiers</td>
<td>Individuals competed with each other to influence the Queen. This allowed Elizabeth to control them by ‘divide and rule’ tactics</td>
</tr>
<tr>
<td>The Queen travelled around the country on progress</td>
<td>This allowed her to impress her nobles and also keep a check on them</td>
</tr>
<tr>
<td>Elizabeth’s chief minister was William Cecil</td>
<td>He was cautious and moderate and encouraged her to be the same</td>
</tr>
<tr>
<td>Elizabeth used patronage</td>
<td>This allowed her to reward favourite ministers and keep them loyal</td>
</tr>
<tr>
<td>Portraits of the Queen were controlled</td>
<td>This allowed Elizabeth to approve paintings, control her image and spread the image she wanted</td>
</tr>
<tr>
<td>As a young woman Elizabeth faced many dangers</td>
<td>This helped to make her strong but cautious when she became Queen</td>
</tr>
</tbody>
</table>
**Page 237: Test yourself**
1. Thirteen times in 44 years.
2. To pass laws and grant taxes.
3. • Religion
   • Marriage
   • Naming an heir
   • Going to war.
4. • Robert Dudley’s wife had died in mysterious circumstances; Elizabeth wanted to avoid a scandal.
   • Philip of Spain was a Catholic; Elizabeth was a Protestant.
   • Francis, Duke of Alencon and Anjou was French; there was strong anti-French feeling in England.

**Page 237: Support or challenge?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Support</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth called Parliament when she wanted to</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Elizabeth chose and dismissed her Privy Councillors</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Elizabeth had to ask Parliament’s permission to raise taxes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Elizabeth was a woman in a man’s world</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Elizabeth controlled Parliament through flattery and bullying</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Page 239: Test yourself**
1. Humanism was a belief in the power of the human mind.
2. Three reasons for the Great Rebuilding are:
   • The rise of the gentry class
   • The spread of Renaissance building ideas
   • The change of land use after the dissolution of the monasteries.
3. The first theatre opened in London in 1576 and it was called The Theatre.
4. The Puritans opposed the theatre because they associated it with paganism and Catholic miracle plays and they feared the spread of immoral behaviour.

**Page 239: Write an account**
A grey
B blue
C green
D yellow

**Page 239: Practice question**
The status and power of the gentry was purely based on their wealth. They became wealthier and grew in number and influence during Elizabeth’s reign for various reasons.

First, Tudor monarchs feared powerful nobles and so had overlooked the titled established nobility, giving out few new titles and excluding them from government. This allowed the gentry class to gain ground, even making it to the Privy Council. Cecil, Walsingham and Hatton were all from the gentry class.

Secondly, these families had a chance to make their fortunes through increased trade, exploration and rising demand for goods due to the growing population.
Thirdly, they had the opportunity to further increase and spread their good fortune because the
dissolution of the monasteries in Henry VIII’s reign meant that there was more land available for
them to buy. They rented out the land and so accumulated even more money.

Page 241: Evaluate the interpretation

A downstairs

B bread and butter

C mother, father, and a few brothers and sisters

D sitting on stools around the breakfast table

The interpretation sounds convincing for the lives of the able-bodied working poor. This family
sound pretty well off, with furniture, food and a two-storey house. They are eating breakfast before
they go to work so they are employed, and seem to have a settled, hopeful existence. There were
others, however, who were wandering vagrants begging for funds. They had no homes and only had
irregular work. They were very badly hit at times of bad harvests when there was famine and
disease. The interpretation is not representative and does not take account of the situation for the
worst off in Elizabethan society. The term ‘the poor’ covers a range of experiences and this
interpretation only tells part of the story.

Page 241: Test yourself

1. Poverty increased during Elizabeth’s reign because of:
   • Population growth
   • Inflation
   • Bad harvests
   • Enclosure
   • Rack-renting.

2. Wandering beggars were feared by the Elizabethan authorities because:
   • Beggars could incite rebellion.
   • They were blamed for spreading the plague.

3. The Elizabethans passed the 1601 Elizabethan Poor Law to deal with poverty.

Page 241: Practice question

Explain what was important about the problem of poverty in Elizabethan England. (8 marks)

The problem of poverty was important in Elizabethan England because it was a growing issue. The
numbers of poor people were increasingly seen as a threat to the established social hierarchy. There
were fears that gangs of wandering vagrants would be disorderly and if not dealt with could lead to
the eventual overthrow of Queen Elizabeth. The Elizabethan authorities grew worried and passed
laws which took measures to minimise the problems caused such as crime, violence and the threat
of rebellion, stepping up punishments against beggars from 1572. At first, central government did
not take responsibility and local authorities dealt with the issue as best they could. This changed
over time and a landmark piece of legislation was passed in 1601. Now everyone was responsible
and had to pay a poor rate to pay for apprenticeships, stocks of materials, almshouses and Houses of
Correction.

Page 243: Test yourself

1. Elizabethan explorers undertook voyages of discovery in order to: expand English trading
   routes, colonise parts of the world for England, and find riches and lucrative natural
   resources. They were sometimes driven by anti-Catholic feeling and aimed to rival the
discoveries of other seafaring nations, especially Spain.
2. • John Hawkins: a slave trader who designed improved ships for the navy based on his experience of fighting the Spanish.
• Francis Drake: the first Englishman to circumnavigate the globe, in 1577–80.
• Walter Raleigh: was granted a patent to set up a colony in America.
3. These adventurers were also known as sea dogs and privateers.
4. Jamestown was the first successfully established English colony.

Page 243: Develop the explanation

<table>
<thead>
<tr>
<th>Feature</th>
<th>Explanation – why this was important in Elizabethan England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawkins’ early voyages</td>
<td>Hawkins began the slave trade operating between West Africa and the West Indies. His cousin, Francis Drake, went with him on his last voyage. They were attacked by Spaniards. This fired up Drake to seek revenge and encouraged Hawkins to design improved ships which helped defeat the Spanish Armada</td>
</tr>
<tr>
<td>Privateering</td>
<td>Adventurers were licensed by the English government to attack Spanish ships. Rich Elizabethans, including Elizabeth herself, funded such expeditions and so explorers were motivated to explore and enjoy a share of the profits</td>
</tr>
<tr>
<td>Drake’s round the world voyage</td>
<td>Drake became a national hero since he circumnavigated the globe in 1577–80. This was a daring and impressive achievement and part of the events that marked England out as a seafaring power to be reckoned with at this time</td>
</tr>
<tr>
<td>Raleigh’s North American colonies</td>
<td>Raleigh orchestrated attempts to establish English colonies in America, While they failed much was learned and later in 1607 the first successful English colony was established</td>
</tr>
</tbody>
</table>

Page 243: Practice question

Interpretation B is convincing because it shows that Raleigh was intent on successful colonisation. He sought help from others and assembled a team of experts in different areas to assist him. Much of the world was unknown, so he would need to combine the knowledge available at this time as he ventured to the New World.

One nation that had led the way in terms of colonisation and conquest was Spain. King Philip had already established colonies in the New World and Raleigh wanted to increase England’s influence there. Spain was England’s great rival. The Spanish controlled the Netherlands and Elizabeth was at this time secretly helping the Dutch rebels. Their leader, William of Orange, had just been assassinated so the situation was dangerous. The interpretation suggests that ‘attacking’ Philip on another front might help wider English interests. Raleigh was born into a Protestant family and had spent years fighting Irish Catholic rebels, so was keen to limit the spread of King Philip’s influence and crusading plans.

Page 245: Test yourself

1. The Acts of Supremacy and Uniformity established Elizabeth’s religious settlement.
2. A recusant was a Catholic who refused to attend Elizabeth’s Anglican services.
3. The Northern Earls rebelled because they were unhappy with Elizabeth’s religious settlement. They wanted to return England to Catholicism and they felt sidelined by central government.
4. The Papal Bull of 1570 was a document issued by the Pope which expelled Elizabeth from the Roman Catholic Church. The Bull encouraged Catholics to disobey the Queen’s laws.
The Northern Rebellion of 1569 was the first rebellion faced by Elizabeth. It affected England because it was a serious threat to Elizabeth’s authority. It came soon after the arrival of Mary, Queen of Scots into England in 1568. She became the figurehead for conspiracies. The Earls of Northumberland and Westmoreland, who challenged Elizabeth’s middle-way settlement and wanted a return to Catholicism, planned to overthrow Elizabeth and make Mary Queen.

The action took place far away from Court, in the north of England. Five-thousand rebels marched to Durham Cathedral and illegally heard mass. They hoped Spanish Catholic help would arrive at Hartlepool but this did not materialise. Elizabeth swiftly sent an army against them and they fled into Scotland where they were rounded up and severe reprisals followed.

Thankfully for Elizabeth, the Papal Bull of excommunication which encouraged Catholics to betray her had not yet been issued, so support was arguably less than it might have been. The rebellion was very significant, however, as it was an act of defiance by nobles. It showed Elizabeth that she must make changes and reinforce her authority in the north. It also increased anti-Catholic suspicion and further penal laws were passed in the 1570s and 1580s to restrict Catholic activities with the aim of eliminating them.

The problem of recusancy was important because it meant that Elizabeth potentially had disloyal subjects in England. She had experienced this refusal to accept her religious settlement and directly challenge her authority during the Northern Earls Rebellion in 1569. The rebels illegally heard mass in Durham Cathedral. This early threat was swiftly and decisively dealt with. However, the Papal Bull excommunicating Elizabeth in 1570 effectively sanctioned recusancy. Catholics now were ordered to actively disobey the Queen, not conform and refuse to attend church. As a result, Elizabeth was increasingly threatened by Catholic plots and assassination attempts. The authorities were so alarmed that a new Treason Act soon followed in 1571, which meant that anyone denying Elizabeth’s supremacy and bringing the Papal Bull into England could be put to death. Wealthy recusants harboured Jesuits and missionary priests. The idea was to gain influence over wealthy families and turn them against the Queen. The hostile Protestant state was very wary of foreign links, and Mary, Queen of Scots was the centre of Catholic schemes to depose Elizabeth. In 1581, recusancy fines were raised to a crippling £20 from 12 pence. This meant that most English Catholics could not afford to continue to miss church and were forced to conform. Those who remained ‘obstinate’ were associated with England’s enemies and so the idea was reinforced that recusants were dangerous, unpatriotic and disloyal. The government campaign against them had worked.

These are suggestions of what you might have included in your topic summary pyramid. You may have included other examples or words.

1. Conspiracies
2. Threat, Queen
3. Ridolfi, Throckmorton, Babington
4. Focus for Catholic plots, Spanish backing, Papal backing, Elizabeth’s excommunication
5. House arrest, Stalled, Evidence, Extricated herself, Blamed Council
6. Beheaded Fotheringay, Martyr, Regicide, Armada, War
Page 247: Practice question
Mary was a constant source of concern for the Elizabethan authorities. Her arrival on English soil had national and international impact because she became the figurehead of plots, gave the Catholics hope and attracted continental support.

Soon after Mary landed, the Northern Earls rose up in rebellion in 1569 wanting to restore Catholicism. Their court conspiracy initially involved a plan for Norfolk to marry Mary, set her up as next in line to the throne and weaken the influence of the Cecils. Foreign support from Spain was also promised since Mary had continental links, but this did not materialise since Mary was more closely allied with France. Nonetheless, it was a highly dangerous situation. The rebels called Elizabeth’s Protestant settlement into question. They illegally heard mass at Durham Cathedral and Elizabeth sent a royal army to quash them. Five-hundred rebels were executed. As part of the reprisals, Elizabeth confiscated lands and executed the Earl of Northumberland. Anti-Catholic sentiment increased as a result.

Mary was an on-going focus for plots during the 1570s and 1580s, and this meant that Elizabeth had to handle her ‘prisoner’ very carefully. Elizabeth chose to keep Mary under house arrest, moving her from place to place for nearly twenty years. Elizabeth did not want to antagonise Mary’s foreign supporters. Elizabeth also stepped up laws against Catholics and issued a Bond of Association in 1584 outlining that anyone involved in a plot against Elizabeth could not benefit from her death in any way.

Spymaster Walsingham kept close watch on those Jesuits and missionary priests trying to keep the Catholic faith alive during these dangerous decades. Mary’s presence provided them with hope. He was determined to find evidence of Mary’s direct involvement in traitorous activities and this came with the Babington Plot of 1586. This meant that she could be put on trial in 1587 and was executed. Her impact continued after her death. Catholic Europe was outraged and the execution was a contributory factor which led Philip of Spain to launch the Spanish Armada.

Page 247: Test yourself
1. Mary came to England because she was forced to abdicate in favour of her son and she hoped Elizabeth would help her.
2. • Ridolfi Plot 1571
   • Throckmorton Plot 1583
   • Babington Plot 1586.
3. The Babington Plot helped Walsingham because it provided evidence of Mary’s guilt.
4. Elizabeth felt guilty over Mary’s death because regicide had been committed, they were cousins, and she was concerned about what reaction might be unleashed by Catholic Europe.

Page 249: Test yourself
1. Five reasons why Philip sent the Armanda:
   • Elizabeth was seen as a heretic by Catholic Europe due to the Papal Bull, so an attack was legitimised.
   • Elizabeth had directly helped Philip’s enemies, the Dutch rebels.
   • Elizabeth had supported privateers who had attacked Spanish treasure ships.
   • Elizabeth had ordered the execution of Mary, Queen of Scots, whom Philip saw as the
rightful heir to the English throne.
• Spanish ambassadors had been expelled from England by Elizabeth.

2. Five reasons why the Armada failed:
• The plan was flawed. Communication between the ships and Spanish soldiers in the Netherlands was impossible so the hoped-for rendezvous never happened.
• Medina Sidona, the leader of the Armada, was a poor choice, cautious and inexperienced.
• Spanish ships were heavier and less manoeuvrable than the English ones.
• Spanish guns were short range, which meant that the ships had to get up close to be effective, by which time the English had already caused damage with their long-range culverins.
• The weather in the English Channel did not favour the Spanish and it blew the fleet off course and northwards.

3. The war was finally over in 1604 when the Treaty of London was signed, by which time Elizabeth and Philip were already dead.

Page 249: Develop the explanation

<table>
<thead>
<tr>
<th>Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary, Queen of Scots’ execution</td>
<td>Philip felt that Elizabeth had murdered a legitimate Catholic and so a</td>
</tr>
<tr>
<td>angered Philip</td>
<td>Catholic crusade may be needed to stop the spread of Protestantism. This</td>
</tr>
<tr>
<td></td>
<td>meant that the ‘enterprise of England’ was more likely.</td>
</tr>
<tr>
<td>The Pope excommunicated Elizabeth</td>
<td>This meant that action against Elizabeth was legitimised by the Pope so</td>
</tr>
<tr>
<td></td>
<td>Philip was acting in the best interests of the Catholic faith by sending</td>
</tr>
<tr>
<td></td>
<td>an Armada against Elizabeth.</td>
</tr>
<tr>
<td>Philip was angry about English</td>
<td>This led to loss of Spanish wealth and prestige. Elizabeth was</td>
</tr>
<tr>
<td>privateers</td>
<td>essentially condoning piracy. Philip wanted revenge.</td>
</tr>
<tr>
<td>The Armada was going to pick up</td>
<td>The Armada was an ambitious undertaking but communication was a problem.</td>
</tr>
<tr>
<td>troops</td>
<td></td>
</tr>
<tr>
<td>The Armada was large</td>
<td>It was large so that Philip could land a large victorious invasion force</td>
</tr>
<tr>
<td></td>
<td>in England and add the country to his empire if everything went to plan.</td>
</tr>
</tbody>
</table>

Page 249: Practice question

The Spanish fleet approaching England was the most dangerous moment of Elizabeth’s reign. Philip launched this attack for various reasons. It was a crusade: Philip wanted to convert England back to Catholicism and this had always been his aim. He had previously offered to marry Elizabeth. Since he had been married to Mary he thought he could continue to maintain some control over England. Elizabeth, a Protestant, was very different from her sister. Elizabeth declined his marriage offer and went on to take actions which would provoke him. Over time their relationship changed for the worse. Elizabeth helped the Dutch rebels who were fighting against Spanish rule in the Netherlands. At first this was done discretely but in 1585 she sent an English army led by the Earl of Leicester. Now England and Spain were at war. She had expelled Spanish ambassadors in England who had been involved in plots against her. She had authorised the attacking of Spanish treasure ships in the New World and honoured privateers like Francis Drake. Mary, Queen of Scots had also been executed by the Elizabethan authorities. She was seen by many Catholics as the rightful heir to the English throne. These actions mounted up, antagonised Philip and caused him to attack.