

edexcel

A Level History



Specification

Pearson Edexcel Level 3 Advanced GCE in History (9HI0)

First teaching from September 2015

First certification from 2017

Issue 1

ALWAYS LEARNING

PEARSON

Exam Board: Edexcel
Exams: 3 x 2 hours and worth 80%
Coursework: Worth 20%

Why study A-Level History?

History is a highly engaging subject that allows you to develop a greater understanding of modern society and to have an awareness of the events that have shaped it.

History is one of the most academic and well-regarded subjects. A good grade at History A-Level demonstrates to universities and employers that you possess a range of desirable skills such as critical thinking, evaluation, intellectual rigour and independent thought.

History is an enabling subject and opens up a wide range of career prospects such as Law, Politics, Heritage, Public Relations and Journalism.

What do I study in Y12?

- In Search of the American Dream, USA 1917-96
- South Africa 1948-94. From Apartheid State to Rainbow Nation

What do I study in Y13?

- Rebellion and Disorder Under the Tudors, 1485-1603
- What was the cause of the Russian Revolution, 1917? (Coursework Unit)

This work pack will give you a taster of all 4 units!

How do I complete my History A-Level Taster Pack?

Complete all work set for the week on paper or typed. This then needs to be emailed'

Week	Unit	Pages
1	What was the cause of the Russian Revolution, 1917? (Coursework Unit)	3-11
2	South Africa 1948-94. From Apartheid State to Rainbow Nation	12-18
3	Rebellion and Disorder Under the Tudors, 1485-1603	19-25
4	In Search of the American Dream, USA 1917-96	26-40

What caused the Russian Revolution?

In 1917 the Russian people overthrew their monarchy and executed their royal family.

Later in the year, a second revolution meant that Russia became the worlds first Communist state.

Your study of the Russian Revolution will investigate why this happened.



Project Objectives

To know the timeline of the Russian Revolution

To understand the political, economic and social conditions in Russia prior to 1917

To be able to explain the causes of the Russian Revolution

Task 1: To know the timeline of the Russian Revolution

Watch this video:

<https://www.youtube.com/watch?v=cV9G1QUIm7w>

Use the information to create an illustrated timeline of the Russian Revolution. You may draw this by hand or create it on a computer.

It must include:

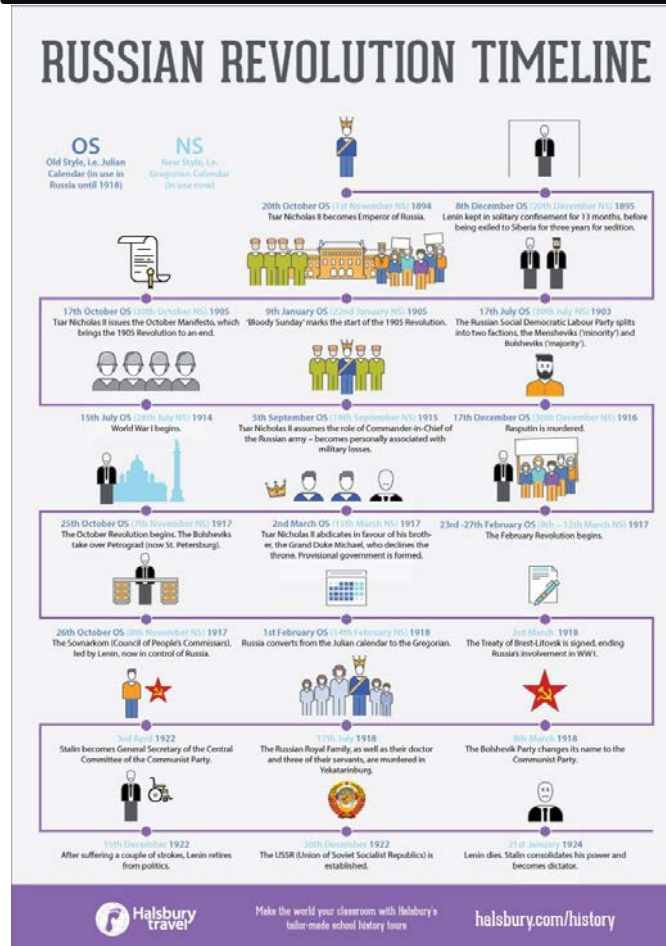
- ☐ At least 15 key events
- ☐ An image to accompany each event
- ☐ A one sentence explanation of each event

Project Objectives

To know the timeline of the Russian Revolution

To understand the political, economic and social conditions in Russia prior to 1917

To be able to explain the causes of the Russian Revolution



Top Tips!

- ❖ Watch the video first before you set out your timeline! (there are some very busy years, and some where very little happens)
- ❖ You may need to watch the video more than once!
- ❖ You don't need to include every event mentioned - prioritise the ones that you think are most important
- ❖ If there are parts you do not understand have a look at this timeline made by the BBC to help!

<https://www.bbc.com/russian-revolution/articles/timeline-of-the-russian-revolution>

Task 2: To understand the political, economic and social conditions in Russia prior to 1917

We are going to investigate WHY the Russian people revolted against their monarchy. To do this, we need to understand the conditions in Russia prior to 1917.

Draw out the table. You are then going to use the following slides to record information about each topic.

Success Criteria

- ☐ Summarise the factual information- focusing on specifics
- ☐ Select quotes and make inferences from the sources
- ☐ Explain why this would make people angry and likely to revolt.

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Autocracy	Nationalities	Geography and Economy	Urban Issues	Rural Issues

Key Words

Autocracy- a system of government where one person has total power. This often takes the form of a monarchy.

Tsar- Russian word for King

Urban- Relating to cities or towns

Rural- Relating to the countryside

Autocracy

The way that Russia was ruled in 1900 was called an **Autocracy**. This meant that that one man called the **Tsar** had supreme control over everyone. He had the power to make any changes he liked in the country. This meant people could not vote for their ruler as he was supposedly given his power by God.

The church and the army helped to uphold the Tsar's power. Most of the Russian Tsars did not want the common people to get an education as they thought it might cause them to rebel. Tsars were known for being very harsh on protestors or anyone who disobeyed.

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Tsar Nicholas II: The Last Tsar of Russia (1894-1917)

“Nicholas II was not fit to run a village post office.”

Said by an unknown cabinet minister

“He never had an opinion of his own ... always agreeing with the judgement of the last person he spoke to.” By Grand Duke Alexander Mikhailovich

“He kept saying ... that he was wholly unfit to reign ... And yet Nicky’s unfitness was by no means his fault. He had intelligence, he had faith and courage but he was wholly ignorant about governmental matters. Nicky had been trained as a soldier. He should have been taught statesmanship, and he was not.” From the private diary of the Tsar's sister, the Grand Duchess Olga.

“Nicholas believed wholeheartedly in autocracy. He thought that democracy with elections and parliaments would lead to the collapse of Russia. Nicholas knew very little about the [Russian] people. He did not visit factories or villages, or go on tours. His information about what was going on came from a small number of people, who were quite happy to protect him from the realities of life in Russia.” From a modern GCSE school textbook.

Nationalities

130 million people lived in the Russian Empire, but over 50% weren't Russian. The non-Russians were from all sorts of races, for example, Polish people from Poland.

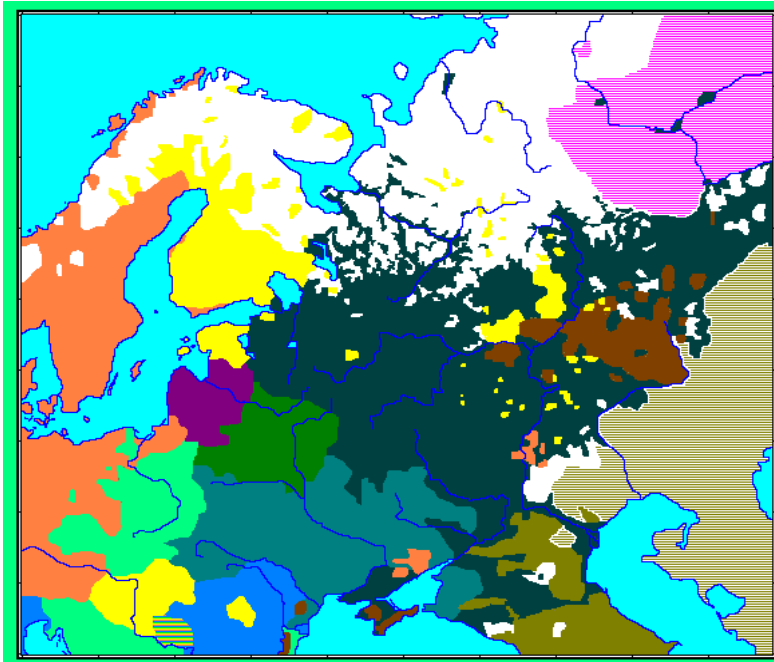
The Russians made non-Russians speak Russian, wear Russian clothes and follow Russian traditions. This policy was called "Russification". In Poland it was forbidden to teach children in Polish. Russians had all the important and most well paying jobs, whilst other ethnic groups were generally poorer and had less power.

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Ethnic Map of European Russia, 1913

- Russians ("Great Russians")
- Ukrainians ("Little Russians")
- Belarussians ("White Russians")
- Siberian Peoples
- Finno-Ugric Peoples (Finns, Estonians, Hungarians etc.)
- Caucasian Peoples, Kalmyks, Kazakhs
- Tatars
- Baltic Peoples (Latvians, Lithuanians)
- West, South Slavic Peoples (Poles, Czechs, Slovaks, Croats, Serbs, Bulgarians)
- Speakers of Romance Languages
- Speakers of Germanic Languages (Germans, Danes, Swedes, Norwegians)

after : <http://www2.bc.edu/~heineman/maps/ethnic.jpg> (1914)
and Andrees Handatlas 5th edition 1906-1913
<http://www.atlassen.info/atlassen/velhagen/andha05/picslarge/andha1907k031.jpg>

The Tsar was always sending us commands - you shall not do this and you shall not do that - till there was very little left that we might do, except pay tribute and die. One positive command he gave us: You shall love and honor your emperor. In every congregation a prayer must be said for the Tsar's health, or the chief of police would close the synagogue. On a royal birthday every house must fly a flag, or the owner would be dragged to a police station and be fined twenty-five rubles.

From *The Promised Land* by Mary Antin. An autobiography of Russian Jew.

Geography and Economy

4,000 miles East to West; 2,000 miles North to South. As large as the surface of a moon that you can see at night. 11 different time zones.

In the countryside there were very few paved roads. Outside main cities, roads would turn to mud in heavy rain. This made travel very slow.

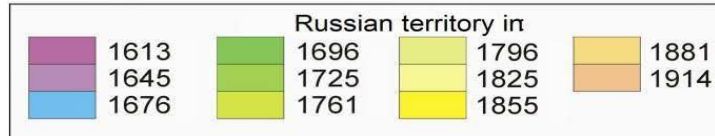
Russia's economy was backward meaning they had very few new technologies. It was poorer and less developed than other European powers of the time. The vast majority of people worked the farm land.

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Above: A map showing the growth of Russia over time

Left: A graph comparing Russian and British economic growth 1830-1890



Urban Problems

Saint Petersburg was the capital of Russia. The Tsar and his Ministers ruled the country from there.

From around 1900, Russia built many factories in the capital and Moscow, in an attempt to become more modern like Britain and Germany. Factories were owned by a few rich businessmen who dined on the most luxurious food at beautiful restaurants, or visited the ballet. The thousands of factory workers lived in filthy, crowded, disease-ridden dormitories. The workers worked long days for tiny wages.

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'We workers, our children, our wives and our old, helpless parents have come, Lord, to seek truth and protection from you. We are impoverished and oppressed, unbearable work is imposed on us, we are despised and not recognized as human beings. We are treated as slaves, who must bear their fate and be silent. We have suffered terrible things, but we are pressed ever deeper into the abyss of poverty, ignorance and lack of rights.' A petition from Russian workers to the Tsar, 1905. When protestors marched peacefully to deliver it, the Tsar's soldiers fired upon them, killing 150 people. This event became known as Bloody Sunday.



An illustration of Bloody Sunday. Striking workers had marched to the Winter Palace to deliver their petition for better rights to the Tsar

Rural Problems

Four out of five Russians were peasants who worked on the land. They had a hard life; they lived in wood and straw houses and there was often starvation and disease. Peasants were often in debt to their landlords, the nobles. Nobles made up 1% of the population but owned almost 25% of the land. They were very rich, with two houses, and often punished the peasants brutally.

Only 25% of Russia was really good farmland. Most of this was in the South and West of the country, especially in the Ukraine. The rest of Russia was either desert, arctic, or woodland, meaning there were lots of bad harvests leading to food shortages.

Project Objectives

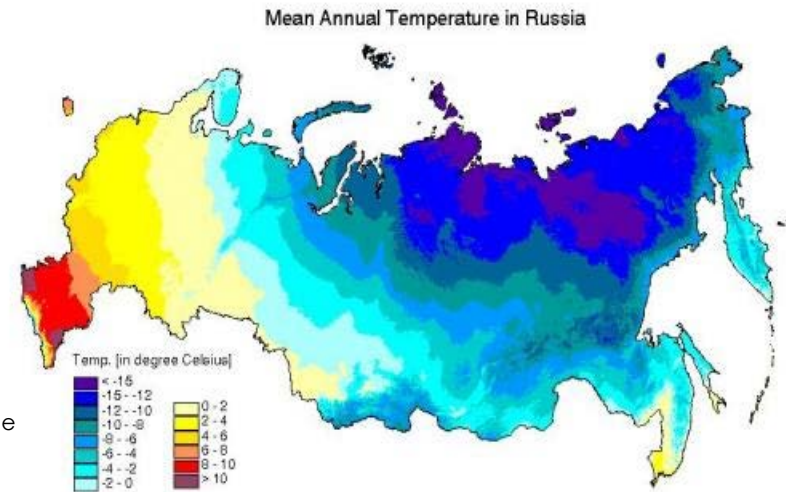
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Above: A photograph showing the impact of famine on Russian Peasants, 1916



Right: A map showing average temperatures in Russia

My father and mother lived out their hard-working lives with some friction, but very happily on the whole. Of the eight children born of this marriage, four survived. I was the fifth in order of birth. Four died in infancy, of diphtheria and of scarlet fever, deaths almost as unnoticed as was the life of those who survived. The land, the cattle, the poultry, the mill, took all my parents' time; there was none left for us. We lived in a little mud house. The straw roof harboured countless sparrows' nests under the eaves. The walls on the outside were seamed with deep cracks which were a breeding place for adders. The low ceilings leaked during a heavy rain, especially in the hall, and pots and basins would be placed on the dirt floor to catch the water. The rooms were small, the windows dim; the floors in the two rooms and the nursery were of clay and bred fleas. **Leon Trotsky, writing about life on a Russian farm in his book, *My Life: An Attempt at an Autobiography*.**

Task 3: To be able to explain the causes of the Russian Revolution

For this task you are going to play the role of a Russian citizen. You are going to write a speech or pamphlet to persuade others to rise up against the Tsar and cause a revolution. This is exactly what Bolsheviks like Lenin did in 1917.

Success Criteria

- ☐ Include information about the problems caused by:
 - ✓ Autocracy
 - ✓ Russification
 - ✓ Geography of Russia
 - ✓ Economic concerns
 - ✓ Urban discontent
 - ✓ Rural discontent
- ☐ Include key words, names, figures and dates
- ☐ Integrate information from the primary sources (previous slides)
- ☐ Be persuasive- remember you are trying to incite revolution!!
- ☐ At least one side of A4

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What was the impact of South African Apartheid?

Apartheid, the Afrikaans word for "apartness," was made up of a collection of strict laws that targeted South Africa's non-white population and is viewed as one of the darkest periods in the nation's history. For nearly half a century, non-white South Africans were stripped of their freedoms and suffered under government imposed restrictions.

This work pack will investigate how the institutionalized discrimination of apartheid was able to take hold in South Africa in 1948.



Project Objectives

To know what apartheid was

To understand the context of South Africa before Apartheid

To be able to explain the impact that Apartheid had when introduced in 1948.

Task 1: To know what apartheid was

Watch this video:
<https://www.youtube.com/watch?v=kJOU9YYMzpw>

Use the information to complete the table in as much detail as possible.

You need to :

- ☐ Include at least 10 specifics
- ☐ Write at least 3 sentences per question
- ☐ Write in full sentences

Project Objectives

To know what apartheid was

To understand the context of South Africa before Apartheid

To be able to explain the impact that Apartheid had when introduced in 1948.

What was apartheid?

Why and how was apartheid implemented?

What was the impact of apartheid?

Why and how did apartheid end?

Top Tips!

- ❖ You may need to watch the video more than once!
- ❖ You don't need to include every event mentioned- prioritise the ones that you think are most important
- ❖ If there are parts you do not understand so some research to help!

<https://www.history.com/topics/africa/apartheid>

<https://www.sahistory.org.za/article/history-apartheid-south-africa>

Task 2: To understand the context of South Africa before Apartheid

Even before the implementation of apartheid, laws existed in South Africa to restrict the rights of certain ethnic groups.

1. Read the table showing the racist laws that were enforced between 1900-1950. For each law, explain the impact that it would have on non-white South Africans

You should consider:

- ☐ Economic impact
- ☐ Social impact
- ☐ Political impact

2. Which law do you think had the greatest impact? Explain your answer in a developed PEEL paragraph.

Project Objectives

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Law	Details	What impact would this have had on non-White South Africans?
1911 Mines and Works Act and 1911 Native's labour regulations Act	<ul style="list-style-type: none"> Mines and Works Act: excluded Africans from most skilled jobs in the mines, which were reserved for white people Natives' regulation act: set down working conditions for Africans. They were to be recruited in rural areas (countryside), fingerprinted and issued with pass books which gave them permission to enter their area of work 	
1913 Natives Act	<ul style="list-style-type: none"> Restricted African ownership of land to 7% of South Africa. Many Africans were now forced to work for white farmers Most of the land Africans were allowed to keep was of the poorest quality – the land white people had not taken 	
1923 Natives (Urban Areas Act)	<ul style="list-style-type: none"> Africans should remain in cities only to work for white people for example, as servants Africans working industry or mining were expected to live in township - towns specially built for them on the outskirts of cities, and to leave when their contract ended 	
1927 Natives Administration Act	<ul style="list-style-type: none"> Set up the Department for Native affairs, to control all matters relating to Africans. 	
1936 Native Trust and Land Act	<ul style="list-style-type: none"> Extended the amount of land available to black South Africans to 13.6% of the total from the original 7%. 	
Representation of the Native Act 1936	<ul style="list-style-type: none"> Approximately 10,000 Africans had been able to vote in the Cape on the same basis as white people, this act removed this right. This meant that only white South Africans had the right to vote. 	

Task 3: To be able to explain the impact that Apartheid had when introduced in 1948

In 1948 there was an election in South Africa which was won by a party called the National Party, they won lots of support from white South Africans whose ancestors had moved to South African from Holland many years earlier. The National Party's main idea was called apartheid, this was about separation of different racial groups in South Africa. They hoped that eventually South Africa could be split into different nations, some for Black South Africans (these were small areas of land inside the borders of South Africa) and the remainder of South Africa – all the cities and resources – would belong to South Africa a nation reserved for White South Africans.

Make inferences from the sources (on the next slide) to fill in the table on the impact of Apartheid

- Try to include:
- ☐ Quotes
 - ☐ Inferences
 - ☐ Specifics
 - ☐ Considerations of purpose and potential issues with accuracy

Project Objectives
To know what apartheid was
To understand the context of South Africa before Apartheid
To be able to explain the impact that Apartheid had when introduced in 1948.

Economic Impacts	Social Impacts	Political Impacts

- Key Words
- Economic- to do with money
 - Social- to do with lifestyle
 - Political- to do with power, in particular in reference to governing a country

Project Objectives

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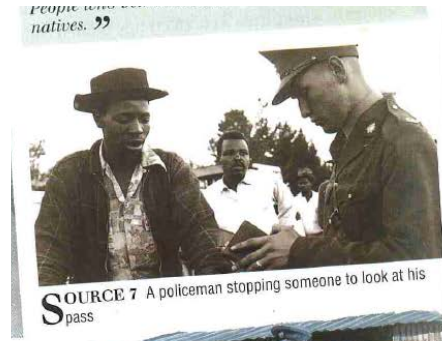
SOURCE 4 Signs in a park indicating areas people were allowed to enter

SOURCE 6 Dr Verwoerd, Prime Minister of South Africa 1958–66, speaking in 1952

“The white South African’s duty to the native is to Christianise him and help him culturally. Native education should be based on the principles of non-equality and segregation. The native will be taught from childhood that equality is not for them. People who believe that are not suitable teachers of natives.”

SOURCE 1 From the newspaper Cape Times, 13 December 1960

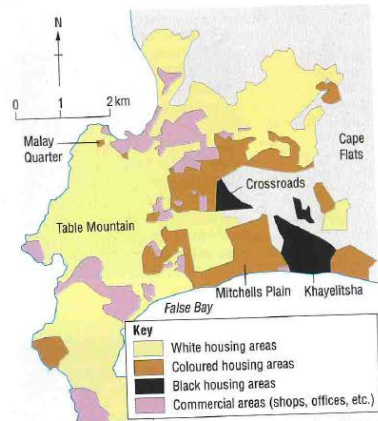
“At a cost of several thousands of pounds, a new subway for railway workers has been built to connect Salt River station with the Salt River Railway workshops. It will enable white and non-white workers to arrive at the workshops through different subways. But having arrived through their different subways, white and non-white workers will continue to work side by side inside the workshop.”



SOURCE 7 A policeman stopping someone to look at his pass

1. Laws to define a person’s race and prevent any more people of mixed race being born

- **Prohibition of Mixed Marriages Act, 1949:** made marriages between people of different races illegal.
- **Immorality Act, 1950:** made sexual relations between different races illegal.
- **Population Registration Act, 1950:** defined which race every South African belonged to.



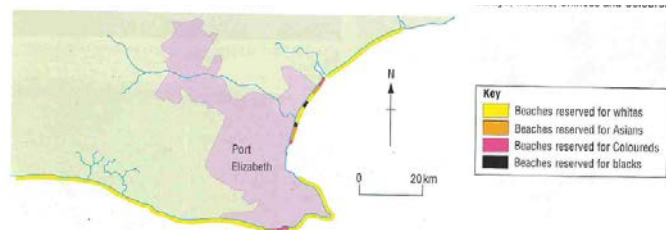
SOURCE 4 A map of Cape Town, showing how the city was separated into ‘white’, ‘Coloured’ and ‘black’ areas of housing

SOURCE 6 An extract from the oral accounts of the removal of blacks from District Six in Cape Town, collected by the University of Cape Town

“Question: What do you feel about the Group Areas Act which moved you from District Six?
Answer: Oooo, don’t talk about that. I will start to cry. I will cry all over again. That’s when the trouble started... when they chucked us out of Cape Town. My whole life... changed... What they took away they can never give back. I was far away from my family. All the neighbours were strangers. That was the hardest part, believe me... They destroyed us.”



SOURCE 5 Military trucks moving people out of Sophiatown, Johannesburg, 1955



SOURCE 5 A map showing how beaches around Port Elizabeth were divided into areas for use by different races

Task 3: To be able to explain the impact that Apartheid had when introduced in 1948

You have now investigated life before and after apartheid was implemented in South Africa. So how much of a change was it?

1. Use your knowledge to complete a similarity and differences table. The first ones have been done for you.

Try to include

- ☐ At least 3 similarities
- ☐ At least 3 differences
- ☐ A range of economic, social and political similarities and differences

2. Mini Essay: How different was apartheid to the laws that already existed in South Africa before 1948?

You need to include:

- ☐ At least 2 developed PEEL paragraphs
- ☐ Specific evidence
- ☐ A range of historical vocabulary
- ☐ Interesting sentence starters, to uplevel the quality of your writing (see next slide!)
- ☐ A comparative conclusion that reaches a sustained judgement.

Project Objectives

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To be able to explain the impact that Apartheid had when introduced in 1948.



Similarities	Differences
- Africans had to carry passbooks both before and after the implementation of apartheid	- Mixed marriages became illegal after apartheid.



P.E.E.L your paragraphs



Use these sentence starters to help you write your P.E.E.L paragraphs

Point

First
argument

OR

Additional
argument

Historians have
argued that ...

Whilst some
would argue ...

The first way
that ...

In addition to
this ...

On the one
hand ...

On the other
hand ...

We can infer
that ...

Moreover ...
Furthermore...

Evidence

For example ...

This is
demonstrated...

Source X shows
that ...

From my own
knowledge ...

This is
supported by ...

Explain

This means
that ...

It can
therefore be
argued that...

This suggests
that ...

This shows
that...

This leads me
to believe ...

Link

HIGH LEVEL
SKILL!!

We can
therefore see...

It is clear that
...

The most
important
factor is ...

In conclusion...



Tudor Rebellions 1485-1603



The Tudor era started with a vicious battle but ended with one of the longest running English monarchs there has been.

Henry VII fought his way to the throne using weapons against other lords and had to keep fighting to keep the crown. Yet by the time of his granddaughter Elizabeth, **the Tudor dynasty had changed the face of England and how it was governed through parliament.** The Tudor times were a time of religious and political challenge for the population and technological modernisation, led by a family famous for its own internal conflict.

Despite husband vs wife, sister vs sister, and cousin vs cousin, the Tudor family **managed to overcome all the rebellions that were organised against them.** Stories of the Royal family and their favourites are most famous from this period....but **our starting point should be what life was like for ordinary people** like you and me....550 years ago,...



Project Objectives

To know what life was like for an average Tudor person
To understand how life was different in Tudor times to today
To be able evaluate the role of Henry VII

Task 1:

Watch the documentary on Henry VII called 'The Winter King'.

<https://www.youtube.com/watch?v=-5FsriGn300>

(you can watch it all, but up to 32 mins)

Your answers should be detailed and clear to read!

1. How did Henry become king and why did this put him at risk?
2. How strong was Henry's claim to the throne?
3. How did Henry make others believe he should be king?
4. What was the significance of Henry's marriage to Elizabeth of York?
5. What was crucial for the continuation of the Tudor dynasty?
6. What was important about the 'sovereign' coin? How is this connected to the meaning of 'sovereign'?
7. Why did Henry decide to put some of his subjects under surveillance?

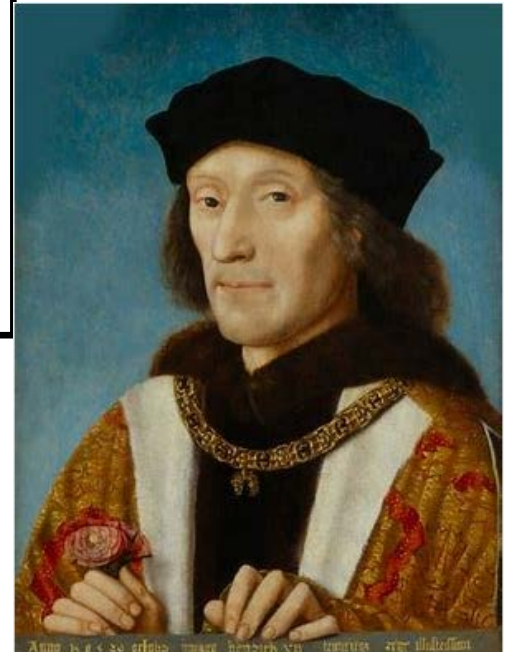
Task 2: Read the interpretation on Henry VII and his character. You need to analyse the interpretation using these steps

- 1) Read the interpretation and underline any words that are unclear and google what they mean
- 2) Read the interpretation again and this time highlights sections in two different colours – one colour showing what you find to be *convincing* (from what you know) and one section for less *convincing*
- 3) Decide whether this interpretation is overall accurate or not and write a PEEL paragraph explaining why you think this. *Overall, the interpretation is correct/incorrect in arguing that...*
- 4) Use examples to support or challenge what the interpretation says e.g. *'It would be incorrect to argue that Henry had no determination because....'*

Interpretation A

Guy, J. 'Henry VII' (1999), Oxford: OUP

Henry Tudor is perhaps one of the luckiest men to have ever lived. He was able to secure the thrown for himself due to a number of factors that can only be put down as sheer luck. We cannot claim that he was a great warrior, he was not. He did not lead his men in battle, his uncle did. We cannot claim he was a great strategic thinker, he was not. His uncle and mother were the two that planned for his invasion. We cannot claim he had determination, he did not. His mother was the one who was really determined for him to become king. It was through sheer coincidence that Henry was able to become king.



Project Objectives

To know what life was like for an average Tudor person
To understand how life was different in Tudor times to today

To be able evaluate the role of Henry VII

Task 3: To know what life was like for an average Tudor person and compare how life was different to today

Watch this video:

<https://www.youtube.com/watch?v=GgbEVDi8Zdc>

It shows a Tudor home of the 'middling sort' (not very rich or very poor) and explains some changes to the lives of **ordinary people** during this time.

Use the video until 13mins 40 secs to answer the questions.

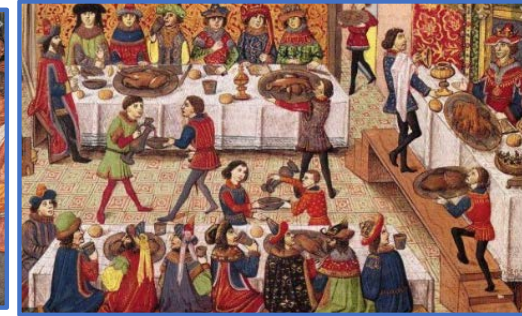
(You can watch it all if you want!)

Project Objectives

To know what life was like for an average Tudor person

To understand how life was different in Tudor times to today

To be able evaluate the role of Henry VII



A 'merchant' is someone who is involved in buying and selling goods – like a shop keeper or a trader. Think about the answers to these questions/

- What was changing in the Tudor period?
- Why would people invest in these 'new' things?
- *What does this tell us about Tudor people?*
- What was the normal diet of Tudor people?
- What sort of unusual evidence does the historian use to learn about the Tudors?
- What does this evidence tell us about Tudor society and how it was changing compared to earlier times?
- What is the significance of this change to the Tudor diet?
- What can we learn about Tudor understanding of medicine?

Task 4: To know what life was like for an average Tudor person and compare how life was different to today

Answer the questions from the passages in full sentences.

Rural means in the countryside
Livestock are animals

- How did the day begin for most people?

Project Objectives

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I. At Cock's Crow

First in a mornyng whan thou arte waken and purpose to ryse, lyfte up thy hande and blesse the, and make a sygne of the holy crosse, In nomine patris et filii et spiritus sancti, Amen. In the name of the father, the sonne, and the holy gooste. And if thou say a pater noster, an Ave and a crede, and remember thy maker, thou shalt spede moch the better.

John Fitzherbert, *The Boke of Husbandry* (1533)

Just before dawn the cockerels began their morning chorus and people clambered out of bed. Few were far from a farmyard alarm clock. The vast majority of people lived a rural life. Towns were generally small and interspersed with agricultural spaces, and huge numbers of urban dwellers still kept their own chickens and pigs in the yard out the back. Cattle and sheep grazed on town commons, and a cockerel and his hens could pick a free living on every dungheap, whether it was in the stable yard of an inn or on the edge of the weekly livestock market. Only London and perhaps Norwich and Bristol could truly claim to have a population undisturbed by the morning crowing of farmyard cocks.

Cockerels like to begin their labours at the very first hint of a lightening in the sky, long before the first rays break over the horizon. Those people who waited for the initial beams of light were known as 'slugabeds', and likely to find their livestock restless and loudly complaining by the time they got to them. Most people rose as the sky paled, to the sounds of birds and animals

Top Tips!

- ❖ Don't worry if you don't understand every single word. You can use a dictionary for some of them, but you can also **infer the meaning** from the context. This means taking an educated guess!



stirring. Summer days began at 4 a.m. therefore, while deep in the depths of winter there was little point in rising in the pitch black of night, delaying the business of the day to the much later hour of 7 a.m.

Window glass was still a luxury product, the preserve of the gentry and the richer sorts of merchants, so for the majority of the population the first grey of predawn would have made its way in through an oiled cloth shutter that kept the rain and the worst of the wind out while letting some light through. Some people had wooden shutters, however, which were more secure and kept all but the thinnest fingers of light out.

Yet if window glass was uncommon, curtains at the window were even rarer. Curtains were not for windows, they were for beds. The owner of a curtained bed was lucky indeed. A room within a room – warm, dark and private – a four-poster, curtained and canopied bed was one of the most sought after and highly prized household items in Tudor times. After bequests of landholdings and cash, beds were often the very first thing upon the minds of those making their wills. Shakespeare's famous bequest of his second-best bed to his wife, Anne, is sometimes seen as a slight, a symbol of a broken relationship, but I doubt that Anne or anyone else in the family saw it like that. Although his best bed went to his married daughter, he made sure that his wife would be warm and comfortable in her later years.

Many people have spent a night in a four-poster bed at a hotel, and some may have one at home, but they are unlikely to have got the full benefit from it within a modern building. Think instead of a Tudor room, which would have been draughty even if there was glass in the window frame. Tudor houses rarely had corridors, and access to rooms was generally through other rooms, so people would wander through now and again, and servants and children would be asleep on other beds within the same room. Even within larger, wealthier homes, few people

Yeomen and husbandmen means farmers

- What was uncommon in peoples houses at this time?
- What was different about curtains at this time?
- How were Tudor rooms organised?
- What point does the author make about Tudor beds?

had a room to themselves. With no separate servants' quarters (that was a later architectural development), some of the largest houses had the most crowded bedrooms. A house's occupants were more likely to be divided according to sex rather than social class, with male children and servants in one room and female children and servants in another. You, meanwhile, are tucked up inside your own private tent of thick, usually wool-len, curtains, which muffle the sounds of other people's snores, allow a fug of warmth to build overnight, and keep away prying eyes and ears.

Beds came in a range of shapes, sizes and materials, and I have slept in them all: simple piles of straw on earthen floors; sacks of straw on raised sleeping platforms; pieces of rush matting; wooden box beds; rope-strung truckle beds (small bedsteads on wheels that could be moved out of the way during the day, beneath larger bedsteads); hay mattresses, flock or wool mattresses and feather beds. Some had just blankets, while others had sheets, pillows, bolsters and coverlets. Some of the four-posters came with wooden ceilings (generally called 'test-ers'), and some with cloth tops. I have used such beds at all times of year, in temperatures ranging from twenty-eight degrees Centigrade to minus ten, in the snow and frost as well as the height of summer, alone and in company. I can confidently state that I understand why so many Tudor people gave beds a central position in their thoughts.

The more elaborate the bed, the more expensive it was, and beds belonging to the nobility – with four-post testers, silken hangings, multiple mattresses, fine linen sheets and ample sumptuous coverings – could be worth more than a small-scale farmer's entire holding. Yeomen and husbandmen living and working upon the land generally made do with a wooden bedstead and a flock or wool mattress, while their labourers and servants were lucky to be up off the floor. A simple loose pile of

straw formed the bedding of many of the landless, especially at the beginning of the period.

Sleeping in a loose pile of straw upon an earthen floor in your clothes is fine when the straw is clean and well fluffed up, and there is plenty of it, at least for a night or two. But it is not a good long-term solution. Mice and rats were common, and loose straw can work its way between every layer of clothing. After a few days the straw begins to break into short lengths and splinters, which irritate the skin far more. The dust can cause problems for many people, and it is hard to keep yourself clean. Simply putting the straw into a closely woven sack, and sleeping on that, works much better so long as you give the sack a really good shake each day. If you fail to look after your bed, it can quickly become compacted and lumpy.

The word 'bed' in Tudor England meant something close to what we today mean by the word 'mattress', so this straw-filled sack was known as a straw bed in its own right. A wooden frame to raise it off the floor was an additional refinement, listed in inventories and wills as a bedstead. Hay-filled beds are far more comfortable than straw beds, as hay is a softer, finer material, and there are even differences between types of straw. Barley straw is more comfortable than wheat straw, for example.

Many people carefully selected not just the main bulk of the straw, but also additional stuffing from the straw of particular plants to aid a good night's sleep. A whole family of plants has the common name 'bedstraw' for precisely this reason. Lady's bedstraw, or *Galium verum*, was considered to be the finest. Not only is it very soft to sleep on, but it smells of freshly mown hay even when dry and old, and it helps to deter insects, in particular fleas and body lice. If such insects were a major problem and lady's bedstraw was simply not powerful enough to ensure nocturnal safety, then small amounts of dried wormwood were effective, if smelly. Changing the bed regularly – emptying out



Straw



Rushes

Straw – grown in fields and dried out. Used also for animal feed

Rushes – the leaves of plant were dried, like straw, and put on the floor as a floor covering

- What was a danger in a heated Tudor room?

the old straw and refilling with fresh – also helped with both comfort and hygiene. According to the medical theory of the time (and something that is also believed today), lavender was good at promoting sleep, so a handful of dried lavender among the straw at the head end of the bed was also a good idea.

At the beginning of the Tudor period many people didn't even have a straw bed of their own but simply lay down upon the floor. This is not quite as grim as it sounds, however. Many homes still used loose rushes in a deep layer as a floor covering, which removed the necessity for furniture. In addition, domestic buildings were mostly heated by open hearths in the very centre of the room, which allowed the smoke of the fire to make its own way up and out. These central hearths were good at heating the indoor space, with none of the energy being lost up a chimney (chimneys had yet to make much impact on ordinary life, and in 1500 were still largely confined to stone-built castles and monasteries). Hearths were also convenient for cooking upon, allowing 360-degree access. However, the smoke did tend to hang in the air. The higher up you were, the more smoke there was. Spend time in such a building with the fire lit and you'll soon notice that there is a distinct smoke horizon below which the air is clear and breathable and above which it is not. Life, then, must be lived beneath the smoke layer. Furniture that raises you up is not helpful; you are better off living on the floor, so that floor needs to be warm, dry and comfortable to sit and sleep upon.

There are plenty of references to the strewing of rushes upon floors, from Thomas Tusser's *A Hundreth Good Pointes of Husbandrie* (1557) back to thirteenth-century poems and on to the plays of Shakespeare. In 1515 the Dutch humanist Desiderius Erasmus wrote in a letter that the floors of English houses 'are, in general, laid with white clay, and are covered with rushes, occasionally renewed, but so imperfectly that the bottom layer

is left undisturbed, sometimes for twenty years, harbouring expectoration, vomiting, the leakage of dogs and men, ale droppings, scraps of fish and other abominations not fit to be mentioned'. If you can accept that this is a man ranting about foreign customs – he goes on to make a huge fuss about the disgusting, unhealthy damp air in England – then it sounds much like a description of modern fitted carpets. The top surface is regularly cleaned, but drinks do get spilled, accidents from pets and children do happen, and the carpet itself carries on getting nastier and nastier at its base. But exactly how well (or poorly)

Morning prayer

The prayer at first waking was a personal affair, said alone and privately, though preferably aloud rather than silently. Beginning the day with a prayer was a constant throughout the Tudor

'reciting...of the office of Lauds at dawn' means repeating a specific prayer in the morning

A primer is the original of something that is copied from

- What does the price of the prayer book tell us about Tudor times?
- How was reading different in Tudor times?
- How do we know that religion was important in the Tudor era?

era, although the language and content of that prayer would undergo a fundamental change. Christianity was almost entirely unchallenged as an explanation of the universe, but the nature of Christianity was the hottest of all topics and the focus of vast conflict and upheaval: from Catholic to Protestant, back to Catholic and then back to Protestant again, with many variations in both denominations along the way and often at the same time. It was a subject over which people were willing to suffer impoverishment, become social outcasts, or even die.

When the goldsmith John Collan of York died in 1490 he left among his goods a primer – a book of prayers in Latin – that was valued at just six pence, roughly two days' wages for a labouring man at that time. It may have been an old book in very poor condition to be so cheap, or it may have been brand new, straight off the presses of William Caxton, whose first printed primer was produced that same year. Six pence would have been a fair price for one of the new printed prayer books, whether it was Caxton's or one imported from the Continent. With this book John Collan could have followed a basic version of the monastic cycle of prayer, reciting a slightly simplified version of the office of Lauds at dawn. Perhaps he did so in private every morning when he rose, or perhaps he led his household in a more communal act of devotion. In either case he would have read the Latin words aloud. Such familiar words may well have needed only occasional prompting from the written text.

As the fifteenth century slipped into the sixteenth, such relatively inexpensive primers became more available. New editions were being produced by Wynkyn de Worde here in Britain, and on the Continent some were being specifically designed for the English market and printed mainly in Paris and the Low Countries. For the gentry and for wealthy merchants, these new printed books offered a form of morning prayer that had previously been the preserve of the clergy and the aristocracy. For

In search of the American Dream: the USA, 1917-96

This unit of work covers a broad range of modern American history topics, including politics, civil rights, society and culture, and quality of life from 1917 to 1996. This was a period of huge transformation in America, covering two world wars, fifteen different presidents, and a major struggle to achieve equality for all citizens. That final point is what we will focus on here. In the following pages, you will learn about the civil rights movement in America. As you may already know, black people did not have the same rights as white people in America for a large portion of the twentieth century. We will look at a small selection of primary and secondary sources across up to 1968 to catch a glimpse of how the civil rights movement changed America. We will look at all of this in much more detail throughout year 12!



Project Objectives

To know key events of the civil rights movement up to 1968.

To understand how to analyse a source and interpretation.

To be able to summarise the impact of the civil rights movement.

What are civil rights?

Civil rights is a term we use to mean a set of standards (rights) for living that everyone is entitled to. The idea of civil rights rests on a belief in **equal opportunities**: everyone should have access to the same freedoms no matter what. It covers a wide range of rights such as the right to vote, the right to education, the right to a fair trial, the right to government services, and the right to use public facilities. At the beginning of our period of study (1917), the only people to have full civil rights in America (and the UK) were white men. People who campaigned for civil rights faced fierce opposition by those who benefited from a white male dominated society. While engaging with the materials in the following pages, at each stage think about **what changed** as a result of the civil rights movement.

Questions

1. Can you think of any other civil rights not listed above?
2. Who do you expect to be campaigning for civil rights in America?
3. Who benefits from restricting civil rights?



The quest for civil rights 1917–1933



In 1917, black Americans constituted 10% of the US population. Nearly 90% of them lived in the South, where over half of them were sharecroppers: a very poorly paid farming job. Black Americans were separated from white Americans in schools, transportation, and restaurants. This is called segregation, and the laws that enforced segregation were called Jim Crow laws. Between 1910 and 1970, over 6 million black people migrated from the South to Northern American cities like Chicago and New York where there were better employment opportunities and no Jim Crow laws.

Black Americans still faced racism in the North, which made it difficult to find fairly paid employment. This led to large populations of black people living in cramped ghettos in cities. A racist organisation called the Ku Klux Klan (KKK) was revived during the 1920s. They believed that white people were superior and their aim was to keep segregation and persecute black people, Jewish people, and Catholics. In response to the difficulties black people were facing across America, organisations that promoted civil rights began to grow. The oldest and most respected of these organisations was the National Association for the Advancement of Colored People (NAACP), founded in 1909. The most popular organisation in the 1920s was the United Negro Improvement Association (UNIA). While the NAACP was a non-violent organisation which sought integration of black and white people, the UNIA pushed for separation, black pride, and armed self defence.



The UNIA was led by Marcus Garvey, a Jamaican-born civil rights activist. He lived in Harlem in New York City, an area with a high proportion of black people living in ghettos. His assertive message was supported by many and the UNIA had a membership of 500,000 people: much higher than the NAACP.

The quest for civil rights 1917–1933

Source A

Our success educationally, industrially and politically is based upon the protection of a nation founded by ourselves. And the nation can be nowhere else but in Africa. There shall be no solution to this race problem until you, yourselves, strike the blow for liberty.

Source B

During the early 1930s, as women continued to push for anti-lynching* laws to be passed by the US government, living conditions for black people in Washington continued to decline. The Great Depression of 1929 caused widespread unemployment across the city, and black people suffered worse than white people. During this terrible economic circumstance, police became more violent, shooting, assaulting, and harassing black men and women in high numbers. This encouraged women to continue campaigning for an end to lynching and violence against black Americans.

*lynching is when a group of people kill someone for allegedly committing a crime without a legal trial

Source A is from *Selected Writings and Speeches of Marcus Garvey*, written in 1918. Read this extract and answer the following questions:

1. Who is the intended reader of this text?
2. What does Garvey believe to be the solution to the 'race problem'?
3. Why might this message appeal to black people in America in the 1920s?

Source B is from *Jim Crow Capital: Women and Black Freedom Struggles in Washington, D.C., 1920–1945* by historian Mary-Elizabeth Murphy, written in 2018 (I have adapted the language slightly). Read this extract and answer the following questions:

1. What happened to living conditions for black people in this period?
2. How did the police treat black people in Washington?
3. How did these issues contribute to the civil rights movement?
4. How much did the civil rights movement achieve in this period?

The quest for civil rights 1933–1945



This period is dominated by one major global event: World War Two. America joined the war in December 1941 and over one million black Americans served in the armed forces. During the war, even more black people from the South moved to the North: around two million in total. This is because they could find well-paid employment in the munitions (weapon making) industry.

World War Two led to an increase in civil rights activism in America. Black Americans still did not have equal rights and many saw how unfair it was for black people to risk their lives for their country but not be treated equally at home. Membership of the NAACP increased from 50,000 to 450,000 during the war. The popular black newspaper *Pittsburgh Courier* introduced the 'Double V' campaign, which aimed for victory overseas and against discrimination at home. Non-violent protests increased during this period, and the Congress for Racial Equality (CORE) was established.



The quest for civil rights 1933–1945

Source A

You tell me that hitler Is a mighty bad man.
I guess he took lessons
From the ku klux klan.
You jim crowed me Before hitler rose to power
And you're STILL jim crowing me
Right now, this very hour.
Yet you say we're fighting
For democracy
Then why don't democracy Include me?

Source B

The veterans* who had been abroad electrified and energized the larger struggle to make America live up to its promise of democracy and justice. They joined the NAACP in record numbers and founded new chapters of that organization in the South, despite a wave of violence against returning veterans. The veterans of World War II and the Korean War became the foot soldiers of the civil rights movement in the 1950s and 1960s.

*veteran is a word for someone who has served in the armed forces.

Source A is from a poem written by the famous black American artist Langston Hughes in 1943. Read the extract and complete the following tasks:

1. Who does this source compare Hitler to?
2. What does this source tell us about how black Americans felt during World War Two?
3. **Optional challenge:** read the entire poem here: <https://www.mesaartscenter.com/download.php/engagement/jazz-a-to-z/resources/archive/2016-2017/teacher-resources/hughes-beaumont-to-detroit>

Source B is from an article from the Military Times, written by historian Maria Höhn in 2018. Read the extract and complete the following tasks:

1. What did black Americans want after World War Two?
2. How did World War Two affect the quest for civil rights?
3. How much did the civil rights movement achieve in this period?
4. **Optional challenge:** read the entire article here: <https://www.militarytimes.com/military-honor/black-military-history/2018/01/30/african-american-gis-of-wwii-fighting-for-democracy-abroad-and-at-home/>

The quest for civil rights 1945–1961



This period saw an increase in civil rights campaigning. After the war, the NAACP (now with a much higher membership) and CORE began organising non-violent protests, the most famous of which was the Montgomery bus boycott.

The boycott started when a black woman, Rosa Parks, refused to give up her seat for a white man on a bus. After she was arrested, a campaign was started where black people refused to ride the buses in the town of Montgomery. The boycott was led by Martin Luther King and it successfully ended segregation on Montgomery's buses. King went on to become a leader of the civil rights movement across America and won the Nobel Peace Prize in 1964.



The quest for civil rights 1945–1961

Source A

And you know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression. There comes a time, my friends, when people get tired of being plunged across the abyss of humiliation, where they experience the bleakness of nagging despair. There comes a time when people get tired of being pushed out of the glittering sunlight of life's July and left standing amid the piercing chill of an alpine November. There comes a time.

We are here, we are here this evening because we're tired now. And I want to say that we are not here advocating violence. We have never done that. I want it to be known throughout Montgomery and throughout this nation that we are Christian people. We believe in the Christian religion. We believe in the teachings of Jesus. The only weapon that we have in our hands this evening is the weapon of protest. That's all.

Source A is an extract from Martin Luther King's speech on the Montgomery bus boycott. Read the extract and complete the following activities:

1. According to King, how do black people in America feel at this moment?
2. What is King encouraging people to do?
3. How effective do you think this type of protest would be?
4. **Optional challenge:** read the entire speech here <https://www.blackpast.org/african-american-history/1955-martin-luther-king-jr-montgomery-bus-boycott/>



The quest for civil rights 1945–1961

Source B

It unfolded in the aftermath of a lawsuit brought by the National Association for the Advancement of Colored People (NAACP) in 1954, in which the US Supreme Court had handed down a landmark ruling. In *Brown v Board of Education*, the court outlawed segregation in schools and thereby undermined its legal legitimacy in other areas.

Montgomery was an important start. With its church-based mass mobilisation, its black ministerial leadership, its cultivation of the idea of non-violence, and its projection of Martin Luther King, Jr, onto the national stage, the Montgomery bus boycott provided the blueprint for what would follow. Not least, it proved that segregation could be overcome by black action, a fact that inspired many others. “Somewhere in the universe,” Black Panther Eldridge Cleaver later wrote, “a gear in the machinery had shifted”.

Source B is an extract from an article written by historian John Kirk in 2019. Read the extract and answer the following questions:

1. What other civil rights event is the Montgomery bus boycott linked to, and why?
2. Why does Kirk describe Montgomery as ‘an important start’?
3. Based on these extracts, how much did the civil rights movement achieve in this period?
4. **Optional challenge:** read the full article here <https://www.historyextra.com/period/20th-century/from-rosa-parks-to-martin-luther-king-the-boycott-that-inspired-the-dream/>



The quest for civil rights 1961–1968



The 1960s was a decade of protests. Black Americans were the most prominent of minority protesters, but Native Americans, Hispanic-Americans and homosexuals also campaigned for equal rights. The Montgomery bus boycott did not lead to further mass activism straight away but by 1961 new tactics were taking off.

Two of the most common forms of protest during this period were sit-ins and freedom rides. Sit-ins involved a group of people literally sitting inside a place that was segregated (e.g. a café, restaurant, hairdresser) and refusing to leave. Freedom rides involved a group of people riding on buses across America to protest segregation. Martin Luther King continued to be a leader of this movement and co-ordinated non-violent protests in Birmingham and Selma (both in Alabama). These peaceful protesters were met with violence and their coverage on the news contributed to the passage of the Civil Rights Act (1964) and the Voting Rights Act (1965).



1. Does the Act meet all of the demands you listed above?
2. What does the act ban?
3. Do you agree that the Civil Rights Act is 'one of the crowning achievements of the civil rights movement'? Why/why not?

Civil rights overview

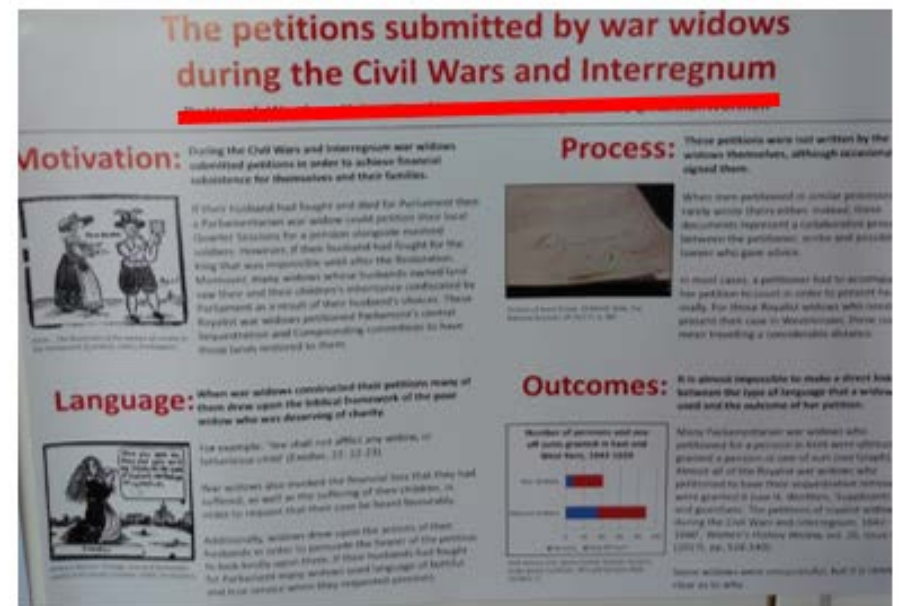
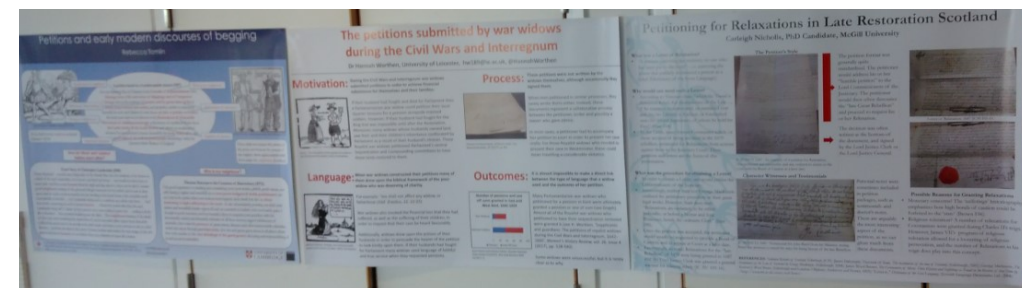
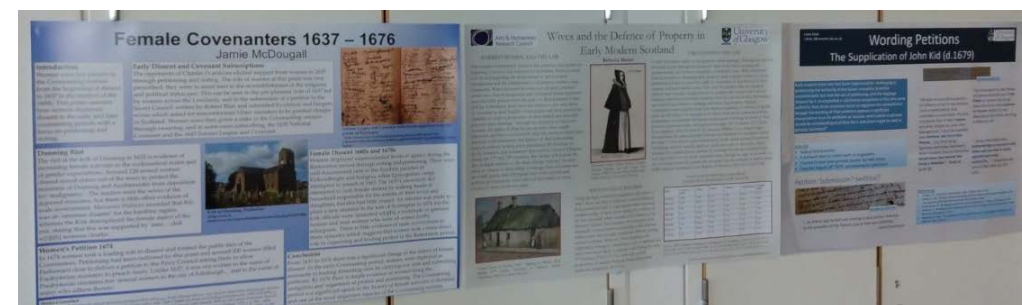
Complete the table below to summarise the knowledge you have picked up on this course so far. The first time period has been done for you.

Time Period	Impact of civil rights movement	Evidence
1917–1933	Establishment of UNIA, which is more aggressive than the NAACP and has the aim of taking black Americans back to Africa. Police brutality in Washington leads to civil rights groups becoming more determined and organised.	<ul style="list-style-type: none">- Marcus Garvey speeches and writings.- Extract from historian Mary-Elizabeth Murphy on female campaigners in Washington.
1933–1945		
1945–1961		
1961–1968		

Present like an Historian!

Historians don't just present their ideas in books, articles, and documentaries. Increasingly, universities are arranging 'poster conferences' where historians come together and present their research in the form of a poster. This helps the researcher to think about what the most important pieces of information are. If you only have one piece of paper (which must include images) you have to make sure you get your most interesting, ground-breaking, and significant points on there and leave out unnecessary detail.

Here are some pictures from an historical poster conference held at Glasgow University in 2017:



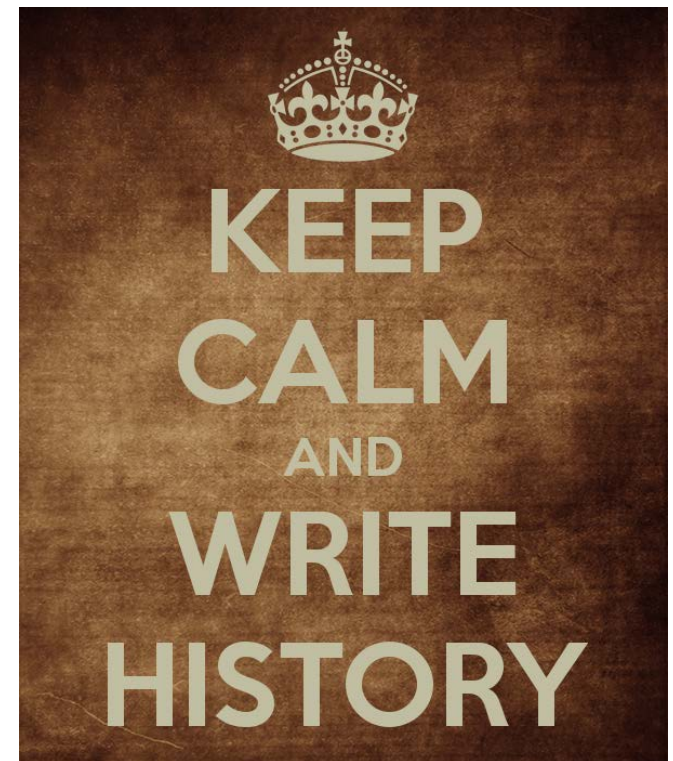
Your Task

Create your own poster which answers the following question:

How did the quest for civil rights change America? Present your argument with text and images, using evidence from at least two different time periods.

Success criteria

- ✓ Use the template on the next page to format your poster
- ✓ Include at least two images
- ✓ Include evidence from primary and secondary sources in this pack
- ✓ Use academic language – try to write in a similar way to the historians we have encountered
- ✓ Make sure your poster answers the question
- ✓ It is easiest to complete on PowerPoint, but you may use another document or hand write it if you like



Title

Name

Background

100-150 words explaining what the civil rights movement was.

Image

200+ words explaining what the impact of the civil rights movement was in your second chosen time period (for example, 1961 - 1968)

Image

200+ words explaining what the impact of the civil rights movement was in your first chosen time period (for example, 1945 – 1961)

Image